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# Job Analysis of Special Forces Jobs

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14. ABSTRACT ( <i>Maximum 200 words</i> ):  This report describes a job analysis of U.S. Army Special Forces (SF) jobs. The overall goal of the project was to gather information that will aid in the development of new SF performance measures. This goal required two types of information—the individual attributes requisite to SF performance and the field performance of SF jobs. The research involved five major steps: (1) development of workshop materials and logistics, (2) administration of workshops to collect critical incidents and task and attribute ratings, (3) analysis of task and attribute data, (4) development of performance categories and behavior-based rating scales, and (5) analysis of linkages between attributes and performance categories. Active duty SF noncommissioned officers (NCOs) and officers and a Subject Matter Expert Panel composed of SF officers and NCOs at the Special Warfare Center (SWC) participated in all parts of the project. The primary products of the project were behavior-based rating scales for SF jobs, definitions of individual attributes important for successful performance in SF jobs, and job task ratings. These products form the foundation for development and validation of selection and classification measures for SF jobs.				
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# JOB ANALYSIS OF SPECIAL FORCES JOBS

## EXECUTIVE SUMMARY

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### Research Requirement:

The overall goal of the project was to gather information that will aid in the development of new Special Forces (SF) performance measures. This goal required two types of information: (a) the individual attributes requisite to SF performance and (b) the behavioral dimensions of field performance of SF jobs. The research involved five major steps:

- (1) Development of workshop materials and logistics,
- (2) Administration of workshops to collect critical incidents and task and attribute ratings,
- (3) Analysis of critical incident, task, and attribute data.
- (4) Development of performance categories and behavior-based rating scales, and
- (5) Analysis of linkages between attributes and performance categories.

### Procedure:

Step 1, development of workshop materials and logistics, involved: (1) collecting and reviewing documents to form initial lists of job tasks and personal attributes relevant to SF Military Occupational Specialties (MOS), (2) conducting interviews with SF officers and NCOs to obtain critical incidents and feedback on the initial lists of tasks and attributes, and (3) preparing and pilot testing job analysis data collection procedures.

Steps 2 and 3 were accomplished over the course of May through July of 1993. In total, 175 NCOs, officers, and warrant officers participated. They represented various SF MOS and the five major SF groups (i.e., Special Forces Group Airborne [SFGA]). On average, the participants had 13 years of Army experience and 8 years of SF experience. Seventy-seven percent of participants were currently assigned to A Detachments (B Detachment = 17%, C Detachment = 6%).

The participants in Step 2 provided three major types of information:

- (1) judgments about individual attributes (such as judgment and decision making ability, nonverbal communication ability, endurance, motivation)
- (2) judgments about task areas relevant to SF MOS, and
- (3) descriptions of critical incidents (scenarios that describe a situation, an SF individual's behavior in that situation, and the outcome of the individual's actions).

Step 3, data analysis, involved: (1) editing and categorizing critical incidents, (2) computing means, standard deviations, and reliability coefficients for the task ratings, and (3) computing means, standard deviations, and reliability ratings for the attribute ratings.

In total, the participants provided 1,767 critical incidents, and in turn, the research team organized the incidents into job performance categories. Step 4 involved collecting and analyzing additional information on the performance categories and critical incidents. It had two goals: (1) to get input from SF NCOs, officers, and warrant officers on the performance categories and (2) to obtain judgments about the effectiveness of different behaviors that are represented in the critical incidents. One hundred and thirteen SF NCOs, officers, and warrant officers representing the five SFG[A] made the judgments. In turn, we used the effectiveness data to develop behavior-based performance evaluation scales relevant to each of the performance categories.

Step 5, analysis of linkages between attributes and performance categories, involved collecting judgments from NCOs, officers, and researchers familiar with SF jobs about the importance of each attribute for effective performance in each of the job performance categories.

#### Findings:

The critical incident technique yielded 26 performance dimensions that describe SF jobs. These behavioral dimensions are diverse such as "Building Effective Relationships with Indigenous Populations," "Decision-Making," and "Navigating in the Field."

A wide variety of attributes (e.g., physical endurance, reasoning ability, language adeptness) are needed for effective performance in the 26 performance areas. Forty-seven relevant attributes were defined.

#### Utilization of Findings:

The information developed in this project formed the foundation for the identification and validation of tests or other tools likely to predict performance in SF jobs. The behavior-based rating scales may be used to gather criterion data. Task ratings will guide development of hands-on or job knowledge performance criteria. Definitions of job-relevant individual attributes will guide identification of appropriate predictors for SF job performance.

# JOB ANALYSIS OF SPECIAL FORCES JOBS

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# JOB ANALYSIS OF SPECIAL FORCES JOBS

## CHAPTER I

### INTRODUCTION

#### Purpose

The landscape of defense has changed dramatically for the United States over the past decade. Because the country is more concerned about threats from the third world than with the traditional worries associated with the former Soviet Union, the nature of defense may become less conventional, and soldiers may need to be more adaptable (Gorden, 1994; Russell, Knapp, & Campbell, 1992). Such requirements could necessitate greater use of the Special Forces.

The primary goal of the job analysis was to provide a solid foundation for the development of selection/classification and criterion measures for four entry-level enlisted Military Occupational Specialties (MOS) and two officer positions in the Special Forces (SF) Career Management Field (CMF) [i.e., CMF 18]. These MOS are: 18A Commander - Captain; 180A Detachment Technician - Warrant Officer; 18B Weapons Sergeant; 18C Engineer Sergeant; 18D Medical Sergeant; and 18E Communications Sergeant.

This chapter provides an overview of SF in general and describes current SF selection and classification procedures along with the history of SF selection and classification research. It concludes with a discussion of the research rationale for the current job analysis project.

#### Overview of Special Forces

The basic unit within SF is the A detachment (or Operational Detachment - SFOD A). Ideally, an SF team is designed to have 12 members:

##### Officers

- 1 Detachment Commander (18A), usually a Captain
- 1 Detachment Technician (180A), a warrant officer, second in command

##### Advanced MOS

- 1 Operations Sergeant (18Z)
- 1 Assistant Operations and Intelligence Sergeant (18F)

### Entry-Level Enlisted MOS

- 2 Weapons Sergeants (18B)
- 2 Engineer Sergeants (18C)
- 2 Medical Sergeants (18D)
- 2 Communications Sergeants (18E)

Operationally, the full contingent of 12 is not always realized. Shortages of officers, warrant officers, and medical sergeants result in smaller teams. It is common to find teams with a warrant officer and no Captain; in those instances the warrant officer is the team commander. Also, some teams only have one medic. Occasionally, teams are short on other MOS.

Each team is part of a larger structure defined by five active duty Special Forces Groups [Airborne] -- SFG[A]--each of which is responsible for a particular geographic orientation:

- 1st SFG[A] headquarters at Ft. Lewis, Southeast Asia orientation
- 3rd SFG[A] headquarters at Ft. Bragg, Africa orientation
- 5th SFG[A] headquarters at Ft. Campbell, Southwest Asia orientation
- 7th SFG[A] headquarters at Ft. Bragg, Latin America orientation
- 10th SFG[A] headquarters at Ft. Devens (in process of moving to Ft. Carson), Europe orientation

Geographic orientation influences language requirements for team members, types of missions, and training needs. For example, the 10th SFG[A] operates in cold weather environments; ski and cold weather survival training are important for 10th SFG[A] teams, and team members are likely to be trained in European languages such as Polish or Russian. On the other hand, the 1st SFG[A] works in the Southeast Asia environment, much of which is jungle; team members are likely to be trained in Vietnamese, Chinese, or other Asian languages. Obviously, cultures, social structures, and languages vary considerably across the various geographical orientations.

SF performs five primary missions (Department of Army, 1990):

- Unconventional Warfare (UW),
- Foreign Internal Defense (FID),
- Direct Action (DA),
- Special Reconnaissance (SR), and
- Counterterrorism (CT).

UW and FID missions both involve training indigenous forces, but UW includes guerrilla warfare (GW) and other direct offensive low-visibility, covert, or clandestine operations while FID missions are overt. FID involves training, organizing, and assisting

forces for a Host Nation (HN). Both UW and FID missions can be of long duration. DA missions are short-duration, small-scale offensive actions. SR is reconnaissance and surveillance for data gathering purposes, and CT involves offensive measures to prevent, deter, and respond to terrorism.

In addition to the five primary missions, SF performs collateral activities (Department of the Army, 1990) including:

- Security Assistance,
- Humanitarian Assistance,
- Antiterrorism and other Security Activities,
- Counternarcotics,
- Search and Rescue, and
- Special Activities.

### SF Selection and Classification Procedures

SF selection and classification is a multi-hurdle approach designed to ensure that SF personnel are well-qualified mentally and physically. There are main phases: (1) initial screening of applicants, (2) a three-week assessment program (Special Forces Assessment and Selection [SFAS]), and (3) the SF Qualification Course (i.e., the Q-Course or SFQC). MOS assignment is made prior to the third hurdle (i.e., the Q-Course). Assignment to an SFG[A] is made during or after the Q-Course.

During the initial screening phase SF applicants must (Pleban, Thompson, Valentine, Dewey, Allentoff, & Wesolowski, 1988):

- be a male soldier (E4 to E7) or officer in a promotable status to the grade of captain;
- have a high school diploma or GED;
- have an Armed Services Vocational Aptitude Battery (ASVAB) General Technical (GT) score of 110 or higher;
- be airborne qualified or volunteer for airborne training;
- be able to swim 50 meters unassisted wearing boots;
- meet medical fitness standards as outlined in AR 40-501, DTD 15 May 1989
- pass the Advanced Physical Readiness Test (score 206 using 17-21 year group standards); and,
- be eligible for a Top Secret security clearance.

Applicants must not:

- be under suspension of favorable actions (AR 600-31);
- have been convicted by special or general court martial during current term of service;
- be barred to reenlistment;
- be a prior Special Forces or Airborne duty voluntary terminnee; or
- have quit military school.

Selected applicants attend SFAS where they are tested and exposed to challenging field exercises. The SFAS battery comprises a number of mental, learning, and personality tests as well as a series of field-related assessment activities (Velky, 1990). Soldiers are required, for example, to swim 50 meters while wearing boots and fatigues, to test their agility on the obstacle course, and to go on long treks with a 45-55 pound rucksack -- otherwise known as the "pain bag." As land navigation is important in successful completion of the training, heavy emphasis is placed upon military orienteering events during SFAS (Pleban, Allentoff, & Thompson, 1989; Busciglio, Teplitzky, & Welborn, 1991). After the first ten days, the candidates are evaluated by a board to see whether or not each should continue. Soldiers may voluntarily withdraw from the program at any time. Those who are sent home are advised as to why they cannot continue and how they may improve in order to reapply. Those who voluntarily withdraw can only be readmitted by exception. The remaining eleven days of activities are designed to evaluate how well individuals function as team members in a variety of physically demanding situations and how well they demonstrate leadership skills. On the twenty-first day, a final selection board determines whether or not each candidate is suitable to go on to the Q-Course. About 50 percent of the applicants who begin SFAS are selected for the Q-Course (Brooks, 1991; Fricke, 1990).

MOS assignment is made by a panel of senior SWC staff called the assignment board. Assignments are based upon the match between the candidate's background, aptitude level, and personal interests and the MOS requirements and SF needs.<sup>1</sup> In making assignments to SF MOS, the board considers the candidate's General Technical (GT), Skilled Technical (ST), and auditory perception test scores as well as the candidate's expressed interest and prior MOS. Some conventional Army MOS are viewed as highly relevant to particular SF MOS. For example, the conventional Army MOS 11B (Infantryman) is thought to have an SF counterpart, 18B (Weapons Sergeant). Other conventional Army to SF counterparts are: 12B (Combat Engineer) and SF 18C (Engineer Sergeant), 31C (Single Channel Radio Operator) and SF 18E (Communications Sergeant), and 91A (Medical Specialist) and SF 18D (Medical Sergeant).

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<sup>1</sup>We attended an MOS assignment board. This description summarizes our observation of the board's process; it is not taken from formal documents.

Those who are selected briefly return to their original branches until they are called to participate in the Q-Course (Fricke, 1990). The SFQC takes place primarily at Fort Bragg in North Carolina. The course lasts anywhere from 24 to 55 weeks, depending on the MOS that a candidate enters. Although the sequence of courses and activities has changed over the years and will change again in FY95, it includes several major activities: land navigation and small unit tactics, MOS specialty training, and a field assessment where soldiers are given an understanding of the Special Forces doctrine and organization while they are also trained in airborne and airmobile operations.

As mentioned earlier, there are four entry-level enlisted SF MOS. MOS 18B is SF Weapons Sergeant. The men are trained in such areas as tactics, anti-armor weapons utilization, the functions of all types of U.S. and foreign light weapons, indirect fire operations, manportable air defense weapons, weapons emplacement, and integrated fire control planning. Training lasts for 13 weeks. SF Engineer Sergeant (18C) training includes the topics of building and bridge construction, field fortification, and the use of explosives for both sabotage and demolitions. Again, training lasts for 13 weeks. MOS 18E, that of SF Communications Sergeant, requires an additional eight weeks of training that is actually completed before coming to the SFQC. During this prerequisite time, candidates participate in and pass the Advanced International Morse Code (AIMC) course. Upon arriving at the SFQC, these individuals are then trained in the installation and operation of SF high-frequency and burst communications equipment; antenna theory; radio wave propagation; and communications operations, procedures, and techniques. Finally, MOS 18D is that of SF Medical Sergeant. Those entering this MOS must complete 31 weeks of training at Fort Sam Houston, Texas and 13 weeks of training while at Fort Bragg. Training consists of advanced medical procedures that are to be administered both to the team and to indigenous populations. The topics covered include those of trauma management and surgical, dental, and veterinary procedures.

The final qualification period covers such topics as methods of instruction, unconventional warfare operations, and direct action operations. This phase culminates in a guerilla warfare exercise conducted in a national forest in the Fort Bragg area. Here, individuals are expected to be able to function as part of their 12 man team -- an "A-team" or "A-Detachment." The team consists of a captain, a warrant officer, and 10 non-commissioned officers (NCOs). Both specialty and common skills are evaluated in this environment as the team attempts to fulfill its mission. It should be noted that the basic mission of any "A-Detachment" is to raise, organize, train, equip, and lead in combat an indigenous light infantry battalion consisting of up to 1,500 members.

Attrition from the Q-Course varies substantially across MOS (Diana, Teplitzky, & Zazanis, 1994). The highest attrition rate is for Medical Sergeant (18D), only 18% of the students graduate on their first try through the course. Another 45% of the students eventually graduate 18D training, making the total graduation rate 63 percent. About 13 percent of Communications Sergeant (18E) trainees fail to graduate from training. Engineer Sergeant (18C) and Weapons Sergeant (18B) have relatively low attrition rates,

16 and 15 percent respectively. In some cases, soldiers who fail training in one MOS are reassigned to a different MOS and proceed with SF training. SWC and ARI have been conducting additional research on attrition from the Q-Course and are studying ways to reduce attrition.

Those individuals who pass the SFQC receive language training. Individuals learn basic communication skills with an emphasis on military terminology and on speaking and listening skills. The languages learned range from those widely known, such as Spanish and French, to those many Americans deem obscure, such as Urdu (spoken in Pakistan) and Tagalog (spoken in the Philippines). Individuals are assigned to languages according to their SF Group assignment, language preference, and scores on the Defense Language Aptitude Test (DLAB) (Petersen & Al-Haik, 1976). Foreign languages are divided into four difficulty levels, and different cut scores are applied to the DLAB for different languages. For example, Spanish, one of the easier languages for English speaking people to learn, is in the lowest difficulty category.

SF expects continuous training and honing of skills (Fricke, 1990). Once individuals are assigned to a team, they begin informal cross-training. SF soldiers are expected to acquire skills in at least one other specialty area. SF soldiers will also often attend the MOS portion of the SFQC to formally qualify in a second MOS. Cross-training does tend to blur differences between weapons sergeant (18B) and engineer (18C) over long periods of time. However, the skills required for communication sergeant (18E) degrade without consistent practice, and medical sergeant (18D) skills are highly specialized. Thus, 18E and 18D tend to remain differentiated over the course of their SF careers.

### History of SF Selection and Classification Research

Historically, SF selection and classification research dates back to the development of the Army Classification Battery (ACB), the forerunner to today's ASVAB (Berkhouse, 1963). In the early 1960's, Army researchers conducted validity studies to develop a special battery of tests, the SF Selection Battery (Berkhouse, 1963; Berkhouse & Cook, 1961; Berkhouse, Mendelson, & Cook, 1961). The experimental predictor battery contained a variety of noncognitive, self-description inventories as well as a situational judgment test and selected ACB aptitude area composites. Validity evidence led to the selection of four measures for the final battery: (1) the Infantry Aptitude Area composite from the ACB, (2) the Special Forces Suitability Inventory, a noncognitive measure of emotional stability or general psychological adjustment, (3) the Critical Decisions Test, a measure of risk-taking and practical judgment (where a few facts were presented with stringent time limits for deliberation), and (4) the Locations Test, a spatial orientation measure that required orienting oneself according to photographs of terrain. The four measures together yielded a multiple correlation of .63 with the hands-on performance criterion (N=216), .55 when corrected for shrinkage. The Special Forces Selection Battery became operational in 1961. Several noncognitive measures were later designed

with the intent of supplementing the Special Forces Selection Battery (Marder & Medland, 1964) but there do not appear to be any citations to research using the newer noncognitive measures.

Another validation study examined the usefulness of the Special Forces Selection Battery and other measures for prediction of officers' academic grades, training performance, and peer ratings (Marder & Medland, 1965). The Special Forces Selection Battery, the Special Forces Qualifying Examination (verbal and math items extracted from other officer selection instruments), and a language aptitude test showed promise for predicting academic grades and to a lesser extent, peer ratings. None of the experimental measures predicted training performance evaluations.

A new experimental battery was developed and assessed in the early '70s (Olmstead, Caviness, Powers, Maxey, & Cleary, 1972). The battery contained the ACB, the Interest Opinion Questionnaire, Life History Inventory, Military Interest Blank, an inventory designed to assess attitudes toward SF activities, the Team-Task Motivation Questionnaire, the Cognitive Test Battery, physical endurance, and a personal information form, several of which had subtests or subscales. Criterion proficiency measures included job knowledge tests, hands-on tests, and self- and peer ratings. Based on stepwise regression results (N=100), researchers identified thirteen tests for the final battery. Several of the best predictors were cognitive; five were from the Cognitive Test Battery, and three were ACB subtests. "Fighter" scores from the life history and military interest instruments as well as a "despair" score, physical endurance, and the team task motivation score made the final battery.

Around the mid-70's the Army terminated use of special batteries for SF selection, relying primarily on the Army Physical Fitness Test, ASVAB GT score, and information available from administrative records such as training experiences for SF selection (Pleban, et al., 1988). These procedures continued for about a decade, until the Special Warfare Center (SWC) tasked ARI to assist in the development of SFAS--a program for screening applicants into SFQC (where attrition was about 50%).

Development of paper-and-pencil and other selected predictors for SFAS involved two major steps.<sup>2</sup> The first step was highly exploratory (Pleban, et al., 1988). The research team, along with the SWC psychologist, determined that predictors should tap three general domains (intelligence, personality, and physical fitness), selected measures for those domains, and compared profiles of SF and non-SF personnel on those measures. They administered the Wonderlic Personnel Test (WPT--a g measure), the Jackson Personality Inventory (JPI), the Myers-Briggs Type Indicator (MBTI), and a

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<sup>2</sup>SFAS includes a number of predictors other than those mentioned here. Some of them are classified, such as the Ruckmarch. Literature reviewed here is limited to reported and unclassified documents.



Biographical Questionnaire (BQ) to soldiers from the 197th Infantry Brigade (N=57), attending the Q-Course (N=339), and currently on A-Teams (N=19). The BQ contained 14 items tapping educational level, component (active-reserve), time in service, rank, specialized training received, MOS, marital status, race, and career plans. Based on practical concerns and comparisons between the samples and between Q-Course students who were successful and unsuccessful in Phase I of the Q-Course, they eliminated the MBTI from further consideration.

The second step was a criterion-related validation study (Pleban, Allentoff, & Thompson, 1989). The WPT, JPI, and BQ were administered to SFQC Phase I candidates. At that time, Phase I was a four-week course focusing on general subjects, teaching, leadership, patrolling, land navigation, and physical conditioning. Phase I status, the criterion, was based on six variables: (1) a map reading written exam, (2) a land navigation field exercise (FTX), (3) a confidence course, (4) a patrolling written exam, (5) a patrolling FTX, and (6) rated performance as a patrol leader. The six scores were noncompensatory; failure to reach the specified cut score on any one variable resulted in termination from SFQC. The best single predictor of Phase I status was WPT ( $r = .29$ ). Four of the 16 JPI scales correlated significantly with Phase I status. Consequently, the authors recommended use of and further research on the WPT and the four JPI scales.

The BQ items pertaining to specialized prior training were examined. Pleban et al. found that prior Ranger training was related to Phase I status; eighty-four percent of the candidates who had graduated from Ranger school successfully completed Phase I. Reconnaissance and Jungle Warfare training also appeared to be associated with Phase I success. Analyses of the other BQ items (e.g., marital status) were not reported.

There have been two recent, relevant investigations of physical fitness requirements for Ranger training and SFAS. Burke and Dyer (1984) collected self-report information about recent Advanced Physical Fitness Test (APFT) scores and administered a physical fitness test consisting of the Harvard Step Test, push-ups, and pull-ups to 906 students in the Ranger Course on the day before training. They found that many of the physical test and APFT scores were related to both graduation from Ranger training and self-reports on the occurrence of nonserious injuries.

Teplitzky (1991) showed that the SFAS Phase I selection boards give considerable weight to the ruckmarch scores in making decisions about candidates. She correlated physical ability components of SFAS, the Ruckmarch and the APFT, with graduation (yes or no) from SFAS. The data were operational (not experimental), and the selection boards had reviewed scores on these events when deciding whether to allow poor performing students to continue. She computed average correlations across three years of SFAS (N=approximately 2,000 per year). The correlations of .25 (APFT) and .43 (Ruckmarch) with SFAS graduation suggest that physical abilities, particularly the Ruckmarch are a major component of the graduation decision.

Recent SF selection and classification research has investigated the usefulness of predictors from the Army's Project A (Peterson, Hough, Dunnette, Rosse, & Toquam, 1990). Busciglio et al. (1991) found that spatial tests developed in Project A yielded moderate validities for predicting two land navigation criteria collected during SFAS. DeMatteo, White, Teplitzky, & Sachs (1991) administered three scales from the Assessment of Background and Life Experiences (ABLE) to 1023 SF candidates on the third day of SFAS. Approximately 49% of the candidates graduated successfully from SFAS. Scores on the three ABLE scales (Energy Level, Emotional Stability, and Internal Control) were highly skewed, concentrated on the positive end of each scale. Internal Control, which was most severely skewed, failed to demonstrate a significant correlation with SFAS graduation. Energy Level and Emotional Stability yielded low, but significant positive correlations with graduation. Additional analyses suggested that ABLE scores were differentially related to the reasons for attrition. Nearly half of the unselected candidates had withdrawn voluntarily while others were involuntarily cut. The 74 candidates with very low ABLE scores had a disproportionately high rate of voluntary attrition compared to candidates with higher ABLE scores.

### Research Rationale and Approach to the Job Analysis

As mentioned at the onset of this chapter, the primary goal of the job analysis was to provide a solid foundation for the development of selection/classification and criterion measures for MOS in the 18 CMF. This goal is accomplished when the job analysis describes (a) the job performance domain and (b) the domain of individual attributes likely to be associated with job performance. Furthermore, the job analysis should also delineate attributes and areas of work performance that are common across all SF jobs and those that are MOS-Specific.

Our approach for achieving these goals (a) coupled task and performance (behavioral) information to form a complete description of the performance domain, (b) relied on individual differences research literature and subject matter expert (SME) input to specify individual attributes, and (c) used professional and subject matter expert (SME) judgment to link these two domains. Together the attribute and performance information provide the building blocks for the identification of predictors, development of criteria, and conduct of a criterion-related validation study.

An important aspect of this research was the focus on job performance behaviors afforded by the critical incident approach (Flanagan, 1954; Pulakos & Borman, 1985; Smith & Kendall, 1963). Critical incidents define in concrete, behavioral terms the critical performance requirements of the jobs. These behavioral analyses tend to illuminate critical performance components that are a function of motivation, interpersonal skills, communication skills, etc., which are often less likely to emerge in task analyses. The behavioral analyses provided the basic data for constructing job performance rating scales for SF jobs--a major product of the job analysis.

Another important component of the entire project was the inclusion of a subject matter expert panel (SMEP). We briefed the SMEP at key stages of the project--prior to each data collection. SMEP members provided advice on data collection plans, made specific suggestions on forms and materials, and helped us obtain information. Although most of our contact with the SMEP was in formal briefings, several members provided informal feedback on draft materials and sent us articles or other documents. SMEP members were<sup>3</sup>:

MG Shachnow  
COL Katz  
LTC McGoey  
MAJ Banks  
CSM Efir  
CW3 Merrill

COL Getty  
LTC Aaron  
LTC Wilderman  
CPT Downey  
SGM Neale

The job analysis involved five major steps:

- (1) Development of workshop materials and logistics,
- (2) Administration of workshops to collect critical incidents and task and attribute ratings,
- (3) Analysis of critical incident, task, and attribute data,
- (4) Development of performance categories and behavior based rating scales, and
- (5) Analysis of linkages between attributes and performance categories.

Step 1, Development of workshop materials and logistics, involved: (1) collecting and reviewing documents to form initial lists of job tasks and personal attributes relevant to SF jobs, (2) conducting interviews with SF officers and NCOs to obtain critical incidents and feedback on the initial lists of tasks and attributes, and (3) preparing and pilot testing job analysis data collection procedures.

Steps 2 and 3 involved a total of 175 NCOs, officers, and warrant officers representing the five major SFG[A]. On average, the participants had 13 years of Army experience and 8 years of SF experience. Seventy-seven percent of participants were currently assigned to A Detachments (B Detachment = 17%, C Detachment = 6%). The participants in Step 2 provided three major types of information:

- (1) judgments about individual attributes (such as judgment and decision making ability, non-verbal communication ability, endurance, motivation)

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<sup>3</sup>Toward the end of the project COL Mitchell became our chief Point of Contact with SWC. CPT Downey changed jobs and was replaced by CPT Short. SGM Neale brought his new replacement, SGM Powers, to the last SMEP meeting.

- (2) judgments about task areas relevant to SF MOS, and
- (3) descriptions of critical incidents (scenarios that describe a situation, an SF individual's behavior in that situation, and the outcome of the individual's actions).

Step 3, data analysis, involved: (1) editing and categorizing critical incidents, (2) computing means, standard deviations, and reliability coefficients for the task ratings, and (3) computing means, standard deviations, and reliability ratings for the attribute ratings.

In total, the participants provided 1,767 critical incidents, and in turn, the research team organized the incidents into job performance categories. Step 4 involved collecting and analyzing additional information on the performance categories and critical incidents. It had two goals: (1) to get input from SF NCOs, officers, and warrant officers on the performance categories and (2) to obtain judgments about the effectiveness of different behaviors that are represented in the critical incidents. One hundred and thirteen SF NCOs, officers, and warrant officers representing the five SFG[A] made the judgments.

We used the effectiveness data to develop behavior-based performance evaluation scales relevant to each of the performance categories. The names of the performance categories and the major roles of SF jobs that they reflect are listed in Figure 1.

Step 5, Analysis of linkages between attributes and performance categories, involved collecting judgments from NCOs, officers, and researchers familiar with SF jobs about the importance of each attribute for effective performance in each of the job performance categories.

The remainder of this report summarizes the procedures and results of the job analysis. Chapter II describes the development of the job analysis data collection procedures. Chapter III summarizes the data collection and describes the data analysis. Chapter IV explains the development of SF job performance categories and behavior-based rating scales. The last chapter, Chapter V, describes the identification of attributes important for successful performance in each of the performance categories.

Role	Performance Category(ies)
Teacher	A. Teaching Others
Diplomat	B. Building and Maintaining Effective Relationships with Indigenous Populations
	C. Handling Interpersonal Situations
	D. Using and Enhancing Own Language Skills
Professional	E. Contributing to the Team Effort and Morale
	F. Showing Initiative and Extra Effort
	G. Displaying Honesty and Integrity
Mission Planner	H. Planning and Preparing for Missions
	I. Decision Making
Soldier	J. Confronting Physical and Environmental Challenges
	K. Navigating in the Field
	L. Troubleshooting and Solving Problems
	M. Being Safety Conscious
	N. Administering First Aid and Treating Casualties
	O. Managing Administrative Duties
Weapons Expert	P. Operating and Maintaining Direct-Fire Weapons
	Q. Employing Indirect-Fire Weapons and Techniques
Engineer	R. Employing Demolitions Techniques
	S. Constructing for Mission-Related Requirements
Communi- cations	T. Following Communication Policies and Procedures
	U. Assembling and Operating Commo Equipment
Medic	V. Evaluating and Treating Medical Conditions and Injuries
	W. Determining and Administering Medications and Dosages
	X. Ensuring Standards of Health-Related Facilities, Conditions, and Procedures
Leader	Y. Showing Consideration for Subordinates
	Z. Providing Direction

Figure 1.  
SF Roles and Performance Categories Based on Performance Examples

## CHAPTER II

### DEVELOPMENT OF WORKSHOP MATERIALS AND LOGISTICS

The primary objective of the project was to conduct a thorough job analysis that would establish the framework for a future criterion-related validation effort. We planned to use a workshop format to collect job analysis information about job tasks, attributes needed to perform SF jobs, and critical incidents. In this chapter, we describe the types of data we collected and the materials and protocol the project staff developed to capture those data. Specifically, the development of workshop materials and logistics involved three major steps:

- (1) reviewing documents and working with subject matter experts (SMEs) to form categories of SF job tasks,
- (2) reviewing literature and conducting interviews with SF officers and NCOs to develop a list of attributes relevant to performance in SF jobs, and
- (3) preparing forms and procedures for collecting critical incidents, task category and attribute ratings, and other job information.

#### Development of Job Task Categories

At the onset of the project we worked to develop a basic understanding of SF. We reviewed documents from SWC that described the Q-course and SFAS and general SF needs and concerns (e.g., Brooks, 1991; Fricke, 1990; Velky, 1990). We also reviewed SF doctrine (e.g., Department of the Army, 1989a, 1989b, 1990) and professional bulletins from SWC, such as *Special Warfare*. We learned the basics of the structure of SF, the missions, the locations of the five SFG[A], the make-up of teams, and opinions about the differences among the groups and jobs.

With regard to job task descriptors, a key decision we faced was the decision of what level to use to describe SF jobs. Several factors influenced our decision. One of our aims was to avoid duplicating the in-depth work of other ongoing efforts. The U.S. Army Personnel Command (PERSCOM) was in the process of administering task surveys to SF personnel. We did not think it prudent to recollect specific task data and were concerned that SF would be displeased as well. Also, for the purposes of the current project, we needed to focus on tasks at a broader level. The sheer number of judgments on specific tasks (frequency and importance) required of job experts would take up most of the time available to conduct workshops. We, therefore, chose to work with materials available from PERSCOM to develop broader task categories for the current project.

Development of Draft Task Category Lists for Enlisted MOS. There were three steps in the process of developing task category lists. We used items from the Army Occupational Survey Program (AOSP) surveys developed by PERSCOM and AOSP survey data printouts to develop a structure of general categories and specific example

tasks for MOS-specific and SF-Common tasks, verified and/or refined the structure based on a review of the *Soldier's Manuals*, and conducted interviews with SMEs to review and revise both the category structure and specific example tasks for each of the categories.

In the first step, we assigned each project staff member an MOS with which to become familiar. We then visited PERSCOM and obtained for each MOS a copy of the survey and results of the most recent data analysis. We studied the organization of the surveys. Each survey lists the major MOS duty areas and relevant tasks within those duty areas. We used these major duty areas as our "task categories" -- the general structure for our preliminary task lists. We then examined the data analysis results.

The Comprehensive Occupational Data Analysis Programs (CODAP) output for the surveys listed the following indices for each task: (1) the percent of incumbents who performed a task, and (2) of those performing the task, the average significance of the task. We used these two measures as the criteria to select example (representative) tasks for each of our task categories, for MOS 18B, 18C, 18D, and 18E. We looked for specific tasks within each duty area with the highest average part of position means (on a seven-point scale ranging from 1 = insignificant to 7 = extremely significant). We also applied a cutoff value of a mean of 3.5. If a task mean was above this value, we considered that task as a potential example task for that category. For the common tasks, we looked for the highest part of position means across all four of the MOS (i.e., 18B, 18C, 18D, and 18E). In the cases where no task(s) were above the 3.5 cutoff value for all four MOS, we looked for task(s) above this cutoff for any three of the four MOS.

PERSCOM also provided data, combined across MOS, on tasks that were common to all SF jobs (SF-Common Tasks). We repeated the process described above to identify SF-Common task categories and exemplary tasks.

Once we had the structure for each MOS defined, we looked at the *Soldier's Manuals*. Our objectives in examining the manuals were to:

- Find a full listing of tasks and determine how they were organized (e.g, what dimensions, if any, were suggested by their task listing).
- Find any attributes listed in the manual.
- Determine whether the task categories were structured the same way as in the AOSP survey.
- Compare tasks listed within duty areas in the *Soldier's Manuals* with listings in the CODAP printouts.

Each staff member made revisions to the draft task list for his/her assigned MOS. Then we exchanged tasks lists and obtained input from the other team members on each list. We also noted areas where we needed further input before making final decisions about the structure of the domain or which example tasks to include.

Development of Task Categories for Officer Jobs. We used a somewhat different procedure to develop initial lists for officer and warrant officer jobs. Through discussions with ARI personnel, we learned that teams often have either an officer or a warrant officer, not both. In those cases, the officer or warrant officer is the team commander, and he performs the duties of both the team commander and detachment technician. For that reason, we determined that we should form one task list, merging the duties of officers and warrant officers. Second, PERSCOM was in the process of administering an officer AOSP; CODAP data for officer jobs were not yet available, and data that were accessible for warrant officer jobs were several years old. We examined the AOSP survey items that PERSCOM had developed for officer jobs and removed items that were common to all SF jobs (i.e., already listed under SF common). We also extracted task statements from position descriptions and text provided in the *Special Forces Technician* (USAJFKSWCS, 1993), a manual that had recently been developed for warrant officer jobs, and the primary manual for officers (Department of the Army, 1991). Ultimately, we used the general task category structure from the officer manual, supplemented with some new task categories based on the warrant officer position description items.

SME Review of Draft Task Categories. Each project staff member prepared interview questions for SMEs. We developed a script that included giving a brief overview of the project, eliciting background information from the interviewee, obtaining the interviewee's opinion about critical attributes for successful performance in SF, and obtaining specific feedback on the relevant draft task list (18A/180A, 18B, 18C, 18D, 18E).

We scheduled two SMEs for each MOS, and allowed one to two hours per interview. Pairs of researchers interviewed each SME. Eighteen SMEs, all of whom were currently instructors at SWC and were highly familiar with SF MOS, participated in the interviews.

It became apparent from interviews that individuals in some MOS and on some teams did not spend all of their time performing tasks within their MOS. Interviewees indicated that on some teams, 18Cs and 18Es may spend a lot of time performing staff functions, such as serving as an adjutant and administrative officer, intelligence officer, general assistant, logistics officer, or general point of contact. Because of this input, we developed a form that listed these staff functions and reserved it for later data collection activities.

We also revised our task lists based on interview comments about the overall organization and the specific example tasks. Copies of the final task category lists are



given in Appendix A. The final lists contained the following number of categories specific to each MOS:

<u>MOS</u>	<u>Number of task categories</u>
18A/180A	16
18B	13
18C	8
18D	22
18E	11

Additionally, we contacted the SF office at SWC that was tasked with reorganizing the SF common task domain for an expert review of the SF-Common task list. An expert from that office reviewed the task list and made some suggestions, including deleting one category and modifying several of the example tasks. The final SF-Common task category list contained 33 categories. It appears in Appendix A, along with the MOS-Specific categories.

### Development of the Attribute List

Our approach to the development of the attribute list was to start with a master taxonomy of attribute constructs identified in previous research and refine and tailor the master taxonomy as we conducted interviews with SMEs and reviewed research on SF selection and classification.<sup>4</sup> Comparing SMEs statements about attributes and attributes used in previous research against an overarching taxonomy helps ensure that abilities statements (used in job analysis) are easily matched to well-researched constructs and helps ensure complete coverage of various domains.

The development of the attribute list involved three steps: (1) constructing a master list of individual differences variables based on reviews of individual differences literature and writing very short job-analysis-like definitions of each variable, (2) selecting from and making refinements to the master list of attributes based on interviews with SF officers and NCOs, and (3) making additional refinements on the basis of SMEP input.

Development of the Master List of Attributes. Literature on human attributes is quite literally voluminous. For cognitive abilities alone, for example, several major theoretical contributions and reviews have been made over the last century (e.g., Carroll, 1993; Cattell, 1971; Guilford & Lacey, 1947; Spearman, 1927; Thurstone, 1938; Vernon, 1950; as well as Ekstrom, French, & Harman [1979] and Toquam, Corpe & Dunnette [1988] who conducted major cognitive abilities literature reviews). Research in each

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<sup>4</sup>Landy (1988) and Fleishman and Mumford (1988) have advocated using a taxonomy to develop lists of abilities for job analysis purposes.

other major domain (personality, interest, psychomotor, and physical abilities) is nearly as vast and rich.

Fortunately, research has resulted in a number of salient constructs in each domain. Two recent literature reviews highlighting replicable research-based attribute constructs provided the starting point for the development of the attribute list, the Project A model (Hough, Kamp, & Barge, 1986; McHenry & Rose, 1988; Peterson, 1987; Toquam, Corpe, & Dunnette, 1989) and a more recent literature review on individual differences domains prepared for the Roadmap project (Russell, Reynolds, & Campbell, 1993).

The Project A literature reviews resulted in definitions of replicable constructs in the cognitive, psychomotor, personality, and interest domains. After defining a set of predictor constructs, the research team conducted an expert judgment exercise to identify areas of covariation among the predictors for predicting criterion variables. Sets of predictors that covary may be redundant or overlapping in predicting criteria. The end result was a predictor-criterion performance space model illustrating clusters of predictors which function similarly in predicting performance criteria. As shown in Figure 2, this model defined eight broad factors of attributes: (1) cognitive, (2) visualization/spatial, (3) information processing, (4) mechanical, (5) psychomotor, (6) social skills, (7) vigor, and (8) motivation/stability. The broad factors subsume clusters of predictors at the next level of the hierarchy (e.g., verbal ability and reasoning within cognitive abilities). Fifty-three constructs appear in the lowest level of the model, the level of interest to us for writing job analysis attribute statements.

The Roadmap literature review summarized major taxonomies in the cognitive, psychomotor, personality, and interest domains--including those described by Project A. The resulting structure appears in Figure 3. The research team chose to summarize cognitive abilities according to Horn's (1989) structure, which at the basic construct level is consistent with other taxonomies (e.g., Vernon, 1950). Horn integrated information processing research with traditional factor-analytic results and evidence from physiological studies of brain injury and other impairments to identify broad and narrow cognitive factors. Narrow (or primary) factors are ones for which the intercorrelations among sub-factors are large; broad factors (second-order) are defined by tests that are not as highly intercorrelated. He defines six broad cognitive attributes-- $G_c$ ,  $G_p$ ,  $G_v$ , SAR, TSR and  $G_s$ --and two other factors that are important in specific settings,  $G_q$  and Eng.

The labels for psychomotor constructs in both Figures 2 and 3 are derived from the classic work of Fleishman and his colleagues (e.g., Fleishman, 1954; Fleishman & Ellison, 1962; Fleishman & Hempel, 1954a, 1954b, 1955, 1956), Imhoff and Levine (1981), and McHenry (1987). The more recent works have focused on hierarchical models of psychomotor abilities--models that are compatible with Fleishman's taxonomy. Imhoff and Levine (1981) proposed two higher-order dimensions of Fleishman's

Constructs	Clusters	Factors
1. Verbal Comprehension 5. Reading Comprehension 16. Ideational Fluency 18. Analogical Reasoning 21. Omnibus Intelligence/Aptitude 22. Word Fluency  4. Word Problems 8. Inductive Reasoning Concept Formation 10. Deductive Logic  2. Numerical Computation 3. Use of Formula/Number Problems  12. Perceptual Speed and Accuracy  49. Investigative Interests  14. Rote Memory 17. Follow Directions  19. Figural Reasoning 23. Verbal and Figural Closure	A. Verbal Ability/ General Intelligence  B. Reasoning  C. Number Ability  N. Perceptual Speed and Accuracy  U. Investigative Interests  J. Memory  F. Closure	Cognitive Abilities
6. Two-dimensional Mental Rotation 7. Three-dimensional Mental Rotation 9. Spatial Visualization 11. Field Dependence (Negative) 15. Place Memory (Visual Memory) 20. Spatial Scanning	E. Visualization/Spatial	Visualization/Spatial
24. Processing Efficiency 25. Selective Attention 26. Time Sharing	G. Mental Information Processing	Information Processing
13. Mechanical Comprehension  48. Realistic Interests 51. Artistic Interests (Negative)	L. Mechanical Comprehension  N. Realistic vs. Artistic Interests	Mechanical
28. Control Precision 29. Rate Control 32. Arm-hand Steadiness 34. Aiming  27. Multilimb Coordination 35. Speed of Arm Movement  30. Manual Dexterity 31. Finger Dexterity 33. Wrist-finger Speed	I. Steadiness/Precision  D. Coordination  K. Dexterity	Psychomotor
39. Sociability 52. Social Interests  50. Enterprising Interests	Q. Sociability  R. Enterprising Interests	Social Skills
36. Involvement in Athletics and Physical Conditioning 37. Energy Level  41. Dominance 42. Self-esteem	T. Athletic Abilities/Energy  S. Dominance/Self-esteem	Vigor
40. Traditional Values 43. Conscientiousness 46. Non-delinquency 53. Conventional Interests  44. Locus of Control 47. Work Orientation  38. Cooperativeness 45. Emotional Stability	N. Traditional Values/Conventionality/ Non-delinquency  O. Work Orientation/Locus of Control  P. Cooperation/Emotional Stability	Motivation/Stability

**Figure 2**  
**Project A Hierarchical Map of Predictor Space (from Peterson, 1987)**

Broad Attributes	Related Constructs
<b>Cognitive</b>	
G <sub>c</sub> - Knowledge or Crystallized Intelligence	Knowledge of general information Word knowledge
G <sub>r</sub> - Broad Reasoning or Fluid Intelligence	Inductive reasoning Deductive reasoning
G <sub>v</sub> - Broad Visual Intelligence	Spatial visualization Spatial orientation
SAR - Short Term Acquisition and Retrieval	Recency memory Word span
TSR - Long Term Storage and Retrieval	Associational fluency Expressional fluency Ideational fluency
G <sub>s</sub> - Broad Speediness	Visual scanning Visual matching
G <sub>a</sub> - Auditory Intelligence	Discrimination among sound patterns Auditory cognition of relations
G <sub>q</sub> - Quantitative Thinking	Computational fluency Numerical computation
Eng - English Adeptness	Word parsing Phonetic decoding
<b>Psychomotor</b>	
Dexterity	Finger dexterity Manual dexterity
Basic Movement Speed and Accuracy	Reaction time Control precision Speed of arm movement
Perceptual-Motor Movement Control	Multi-limb coordination Rate control
<b>Physical</b>	
Muscular Strength	Muscular tension Muscular power Muscular endurance
Cardiovascular Endurance	Cardiovascular endurance
Movement Quality	Flexibility Balance Coordination
<b>Personality</b>	
Extraversion	Sociable, Gregarious, Ambitious, Achievement-oriented
Emotional Stability	Emotional, Anxious, Depressed
Agreeableness	Good-natured, Cooperative
Conscientiousness	Dependable, Responsible
Intellectance	Curious, Broad-minded
<b>Interest</b>	
Realistic	Practical, likes hand-on work
Investigative	Curious, likes academic endeavors
Artistic	Creative, likes self-expression
Social	Friendly, likes people
Enterprising	Ambitious, likes managing & directing
Conventional	Concrete, likes exactness in work

Sources: Cognitive (Horn, 1989), Psychomotor (Fleishman, 1967; Imhoff & Levine, 1981; McHenry, 1987); Physical (Hogan, 1991a); Personality (Barrick & Mount, 1991; Digman, 1990; Tett, Jackson, & Rothstein, 1991); Interests (Holland, 1983).

**Figure 3**  
Individual Differences Attributes and Constructs (from Russell et al., 1993)

psychomotor ability factors: (1) Basic Movement Speed and Accuracy and (2) Perceptual-Motor Movement Control. Basic Movement Speed and Accuracy includes Fleishman's Control Precision, Speed of Arm Movement, and Reaction Time abilities--abilities that are highly structured and require speed and accuracy with little processing. Fleishman's Multilimb Coordination, Response Orientation, and Rate Control are subsumed by Perceptual-Motor Movement Control. This is a category of abilities that requires continuously or periodically adjusting movements in response to sensory or perceptual feedback. McHenry (1987) extended Imhoff and Levine's (1981) work, adding a third second-order dimension, Dexterity, to include manual and finger dexterity, and he posited a general factor underlying all tests of psychomotor ability.

Fleishman's (1972) taxonomy had nine physical proficiency constructs: (1) Static Strength, (2) Explosive Strength, (3) Dynamic Strength, (4) Trunk Strength, (5) Extent Flexibility, (6) Dynamic Flexibility, (7) Gross Body Coordination, (8) Gross Body Equilibrium, and (9) Stamina. Hogan (1991a) adapted and revised Fleishman's dimensions to better reflect physiological functioning and work performance. Her categories are seven-fold: (1) Muscular Tension, (2) Muscular Power, (3) Muscular Endurance, (4) Cardiovascular Endurance, (5) Flexibility, (6) Balance, and (7) Coordination. In Hogan's model, Muscular Tension, Muscular Power, and Muscular Endurance are organized into a broader Muscular Strength construct. Similarly, Flexibility, Balance, and Coordination are included in a broader Movement Quality construct. Cardiovascular Endurance has no higher-order counterpart.

Personality research has begun to converge on the number and content of replicable factors in personality instruments (Barrick & Mount, 1991; Digman, 1990; Tett, Jackson, & Rothstein, 1991). The "big five" replicable factors are: (1) Extraversion (sociable, ambitious), (2) Agreeableness (amiable, cooperative), (3) Emotional Stability (well-adjusted, calm), (4) Conscientiousness (trustworthy, persistent), and (5) Intellectance (thinking, creative). It is important to note, however, that there is some disagreement about the big five. Some have argued that the first factor is really at least two factors--achievement orientation and sociability--and others have argued for additional factors.

The most widely-used occupational taxonomy, not based on cognitive requisites for jobs, is probably Holland's interest-based scheme (1983). Holland found that four to eight categories of interests subsume most scales in interest inventories and that the different interest constructs have relatively stable relationships with one another. He named the primary six interest themes--Realistic, Investigative, Artistic, Social, Enterprising, and Conventional--or RIASEC. More recent occupational interest measurement research suggests that the Holland factors form the top of an interest hierarchy with the 20 basic interest factors from the Strong-Campbell Interest Inventory constituting the next level (Campbell & Hansen, 1981).

At the construct (i.e., not factor) level, the Roadmap and Project A reviews overlap substantially. The major differences are the inclusion of physical abilities and auditory intelligence in the Roadmap structure. We wrote short definitions of the constructs represented in the models to form our master list. A definition of auditory intelligence, for example, was "ability to detect and retain tonal patterns." We also reviewed previous SF research (see Chapter I) and identified attributes that have historically proven successful for predicting SF performance. We did not, however, use the prior SF research in any definitive way since most of it is quite dated.

**Initial Selection of Items.** We conducted interviews with officers and NCOs at SWC to identify the attributes deemed relevant by SMEs. The structured interviews had two parts. In the first part of the interview, the researcher asked the interviewee *what personal qualities do you think are very important for successful performance in SF?* The researcher probed for a full list of qualities, until the interviewee had no more ideas. If the interviewee had not already indicated the priority of the attributes, the researcher asked him to do so.

One problem with simply listing attributes is that different people have different definitions of broad traits. The goal of the second part of the interview was to define the attributes in specific behavioral terms that would enable us to ensure that we understood the meaning of the attributes. Starting with attributes deemed most important, the researcher asked the interviewees to *think of an SF officer or NCO you know who [is loyal; uses good judgment; and so on]. Tell me about a time when he did something that really showed his [loyalty; good judgment; and so on].* The researcher probed to obtain a critical incident of an individual's behavior in a particular situation. If the interviewee had trouble thinking of an incident or a person, the researcher asked him to consider the opposite side of the coin--to provide an example of someone showing poor judgment. We continued this interview process until either the list of attributes was exhausted or we had run out of time.

We interviewed a number of high ranking SWC personnel in this way. For a few, we were unable to get to the second part of the interview. MG Shachnow, for example, did provide a list of characteristics that he thought were important, but we did not have sufficient time to generate critical incidents with him. Not including MG Shachnow, we conducted interviews with nine personnel who were highly knowledgeable about SF jobs: two colonels (one from SWC and one from SF command), two command sergeants major from SWC, a sergeant major and a warrant officer from SWC, two NCOs from the 7th SFG[A], and the Deputy DOT-D. Each interview lasted approximately one hour.

After the interviews, we reviewed and refined our list of attributes on the basis of their descriptions; we tailored definitions to conform with their language. We eliminated attributes that appeared to be clearly irrelevant, and we added attributes that appeared important, but were not listed. The attributes we added fell into two general categories: (1) ones that were on the "skill" side of the attribute to skill continuum (e.g., ability to

swim) and (2) attributes that probably reflect a set of more basic constructs combined in a way that is meaningful to the SMEs (e.g., ability to plan). We were comfortable making these changes; attributes defined in the job analysis need to reflect the jobs.

**Final Review of the Attribute List.** We presented the attribute list to the SMEP for review. They suggested combining some attributes (for example three spatial abilities were combined to form one ability) and suggested some minor wording changes such as changing the label "Emotional Stability" to be "Maturity." We made refinements to the list based on their comments. The final list of attributes appears in Figure 4.

### **Development of Data Collection Procedures**

We planned to collect several types of information in job analysis workshops:

- background demographics on workshop participants,
- task category ratings that would facilitate identification of task categories likely to be useful for the development of criterion measures,
- attribute ratings that would identify attributes important for successful performance in SF,
- critical incidents that would provide the groundwork for the development of job performance categories and behavior-based summary rating scales, and
- information about background variables (or biodata) likely to be useful for predicting success in SF.

We developed forms, processes, and workshop scripts for collecting these data and we pilot tested the workshop procedures at Ft. Bragg. This section describes the development of the forms and scripts and their post-pilot test revisions. Copies of all of the final data collection forms and scripts are provided in Appendix B.

**Development of the Background Information Form (BIF).** We developed a background information form to collect basic demographic information from each of the workshop participants. In addition to the standard Privacy Act Statement, age, race, MOS, rank, and time in service items, the BIF included the following items:

- MOS prior to joining SF
- time in SF
- length of time spent in each of: A, B and C detachments
- current detachment
- familiarity with tasks in each SF MOS
- deployment history

We wanted to collect information about participants' cross training -- essentially their familiarity with tasks in SF MOS other than their primary designated MOS. A number of individuals interviewed earlier in the development process indicated that MOS

#### Cognitive Abilities

1. **Judgment and Decision Making Ability** - to make sound decisions; obtaining needed information; using common sense; improvising; extracting general principles and applying them in new situations.
2. **Planning** - to plan and organize activities and resources such that mission objectives are met.
3. **Adaptability** - to switch gears; modifying plans to fit the situation.
4. **Creativity** - to find novel ways to use the resources at hand in solving problems.
5. **Auditory Intelligence** - to detect, memorize, retain, and distinguish tonal patterns.
  
6. **Mechanical Ability** - to understand electrical and mechanical principles; to understand how equipment works.
7. **Spatial Ability** - to readily orient oneself in an unfamiliar environment; reading maps or diagrams; forming mental pictures of things (e.g., equipment, terrain).
8. **Perceptual Speed and Accuracy** - to notice details, similarities, or differences in things (like numbers, codes) quickly and accurately.
9. **Basic Math** - to add, subtract, multiply, divide, and use formulas.
10. **Advanced Math** - to use advanced math such as geometry or algebra.

#### Communication Abilities

11. **Reading Ability** - to read and comprehend written materials.
12. **Writing Ability** - to write materials that are easily understood; using appropriate grammar, punctuation, and level (for the audience).
13. **Language Ability** - to learn new languages quickly.
14. **Communication Ability** - to present information clearly; using voice inflection, gestures, and eye contact for emphasis; tailoring presentations to the audience.
15. **Non-Verbal Communication** - to read non-verbal behaviors (e.g., defensive posture) accurately.

#### Interpersonal Abilities, Motivation, and Character

16. **Diplomacy** - to be tactful, pleasant, and diplomatic toward others; to be persuasive.
17. **Cultural/Interpersonal Adaptability** - to modify own style and behavior to fit the situation and culture; being open-minded.
18. **Maturity** - to be level-headed and emotionally stable; to remain calm under stress.
19. **Autonomy** - to be confident, self sufficient, and comfortable when working alone.
20. **Team Playership** - to support the team effort, making contributions to the team.
  
21. **Dependability** - to be responsible and loyal; following through on duties.
22. **Initiative** - to be self-motivated, self-starting, and achievement-oriented.
23. **Perseverance** - to sustain a high level of effort over long periods of time, in spite of hardships.
24. **Moral Courage** - to act on own convictions, despite consequences; choosing the more difficult "right" over the easier "wrong."
25. **Motivating Others** - to encourage team work and maintain esprit d'corps; setting an example for others.
26. **Supervising** - to organize and monitor the work of others.

#### Physical Abilities

27. **Swimming** - to swim capably; using water survival skills; avoiding water hazards.
28. **Physical Flexibility and Balance** - to kneel, stoop, reach, or get into awkward physical positions, maintaining balance.
29. **Physical Strength** - to push, pull, lift, or carry heavy objects.
30. **Physical Endurance** - to do cardiovascular activities, such as running, skiing, climbing; achieving and maintaining a high level of physical readiness.

Figure 4  
SF Individual Attributes



distinctions tend to blur over time in SF; that is, longer tenure is associated with knowledge of tasks for a wider range of SF MOS. We thought that familiarity with MOS tasks beyond the primary MOS could affect task judgments by workshop participants. We developed two questions to collect information about cross training experience. One question on the background information form (for the pilot test) required participants to rate how familiar they were with the tasks associated with each of the MOS: 18A, 180A, 18B, 18C, 18D, 18E, 18F, and 18Z. A five-point rating scale was used, with anchors for the three points of (1) "Not at all familiar," (3) "Somewhat familiar" (Know the basic skills), and (5) "Very familiar" (Know beyond the basic skills). Participants were also asked to indicate whether they had learned tasks for each of the MOS through classroom training, field training, or both. These two training background items were retained for the full-scale data collection.

Deployment history was also considered relevant demographic information to collect, given the SMEP's guidance that the workshop participants have recent -- and varied -- deployment experience. For the pilot test, we included a background item that asked participants to briefly describe their deployment experience for each of the five missions: Unconventional Warfare, Strategic Reconnaissance, Direct Action, Foreign Internal Defense, and Counterterrorism. This item was modified for the full-scale data collection. We structured the question to ensure that people would provide complete answers. We asked participants to indicate: (1) whether deployments were training or operational in nature (or both), (2) the approximate time period of deployment, and (3) the location. We also added three additional mission categories: Psychological Operations, Civil Affairs, and Coalition Warfare.

Participants were told that the demographic information was necessary for these reasons:

1. The SMEP would be interested in the representation of the different MOS and SF groups in the sample, as well as the types of experiences (e.g., deployments) that they had.
2. We were interested in identifying any differences in task or attribute data that might be related to group, location, or mission.

Development of Task Category Rating Forms. The primary purpose of the task category ratings was to facilitate identification of tasks for criterion development in later stages of the project. Project staff conducted a brainstorming session to generate a list of all the potential kinds of ratings we could use to collect relevant task judgments and we reviewed rating scales used in previous projects. We determined that two types of information would be most useful in selecting task categories for criterion measurement: (1) task category importance and (2) an indication of the extent to which there is variability in performance for each performance category. Obviously, tasks selected for performance measurement should be important. The rationale for the performance

variability index may be less obvious. Because SF personnel are highly trained, it is possible that there is little or no variability in the effectiveness with which they perform certain kinds of tasks. The extent to which there is performance variability on tasks could be very important in selection of tasks for criterion measurement.

A direct and simple judgment of task category importance was a logical choice, given that we wanted to be able to designate which task categories are most critical for field performance. We used the scale:

"How important is this task category for effective performance in this MOS in the field?"

- 1 = Unimportant
- 2 = Minor Importance
- 3 = Important
- 4 = Very Important
- 5 = Extremely Important

The performance variability index was based on a rating scale developed for the Army's Project A (Campbell, Ford, Rumsey, Pulakos, Borman, Felker, De Vera, & Riegelhaupt, 1990). The instructions for using the scale were:

"Consider 10 typical [appropriate MOS] soldiers with one year of experience that you have encountered during your time in SF. Allocate those typical 10 soldiers into these five proficiency categories:

- The number of soldiers that **Virtually Never** perform the task effectively
- The number of soldiers that perform the task effectively **Less Than Half the Time**
- The number of soldiers that perform the task effectively **About Half the Time**
- The number of soldiers that perform the task effectively **Most of the Time**
- The number of soldiers that perform the task effectively **All of the Time**

That is, out of 10 typical soldiers (with one year of field experience), how many would perform the task effectively virtually never? less than half the time? about half of the time? most of the time? or all of the time?"

An example appears in Figure 5 for officers/warrant officers. Here the rater indicated that out of 10 typical officers/warrant officers, 10 would perform supervising tasks effectively all of the time. As shown, we assigned point values to each of the effectiveness categories. We then derived two indices based on those data: familiarity or

Task Category	Out of 10 typical officers/warrant officers, how many would perform this task category effectively:					Mean Rating = Familiarity or Easiness	Standard Deviation = Performance Variability
	(1) Virtually never?	(2) Less than half the time?	(3) About half the time?	(4) Most of the time?	(5) All of the time?		
1. Supervising					10	5.00	0.00
2. Planning	1	3	5	1		2.60	0.84
3. Training	10					1.00	0.00

**Figure 5**  
**Performance Variability Example**

easiness and performance variability. The familiarity/easiness is the mean rating. Here 5.0 indicates that typical officers/warrant officers must be either very familiar with supervising tasks or find them easy. The performance variability index is the standard deviation of the effectiveness allocation. Zero indicates no variability in performance.

The importance and performance variability scales were developed for NCOs to rate their own MOS task categories and common task categories. Officers and warrant officers used the scales to rate Officer/Warrant Officer categories only. The rating scales, instructions, and feedback discussion script used to generate discussion about the rating results are given in Appendix B.

Development of the Attribute Rating Form. We chose an importance scale for obtaining attribute judgments. This scale was:

"How important is this attribute for effective [18A/B/C/D/E or 180A] performance in the field?"

- 1 = Unimportant
- 2 = Minor Importance
- 3 = Important
- 4 = Very Important
- 5 = Extremely Important

We showed the draft rating form to the SMEP. They suggested that the importance ratings would be quite different if we asked SF members to rate the importance of the attributes for overall SF performance, that is, importance for performance as a team member, regardless of MOS. We thought this was a valid point,

and decided to include the additional scale "How important is this attribute for effective field performance in SF?"

The distinctions between these two scales may seem subtle but turned out to be quite useful. The first scale, the MOS-specific rating, can be used to identify attributes that are useful for classification purposes, because they are job specific. The second scale focuses on selection qualities, characteristics that are important for effective performance in SF regardless of one's MOS.

**Development of Critical Incident Data Collection Materials.** The critical incident data collection (Flanagan, 1954; Smith & Kendall, 1963) was the heart of the project. As noted, prior to this project there was already a good deal of information about SF job tasks; in the current effort we planned to collect supplemental task information that would facilitate criterion development for tasks. The critical incident approach highlights motivational, interpersonal, contextual, and judgment/decision-making behaviors that are less likely to emerge in task analyses. Also critical incidents are the building blocks for behavior-based rating scales--a useful criterion measure. Moreover, collection and analysis of critical incidents was a very important part of the project.

We developed a script for teaching workshop participants to write critical incidents. We used examples and emphasized the following points for workshop participants:

- The critical incident method is a technique for gathering information about jobs.
- The method was chosen for gathering information for this project to:
  - (1) emphasize motivation, interpersonal skills, and communication skills as well as job skill and knowledge and
  - (2) generate critical incidents for building performance rating scales.
- Alternate types of rating scales exist and there are advantages and disadvantages associated with each (comparing trait and numerically-anchored scales to performance-based scales).
- Critical incidents are specific examples of performance (with examples) that must include brief descriptions of:
  - (1) the situation,
  - (2) the individual's behavior in that situation, and
  - (3) the result of the behavior.

- Tips for writing incidents include:
  - (1) focus on observable behaviors -- not traits,
  - (2) write in the third person,
  - (3) keep it concise,
  - (4) do not provide names or personally identifying information,<sup>5</sup>
  - (5) provide actual incidents when possible; if not, provide realistic but hypothetical incidents (particularly if specific information is classified), and
  - (6) rate the effectiveness (using the seven-point scale provided) of the behavior in the given situation.

After providing instructions, we asked participants to write two or three incidents. We circulated the room providing feedback and assistance with incidents. When everyone had written at least one incident, we asked for volunteers to read incidents to the group and led a group discussion about the incident.

With regard to the workshop agenda, we allocated the critical incident writing into segments over the course of the day. We planned to have the participants spend time writing incidents for their own MOS by tasking them to write incidents relevant to MOS-specific task categories. We also planned a block of time for participants to spend writing critical incidents for the SF Common task categories. And finally, we set a block of time for generating incidents based on the attribute categories.

Discussions of Ratings Feedback. We also decided to use an informal data collection procedure to gather anecdotal data from the workshop participants. We planned to calculate means and standard deviations for the task category ratings and for the attribute ratings so that we could give the participants results on the spot. The purpose of presenting these results was to ask for clarification in interpreting any unusual or unexpected rating results. Having the actual raters indicate why they rated task categories and attributes as they did was instructive; we planned to take notes on all discussions to have as further reference. We also wanted these discussions to help to pinpoint where inter-group differences might exist in tasks and attributes, and further, whether any differences could be due to differences in mission, location, etc.

Development of a Strategy for Obtaining Information Relevant to Biodata. As stated previously, we were interested in information that would indicate what background variables (biodata) might be useful for SF selection and/or classification. Unfortunately, no job analysis procedures exist for linking biodata items to jobs (Mael, 1994). With the help of an ARI researcher who is an expert on biodata we developed a semi-structured discussion format for generating individuals' ideas on what educational background

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<sup>5</sup>During the pilot test and subsequent workshops, we found that it was absolutely critical to stress the anonymity and confidential nature of the critical incidents.

and/or interests, work experiences either inside or outside of the Army, and interests and hobbies are associated with or contribute to success in SF jobs. We designated specific time periods as prompts for the discussions -- experiences as a child, during high school, after high school, and so on.

Pilot Test of Workshop Materials and Procedures. Project staff integrated the rating forms, instructions, and scripts into a one-day workshop agenda. We conducted a full day pilot test of workshop procedures with five 18Bs and one 18Z at SWC. We gave an introduction to the project background and purpose, collected demographic information from workshop participants, and explained their role in the project. The scripts that we used for these sections of the workshop are included in Appendix B.

The main activities of the workshop included collecting ratings of task categories, collecting ratings of attributes, feeding back ratings information and discussing those results, collecting critical incidents, and conducting a semi-structured discussion of background characteristics related to success in SF.

We found that the approximate time estimates we had made for different activities in the workshop were fairly accurate and that no major logistical changes in our plan were necessary. Specific changes made to instructions or steps were noted above.

## CHAPTER III DATA COLLECTION AND ANALYSIS

We conducted workshops with a total of 175 SF NCOs and officers representing the five active duty SFG[A] to collect job analysis information. This chapter describes the data collection and analyses of task category ratings, attribute ratings, critical incidents, and information about biographical variables related to performance in SF jobs.

### Data Collection Procedures

Workshop Logistics. We worked with Points of Contact (POCs) designated by SF Command to schedule workshops with each SFG[A]. We established criteria for workshop participants with help from the SMEP. Our SMEP advised us to request men who (a) are currently assigned to A teams and (b) have been deployed within the last three years to ensure recent relevant A team experience. For supervisory input for the enlisted MOS, we requested 18Zs (team sergeants) to attend each workshop. We also requested that the participants have one year of post-training experience--a criterion that turned out to be nearly impossible to meet for officers because they typically spend only 18 months as a team commander, and we wanted officers with recent team commander experience<sup>6</sup>. Consequently, officers in our sample are generally less experienced (in years) than the NCOs and warrant officers.

The data collection schedule took the research team to four locations between May and July of 1993 to meet with the five SFG[A], as shown in Table 1. We conducted five workshops with each of the five SFG[A]--a total of 25 workshops. Each workshop was a day long, and each day we focussed on one MOS; Monday was 18B day, Tuesday was 18C day, and so on. We requested 10 participants per day--five NCO incumbents in the MOS of focus that day and 5 18Z (supervisors of NCOs). Officer and warrant officer workshops were combined because (a) we knew we would be unable to obtain very many participants due to shortages in the field and (b) all of our materials were combined for officer and warrant officer jobs since either may be the team commander. We requested five officers and five warrant officers for each officer workshop.

We began each workshop with an overview of the project and the agenda for the day, making sure that participants understood the time requirements for the task and the importance of their contribution to the effort. Participants then completed the

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<sup>6</sup>Captains in SF typically spend 18 months on a team and then rotate to another assignment. Some stay within SF for example, as company commanders; some rotate to assignments at SWC.

Table 1  
Data Collection Schedule

Group	Location	Dates
1st Group	Ft. Lewis, WA	June 7-11, 1993
3rd Group	Ft Bragg, NC	June 21-25, 1993
5th Group	Ft. Campbell, KY	May 10-14, 1993
7th Group	Ft. Bragg, NC	June 21-25, 1993
10th Group	Ft. Devens, MA	July 12-16, 1993

Background Information Form (BIF), received instructions for task category ratings and made their ratings, received critical incident writing instruction and wrote MOS-specific incidents, all before noon. We analyzed the task ratings during the critical incident instructions and during lunch.

After a one hour lunch break, we reported task ratings back to the group, focusing on the most and least important tasks, tasks with little or a lot of performance variability, and tasks where there was some disagreement (as indicated by the standard deviation of the ratings) on the task rating. We took notes to learn the rationale behind the ratings. After the task discussion, participants wrote additional critical incidents, this time targeted toward the SF-Common task categories. The remainder of the afternoon included: making attribute ratings, writing critical incidents relevant to the attributes, discussing attribute ratings (as we gave feedback), and generating ideas for biographical variables (biodata) likely to be related to effective SF performance.

Workshop Participants. The number of participants from each SFG[A] is provided in Table 2. It is important to note that 18F and 18Z are not entry level MOS included in this job analysis. We had requested 18Zs (team sergeants) to provide supervisory input for each of the enlisted MOS. When 18Zs were unavailable, we asked our POCs to send either 18F (who often have supervisory responsibilities) or senior NCOs in the MOS of focus that day. Since each team only has one 18Z, their time is very hard to come by. We were, therefore, pleased with the level of participation we obtained from 18Z.

The workshop participants had strong Army and SF backgrounds. On the average, workshop participants were 33 years old, had been in the Army 13 years, and had been in SF for 8 years. Approximately 77 percent were currently assigned to A detachments, and on the average the participants had spent six years in A detachment assignments. (Chapter 1 describes A detachments.) Appendix C provides additional information about the demographics of the sample.



**Table 2**  
**Number of Participants in Each MOS and SFG[A]**

MOS	Site and Group					Total # in MOS
	Ft. Lewis 1st SFG[A]	Ft. Bragg 3rd SFG[A]	Ft. Campbell 5th SFG[A]	Ft. Bragg 7th SFG[A]	Ft. Devens 10th SFG[A]	
18A	2	4	5	4	4	19
180A	4	4	3	2	3	16
18B	5	8	4	6	1	24
18C	5	5	6	7	4	27
18D	4	6	7	2	4	23
18E	3	2	4	7	4	20
18F	1	2	0	0	1	4
18Z	5	13	9	7	8	42
Total # in SFG[A]	29	44	38	35	29	175

As shown in Table 3, participants as a whole had served in a variety of types of deployments over the years. It is very important to note that the percent of reported deployments includes both training and operational deployments. (Chapter 1, pages 2-4 describe the kinds of SF deployment missions). Over 60% of the FID deployments reported were operational deployments. About 80% of the UW, SR, DA and CT missions reported were training missions. This is consistent with verbal reports we received from SF personnel that most of SF operational deployments are FID missions.

**Analysis of Task Category Ratings**

Recall from Chapter II that we collected ratings on two scales for MOS-specific and SF-Common task categories: Importance and Performance Variability. The importance scale ranged from 1 (Unimportant) to 5 (Extremely Important). The performance variability index was based on a rating scale developed for the Army's Project A (Campbell, et al., 1990). SMEs were asked to allocate a "typical" group of 10 soldiers across five performance levels based on how they would expect such a group to perform each task category. The standard deviation of this distribution is an index of expected performance variability. The mean of the distribution is an index of the

Table 3  
Participants' Deployment Histories by Length and Type of Deployment

Mission Type	Percent of Reported Deployments
Foreign Internal Defense (FID)	19.3%
Unconventional Warfare (UW)	15.2%
Strategic Reconnaissance (SR)	18.4%
Direct Action (DA)	17.3%
Counterterrorism (CT)	9.1%
Other:	20.7%
Psychological Operations	(4.7%)
Civil Affairs	(8.1%)
Coalition Warfare	(7.9%)
Total	100%

Note: Table entries include both training and operational deployments.

familiarity/easiness of a task category. High scores indicate that soldiers must be either very familiar with the tasks or find them easy and vice versa.

**SF-Common Task Categories.** We computed means and standard deviations of the importance and performance variability judgments for each MOS within each SFG[A]<sup>7</sup>. Those specific tables appear in Appendix D. Table 4 shows the grand mean importance ratings computed across SFG[A] for each MOS and across MOS, sorted from most to least important. As shown, land navigation and first aid tasks were among the highest rated across all MOS; special-purpose task categories having to do with psychological operations or nuclear, biological or chemical (NBC) hazards were rated lowest in importance. With ratings hovering around 3.0, however, these task categories are still rated as important.

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<sup>7</sup>Due to constraints on time officers and warrant officers did not rate SF-Common task categories.

**Table 4**  
**Grand Means and Standard Deviations of SF-Common Task Category Importance Ratings**

Task Category	18 B N= 34		18 C N= 40		Sample 18 D N= 36		18 E N= 31		Full Group	
	MIN	SD	MIN	SD	MIN	SD	MIN	SD	GRAND MEAN	SD of MEAN
23. Administer first aid and rescue techniques to resuscitate, control bleeding, treat injuries, and treat shock	3.88	0.07	4.76	0.26	4.95	0.28	4.49	0.28	4.52	0.41
9. Determining directions, locations, elevations, azimuths, and distances in order to navigate over terrain	3.89	0.24	4.88	0.14	4.60	0.34	4.59	0.33	4.49	0.37
10. Determining distance, features, coordinates on map	3.86	0.17	4.78	0.06	4.46	0.30	4.50	0.36	4.40	0.34
20. Planning, preparing for, and conducting patrol and reconnaissance activities under various conditions	3.94	0.18	4.75	0.19	4.10	0.22	4.38	0.11	4.29	0.31
11. Preparing for missions: support requirements, operations, infiltration, and exfiltration	3.72	0.07	4.64	0.17	4.31	0.13	4.40	0.14	4.27	0.34
8. Analyzing mission requirements and intelligence information, planning for contingencies, preparing plan	3.80	0.24	4.72	0.17	4.12	0.24	4.36	0.17	4.25	0.34
24. Load, fire, reduce stoppage, and clear pistols, rifles, submachine guns, machine guns, and grenade	3.72	0.26	4.50	0.19	4.26	0.41	4.19	0.19	4.17	0.28
6. Preparing and conducting instruction	3.76	0.11	4.48	0.11	4.32	0.23	4.03	0.10	4.15	0.27
1. Handling classified materials/records according to purpose	3.43	0.27	4.33	0.29	4.04	0.23	4.64	0.36	4.11	0.45
14. Training, advising, and assisting host nation forces/agencies in civil affairs, military operations, and	3.44	0.29	4.46	0.20	4.04	0.21	4.07	0.35	4.00	0.36
17. Obtaining food, shelter, water, and fire to survive elements and avoid hazards in various environments	3.43	0.20	4.46	0.26	4.07	0.38	3.92	0.16	3.97	0.37
29. Install, operate, maintain radio sets	3.56	0.19	4.19	0.04	3.86	0.21	4.21	0.42	3.96	0.27
30. Encrypt/decrypt, transmit/receive, authenticate and write messages	3.36	0.12	4.23	0.13	3.67	0.24	4.55	0.32	3.95	0.46
5. Developing Programs of Instruction (POI)	3.53	0.30	4.16	0.19	3.92	0.31	4.07	0.15	3.92	0.24
18. Planning, conducting, and coordinating offensive attacks in various environments/conditions	3.68	0.14	4.37	0.20	3.68	0.31	3.94	0.19	3.92	0.28
12. Contacting, organizing, and training guerrilla forces	3.12	0.17	4.20	0.17	3.77	0.24	4.03	0.12	3.78	0.41
19. Planning for, coordinating, and conducting defensive operations for various conditions	3.54	0.24	4.26	0.17	3.42	0.18	3.88	0.20	3.77	0.33
25. Disassemble, reassemble, and perform function checks on pistols, rifles, submachine guns, machine	3.68	0.11	3.98	0.17	3.67	0.13	3.67	0.21	3.75	0.13
15. Planning, preparing for, and conducting airborne operations	3.27	0.25	4.07	0.29	3.64	0.15	4.00	0.30	3.75	0.32
33. Use emergency procedures	3.11	0.27	3.95	0.09	3.69	0.23	4.22	0.36	3.74	0.41
31. Send/receive, authenticate, and encrypt/decrypt transmissions	3.15	0.19	3.95	0.21	3.49	0.23	4.38	0.18	3.74	0.47
32. Construct antennas	2.99	0.16	3.86	0.14	3.60	0.23	4.46	0.30	3.73	0.53
2. Planning, gathering, evaluating, and reporting intelligence/threat	3.43	0.23	4.05	0.09	3.61	0.21	3.63	0.07	3.68	0.23
16. Selecting and marking landing zones for various types of equipment	3.04	0.12	4.08	0.15	3.55	0.35	3.76	0.14	3.66	0.30
27. Construct firing systems	3.18	0.28	4.73	0.27	3.21	0.20	3.52	0.38	3.63	0.66
4. Planning and conducting intelligence operations/actions	3.22	0.22	3.74	0.17	3.25	0.20	3.71	0.07	3.57	0.39
7. Evaluating Programs of Instruction (POI)	3.30	0.20	3.89	0.11	3.34	0.19	3.38	0.14	3.53	0.23
3. Maintaining maps, workbooks, journals etc. to ensure intelligence information is correct	3.02	0.16	4.42	0.18	3.00	0.23	3.36	0.23	3.49	0.23
26. Identify, install, arm, disarm, remove threat mines and grenades	2.65	0.26	3.93	0.19	3.04	0.31	3.15	0.34	3.45	0.58
28. The knots/lashings during engineering operations	2.61	0.19	3.12	0.11	3.12	0.11	3.14	0.07	3.19	0.46
22. Reacting to and reporting on nuclear, biological, or chemical hazards	2.60	0.16	3.14	0.16	3.19	0.13	3.06	0.22	3.03	0.25
21. Maintaining, donning, and using protective clothing, masks, and equipment	2.60	0.16	3.14	0.16	3.19	0.13	3.06	0.22	3.00	0.23
13. Determining approach, implementing/coordinating program efforts, and evaluating effects of PsyOps	2.38	0.35	3.30	0.06	2.95	0.27	3.27	0.31	2.97	0.37

Note: 1=Unimportant, 2=Minor Importance, 3=Important, 4=Very Important, 5=Extremely Important

The grand means of the performance variability scores appear in Table 5. Across all MOS, SMEs reported the most variability in performance of task categories that are characteristically SF such as airborne operations, defensive operations, training and advising indigenous people. The least variability appears for Army-wide tasks such as administering first aid, land navigation, NBC, and handling classified documents.

The grand means of the task category familiarity/difficulty scores appear in Table 6. Here the easiest (or most familiar tasks) tend to be Army-wide tasks. Based on very consistent verbal reports during workshop feedback sessions, we are sure that most of the lower rated tasks here are not more difficult to learn or perform than the others; lower rated tasks are practiced less often. "Use emergency procedures" involves using emergency cryptography, a highly degradable skill. Participants indicated that, other than 18Es, few individuals would practice often enough to retain this skill. Psychological operations and intelligence related task categories are not often performed by SF personnel in the four enlisted MOS included in the study, hence incumbents would be less familiar with those tasks.

We computed intraclass correlation coefficients (ICC; Shrout & Fleiss, 1978) to examine the reliability of the importance, performance variability, and familiarity/difficulty scores. We pooled the entire set of SF-Common ratings across MOS and SFG[A]s and computed ICCs adjusted to 20 raters and adjusted to the full N (141).<sup>8</sup> Adjusted to 20 raters, the ICCs were .79 (importance), .51 (performance variability), and .81 (familiarity/difficulty). Adjusted to 141 raters (i.e., the full N), the ICCs were .96 (importance), .88 (performance variability), and .97 (familiarity/difficulty).

There are two important points to note from these data. First, the reliabilities for the importance and familiarity/difficulty scores are about the same, while those for performance variability are considerably lower. Recall that both the familiarity/difficulty and performance variability scores come from the same data--an allocation of 10 soldiers across five performance levels. Thus the indication of performance level was more reliable than the spread across performance levels. That is consistent with our observation from the workshops. Several participants refused to allocate people, saying that all 10 soldiers would perform at the same level. Obviously, most of the participants did allocate soldiers across levels. Hence the second major point, the ICCs are high enough to suggest that we can have confidence in the SF-Common task category grand means reported in Tables 4 through 6 which are based on the total sample.

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<sup>8</sup>The ICCs adjusted to the full N reflect the overall level of reliability of the observed ratings; the reliability of the data presented in this report, for example, is best estimated with the full N ICC. Since ICCs are influenced by sample size, adjusting ICCs to a common N such as "20" allows comparison of ICCs across samples where N varies.

**Table 5**  
**Grand Means and Standard Deviations of SF-Common Task Category Performance Variability Scores**

Task Category	Sample						Full Group GRAND MEAN SD of MEAN			
	18 B N= 34		18 C N= 40		18 D N= 36			18 E N= 31		
	MN	SD	MN	SD	MN	SD		MN	SD	
15. Planning, preparing for, and conducting airborne operations	0.67	0.08	0.77	0.22	0.83	0.04	0.77	0.10	0.76	0.06
19. Planning for, coordinating, and conducting defensive operations for various conditions	0.72	0.05	0.60	0.09	0.81	0.08	0.87	0.06	0.75	0.10
14. Training, advising, and assisting host nation forces/agencies in civil affairs, military operations, and	0.73	0.11	0.74	0.02	0.80	0.10	0.68	0.16	0.74	0.04
16. Selecting and marking landing zones for various types of equipment	0.84	0.09	0.70	0.10	0.76	0.04	0.72	0.13	0.73	0.03
31. Send/receive, authenticate, and encrypt/decrypt transmissions	0.89	0.13	0.72	0.04	0.71	0.09	0.63	0.08	0.73	0.08
30. Encrypt/decrypt, transmit/receive, authenticate and write messages	0.74	0.05	0.77	0.08	0.68	0.06	0.56	0.07	0.73	0.12
3. Maintaining maps, workbooks, journals etc. to ensure intelligence information is correct	0.78	0.03	0.62	0.09	0.74	0.07	0.78	0.08	0.72	0.06
3. Maintaining maps, workbooks, journals etc. to ensure intelligence information is correct	0.74	0.05	0.62	0.09	0.74	0.07	0.78	0.08	0.72	0.06
13. Determining approach, implementing/coordinating program efforts, and evaluating effects of PsyOps	0.71	0.10	0.69	0.06	0.73	0.06	0.72	0.11	0.71	0.01
12. Contacting, organizing, and training guerrilla forces	0.69	0.05	0.60	0.04	0.69	0.06	0.87	0.05	0.71	0.10
26. Identify, install, arm, disarm, remove threat mines and grenades	0.68	0.06	0.62	0.10	0.74	0.03	0.81	0.11	0.71	0.07
18. Planning, conducting, and coordinating offensive attacks in various environments/conditions	0.75	0.05	0.60	0.06	0.73	0.09	0.76	0.05	0.71	0.07
2. Planning, gathering, evaluating, and reporting intelligence/threat	0.87	0.10	0.81	0.09	0.66	0.05	0.47	0.13	0.70	0.16
32. Construct antennas	0.71	0.09	0.66	0.12	0.64	0.08	0.77	0.10	0.70	0.05
5. Developing Programs of Instruction (POI)	0.82	0.06	0.72	0.05	0.74	0.09	0.48	0.12	0.69	0.13
29. Install, operate, maintain radio sets	0.75	0.06	0.75	0.11	0.57	0.03	0.68	0.07	0.69	0.07
33. Use emergency procedures	0.49	0.05	0.65	0.05	0.78	0.04	0.83	0.10	0.69	0.13
25. Disassemble, reassemble, and perform function checks on pistols, rifles, submachine guns, machine	0.74	0.11	0.54	0.10	0.80	0.05	0.67	0.10	0.69	0.10
28. Tie knots/lashings during engineering operations	0.73	0.09	0.59	0.06	0.70	0.02	0.72	0.08	0.68	0.06
8. Analyzing mission requirements and intelligence information, planning for contingencies, preparing plan	0.62	0.09	0.61	0.05	0.71	0.03	0.80	0.06	0.68	0.08
17. Obtaining food, shelter, water, and fire to survive elements and avoid hazards in various environments	0.64	0.06	0.63	0.03	0.66	0.04	0.79	0.17	0.68	0.06
4. Planning and conducting intelligence operations/actions	0.72	0.04	0.55	0.06	0.67	0.08	0.72	0.12	0.67	0.07
11. Preparing for missions: support requirements, operations, infiltration, and exfiltration	0.67	0.05	0.66	0.07	0.56	0.10	0.66	0.08	0.64	0.04
7. Evaluating Programs of Instruction (POI)	0.77	0.07	0.27	0.08	0.71	0.07	0.74	0.08	0.62	0.20
27. Construct firing systems	0.60	0.05	0.57	0.07	0.63	0.08	0.67	0.12	0.62	0.04
6. Preparing and conducting instruction	0.59	0.06	0.45	0.05	0.74	0.06	0.65	0.09	0.61	0.11
20. Planning, preparing for, and conducting patrol and reconnaissance activities under various conditions	0.61	0.08	0.56	0.02	0.53	0.06	0.59	0.12	0.57	0.03
22. Reacting to and reporting on nuclear, biological, or chemical hazards	0.56	0.11	0.44	0.05	0.60	0.10	0.50	0.09	0.53	0.06
9. Determining directions, locations, elevations, azimuths, and distances in order to navigate over terrain	0.54	0.07	0.44	0.06	0.63	0.09	0.49	0.14	0.52	0.07
1. Handling classified materials/records according to purpose	0.42	0.08	0.48	0.06	0.62	0.09	0.52	0.04	0.51	0.07
24. Load, fire, reduce stoppage, and clear pistols, rifles, submachine guns, machine guns, and grenade	0.70	0.07	0.44	0.06	0.24	0.08	0.58	0.07	0.49	0.17
23. Administer first aid and rescue techniques to resuscitate, control bleeding, treat injuries, and treat shock	0.47	0.03	0.48	0.07	0.48	0.06	0.41	0.06	0.46	0.03
21. Maintaining, donning, and using protective clothing, masks, and equipment	0.47	0.03	0.48	0.07	0.48	0.06	0.41	0.06	0.46	0.03
10. Determining distance, features, coordinates on map	0.48	0.14	0.35	0.10	0.51	0.08	0.45	0.09	0.45	0.06

Note: Higher numbers indicate greater performance variability (in average standard deviation units).

**Table 6**  
**Grand Means and Standard Deviations of SF-Common Task Category Familiarity/Difficulty Scores**

Task Category	18 B N= 34			18 C N= 40			Sample 18 D N= 36			18 E N= 31			Full Group GRAND MEAN SD	
	MN	SD		MN	SD		MN	SD		MN	SD		MEAN	SD
10. Determining distance, features, coordinates on map	4.49	0.24		4.57	0.20		4.16	0.23		4.50	0.18		4.43	0.16
9. Determining directions, locations, elevations, azimuths, and distances in order to navigate over terrain	4.31	0.35		4.53	0.15		4.09	0.16		4.34	0.18		4.32	0.16
23. Administer first aid and rescue techniques to resuscitate, control bleeding, treat injuries, and treat shock	3.92	0.22		4.33	0.09		4.72	0.19		4.12	0.14		4.27	0.30
24. Load, fire, reduce stoppage, and clear pistols, rifles, submachine guns, machine guns, and grenade	4.49	0.20		4.15	0.33		3.88	0.24		4.01	0.18		4.13	0.23
20. Planning, preparing for, and conducting patrol and reconnaissance activities under various conditions	4.12	0.33		4.33	0.24		3.48	0.18		4.01	0.14		3.99	0.31
1. Handling classified materials/records according to purpose	3.95	0.44		4.16	0.39		3.32	0.13		4.32	0.21		3.94	0.38
11. Preparing for missions: support requirements, operations, infiltration, and exfiltration	3.99	0.08		4.18	0.17		3.74	0.20		3.78	0.15		3.92	0.18
6. Preparing and conducting instruction	4.15	0.19		4.16	0.08		3.50	0.16		3.78	0.16		3.90	0.28
21. Maintaining, donning, and using protective clothing, masks, and equipment	3.91	0.25		3.73	0.39		3.69	0.16		4.04	0.15		3.84	0.14
17. Obtaining food, shelter, water, and fire to survive elements and avoid hazards in various environments	3.80	0.33		4.05	0.12		3.67	0.21		3.63	0.20		3.78	0.17
25. Disassemble, reassemble, and perform function checks on pistols, rifles, submachine guns, machine	4.45	0.11		3.74	0.20		3.26	0.10		3.50	0.27		3.74	0.44
8. Analyzing mission requirements and intelligence information, planning for contingencies, preparing plan	3.81	0.18		4.24	0.17		3.10	0.13		3.57	0.31		3.68	0.41
18. Planning, conducting, and coordinating offensive attacks in various environments/conditions	3.87	0.34		3.87	0.19		3.28	0.16		3.59	0.28		3.65	0.24
27. Construct firing systems	3.58	0.24		4.66	0.13		2.87	0.12		3.45	0.23		3.64	0.65
15. Planning, preparing for, and conducting airborne operations	3.93	0.19		3.68	0.21		3.15	0.26		3.63	0.15		3.60	0.28
29. Install, operate, maintain radio sets	3.46	0.25		3.53	0.12		3.05	0.22		4.28	0.28		3.58	0.44
16. Selecting and marking landing zones for various types of equipment	3.71	0.12		3.82	0.16		3.13	0.15		3.53	0.18		3.55	0.26
7. Evaluating Programs of Instruction (POI)	3.77	0.25		3.80	0.22		3.10	0.23		3.36	0.31		3.51	0.29
5. Developing Programs of Instruction (POI)	3.70	0.23		3.78	0.25		2.99	0.10		3.35	0.24		3.46	0.31
28. Tie knots/lashings during engineering operations.	3.48	0.22		4.01	0.19		2.87	0.18		3.42	0.36		3.45	0.40
12. Contacting, organizing, and training guerrilla forces	3.59	0.37		3.74	0.20		3.13	0.15		3.31	0.33		3.44	0.24
14. Training, advising, and assisting host nation forces/agencies in civil affairs, military operations, and	3.61	0.30		3.75	0.22		3.06	0.18		3.28	0.28		3.43	0.27
19. Planning for, coordinating, and conducting defensive operations for various conditions	3.78	0.28		3.69	0.25		2.89	0.21		3.14	0.21		3.38	0.37
22. Reacting to and reporting on nuclear, biological, or chemical hazards	3.58	0.18		3.30	0.12		2.93	0.24		3.68	0.19		3.37	0.29
2. Planning, gathering, evaluating, and reporting intelligence/threat	3.43	0.26		3.62	0.23		2.81	0.22		3.48	0.10		3.33	0.31
30. Encrypt/decrypt, transmit/receive, authenticate and write messages	3.17	0.31		3.24	0.18		2.42	0.15		4.23	0.29		3.26	0.64
32. Construct antennas	3.00	0.29		3.14	0.15		2.52	0.19		4.24	0.36		3.23	0.63
31. Send/receive, authenticate, and encrypt/decrypt transmissions	2.90	0.38		3.08	0.13		2.57	0.12		4.01	0.09		3.14	0.53
26. Identify, install, arm, disarm, remove threat mines and grenades	3.13	0.31		3.88	0.21		2.34	0.11		3.00	0.12		3.09	0.55
3. Maintaining maps, workbooks, journals etc. to ensure intelligence information is correct	3.35	0.30		3.38	0.13		2.52	0.12		2.85	0.12		3.02	0.36
4. Planning and conducting intelligence operations/factions	3.02	0.24		3.41	0.17		2.33	0.07		2.97	0.11		2.93	0.39
13. Determining approach, implementing/coordinating program efforts, and evaluating effects of PsyOps	2.66	0.30		2.72	0.15		2.41	0.23		2.34	0.18		2.53	0.16
33. Use emergency procedures	2.18	0.32		2.64	0.19		2.02	0.23		3.02	0.19		2.47	0.39

Note: Higher numbers indicate that tasks are either more familiar or easier than others. Lower numbers indicate that tasks are either less familiar or more difficult than others.

MOS-Specific Task Categories. We computed means and standard deviations of the importance and performance variability judgments for each MOS within each SFG[A]. Those specific tables appear in Appendix E. As with SF-Common ratings, we computed ICCs (Shrout & Fleiss, 1978) to examine the reliability of the importance, performance variability, and familiarity/difficulty scores.<sup>9</sup> ICCs for each MOS adjusted to 20 raters and for the full N appear in Table 7.

Table 7  
Intraclass Correlation Coefficients for MOS-Specific Task Category Scores

MOS	Number of Task Categories and Raters		Importance		Performance Variability		Familiarity/Difficulty	
	K	N	20	N	20	N	20	N
18B	13	34	.77	.85	.65	.76	.85	.91
18C	8	40	.93	.97	.45	.62	.90	.95
18D	22	36	.87	.92	.68	.79	.86	.92
18E	11	31	.81	.87	.28	.38	.61	.71
18A	16	35	.89	.93	.13	.20	.53	.67

Notes: N= actual number of raters  
 K= number of attributes  
 The ICCs adjusted to the full N reflect the overall level of reliability of the observed ratings. Since ICCs are influenced by sample size, adjusting ICCs to a common N such as "20" allows comparison of ICCs across samples where N varies.

ICCs for the importance judgment are the highest and provide a high degree of confidence in the mean ratings. Familiarity/difficulty ICCs are similar in magnitude to those for importance for most jobs but are considerably lower for two jobs. However, even the lowest ICC (.67 for 18A) approaches the conventionally accepted minimum level of .70 for job analysis ratings.

Performance variability ICCs are low, particularly for 18E and 18A. The low 18A ICCs on performance variability and familiarity/difficulty are not too surprising. For this rating, the 35 participants (19 officers and 16 warrant officers) made these judgments.

<sup>9</sup> Unlike the SF-Common task categories where we were interested in judgments pooled across MOS, ratings within MOS are of interest for MOS-specific task categories.

Officers in the sample had about 6 months of post-training experience on a team. Some had never been on an operational mission. Warrant officers are fully qualified in three MOS and have much more SF experience. Because officers had so little experience, we asked warrant officers to make judgments with regard to officers. The officers had very little job experience relative to warrant officers, and this may have led to widely disparate views. With regard to 18Es, 18E tasks involve highly sophisticated equipment. It could be that differences in experience with particular types of equipment and techniques in different environments led to less reliable scores.

Possible explanations for the lowest reliabilities aside, the performance variability scale appears to simply be less reliable than the other scales. Although performance variabilities were not low enough to cause concern for the SF-Common task category ratings, they were lower than those for the other scales. Thus, the finding that performance variability reliabilities are low relative to the other scales is consistent across the different types of data.

### Analyses of Attribute Ratings

Recall from Chapter II that workshop participants made two judgments about the importance of the attributes (a) how important is this attribute for effective performance *in SF* (an SF-Common rating) and (b) how important is this attribute for effective performance in *your MOS* (an MOS-Specific rating). In both cases, the rating scale ranged from 1 (Unimportant) to 5 (Extremely Important).

SF-Common Attribute Ratings. We computed means and standard deviations of the importance judgments for each MOS within each SFG[A]. Those specific tables appear in Appendix F. Table 8 shows the grand mean importance ratings computed across SFG[A] for each MOS and across MOS, sorted from most to least important. The ICCs were .99 for the entire pooled sample (N=175) and .88 adjusted to 20 raters, suggesting there was a very high level of agreement across participants on the importance of the attributes for effective performance in SF.

MOS-Specific Attribute Ratings. We computed means and standard deviations of the importance judgments for each MOS within each SFG[A]. Those specific tables appear in Appendix F along with the SF-Common attribute tables. Table 9 provides the grand mean importance ratings for each MOS, ordered by the standard deviation of the means such that attributes that are most differentiated across MOS appear at the top of the list. "Auditory Intelligence" is listed first because it is highly important for 18E and less important for the other MOS. The more distinguishing attributes are ones that might be useful for making MOS assignments. Table 10 shows the ICCs for the MOS-Specific importance judgments; they are all .89 or greater (for N raters) providing a high degree of confidence in the mean ratings.



**Table 8**  
**Means and Standard Deviations of SF-Common Attribute Importance Ratings: Sorted by Grand Mean Importance**

Attribute	Sample												Full Group	
	18B N= 35		18C N= 40		18D N= 34		18E N= 32		18A/180A N= 35		GRAND MEAN	SD of MEANS		
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD				
20 Team Playership	4.55	0.46	4.67	0.51	4.56	0.49	4.36	0.66	4.58	0.32	4.54	0.10		
18. Maturity	4.49	0.50	4.46	0.62	4.55	0.45	4.41	0.67	4.41	0.32	4.47	0.05		
21. Dependability	4.48	0.55	4.62	0.50	4.37	0.63	4.35	0.60	4.43	0.27	4.45	0.10		
1. Judgment and Decision Making Ability	4.45	0.64	4.40	0.69	4.54	0.58	4.37	0.61	4.48	0.26	4.45	0.06		
3. Adaptability	4.53	0.45	4.39	0.51	4.29	0.63	4.29	0.57	4.33	0.11	4.36	0.09		
17. Cultural/Interpersonal Adaptability	4.17	0.65	4.40	0.58	4.32	0.61	4.37	0.62	4.19	0.17	4.29	0.10		
30. Physical Endurance	4.13	0.62	4.21	0.72	4.23	0.67	4.36	0.71	4.42	0.23	4.27	0.11		
22. Initiative	4.34	0.77	4.23	0.60	4.27	0.54	4.18	0.54	4.15	0.15	4.23	0.07		
23. Perseverance	4.08	0.61	4.08	0.57	4.19	0.61	4.30	0.60	4.33	0.24	4.20	0.11		
19. Autonomy	4.17	0.68	4.18	0.80	4.38	0.65	4.21	0.76	4.00	0.18	4.19	0.12		
7. Spatial Ability	4.11	0.69	4.18	0.73	4.29	0.62	4.18	0.51	3.89	0.31	4.13	0.13		
2. Planning	4.16	0.58	4.01	0.69	4.15	0.59	4.15	0.83	3.79	0.09	4.05	0.14		
4. Creativity	4.14	0.66	4.00	0.76	4.28	0.59	3.88	0.62	3.94	0.19	4.05	0.15		
24. Moral Courage	4.17	0.72	3.98	0.79	3.94	0.75	3.85	0.68	4.26	0.31	4.04	0.15		
14. Communication Ability	4.12	0.45	4.00	0.58	4.15	0.51	3.95	0.56	3.95	0.27	4.03	0.09		
16. Diplomacy	4.06	0.79	4.01	0.84	4.11	0.60	3.91	0.66	3.74	0.19	3.97	0.13		
29. Physical Strength	3.96	0.71	3.97	0.80	3.85	0.61	3.94	0.70	3.70	0.22	3.88	0.10		
11. Reading Ability	3.87	0.72	3.85	0.81	4.02	0.67	3.76	0.57	3.69	0.22	3.84	0.11		
25. Motivating Others	3.95	0.71	3.88	0.87	3.89	0.76	3.65	0.76	3.70	0.37	3.82	0.12		
13. Language Ability	3.78	0.72	3.87	0.87	4.03	0.71	3.67	0.65	3.51	0.48	3.77	0.18		
9. Basic Math	3.55	0.77	3.75	0.66	3.87	0.73	3.61	0.67	3.22	0.31	3.60	0.22		
15. Non-Verbal Communication	3.69	0.80	3.46	0.84	3.88	0.53	3.44	0.70	3.43	0.13	3.58	0.18		
26. Supervising Others	3.47	0.67	3.90	0.72	3.66	0.66	3.32	0.64	3.50	0.36	3.57	0.20		
28. Physical Flexibility and Balance	3.50	0.95	3.44	0.72	3.60	0.82	3.49	0.71	3.51	0.27	3.51	0.05		
12. Writing Ability	3.37	0.66	3.58	0.73	3.64	0.76	3.49	0.71	3.41	0.23	3.50	0.10		
27. Swimming	3.32	0.90	3.37	0.61	3.49	0.76	3.23	0.62	3.48	0.39	3.38	0.10		
8. Perceptual Speed and Accuracy	3.09	0.71	3.47	0.73	3.56	0.65	3.02	0.75	3.12	0.50	3.25	0.22		
6. Mechanical Ability	3.42	0.69	3.35	0.74	3.40	0.60	2.87	0.74	3.18	0.35	3.24	0.20		
5. Auditory Intelligence	2.99	0.73	2.99	0.75	3.31	0.77	2.65	0.73	3.14	0.35	3.02	0.22		
10. Advanced Math	2.46	0.89	2.75	0.81	2.90	0.91	2.53	0.79	2.25	0.39	2.58	0.23		

Note: 1=Unimportant, 2=Minor Importance, 3=Important, 4=Very Important, 5=Extremely Important.

**Table 9**  
**Means and Standard Deviations of MOS-Specific Attribute Importance Ratings: Sorted by the Standard Deviation of the Means**

Attribute	Sample										Full Group GRAND MEAN	Full Group SD of MEANS		
	18B N= 35		18C N= 40		18D N= 34		18E N= 32		180A N= 17				18A N= 18	
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD		
5. Auditory Intelligence	2.39	0.69	2.58	0.66	3.24	0.85	4.46	0.77	2.88	0.48	2.20	0.67	2.96	0.75
6. Mechanical Ability	3.84	0.72	4.33	0.75	3.03	0.62	3.99	0.57	2.78	0.42	2.60	0.37	3.43	0.65
10. Advanced Math	2.16	0.81	3.78	0.93	2.89	1.02	2.72	1.20	2.23	0.44	2.00	0.65	2.63	0.60
9. Basic Math	3.27	0.90	4.67	0.44	4.21	0.76	3.90	0.83	3.40	0.52	3.15	0.36	3.77	0.54
12. Writing Ability	3.24	0.81	3.18	0.73	3.85	0.52	3.36	0.73	4.60	0.27	4.30	0.55	3.75	0.54
16. Diplomacy	3.64	0.89	3.63	1.06	4.15	0.66	3.31	0.95	4.52	0.28	2.60	0.45	3.97	0.48
8. Perceptual Speed and Accuracy	2.76	0.70	3.35	0.85	3.55	0.68	4.00	0.67	3.05	0.27	2.65	0.43	3.23	0.47
15. Non-Verbal Communication	3.40	0.73	3.10	0.86	4.15	0.55	3.00	0.98	3.93	0.62	3.70	0.75	3.55	0.42
26. Supervising Others	3.35	0.62	3.67	0.78	3.30	0.66	2.83	0.61	3.90	0.37	3.80	0.55	3.48	0.36
25. Motivating Others	3.86	0.65	3.71	0.87	3.55	0.69	3.17	0.55	4.27	0.49	3.95	0.52	3.75	0.34
11. Reading Ability	3.65	0.80	3.83	0.83	4.51	0.55	3.85	0.57	4.40	0.40	4.00	0.64	4.04	0.31
17. Cultural/Interpersonal Adaptability	4.06	0.58	4.07	0.69	4.28	0.66	3.67	1.11	4.68	0.38	4.15	0.60	4.15	0.30
1. Judgment and Decision Making Ability	4.50	0.68	4.53	0.52	4.42	0.69	3.97	0.72	4.85	0.19	4.85	0.09	4.52	0.30
2. Planning	3.96	0.66	3.90	0.70	3.96	0.70	3.68	0.82	4.40	0.49	4.50	0.45	4.07	0.29
14. Communication Ability	4.14	0.63	3.70	0.68	3.95	0.66	3.75	0.62	4.27	0.55	4.50	0.44	4.05	0.28
24. Moral Courage	4.09	0.75	3.85	0.83	3.85	0.78	3.75	0.67	4.57	0.37	4.25	0.77	4.06	0.28
29. Physical Strength	3.96	0.71	4.11	0.85	3.68	0.65	4.03	0.74	3.58	0.71	3.45	0.79	3.80	0.25
23. Perseverance	4.03	0.53	4.02	0.64	4.00	0.60	4.30	0.60	4.63	0.45	4.05	0.53	4.17	0.23
19. Autonomy	4.23	0.65	4.14	0.78	4.42	0.65	4.18	0.79	4.22	0.43	3.80	0.72	4.17	0.19
13. Language Ability	3.52	0.67	3.48	1.02	3.90	0.73	3.40	0.90	3.80	0.74	3.50	0.56	3.60	0.18
3. Adaptability	4.43	0.55	4.22	0.65	4.09	0.61	4.23	0.65	4.63	0.47	4.35	0.64	4.33	0.17
18. Maturity	4.43	0.55	4.47	0.60	4.60	0.51	4.18	0.71	4.72	0.28	4.60	0.45	4.50	0.17
7. Spatial Ability	4.15	0.73	4.11	0.70	3.79	0.66	4.01	0.62	4.17	0.49	3.75	0.66	4.00	0.17
28. Physical Flexibility and Balance	3.41	0.94	3.47	0.75	3.44	0.94	3.36	0.82	3.50	0.45	3.00	0.56	3.36	0.17
4. Creativity	4.00	0.71	4.30	0.71	4.09	0.66	3.85	0.70	4.20	0.72	3.85	0.39	4.05	0.17
30. Physical Endurance	4.11	0.62	4.17	0.73	3.99	0.72	4.27	0.76	4.50	0.35	4.10	0.66	4.19	0.16
22. Initiative	4.31	0.71	4.22	0.63	4.28	0.56	4.19	0.59	4.53	0.55	4.00	0.54	4.25	0.16
20. Team Playership	4.43	0.60	4.51	0.63	4.26	0.71	4.22	0.63	4.65	0.35	4.30	0.38	4.40	0.15
27. Swimming	3.33	0.98	3.21	0.67	3.28	0.93	3.10	0.75	3.38	0.55	2.95	0.44	3.21	0.15
21. Dependability	4.51	0.51	4.54	0.55	4.39	0.62	4.34	0.58	4.67	0.37	4.25	0.68	4.45	0.14

Note: 1=Unimportant, 2=Minor Importance, 3=Important, 4=Very Important, 5=Extremely Important.

Table 10  
Intraclass Correlation Coefficients for MOS-Specific Attribute Importance Ratings

MOS	K	N	Adjusted to Number of Raters	
			20	N
18B	30	35	.92	.95
18C	30	40	.87	.93
18D	30	35	.85	.91
18E	30	31	.84	.89
18A	30	18	.95	.94
180A	30	17	.95	.94

Notes: N= actual number of raters

K= number of attributes

The ICCs adjusted to the full N reflect the overall level of reliability of the observed ratings. Since ICCs are influenced by sample size, adjusting ICCs to a common N such as "20" allows comparison of ICCs across samples where N varies.

### Analysis of Critical Incidents

As mentioned in Chapter II, the critical incident data collection (Flanagan, 1954; Smith & Kendall, 1963) was the heart of the project for two main reasons. First, the critical incident approach provided information unique from tasks, illuminating other areas such as interpersonal. Second it allowed for the development of behaviorally anchored rating scales (Chapter IV).

The Workshop Procedures. We wanted workshop participants to provide as many useful incidents as possible representing the full diversity of SF jobs. We decided to break the critical incident writing into pieces throughout the day--each time giving a focus. After rating MOS-Specific task categories, participants were asked to focus on MOS-Specific duties when writing incidents. Next we allowed time for writing incidents focusing on SF-Common activities, and during a third time slot we asked participants to review the attribute list and write incidents wherein various attributes were involved. We hoped that this loosely structured approach would reduce boredom and help prompt people's memories while still allowing for the emergence of a unique dimensional structure. Workshop procedures were summarized in Chapter II, and the script for

conducting critical incident training is provided in Appendix B.

Workshop participants provided a total of 1,767 critical incidents, an average of 10 per participant. The sums for each MOS workshop across the five SFG[A] were:

- 348 from 18A/180A workshops,
- 380 from 18B workshops,
- 403 from 18C workshops,
- 301 from 18D workshops, and
- 335 from 18E workshops.

Two example incidents are:

- During an OCONUS deployment, the host nation soldiers were amazed with the upper body strength of the SF team members and were interested in increasing their upper body strength. This SF soldier developed a weight training program and provided instruction for those who were interested. The training was given twice a day. Many of the host nation soldiers were impressed with the results and persuaded others on their team to weight train with them.
- An SF team was working with host nation counterparts. During the usual siesta time, a host nation soldier made reservations for the host soldiers and the American contingency at a restaurant. This SF soldier said he did not like the local food and started whining, saying that he wanted to eat at a McDonalds. This SF soldier was reprimanded for insulting the host nation soldiers.

Development of Draft Performance Categories. Each project staff member processed the critical incidents for his/her assigned MOS. Two staff members divided the task of processing the common and attribute critical incidents. We followed a logical progression of steps to process the incident data:

- assembled the incidents collected from the workshops for one MOS;
- edited incidents to put them into a common format, to ensure that incidents were:
  - structured to include one or two sentences of context, followed by one to three sentences of the specific behavior, followed by one sentence of outcome
  - stripped of identifying information;
- coded incidents to represent the SF group (location) and MOS workshop they originated in; all common and attribute incidents were coded as

"common" and for the appropriate SF group (rather than identified by a specific MOS).

- separated all incidents that were written about students (as these individuals were not yet full members of SF, we did not include these incidents in further analysis steps),
- reviewed behavior-based performance scales previously developed for Army jobs to see what kinds of dimensions had been formed,
- read each incident and wrote a brief behavioral summary statement for it,
- placed the incidents into sets of similar incidents, based on overlapping/related content of the behavioral summary statements,
- reviewed the contents of each set, and resorted the incidents until satisfied that the behaviors represented within each set were homogeneous and did not overlap with the other sets (to the greatest extent possible),
- drafted a title for each set of similar incidents that formed a performance category, and
- drafted descriptions of both effective and ineffective performance as anchors for high and low ends of a scale for each category; these anchors were written at the summary level to capture general behaviors across a number of specific critical incidents.

The result of these steps was a total of 40 draft performance categories. We organized the 40 draft performance categories into broader areas -- 14 SF roles -- to simplify the presentation of the data. These roles and the performance categories they subsume are given in Figure 6.

### Description of Biographical Variables Relevant to SF Performance

As described in Chapter II, we conducted a semi-structured discussion to elicit information about biographical (biodata) variables that might be useful for SF selection or classification. One team member was assigned to take notes during each session. After all the sessions, we reviewed the notes, tabulated ideas that were mentioned by participants, and organized them by content. We selected the most salient, most frequently mentioned variables. They appear in Figure 7.

<b>Role</b>	<b>Performance Categories</b>
Teacher	- Teaching Others
Diplomat	- Building and Maintaining Effective Relationships with Indigenous Populations - Handling Difficult Interpersonal or Intercultural Situations - Using and Enhancing Own Language Skills
Problem-Solver	- Troubleshooting and Solving Problems - Decision Making
Planner	- Planning for Missions - Preparing for Missions
Team Player	- Contributing to the Team Effort and Morale
Professional	- Showing Initiative and Extra Effort - Displaying Honesty and Integrity
Soldier/Survivor	- Confronting Physical and Environmental Challenges - Navigating in the Field - Administering First Aid and Treating Casualties - Being Safety Conscious
Administrator	- Handling Administrative Duties - Handling Classified Information and Materials
Weapons Expert	- Operating and Maintaining Direct-Fire Weapons - Employing Indirect-Fire Weapons and Techniques
Engineer	- Employing Demolitions Techniques - Constructing for Mission-Related Requirements - Calculating Mission-Related Requirements - Developing and Using Target Folders
Communications Expert	- Maintaining Communication Equipment - Complying with Communication Procedures and Policies - Assembling, Operating, and Disassembling Accurately Configured Equipment - Using Cryptic Message Format to Make Communications
Medic	- Evaluating and Treating Non-Emergency Medical Conditions and Injuries - Determining and Administering Medications and Dosages - Obtaining/Maintaining Medical Records and Treatment Histories - Ensuring Standards of Health-Related Facilities, Conditions, and Procedures - Responding to Accident and Life-Threatening Situations and Conditions - Performing or Assisting Doctor in Surgical Procedures - Conducting Laboratory Tests/Procedures
Military Advisor	- Advising Host Nation/Guerilla (HN/G) Counterparts - Conducting Cooperative Operations with HN, G, or Conventional Forces
Leader	- Considering Subordinates - Providing Direction - Gaining the Respect and Confidence of Subordinates - Developing Others

**Figure 6**  
**Draft Special Forces Roles and Job Performance Categories**

Work Experience	<ul style="list-style-type: none"> <li>- worked in Combat Arms MOS</li> <li>- worked in skilled trades or farming jobs</li> </ul>
Athleticism and Fitness	<ul style="list-style-type: none"> <li>- participated in team sports of any kind</li> <li>- participated in physically challenging activities (e.g., mountain climbing scuba diving, skiing)</li> </ul>
Pastimes	<ul style="list-style-type: none"> <li>- likes outdoor activities (e.g., hunting, fishing, camping)</li> <li>- likes to work on cars or build things</li> <li>- is curious about other cultures (e.g., reads National Geographic)</li> </ul>
Family/Community	<ul style="list-style-type: none"> <li>- reared in a military family or a family that moved or travelled frequently</li> <li>- exposed to hardships as a child (e.g., death of parent, low income)</li> <li>- strong family ties</li> </ul>
Scholastic	<ul style="list-style-type: none"> <li>- made good grades in school</li> <li>- took language courses</li> </ul>

**Figure 7**  
**Salient Biodata Variables Suggested by Workshop Participants**

It is important to note that some of the workshop participants were threatened by the biodata discussion, fearing that it would lead to rigid rules about the kind of backgrounds requisite for SF. Along the same lines, participants sometimes disagreed about what was important. The results of these discussions, therefore, should be viewed as brainstormed ideas, and not as definitive by any means.

## CHAPTER IV DEVELOPMENT OF BEHAVIOR-BASED RATING SCALES

The critical incident methodology (Flanagan, 1954; Smith & Kendall, 1963) culminating in behavior based rating scales was the heart of the SF job analysis. This approach illuminates behaviors that are a function of motivational, interpersonal, and contextual factors--information which is virtually impossible to capture through task analyses. Also because critical incidents are the building blocks for behavior-based rating scales, this methodology was highly relevant to our goal of providing the foundation for criterion-related validation work.

After conducting the critical incident workshops and forming preliminary performance categories, we began the steps required to create the final products -- performance categories and rating scales. In this chapter, we describe the development of retranslation questionnaires, administration of retranslation questionnaires to SMEs, and the development of the behavior-based rating scales.

### Development of Retranslation Questionnaires

Critical incident retranslation is a method of (1) examining the quality of a dimension structure and (2) scaling the effectiveness of behaviors represented in the incidents. It involves asking SMEs to categorize critical incidents into a preliminary dimension structure and to rate the level of effectiveness of the individual's behavior in the critical incident.

Organization of Critical Incidents into Questionnaires. Once we had edited critical incidents and drafted performance categories, we began developing the instructions and forms for the retranslation exercise. We organized the incidents into two questionnaire forms (Form A and Form B) for each SF job: (1) 18A/180A Team Leader, (2) 18B Weapons Sergeant, (3) 18C Engineer Sergeant, (4) 18D Medical Sergeant, and (5) 18E Communications Sergeant. Due to the sheer number of incidents, developing only one form would have dictated that we overburden raters with an unwieldy number of judgments. Thus, we chose the alternative of limiting the number of common critical incidents on each form.

Each form included half of the MOS-specific incidents and a sample of SF-Common incidents. (A complete set of questionnaires appears in Appendix G.) Although most of the items were placed on either one form or the other, we did build in



some overlap -- we included a few of the same MOS-specific critical incidents on both forms. The forms contained the following number of critical incidents:

MOS	Form A	Form B
Team Leader (18A/180A)	159	140
Weapons Sergeant	136	135
Engineer Sergeant	167	142
Medical Sergeant	163	162
Communications Sergeant	119	144

Development of Response Scales and Instructions. Because the questionnaires were to be handed out by the POCs on site rather than administered by project staff members, we developed the following sections for each questionnaire:

- the Privacy Act Statement
- the project purpose
- the background of the project
- the purpose of the retranslation questionnaire
- a list of the 40 performance categories, grouped into the 14 roles, with markings to designate which categories were covered in the specific questionnaire
- instructions for the questionnaire
- a page of examples
- definitions for the performance categories included in the questionnaire
- a background information page

Respondents were instructed to carefully read through the performance category definitions to gain a thorough understanding of them before making judgments and to refer to them as necessary during the judgment task. The instructions asked respondents to read each critical incident and then:

- identify the appropriate category for the incident from the performance category list, and
- rate the effectiveness of the behavior of the individual in the critical incident, using a 7-point rating scale (from 1 = low effectiveness to 7 = high effectiveness).

Figure 8 shows an example page from a retranslation questionnaire.

Which SF job performance category does this incident reflect? (see definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1 = low to 7 = high)
--	---

1.   B         7  

During an OCONUS deployment, the host nation soldiers were amazed with the upper body strength of the SF team members and were interested in increasing their upper body strength. This SF soldier developed a weight training program and provided instruction for those who were interested. The training was given twice a day. Many of the host nation soldiers were impressed with the results and persuaded others on their team to weight train with them.

2.   B         5  

An airborne school was being run for foreign nationals using the American jump school standard for pull-ups. However, not one of the foreign nationals could do more than 3 pull-ups. This SF soldier lowered the standard without making it look like a major adjustment was being made. The students were able to build up to over 3 pull-ups and complete the airborne training.

3.   A         5  

This 18B attended a SERE course. This 18B saw the need for survival training within his own team and came up with a week's training plan for movement and daily procedures. This 18B also developed a standardized survival kit for the team. The team conducted survival training and used the survival kit for a period of 7 days.

4. \_\_\_\_\_     \_\_\_\_\_

This 18B was responsible for weapons training in an African country. Upon arrival, it was discovered that there were no ranges. This 18B talked to the 18C and the supply sergeant on the team about getting the equipment to build a range and developing a plan for its construction. The range was built and the host nation was able to acquire the materials to make more ranges.

5. \_\_\_\_\_     \_\_\_\_\_

An SF team was working with host nation counterparts. During the usual siesta time, a host nation soldier made reservations for the host soldiers and the American contingency at a restaurant. This SF soldier said he did not like the local food and started whining, saying that he wanted to eat at a McDonalds. This SF soldier was reprimanded for insulting the host nation soldiers.

Figure 8  
Example Retranslation Questionnaire Page

## Administration of the Retranslation Questionnaires

We sent copies of the two versions of each questionnaire to a POC at each of the five SF Groups. These POCs took the responsibility for handing out the questionnaires to experienced team members in the relevant MOS, and then collecting and mailing them back to the project staff.

A total of 113 SF members completed the retranslation exercise. On average, they had 12 years of experience in the Army and six years of experience in SF. They were representative of the five SFG[A] as shown in Table 11. Our target was to obtain at least 10 completed questionnaires for each form. As shown in Table 11, we fell slightly short of that goal for two forms. While not ideal, the numbers of respondents for those two forms were sufficient for the purposes of retranslation.

**Table 11**  
**Number of Participants in Retranslation From Each SFG[A]**

Questionnaire	Group					Total
	Ft. Lewis 1st Group	Ft. Bragg 3rd Group	Ft. Campbell 5th Group	Ft. Bragg 7th Group	Ft. Devens 10th Group	
Team Leader - A	3	3	3	3	2	14
Team Leader - B	3	3	2	3	2	13
Weapons SGT - A	3	3	1	3	1	11
Weapons SGT - B	2	2	2	2	2	10
Engineer SGT - A	2	3	1	3	2	11
Engineer SGT - B	2	2	2	2	0	8
Medical SGT - A	2	3	2	3	3	13
Medical SGT - B	3	2	2	2	2	11
Communic. SGT - A	3	3	3	3	1	13
Communic. SGT - B	1	2	2	2	2	9
Total # in Group	24	26	20	26	17	113

More than half of respondents' time spent on operational deployments was on FID missions (see Table 12). As we found in job analysis workshop demographic results, operational missions are primarily FID.

Table 12  
Retranslation Participants' Deployment Histories

Mission Type	Percent of Deployment Time Spent	
	Training Deployments	Operational Deployments
Unconventional Warfare	9.7%	5.0%
Foreign Internal Defense	41.7%	53.3%
Strategic Reconnaissance	21.3%	17.2%
Direct Action	18.0%	8.7%
Counterterrorism	3.8%	2.6%
Other	5.3%	12.4%
Total	99.8%	99.2%

Analysis and Results

Refinement of the Performance Category Structure. We computed the percent of respondents placing the incident in each performance category and the mean and standard deviation of the effectiveness level rating. An example of the information available for each example appears below.

Dim	%	N	M	S	105. During a classroom exercise on the plotting board, one student could not grasp the lesson being given. This NCOIC took the student off to the side and brought him up to speed while his aide continued to teach the class. This instructor also spent long hours of his own time teaching the student. The student was able to fully grasp the lesson and, when tested, was at the top of his class.
A*	69	9	6.44	0.68	
NN	23	3	7.00	0.00	
All		13	6.62	0.62	

For each incident, every dimension which received 20 percent or more endorsement is listed. For example, sixty-nine percent of the respondents placed the above incident in category A (under "Dim"), and 23 percent indicated it should go in category NN. "M" above is the mean level-of-effectiveness rating questionnaire respondents gave for the NCO or officer's performance in the incident. "S" is the standard deviation. The complete set of critical incident data are provided in Appendix H.

We also generated a matrix summarizing co-categorization of incidents. This matrix was generated by categorizing each critical incident according to its two most highly endorsed performance categories. Cell entries represented the number of critical

incidents categorized by the pairing of each primary (column) and secondary (row) performance category. We used this matrix to identify the overlapping categories for each MOS and to identify the overlapping SF common categories.

We examined the overlaps identified by the matrix, reviewed the critical incidents that were categorized onto the overlapping categories, and decided where it was logical to combine performance categories. We revised the wording of the titles and definitions to reflect the merged content. As a result of this performance category restructuring process, we collapsed the 40 draft performance categories into 26 performance categories. Consequently, the final set of SF roles was reduced from 14 to 13. The revised set of performance categories and roles is presented in Figure 9.

Development of Performance Rating Scales. After completing the process of refining the performance category structure, we developed performance rating scales. We constructed the scales to have these specific components:

- performance category title
- behavioral summary statements anchoring different levels of effectiveness within the category
- one or two critical incidents for each level of effectiveness
- a seven-point numerical rating scale

We developed three sets of behavioral summary statements summarizing low, effective, and high performance. To write the behavioral summary statements for each level, we first reviewed draft stems developed for the previous draft performance category(ies), then read through the critical incidents for the revised performance category. We aggregated the behavioral content of the critical incidents that had a similar mean effectiveness rating, e.g., the incidents that had means within each of the low, moderate, and high ranges on the numerical scale. Where it was meaningful to do so, we tried to construct parallel segments of the summary statements, e.g., "Lacks awareness of or respect for the culture" (low), "Is knowledgeable about and demonstrates respect for HN/G culture, values, and customs" (moderate), and "Applies knowledge about HN/G culture and customs to identify with HN/G and predict HN/G behavior" (high).

We reviewed the listings of critical incidents by performance category to select exemplary critical incidents for each of the performance rating scales. Again, we used the mean effectiveness level ratings to guide the selection of appropriate incidents. We attempted to include two incidents for each level of each scale; however, in some cases we could not locate two distinctly different and illustrative incidents. As expected, the midpoints of the scales were most difficult to pinpoint appropriate incidents for. Examples of the performance rating scale are provided in Figures 10 and 11 and the full set of rating scales is provided in Appendix I.

<b>Role</b>	<b>Performance Categories</b>
Teacher	A. Teaching Others
Diplomat	B. Building and Maintaining Effective Relationships with Indigenous Populations C. Handling Difficult Interpersonal or Intercultural Situations D. Using and Enhancing Own Language Skills
Professional	E. Contributing to the Team Effort and Morale F. Showing Initiative and Extra Effort G. Displaying Honesty and Integrity
Planner	H. Planning and Preparing for Missions I. Decision Making
Soldier/Survivor	J. Confronting Physical and Environmental Challenges K. Navigating in the Field L. Troubleshooting and Solving Problems M. Being Safety Conscious N. Administering First Aid and Treating Casualties
Administrator	O. Handling Administrative Duties
Weapons Expert	P. Operating and Maintaining Direct-Fire Weapons Q. Employing Indirect-Fire Weapons and Techniques
Engineer	R. Employing Demolitions Techniques S. Constructing for Mission-Related Requirements
Communi- cations	T. Following Communication Procedures and Policies U. Assembling and Operating Commo Equipment
Medic	V. Evaluating and Treating Medical Conditions and Injuries W. Determining and Administering Medications and Dosages X. Ensuring Standards of Health-Related Facilities, Conditions, and Procedures
Leader	Y. Considering Subordinates Z. Providing Direction

**Figure 9**  
**Final Special Forces Roles and Job Performance Categories**

A. Teaching Others						
1	2	3	4	5	6	7
Low			Effective			High
<p>Loses control of the training environment or loses audience attention; may read to audience directly from notes or training materials.</p> <p>Neglects to obtain or organize training materials; fails to prepare POI or prepares POI that is off base; fails to practice with equipment or prepare for presentation.</p> <p>Appears to lack sufficient knowledge of the system/weapon being trained; avoids questions or provides incorrect or inappropriate answers; leaves out essential information; presents material in confusing order.</p> <p>Neglects to plan or practice method for communicating information when knowledge of foreign language is lacking.</p> <p>Performance Example: This 18E was to teach a class on the PRC 104. He did not acquire all the materials needed for the class. This 18E also did not develop a full understanding of the material he was to teach. The class did not go well and the students did not learn the material they were supposed to learn.</p>	<p>Uses techniques to maintain attention of the audience during presentations.</p> <p>Plans or adapts POIs appropriately; uses training aids to demonstrate procedures and techniques.</p> <p>Is knowledgeable of systems/weapons etc. being trained; provides accurate responses to audience questions.</p> <p>When language skills are insufficient, uses translator or non-verbal communication methods to ensure that material is conveyed properly.</p> <p>Performance Example: The detachment was training foreign troops on the RPG-7. The unit stated that they had 10 RPG-7s but that only 2 worked. The 18B inspected the unserviceable guns and found that the firing pins were broken. This 18B replaced the firing pins and trained the troops' armorer on the replacement procedure. RPG-7 training was conducted and the troops' opinion of SF was improved.</p>	<p>Creates novel approaches to capture and hold audience attention or to increase audience interest and involvement; incorporates real-life examples into training.</p> <p>Plans POIs and obtains and uses training aids that are well-suited to the needs of the target audience; develops aids that are so useful that trainees continue to use them long after training.</p> <p>Demonstrates own technical expertise; provides details or rationales when appropriate to ensure trainees have in-depth understanding of material.</p> <p>Devotes time to work one-on-one to bring individuals up to standard or to increase proficiency levels above standard.</p> <p>Performance Example: This 18B was teaching a reconnaissance platoon about 6 foreign weapons. This 18B taught the platoon in detail about the operating systems, locking systems, and feeding mechanisms of the weapons. He also made it a point to describe the particular identifiable traits of each weapon so the platoon could more accurately report on weapons seen. The reconnaissance platoon said it had never been taught as much about weapons before and requested that the 18B return for future training events.</p>				

Figure 10  
Example Rating Scale for Category A. Teaching Others

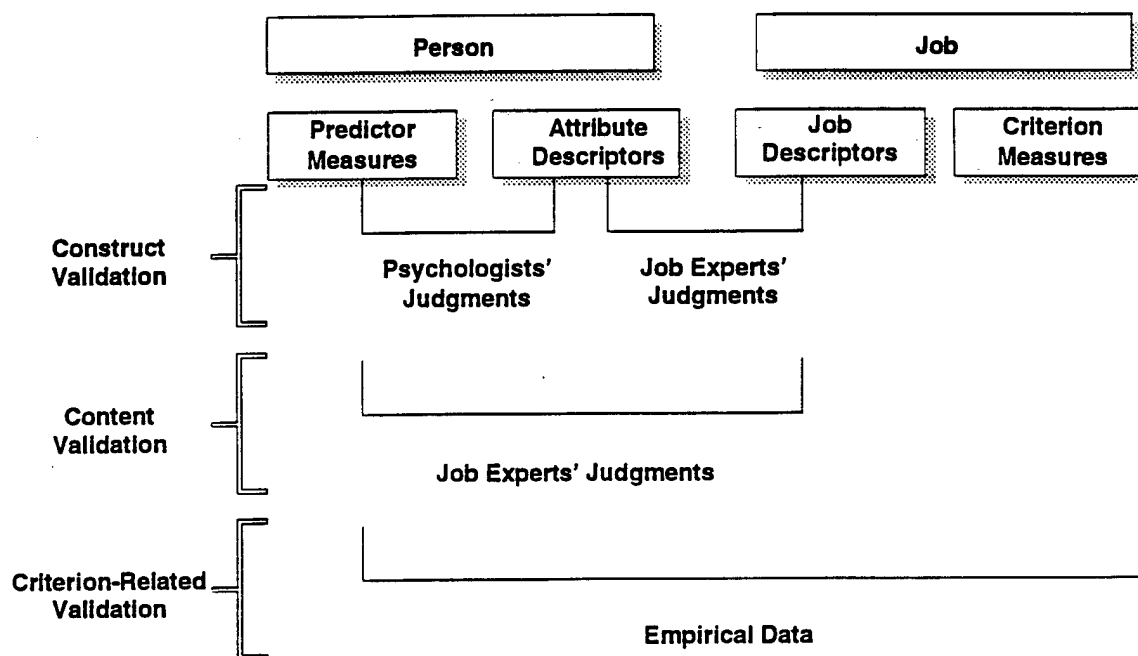
B. Building Effective Relationships with Indigenous Populations						
1	2	3	4	5	6	7
Low			Effective			High
<p>Overlooks or avoids opportunities to build relations with locals, may fail to assist HN/G when rapport could have been built.</p> <p>Lacks awareness of or respect for the culture. For example:</p> <ul style="list-style-type: none"> <li>- complains about or refuses to eat local food;</li> <li>- offends HN/G personnel with own comments or behaviors;</li> <li>- fails to show any interest in the HN/G culture;</li> <li>- may make denigrating remarks about HN/G people or their customs; may be intolerant of religion or race other than own.</li> </ul> <p>Performance Example: A small child had received second and third degree burns on one arm and had received treatment from the local witch doctor. This medic saw her about one week after the injury and provided care according to U.S. standards, but ignored local superstitions and beliefs. He removed the plants the witch doctor had applied to the burns and did not perform "rites" or follow any of the local wisdom. The child did not return for follow-up care.</p>	<p>Helps indigenous persons; provides effective services when asked or when the need is obvious; fixes weapons and provides first aid or other assistance to gain HN/G rapport.</p> <p>Is knowledgeable about and demonstrates respect for HN/G culture, values, and customs (e.g., eats local foods, adheres to local mores, wears local garb, when appropriate). Sets aside personal opinions and tolerates other views.</p>	<p>Discovers the needs and desires of HN/G personnel and takes steps to satisfy them; provides special skills and services that enhance HN/G respect for and rapport with SF.</p> <p>Applies knowledge about HN/G culture and customs to identify with HN/G and predict HN/G behavior. For example:</p> <ul style="list-style-type: none"> <li>- gets things done by taking steps that are compatible with HN/G culture and hierarchy;</li> <li>- provides military advice that reflects the interests of the HN/G and is consistent with their mores and culture;</li> <li>- anticipates potential culture-clashes and takes action to avoid them.</li> </ul> <p>Performance Example: This 18A was tasked with re-establishing order in a refugee camp--including conducting a census, reinstating leadership, and distributing goods. This 18A was able to establish strong ties by listening attentively to the needs of the refugees and working hard to understand their customs, courtesies, and taboos. An interim government was established, food was distributed, and a sense of order was re-established.</p>				

Figure 11  
Example Rating Scale for Category B. Building Effective Relationships with Indigenous Populations



## CHAPTER V DEVELOPMENT OF LINKAGES BETWEEN ATTRIBUTE AND JOB DESCRIPTORS

The overarching goal of this project was to develop information that would support the identification of predictor and criterion measures for later use in validation research. Validation involves assembling evidence about relationships between predictor measures, attribute descriptors, job descriptors, and criterion measures (Society for Industrial and Organizational Psychology, 1987). Often expert judgments are one source of evidence in this network (see Figure 12). The appropriate types of judges vary according to the purpose. Construct validation, for example, involves (a) assessing the relationship between job descriptors and attribute descriptors, a judgment requiring knowledge of the job and (b) assessing the relationship between attribute descriptors and predictor measures, a judgment that requires knowledge of psychometrics and individual differences research literature.



**Figure 12**  
**The Roles of Expert Judgments in Validation Paradigms**

The best validation efforts assemble information from more than one source, for example coupling criterion-related and construct validation, and that is the planned approach for future SF selection and classification research. The first step in that direction is to establish a network of relationships between attribute and job descriptors, through an expert judgment exercise. This chapter describes the procedures and results of an expert judgment exercise we conducted to begin the process of assembling validation information. Specifically, it describes the development of expert judgment materials, administration of the expert judgment exercise, and data analysis and results.

## Development of Expert Judgment Materials

The expert judgment materials included: definitions of attributes, definitions of performance categories, instructions, a rating form, an executive summary of the project, and a background information sheet. A full set of materials appears in Appendix J.

**Attribute Definitions.** Our starting point for the attribute definitions was the set of 30 attributes rated by job incumbents and their supervisors during the job analysis workshops (see Chapters II and III). To ensure that the attribute descriptors were as complete and accurate as possible before proceeding to the next stages of the project, we reviewed workshop information and relevant research projects underway. We made several changes to the attribute list.

First, recall that we analyzed the attribute ratings during the workshop and workshop participants discussed the results. We reviewed our notes from the workshops to identify any improvements that could be made to the wording of attributes and to learn about any attributes that should be added to the list. We made minor wording changes to the definitions of four attributes, and we added one attribute.

We also reviewed notes from workshop biodata discussion sessions and decided that interest and experiential attributes needed elaboration. One of the most salient findings from the workshop biodata discussions was that NCOs view specific types of conventional Army experiences as important for successful performance in SF. This is especially important in light of recent findings on the career force project that first tour performance is a highly effective predictor of second tour job performance and has incremental validity over the ASVAB (Campbell, Johnson, & Fellows, 1994; Campbell, Peterson, & Johnson, in press). Moreover, since SF selects from Army NCOs for whom performance information does exist, some measures developed as criteria for assessing NCO performance in the Career Force (Campbell & Zook, 1990) and Expanding the Concept of Quality of Personnel (ECQUIP) (Peterson, et al., 1993) projects could be useful as predictors for SF. We, therefore, reviewed information from the other Army projects and added attribute statements to reflect NCO performance constructs (e.g., Leadership, Achievement and Effort, Personal Discipline, and so on). With regard to Core Technical Proficiency (CTP), we added MOS-Specific statements for each of the MOS that SF tends to view as a stepping stone into SF jobs (e.g., 11B as a step toward 18B), and we added two general CTP items--one for combat MOS and one for non-combat MOS.

Another salient set of items from the biodata discussion reflected interests. Recall that NCOs described their hobbies and outside work activities. We reviewed the biodata discussion notes and wrote statements summarizing the types of interests reflected in participants' hobbies. For example, "Interest in Skilled Trades," was written to cover pasttimes like "work on my car/motorcycle.." and "carpentry." The final attribute list

contained definitions of 47 attributes representing a wide variety of characteristics. It appears in Figure 13.

**Job Descriptors.** The final job performance categories from the critical incident analysis served as the job descriptors for the expert judgment exercise. They appear in Figure 14. To ensure that the categories were inclusive of various job content areas, the research team reviewed the task categories against the performance categories. We determined that the constructs relevant to the task categories were represented at a higher level of generality in the performance categories, probably because we had instructed workshop participants to write incidents relevant to SF-Common and MOS-Specific tasks (see Chapter III). We were, therefore, comfortable using the 26 job performance categories.

**Instructions and Rating Forms.** Figure 15 shows an example page from the rating form, and a full set of materials is provided in Appendix J. As shown, we asked respondents to consider *How important is each attribute for effective performance in each Special Forces Performance Category?* Respondents used the following rating scale to record their judgments:

- 0 = Not at All Important
- 1 = Slightly Important - this attribute is slightly important for effective performance in this Special Forces performance category.
- 2 = Somewhat Important - this attribute is somewhat important for effective performance in this Special Forces performance category.
- 3 = Important - this attribute is important for effective performance in this Special Forces performance category.
- 4 = Very Important - this attribute is very important for effective performance in this Special Forces performance category.
- 5 = Crucial - this attribute is crucial for effective performance in this Special Forces Performance category.

Because the expert judgment exercise was fairly lengthy (47 x 26 judgments), the instructions stressed its importance and provided some tips. Respondents were asked to use the full range of the rating scale (i.e., 0 for not at all important to 5 crucial), read the attribute and performance category definitions carefully in advance of making ratings (to save time in the long run), and remove themselves from distractions. We expected the task to take three to six hours of each respondent's time.

### **Administration of the Expert Judgment Exercise**

Making ratings of the importance of attributes for performance categories requires knowledge of the jobs and completing the exercise requires diligence. SF NCOs and officers and research team members served as expert judges in this exercise.

### General Attributes

1. **Judgment and Reasoning** - to make sound decisions; using common sense; improvising; extracting general principles and applying them in new situations.
2. **Planning** - to plan and organize activities and resources such that mission objectives are met.
3. **Adaptability** - to switch gears; modifying plans to fit the situation.
4. **Creativity** - to find novel ways to use the resources at hand in solving problems.
5. **Auditory Ability** - to detect, memorize, retain, and distinguish tonal patterns or sounds.
6. **Mechanical Ability** - to understand electrical and mechanical principles; to understand how equipment works.
7. **Spatial Ability** - to readily orient oneself in an unfamiliar environment; reading maps or diagrams; forming mental pictures of things (e.g., equipment, terrain).
8. **Perceptual Ability** - to notice details of the physical environment; to be attentive to and observant of surroundings.
9. **Basic Math** - to add, subtract, multiply, divide, and use formulas.
10. **Advanced Math** - to use advanced math such as geometry or algebra.

### Communication Attributes

11. **Reading Ability** - to read and comprehend written materials.
12. **Writing Ability** - to write materials that are easily understood; using appropriate grammar, punctuation, and level (for the audience).
13. **Language Ability** - to be multi-lingual; learning new languages.
14. **Communication Ability** - to present information clearly; using voice inflection and eye contact for emphasis; tailoring presentations to the audience.
15. **Non-Verbal Communication** - to use and read non-verbal behaviors (e.g., posture, gestures) accurately.

### Interpersonal Skills, Motivation, and Character

16. **Persuasiveness/Diplomacy** - to be tactful, pleasant, and diplomatic toward others; to be persuasive.
17. **Cultural/Interpersonal Adaptability** - to modify own style and behavior to fit the situation and culture; being tolerant of other cultures and value systems.

**Figure 13**  
**Final Attribute Definitions**

18. **Maturity** - to be level-headed and emotionally stable; to remain calm under stress.
19. **Autonomy** - to be self-confident, self-sufficient, and comfortable when working alone.
20. **Team Playership** - to be cooperative--to support the team effort, making contributions to the team.
21. **Dependability** - to be responsible and loyal; following through on duties.
22. **Initiative** - to be self-motivated, self-starting, and achievement-oriented.
23. **Perseverance** - to sustain a high level of effort over long periods of time, in spite of hardships.
24. **Moral Courage** - to act on own convictions, despite consequences; choosing the more difficult "right" over the easier "wrong."
25. **Motivating Others** - to encourage team work and maintain esprit d'corps; setting an example for others.
26. **Supervising** - to organize and monitor the work of others.

#### **Physical and Psychomotor Attributes**

27. **Swimming** - to swim capably; using water survival skills; avoiding water hazards.
28. **Physical Flexibility and Balance** - to kneel, stoop, reach, or get into awkward physical positions, maintaining balance.
29. **Physical Strength** - to push, pull, lift, or carry heavy objects.
30. **Physical Endurance** - to do cardiovascular activities, such as running, skiing, climbing; achieving and maintaining a high level of physical readiness.
31. **Psychomotor Ability** - to have good eye-hand coordination and quick reaction time.

#### **Interests**

32. **Interest in Adventure and Outdoor Activities** - to like adventurous activities such as riding motorcycles or parachuting; to like hunting, fishing, and camping.
33. **Interest in Skilled Trades** - to like auto mechanics, carpentry, or other skilled types of work.
34. **Interest in Other Cultures** - to like learning about other cultures.
35. **Interest in People** - to like people, enjoying being around people.
36. **Enterprising Interests** - to like activities that involve leading others or being persuasive or assertive.

**Figure 13 Continued**  
**Final Attribute Definitions**

### Conventional Army Experiences

37. **Leadership** - to use good judgment in dealing with subordinates (e.g., counseling, disciplining); acting as a role model, communicating, and supervising effectively.
38. **Achievement and Effort** - to produce high quality work, exhibiting effort and initiative; to achieve notable accomplishments.
39. **Personal Discipline** - to follow regulations/orders; to exhibit integrity and self-control.
40. **Physical Fitness and Military Bearing** - to maintain physical fitness, strength, and stamina; to maintain proper military appearance and bearing.
41. **General Soldiering Proficiency** - to perform basic soldiering tasks (e.g., first aid, land navigation, NBC activities, field techniques, weapons, communications, mines) effectively.
42. **Infantry (11 CMF) Core Technical Proficiency** - to perform infantryman tasks proficiently.
43. **Combat Engineer (12 CMF) Technical Proficiency** - to perform combat engineering tasks proficiently.
44. **Other Combat MOS Technical Proficiency** - to be proficient in combat MOS other than 11 or 12 CMF (e.g., 13B, 16S, 19E).
45. **Radio Teletype Operator (31 CMF) Technical Proficiency** - to perform radio teletype operator tasks proficiently.
46. **Medical Care Specialist (91 CMF) Technical Proficiency** - to perform medical care specialist tasks proficiently.
47. **Other Non-Combat MOS Technical Proficiency** - to be proficient in non-combat MOS other than 31 or 91 CMF (e.g., 63B, 64C, 71L, 95B).

Figure 13 Continued  
Final Attribute Definitions

- A. **Teaching Others.** Conveying knowledge and skill to others; developing POI and tailoring material to the target audience's needs and capabilities; obtaining audience interest and involvement; presenting material in an orderly fashion; using handouts, aids, or tools; finding appropriate ways around language barriers; demonstrating own proficiency.
- B. **Building and Maintaining Effective Relationships with Indigenous Populations.** Demonstrating respect for and engaging in behavior appropriate to indigenous culture, values, and customs; providing services and assistance to develop rapport with indigenous people and build respect for SF.
- C. **Handling Interpersonal Situations.** Dealing with others constructively, persuading rather than forcing own way; remaining composed, even when provoked; using non-verbal communication skills to interpret behaviors; resolving disputes; allowing others to "win" confrontations.
- D. **Using and Enhancing Language Skills.** Using foreign language skills to communicate with Host Nation/Guerilla (HN/G) or other foreign personnel; practicing and developing language skills.
- E. **Contributing to the Team Effort and Morale.** Motivating others; communicating effectively with team members; enhancing new and existing team members' skills and readiness; building team spirit through personal interactions.
- F. **Showing Initiative and Extra Effort.** Putting forth the effort to produce high-quality work in a timely fashion; actively pursuing self-improvement goals; volunteering for demanding tasks or extra responsibility; taking initiative; presenting a positive image of SF.
- G. **Displaying Honesty and Integrity.** Adhering to laws or rules of conduct; knowing when to put aside personal beliefs to follow policy requirements/SOPs, but taking a more difficult, morally correct course of action when appropriate; owning up to own mistakes; being truthful and genuine with others.
- H. **Planning and Preparing for Missions.** Developing mission plans that are technically sound, well-coordinated, and likely to lead to mission accomplishment; obtaining complete information needed for planning; drawing on team member's experiences; anticipating enemy movement or other obstacles; weighing alternative courses of action; determining and preparing resources needed for mission accomplishment.
- I. **Decision Making.** Assessing the situation and determining an appropriate course of action within a reasonable time frame; digesting information and drawing conclusions; using time, personnel, equipment, and tactics effectively; acting swiftly and decisively when needed; remaining level-headed and task-oriented in stressful situations.
- J. **Confronting Physical and Environmental Challenges.** Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically challenging situations; preparing physically for challenge; following field survival guidance; taking steps to ensure own health and endurance.

Figure 14  
SF Performance Category Definitions

- K. Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating.
- L. Troubleshooting and Solving Problems.** Thinking of alternative ways to solve a problem; using the resources at hand to fabricate needed items; improvising from own technical knowledge of mechanical and electrical principles.
- M. Being Safety Conscious.** Being alert to safety at all times; rigorously following safety guidelines and instructions for weapons/explosives or other hazardous materials; monitoring others to ensure compliance with SOP when using weapons/dangerous equipment; being alert to potential threat; maintaining noise/light discipline.
- N. Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.
- O. Managing Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; obtaining and ensuring maintenance of supplies and equipment; coordinating with others to share resources or work on projects; finding the source of administrative problems; using computers; handling classified materials.
- P. Operating and Maintaining Direct-Fire Weapons.** Operating and maintaining direct-fire weapons; loading, disassembling, assembling, clearing, reducing stoppage in weapons.
- Q. Employing Indirect Fire Weapons and Techniques.** Emplacing, laying, and aligning mortars and their ammunition; executing FDC procedures.
- R. Employing Demolitions Techniques.** Emplacing mines or charges in appropriate area(s); using firing systems correctly and clearing misfires appropriately, electric and non-electric.
- S. Constructing for Mission-Related Requirements.** Improving the environment of operations through construction; building necessary structures; using rigging devices; overseeing construction.
- T. Following Communication Procedures and Policies.** Planning and preparing communication requirements; following SOP in communication procedures; using cryptic message format to send and receive messages; coordinating communication efforts.
- U. Assembling and Operating Commo Equipment -** Configuring and operating equipment, using knowledge of equipment; managing equipment problems.
- V. Evaluating and Treating Medical Conditions and Injuries -** Obtaining medical records and treatment histories; investigating and evaluating symptoms; performing or assisting doctor in surgical procedures; conducting laboratory tests; treating and monitoring patients.
- W. Determining and Administering Medications and Dosages -** Taking patient history into account in prescribing/administering medications; administering immunizations; ensuring security of drugs; calculating dosages; preparing drug supplies for missions.

Figure 14 Continued  
SF Performance Category Definitions



- X. **Ensuring Standards of Health-Related Facilities, Conditions, and Procedures in the Field.** Testing and monitoring environmental conditions; providing guidance to HN in preventive health; establishing facilities or procedures for treatment, sanitation, and disease prevention procedures.
- Y. **Considering Subordinates.** Noticing when subordinates are experiencing personal problems or are demoralized or injured; listening; uplifting others; taking the time and effort to research and correct subordinates' problems (e.g., problems receiving mail while on deployment).
- Z. **Providing Direction.** Establishing a direction; defining tasks clearly; setting specific, challenging, but attainable goals; giving praise when due and discipline as appropriate.

Figure 14 Continued  
SF Performance Category Definitions

How important is each attribute for effective performance in each Special Forces Performance Category?				
Special Forces Performance Categories	A T T R I B U T E S			
	1. Judgment	2. Planning	3. Adaptability	4. Creativity
0 = Not at All Important				
1 = Slightly Important - this attribute is slightly important for effective performance in this Special Forces performance category.				
2 = Somewhat Important - this attribute is somewhat important for effective performance in this Special Forces performance category.				
3 = Important - this attribute is important for effective performance in this Special Forces performance category.				
4 = Very Important - this attribute is very important for effective performance in this Special Forces performance category.				
5 = Crucial - this attribute is crucial for effective performance in this Special Forces Performance category.				
<b>A. Teaching Others</b>				
<b>B. Building and Maintaining Effective Relationships with Indigenous Populations</b>				
<b>C. Handling Interpersonal Situations</b>				
<b>D. Using and Enhancing Own Language Skills</b>				
<b>E. Contributing to the Team Effort and Morale</b>				
<b>F. Showing Initiative and Extra Effort</b>				
<b>G. Displaying Honesty and Integrity</b>				
<b>H. Planning and Preparing for Missions</b>				
<b>I. Decision Making</b>				

Figure 15  
Example Expert Judgment Rating Form

Subject Matter Experts. We discussed appropriate subject matter experts and data collection procedures with the SMEP. In the 1993 Fall meeting, the SMEP volunteered to serve as the experts and requested that they be permitted to complete the exercise on their own, through a mail-out procedure. We agreed with this plan because the SMEP was assembled according to MG Shachnow's request that they represent the diversity of opinions and experiences in SF--a diversity that would serve us well in the expert judgment exercise.

We met with the SMEP in January of 1994 to brief them on the most recent phases of the project and to hand out and introduce the expert judgment exercise. Since the SMEP is high ranking, several SMEP who supervise NCOs agreed to assign packages to officers and warrant officers. In all about 25 packets were handed out. We hoped to receive 15 packets but could be satisfied with 10 at the minimum based on previous explorations of increases in reliability with increasing numbers of raters (Peterson, Owens-Kurtz, Hoffman, Arabian & Whetzel, 1990). Each packet included a return envelope already addressed and stamped. But, the self-administering procedure did not work as well as we had hoped; ten SMEs completed the exercise.

We are very confident that the 10 SME respondents are highly knowledgeable of SF jobs. They include one colonel, one lieutenant colonel, a captain, a command sergeant major, one sergeant major, three master sergeants, and two warrant officers. Thus, they represent various perspectives of rank. On average, they had been in SF 14 years and in the Army 20 years. Moreover, although the group of SMEs was small, they were highly qualified to provide the judgments.

Research Experts. Four Ph.D. level researchers who are highly familiar with SF jobs served as experts. Three of them were researchers on the job analysis team, and the fourth was an ARI research psychologist who has a great deal of experience with SF selection, classification, and training research. He had been briefed on the job analysis project but was otherwise not involved in it.

### Data Analysis and Results

Data Cleaning. Two of the raters had some missing data, less than 10% of the items in both cases. To allow for the computation of intraclass correlation coefficients (which require complete data), we filled missing data with the appropriate mean rating for the relevant sample (SME or researcher).

**Intraclass Correlation Coefficients.** We computed Intraclass Correlation Coefficients to assess the reliability of the judgments; the appropriate ICC for this model is based on a three-way ANOVA (Peterson, Owens-Kurtz, et al., 1990).<sup>10</sup> As shown in Table 13, the reliabilities were reasonable, ranging from .76 for SMEs, .81 for researchers, and .86 for the pooled group, giving us confidence in the quality of the data.

**Table 13**  
**Intraclass Correlation Coefficients (ICCs) for Expert Judgments**

Number of Raters for ICC	Raters		
	Subject Matter Experts (N=10)	Researchers (N=4)	Pooled Sample (N=14)
N	.76	.81	.86
20	.86	.96	.90

Notes: N= actual number of raters  
 K= number of attributes  
 The ICCs adjusted to the full N reflect the overall level of reliability of the observed ratings. Since ICCs are influenced by sample size, adjusting ICCs to a common N such as "20" allows comparison of ICCs across samples where N varies.

**Means.** We computed (1) the means for the pooled sample and (2) the grand means of the mean SME and mean researcher ratings. The means for the pooled sample appear in Appendix K, and the grand means are provided in Table 14.

**Next Steps**

The expert judgments reported in this chapter provided one link in the network of validation evidence. Our next step will be to build further construct validation evidence. HumRRO, AIR, ARI, and SF researchers will make judgments about the usefulness and accuracy of predictor measures for measuring the attributes defined in the SF job analysis. Other expert judgments will focus on the criterion; subject matter experts will assess the job-relevance and usefulness of various criterion variables. Since some of the attributes and some of the performance categories were MOS-specific and others were SF-Common, these judgments will permit identification of predictors likely to be useful across SF MOS and those that are likely to be MOS-specific.

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<sup>10</sup>ICC=[Mean Square (task x attribute) - Mean Square (task x attribute x rater)]/Mean Square (task x attribute).

**Table 14**  
**Grand Mean Attribute Importance Ratings for Each Performance Category Across SME and Researcher Means**

Performance Categories	Attributes									
	Judgment	Planning	Adaptability	Creativity	Auditory Ability	Mechanical Ability	Spatial Ability	Perceptual Ability	Basic Math	Advanced Math
A. Teaching Others	3.8	3.6	3.9	4.2	1.7	1.9	1.5	2.4	1.9	1.1
B. Building and Maintaining Effective Relationships with	4.3	2.3	4.3	3.4	2.4	1.4	1.3	2.9	1.1	0.6
C. Handling Interpersonal Situations	4.5	2.4	3.7	3.1	1.5	1.0	1.0	2.5	0.8	0.7
D. Using and Enhancing Language Skills	1.7	1.5	2.2	2.3	3.4	0.7	0.8	1.2	0.7	0.7
E. Contributing to the Team Effort	3.0	2.6	3.1	3.2	1.2	1.2	1.5	2.4	1.0	0.9
F. Showing Initiative and Extra Effort	2.3	2.4	2.3	2.6	0.8	1.0	1.3	1.8	1.2	0.9
G. Displaying Honesty and Integrity	4.0	1.7	3.0	1.4	0.8	0.7	0.8	1.1	0.7	0.7
H. Planning and Preparing for Missions	4.4	5.0	4.3	4.1	0.8	1.1	1.7	2.3	1.6	1.2
I. Decision Making	4.9	3.4	4.3	3.7	0.9	0.9	1.5	1.7	1.3	1.1
J. Confronting Physical and Environmental Challenges	3.2	2.3	3.2	3.1	1.2	1.1	2.1	2.9	0.8	0.7
K. Navigating in the Field	3.4	3.2	3.4	2.9	1.0	1.3	4.4	4.2	2.7	1.0
L. Troubleshooting and Solving Problems	4.1	2.7	4.3	4.7	1.5	4.0	2.4	2.9	2.6	1.6
M. Being Safety Conscious	4.5	2.9	2.0	1.9	1.8	2.8	1.9	3.6	1.9	0.8
N. Administering First Aid and Treating Casualties	4.1	1.6	3.6	2.6	1.0	0.8	0.9	1.8	1.2	0.7
O. Managing Administrative Duties	3.6	3.8	3.1	2.3	0.7	1.1	0.9	1.2	1.8	1.0
P. Operating and Maintaining Direct-Fire Weapons	3.9	2.6	2.4	2.4	1.7	4.0	1.9	2.3	2.3	1.0
Q. Employing Indirect Fire Weapons and Techniques	4.0	3.5	2.6	2.8	1.5	3.9	3.0	1.7	3.7	2.6
R. Employing Demolitions Techniques	4.3	3.9	3.6	3.7	1.5	4.0	3.4	2.8	4.4	3.0
S. Constructing for Mission-Related Requirements	3.7	3.8	3.6	4.2	1.1	4.1	3.1	3.0	4.1	3.0
T. Following Communication Procedures and Policies	3.9	3.2	3.4	3.0	2.9	2.5	1.1	1.7	2.7	1.4
U. Assembling and Operating Commo Equipment	3.5	2.9	3.0	3.1	2.9	3.9	2.2	2.5	3.4	1.4
V. Evaluating and Treating Medical Conditions and Injur	4.5	3.0	3.9	3.5	1.2	1.6	1.1	2.4	2.6	1.4
W. Determining and Administering Medications and Do	4.3	2.8	3.3	2.7	0.8	0.9	0.8	1.5	3.9	1.7
X. Ensuring Standards of Health-Related Facilities	4.5	3.7	3.6	3.3	0.9	1.8	1.0	2.1	2.1	1.1
Y. Considering Subordinates	4.1	2.3	3.4	3.0	1.2	0.8	0.9	1.7	0.9	0.7
Z. Providing Direction	4.4	4.5	3.5	3.5	1.0	1.1	1.1	1.5	1.1	0.9

Note: 0= Not at all important, 1=Slightly Important, 2=Somewhat Important, 3=Important, 4=Very Important, 5=Crucial

**Table 14 (Continued)**  
**Grand Mean Attribute Importance Ratings for Each Performance Category Across SME and Researcher Means**

Performance Categories	Attributes									
	Reading Ability	Writing Ability	Language Ability	Communication	Non-Verbal Comm	Persuasiveness	Cultural/Interperson	Maturity	Autonomy	Team/PlayerShip
	11	12	13	14	15	16	17	18	19	20
A. Teaching Others	4.0	3.8	3.4	4.9	4.6	4.4	4.3	4.2	3.3	3.3
B. Building and Maintaining Effective Relationships with	1.6	2.1	4.6	4.5	4.5	4.8	5.0	4.4	2.1	3.6
C. Handling Interpersonal Situations	1.4	1.2	2.3	4.4	4.5	4.7	4.1	4.9	2.2	3.2
D. Using and Enhancing Language Skills	3.8	3.7	4.9	4.7	4.0	2.6	4.3	3.2	2.7	1.8
E. Contributing to the Team Effort	1.9	1.9	1.7	4.1	3.7	4.4	2.8	4.5	1.8	4.9
F. Showing Initiative and Extra Effort	1.7	1.6	1.7	1.9	1.6	2.0	1.6	3.3	3.7	3.4
G. Displaying Honesty and Integrity	1.2	1.2	1.0	2.1	1.7	3.1	1.5	4.4	3.4	3.3
H. Planning and Preparing for Missions	3.1	2.7	1.3	3.4	1.8	2.3	1.8	3.1	2.7	3.6
I. Decision Making	2.7	2.5	0.9	3.3	1.8	2.5	1.3	3.8	3.6	3.1
J. Confronting Physical and Environmental Challenges	1.0	0.8	0.9	1.5	1.6	1.8	1.1	3.9	3.5	3.2
K. Navigating in the Field	2.4	0.9	0.6	1.4	1.3	1.7	1.2	3.1	3.0	2.8
L. Troubleshooting and Solving Problems	2.5	1.4	0.8	1.6	0.9	1.3	0.8	2.4	2.5	2.4
M. Being Safety Conscious	1.7	1.1	0.8	1.9	1.4	1.9	1.1	4.4	2.3	2.3
N. Administering First Aid and Treating Casualties	1.8	0.8	0.9	2.3	1.8	1.5	1.1	3.5	2.8	2.5
O. Managing Administrative Duties	3.8	4.1	0.9	2.9	1.2	2.6	1.1	2.5	2.5	2.5
P. Operating and Maintaining Direct-Fire Weapons	1.7	0.7	0.6	1.1	1.3	1.0	0.8	2.8	1.8	1.6
Q. Employing Indirect Fire Weapons and Techniques	2.7	1.1	0.7	2.0	1.1	1.1	0.8	2.8	1.6	2.4
R. Employing Demolitions Techniques	3.2	1.3	0.8	2.0	1.4	1.3	0.9	3.7	2.4	2.0
S. Constructing for Mission-Related Requirements	3.1	2.0	1.2	2.3	1.8	1.9	1.3	2.6	2.3	2.7
T. Following Communication Procedures and Policies	3.2	2.1	1.6	2.2	1.0	1.2	0.9	2.3	2.2	2.0
U. Assembling and Operating Commo Equipment	2.7	1.1	1.3	1.8	0.9	1.2	0.9	2.2	1.9	1.8
V. Evaluating and Treating Medical Conditions and Injur	3.2	2.4	1.6	3.1	2.3	1.9	1.8	3.7	2.6	1.9
W. Determining and Administering Medications and Do	3.5	2.3	1.5	2.9	1.8	2.3	1.6	3.5	2.6	1.9
X. Ensuring Standards of Health-Related Facilities	3.1	2.3	2.7	3.2	2.2	2.9	3.0	3.3	2.4	2.5
Y. Considering Subordinates	1.0	1.4	1.2	3.2	3.8	3.4	2.2	4.3	2.1	4.1
Z. Providing Direction	2.6	2.6	1.4	3.8	3.5	3.8	2.2	4.0	2.3	3.7

Note: 0= Not at all Important, 1=Slightly Important, 2=Somewhat Important, 3=Important, 4=Very Important, 5=Crucial

**Table 14 (Continued)**  
**Grand Mean Attribute Importance Ratings for Each Performance Category Across SME and Researcher Means**

Performance Categories	Attributes												
	21	22	23	24	25	26	27	28	29	30	Physical Endurance	Physical Strength	Physical Flexibility
A. Teaching Others	4.0	4.1	3.2	3.3	4.4	4.1	1.0	1.3	1.2	1.7			
B. Building and Maintaining Effective Relationships with	4.1	4.1	3.2	3.5	3.8	2.8	0.9	1.1	1.8	1.4			
C. Handling Interpersonal Situations	3.5	2.9	2.6	3.6	3.8	2.7	0.7	0.8	0.9	1.1			
D. Using and Enhancing Language Skills	2.3	3.7	3.5	1.6	1.6	1.4	0.6	0.8	0.8	0.7			
E. Contributing to the Team Effort	4.6	3.8	3.4	3.6	4.6	3.8	1.0	1.2	1.7	2.0			
F. Showing Initiative and Extra Effort	4.4	5.0	4.4	3.4	3.4	2.0	0.9	1.0	1.1	1.3			
G. Displaying Honesty and Integrity	4.7	3.4	2.5	4.7	2.6	2.5	0.6	0.7	0.8	0.7			
H. Planning and Preparing for Missions	3.7	3.9	2.7	3.1	2.6	3.6	0.8	0.9	1.3	1.8			
I. Decision Making	3.4	4.3	2.3	4.0	3.0	2.7	0.6	0.9	0.9	1.0			
J. Confronting Physical and Environmental Challenges	3.1	3.8	4.0	2.9	2.6	2.1	3.7	3.6	4.1	4.6			
K. Navigating in the Field	2.6	3.1	3.0	2.0	2.2	2.4	1.7	2.0	2.3	3.0			
L. Troubleshooting and Solving Problems	2.5	4.3	3.9	1.9	1.5	1.7	0.6	1.0	1.1	1.2			
M. Being Safety Conscious	3.7	2.9	1.9	2.5	2.6	3.1	1.3	0.9	1.0	1.1			
N. Administering First Aid and Treating Casualties	2.7	2.5	2.1	2.3	1.8	1.8	1.1	1.1	1.8	1.1			
O. Managing Administrative Duties	3.8	3.3	2.3	1.6	1.9	2.4	0.5	0.9	0.8	1.0			
P. Operating and Maintaining Direct-Fire Weapons	2.4	1.6	1.6	1.7	1.4	1.5	0.7	1.5	2.2	1.5			
Q. Employing Indirect Fire Weapons and Techniques	2.4	1.8	1.7	1.7	2.0	2.1	0.8	1.6	2.3	1.7			
R. Employing Demolitions Techniques	3.3	2.1	1.6	1.8	1.4	2.1	0.7	1.7	1.9	1.7			
S. Constructing for Mission-Related Requirements	3.0	2.6	2.1	1.6	2.4	3.0	1.1	2.4	3.0	2.7			
T. Following Communication Procedures and Policies	2.9	2.3	2.0	1.2	1.4	2.0	0.7	0.7	1.2	1.1			
U. Assembling and Operating Commo Equipment	2.6	2.3	2.5	0.9	1.2	1.4	0.6	1.3	1.8	1.6			
V. Evaluating and Treating Medical Conditions and Injur	3.5	3.1	2.5	2.8	2.0	1.9	0.7	1.1	1.7	1.7			
W. Determining and Administering Medications and Do	3.4	2.5	1.9	2.4	1.6	1.9	0.5	0.7	1.1	1.1			
X. Ensuring Standards of Health-Related Facilities	3.3	3.4	3.0	2.6	2.6	3.1	0.6	0.7	1.2	1.1			
Y. Considering Subordinates	3.3	3.5	2.1	3.5	4.4	3.8	0.8	0.9	1.0	1.5			
Z. Providing Direction	3.7	3.9	3.4	4.0	4.7	4.8	0.6	0.6	0.9	1.0			

Note: 0= Not at all Important, 1=Slightly Important, 2=Somewhat Important, 3=Important, 4=Very Important, 5=Crucial

Table 14 (Continued)  
Grand Mean Attribute Importance Ratings for Each Performance Category Across SME and Researcher Means

Performance Categories	Attributes									
	Psychomotor Ability	Interest in Adventure	Interest in Skilled Tra	Interest in Other Cult	Interest in People	Enterprising Interest	Leadership	Achievement and Int	Personal Discipline	Physical Fitness and
	31	32	33	34	35	36	37	38	39	40
A. Teaching Others	1.8	1.5	2.1	2.9	4.0	3.5	4.3	3.9	3.7	3.0
B. Building and Maintaining Effective Relationships with	1.2	2.1	1.7	4.7	4.6	3.2	3.6	2.9	3.9	2.8
C. Handling Interpersonal Situations	0.9	1.1	0.9	2.9	4.5	3.0	4.6	2.2	4.0	2.0
D. Using and Enhancing Language Skills	0.7	1.4	0.7	4.1	3.4	1.6	2.1	2.9	2.6	1.3
E. Contributing to the Team Effort	1.6	1.5	1.5	1.4	4.0	3.0	4.5	3.6	3.5	2.3
F. Showing Initiative and Extra Effort	1.1	1.8	1.1	1.3	1.6	2.5	3.6	4.6	3.2	3.2
G. Displaying Honesty and Integrity	0.7	0.8	0.7	1.0	1.8	1.4	3.5	2.7	4.7	1.7
H. Planning and Preparing for Missions	1.0	1.6	1.2	1.7	1.7	2.8	3.9	3.5	3.2	2.7
I. Decision Making	0.8	1.0	1.0	1.1	1.7	3.2	4.2	2.8	3.4	2.4
J. Confronting Physical and Environmental Challenges	3.5	3.7	1.2	0.8	1.8	1.9	2.6	3.1	3.7	4.7
K. Navigating in the Field	1.6	3.0	0.7	0.9	1.2	1.7	2.5	2.1	2.7	3.2
L. Troubleshooting and Solving Problems	1.6	2.0	3.6	0.6	0.9	1.4	1.7	2.5	2.1	1.5
M. Being Safety Conscious	1.0	0.8	1.4	0.6	1.0	1.3	2.7	1.8	3.8	1.6
N. Administering First Aid and Treating Casualties	1.7	0.8	0.8	0.6	1.9	1.3	2.1	1.5	2.4	1.8
O. Managing Administrative Duties	1.1	0.7	0.7	0.6	1.4	2.1	2.6	2.6	3.0	1.3
P. Operating and Maintaining Direct-Fire Weapons	3.5	2.2	2.4	0.6	1.0	0.8	1.5	1.7	2.7	1.8
Q. Employing Indirect Fire Weapons and Techniques	2.5	1.7	2.2	0.7	1.3	1.0	1.9	1.6	2.6	2.0
R. Employing Demolitions Techniques	2.5	1.9	2.5	0.7	0.9	1.1	1.8	1.8	2.9	2.1
S. Constructing for Mission-Related Requirements	2.2	1.9	3.4	1.2	2.2	1.6	2.3	2.6	2.5	2.9
T. Following Communication Procedures and Policies	1.7	0.8	2.0	0.8	0.9	0.7	1.6	1.9	3.0	1.5
U. Assembling and Operating Commo Equipment	2.3	1.2	2.6	0.8	0.9	0.9	1.4	2.1	2.5	1.8
V. Evaluating and Treating Medical Conditions and Injur	1.9	1.1	1.0	1.3	3.3	1.8	2.2	2.5	3.2	2.1
W. Determining and Administering Medications and Do	1.8	0.7	0.8	1.1	2.9	1.7	1.9	2.1	3.0	1.6
X. Ensuring Standards of Health-Related Facilities	1.2	0.9	1.3	2.9	3.3	2.4	2.5	2.6	2.8	2.1
Y. Considering Subordinates	0.9	0.9	0.7	1.1	3.6	2.9	4.8	2.9	3.5	2.8
Z. Providing Direction	0.8	0.8	1.2	1.8	3.1	3.5	4.6	2.9	3.8	3.0

Note: 0= Not at all important, 1=Slightly Important, 2=Somewhat Important, 3=Important, 4=Very Important, 5=Crucial



Table 14 (continued)  
Grand Mean Attribute Importance Ratings for Each Performance Category Across SME and Researcher Means

Performance Categories	Attributes						
	41 General Soldiering Proficiency	42 Infantry Proficiency	43 Combat Engineer Proficiency	44 Other Combat MOS Proficiency	45 Radio Teletype Oper Proficiency	46 Medical Care Spec Proficiency	47 Other Non-Combat MOS Proficiency
A. Teaching Others	3.2	2.4	1.9	1.6	0.7	1.1	0.9
B. Building and Maintaining Effective Relationships with	2.0	2.1	1.4	1.4	0.9	2.1	1.0
C. Handling Interpersonal Situations	1.6	1.1	0.8	0.7	0.7	1.1	0.9
D. Using and Enhancing Language Skills	1.1	1.1	0.7	0.6	0.9	1.4	0.9
E. Contributing to the Team Effort	2.3	2.1	1.3	1.5	1.0	1.9	1.6
F. Showing Initiative and Extra Effort	2.1	1.5	0.9	0.8	0.9	1.3	0.9
G. Displaying Honesty and Integrity	1.3	1.0	0.7	0.6	0.9	1.0	0.9
H. Planning and Preparing for Missions	3.7	3.1	2.1	2.0	1.0	1.5	1.4
I. Decision Making	2.8	2.3	1.4	1.4	0.9	1.3	1.0
J. Confronting Physical and Environmental Challenges	2.7	2.2	1.0	0.7	0.7	1.6	0.8
K. Navigating in the Field	3.4	3.0	1.2	1.1	0.6	0.6	0.5
L. Troubleshooting and Solving Problems	3.1	2.7	2.6	2.3	2.3	1.9	2.4
M. Being Safety Conscious	2.8	2.4	2.2	1.9	1.8	2.1	1.8
N. Administering First Aid and Treating Casualties	3.1	1.2	0.8	0.8	0.9	4.6	0.9
O. Managing Administrative Duties	1.5	1.1	0.6	0.8	0.8	1.1	1.7
P. Operating and Maintaining Direct-Fire Weapons	3.4	3.8	1.6	1.4	0.9	1.0	0.9
Q. Employing Indirect Fire Weapons and Techniques	3.1	3.5	1.8	1.9	0.8	0.9	0.7
R. Employing Demolitions Techniques	2.8	2.5	3.8	1.5	0.6	0.9	0.6
S. Constructing for Mission-Related Requirements	2.4	1.9	4.1	1.6	0.6	0.8	0.8
T. Following Communication Procedures and Policies	2.6	1.7	1.4	1.7	4.0	0.8	0.9
U. Assembling and Operating Commo Equipment	2.5	1.7	1.4	1.3	4.7	0.8	0.9
V. Evaluating and Treating Medical Conditions and Injur	2.5	1.7	1.2	1.3	1.3	5.0	1.5
W. Determining and Administering Medications and Do	1.7	1.0	0.6	0.8	0.7	5.0	0.9
X. Ensuring Standards of Health-Related Facilities	1.8	1.1	1.4	0.8	0.7	4.5	0.9
Y. Considering Subordinates	2.0	1.8	1.3	1.3	0.7	1.0	0.8
Z. Providing Direction	2.2	2.0	1.3	1.3	0.8	1.0	0.7

Note: 0= Not at all important, 1=Slightly important, 2=Somewhat important, 3=important, 4=Very important, 5=Crucial

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**Appendix A**  
**Task Categories Lists**

## Officer and Warrant Officer Task Categories

### 1. Supervising

#### Sample tasks:

- assign/delegate tasks
- give feedback to subordinates
- counsel subordinates
- resolve disputes
- (for warrant officers) provide supervisory in all CMF 18 MOS

### 2. Leading

#### Sample tasks:

- develop unit pride and esprit d'corps
- encourage teamwork
- establish a direction
- set an example of integrity and courage

### 3. Handling Administrative Tasks

#### Sample tasks:

- complete forms and process paperwork (e.g., personnel actions, EERs)
- maintain records (e.g., battle book) and data bases
- inventory equipment, supplies, gear, weapons, etc.

### 4. Planning, Coordinating, and Conducting Operations

#### Sample tasks:

- conduct mission analysis
- obtain and analyze relevant background information
- plan, integrate, and coordinate all aspects of Battle Operating Systems (BOS) (i.e., intelligence, maneuvers, fire support, air defense, mobility and survivability, combat service support, command and control).
- synchronize plans with other combat, combat support, or combat service support activities.
- synchronize plans with heavy and light forces.
- incorporate and synchronize psychological operations, propaganda, countermeasures, etc.
- apply knowledge of SF missions, tactics, and techniques (e.g., split team, stay behind)
- modify plans as needed to accomplish the mission
- elicit input/information from team members

**5. Gathering and Analyzing Intelligence**

**Sample tasks:**

- collect and process information on threat and the physical and socio-political environment
- integrate information and prepare Area Assessment report
- update collected information
- conduct target surveillance
- conduct post damage assessment

**6. Conducting Maneuvers**

**Sample tasks:**

- conduct unit movements (air, land, or sea)
- conduct infil/exfil (air, land, or sea)
- engage enemy/materiel/facilities (e.g., apply rules of engagement, employ sniper)

**7. Conducting Fire Support**

**Sample tasks:**

- apply rules of engagement
- locate, confirm/select targets
- choose attack system
- request air support

**8. Conducting Air Defense**

**Sample tasks:**

- seek concealment from aerial observation
- select air targets to attack
- attack enemy air targets

**9. Enhancing Mobility and Survivability of SOF units**

**Sample tasks:**

- operations security
- breach/bypass obstacles
- enhance survivability (e.g., conduct deceptive measures, prepare fighting positions)
- communication security
- provide counter-mobility (emplace obstacles)

**10. Combat Service Support**

**Sample tasks:**

- ensure the availability of arms, fuel, food, clothing, etc.

**11. Command and Control**

**Sample tasks:**

- acquire information and maintain communications
- assess the situation and determine action
- direct and lead subordinate forces
- establish or enhance capability of indigenous/coalition military forces

**12. Detachment Training (Preparing for Operations)**

**Sample tasks:**

- assess A-team strengths and deficiencies
- identify need for specialized training (e.g., cold weather, sniper)
- establish long-range training objectives
- prepare short-range training plans and schedules
- prepare lesson plans
- conduct language training
- ensure cross-training and development of subordinates
- update Battle books and METLS

**13. Training Indigeneous People**

**Sample tasks:**

- advise, train, and assist battalion level host nation forces
- assess training needs
- establish training objectives
- prepare lesson plans and conduct training in target language

**14. Interfacing with Indigenous Populations/ Agencies and U.S./International Agencies**

**Sample tasks:**

- advise and assist the host country operations
- negotiate services and resources with host country counterparts
- interface with high ranking officials and dignitaries of other countries
- act in accordance with appropriate cultural values, mores, and customs
- maintain liaison with host nation, NATO, US Army, other US Services, etc.
- maintain liaison with the Country Team

**15. Communicating with Chain-of-Command**

**Sample tasks:**

- conduct staff briefing
- prepare and present mission concepts (MICON)
- prepare and present briefback
- prepare and present after action report
- send and receive periodic reports
- write other reports as assigned

16. Navigating and Surviving in the Field

Sample tasks:

- determine directions, locations, elevations, azimuths, and distances in order to navigate over terrain
- obtain food, shelter, water, and fire to survive elements and avoid hazards in various environments
- use field survival techniques to escape, resist, or evade capture.

## MOS 18B: U.S. Army Special Forces Weapons Sergeant

### 1. Indirect Fire Tactics

- Select mortar firing positions
- Conduct displacement of mortars

### 2. Fire Direction Center

- Record information on firing records
- Compute angle T
- Prepare FDC order

### 3. Plotting Board

- Prepare plotting board for operation (below pivot point)
- Compute data for polar mission
- Compute data for sheaf adjustment

### 4. Observed Fire Procedures

- Call for and adjust indirect fire
- Conduct a mortar registration

### 5. 81mm Mortar, M29A1

- Boresight the mortar
- Perform safety checks
- Prepare 81mm ammunition for firing
- Engage a target using fire without an FDC (direct lay and direct alignment) (60mm and 81mm mortar)
- Lay an M29A1 for deflection and elevation

### 6. 60 mm Mortar

- Engage targets in the hand-held mode
- Prepare 60 mm mortar ammunition for firing
- Perform misfire procedures on the M224

### 7. Air Defense Artillery (ADA)

- Engage target with Stinger weapon systems

## 8. Anti-Tank Weapons

- Determine M220-Series launcher system firing limitations
- Boresight an 84mm recoilless rifle (RCLR) (Carl Gustaf)

## 9. Operating Systems

- Describe the operation of various weapon systems (Bolt Action, Blowback, Delayed Blowback, Recoil-Operated, Gas-Operated, Manual Pump, Revolving Cylinder)

## 10. Locking Systems

- Describe various weapon locking systems (Rotating Bolt, Rising/Lowering Breechblock, Roller, Rising Barrel, Locking Flaps, Swing Breech, Rising Cam Lock, Rising/Lowering Bolt)

## 11. Feeding Mechanisms

- Describe the three types of feeding mechanisms (Magazine, Belt, Clip)

## 12. Cycle of Operation

- Describe the eight steps in the cycle of operation for most light weapon systems

## 13. Training Management

- Plan and construct an indirect fire range
- Plan and construct a direct fire range
- Describe the responsibilities of a range safety officer

## MOS 18C: U.S. Army Special Forces Engineer Sergeant

### 1. Employ demolition techniques

- Prime and employ civilian and military explosives
- Clear misfires, electric and non-electric
- Construct and employ variety of firing systems (e.g., electric, dual)
- Employ demolition safety techniques, destroying munitions as necessary in emergency situation(s)
- Transport and load demolition materials appropriately
- Plan for and conduct demolition missions (e.g., reconnaissance, ambush)
- Calculate and designate placement of charges for environment-altering purposes, both expedient and deliberate
- Calculate conventional steel-cutting charges using conventional formulas
- Remove and/or neutralize obstacles, employing appropriate safety techniques

### 2. Conduct reconnaissance of operational environment

- Conduct hasty or deliberate reconnaissance of operational environment, reviewing potential hazards in elements both natural and man-made
- Determine water supply requirements
- Review and analyze reconnaissance report(s)

### 3. Improve environment of operations through construction

- Improve environment of operations by directing appropriate construction (e.g., expedient/hasty road surfaces, landing areas)
- Design and supervise construction of concrete structures and supporting elements
- Use and maintain appropriate tools
- Understand use of military and civilian generators and application of appropriate powerload



## MOS 18C: U.S. Army Special Forces Engineer Sergeant (continued)

### 4. Employ mine and counter-mine techniques

- Identify and install/remove variety of threat domestic and foreign anti-personnel and anti-tank mines in multiple environments
- Disarm and neutralize variety of threat domestic and foreign mines in multiple environments
- Direct minefield breach, marking lanes appropriately
- Provide advice on mine/counter-mine operation techniques
- Interpret minefield report
- Employ and install/remove variety of firing devices for purposes of deterrence
- Use mine detectors, probes, and terrain analysis to locate mines and mine sites
- Employ 142 multi-purpose firing device separately or on US anti-tank mine (e.g., hasty minefields)
- Direct minefield party for purposes of marking, siting, laying, or recording mines

### 5. Construct field fortifications to ensure survivability and countermobility

- Determine logistical requirements for and construct field fortifications (e.g., emplacements, wire obstacles)
- Recommend type and siting of obstacles

### 6. Prepare and evaluate target analysis

- Locate chokepoints in target analysis

### 7. Employ rigging techniques

- Employ rigging techniques, ensuring safety of materials
- Direct construction of expedient lifting devices ensuring safe working capacity
- Construct rigging devices

### 8. Employ military bridging techniques

- Determine bridging requirements, accounting for safety and site considerations (e.g., military load classification)
- Plan and supervise construction of elements and superstructure of timber trestle bridge, accounting for logistical requirements
- Direct construction of/construct abutments/retaining walls for timber trestle bridge
- Construct bridge, anchorage systems

## MOS 18D: U.S. Army Special Forces Medical Sergeant

### 1. Perform Basic Medical Procedures/Skills

- Apply dressings/bandages
- Monitor vital signs
- Administer medications

### 2. Treat/Manage General Trauma

- Assess extent of injuries and shock
- Manage injuries and conditions
- Perform emergency procedures (amputation, treat burns, etc.)

### 3. Treat Environmental Conditions

- Treat victims of environmental hazards (e.g., near-drowning, snakebite, rabies)
- Treat conditions related to environment (e.g., high altitude)

### 4. Treat NBC-Related Conditions

- Treat NBC casualties and conditions
- Prescribe preventions and pretreatments (e.g., nerve agent auto-injector)

### 5. Provide Veterinary Care /Treat Emergency Veterinary Conditions

- Perform physical examinations of domestic/companion animals
- Treat medical conditions of animals

### 6. Perform Laboratory Procedures (Hematology, Bacteriology, Parasitology)

- Assess blood conditions
- Perform bacteriological tests

### 7. Perform Nursing Tasks – Centralized Material Services (CMS)

- Insert catheters, oral, tracheal and nasal tubes, etc.
- Maintain records and equipment
- Prepare patient for surgery

8. **Perform Anesthesia and Surgical Procedures**
  - Prepare sterile environment for surgery (e.g., sterile operating room)
  - Administer anesthesia
  - Perform surgical procedures (open, perform procedure, close)
9. **Treat/Manage Orthopedic Conditions/Musculoskeletal/Podiatric Disorders**
  - Manage bone trauma and/or fracture (e.g., apply casts)
  - Manage bone diseases/conditions
  - Manage joint/tendon/ligament injuries and conditions
  - Manage foot disorders, injuries, and conditions
10. **Treat/Manage Eye/Ear/Nose/Throat (EENT) Conditions**
  - Assess and manage trauma to EENT
  - Assess and manage conditions of the EENT
11. **Treat Neurological/Psychiatric Disorders and/or Conditions**
  - Manage common nervous system conditions and disorders
  - Manage behavioral conditions and disorders
  - Manage psychiatric conditions and disorders
12. **Treat/Manage Cardiovascular/Pulmonary Conditions/Diseases**
  - Assess cardiovascular diseases and conditions
  - Assess and manage respiratory infections and conditions
  - Manage pulmonary diseases
13. **Treat/Manage Gastrointestinal Conditions and Infections**
  - Assess and manage diseases of the gastrointestinal tract
  - Manage conditions and infections of the intestinal tract (e.g., worms)
14. **Treat/Manage Infectious Diseases/Vector-Borne Diseases**
  - Manage infectious diseases (e.g., viral infections, bacterial diseases)
  - Manage vector-borne diseases (parasitic, bacterial, and viral)
15. **Treat/Manage Medical Conditions**
  - Manage skin conditions
  - Manage blood conditions (e.g., anemia)

**16. Treat/Manage Obstetric/Gynecological Conditions**

- Manage gynecological conditions
- Manage progress of normal pregnancy
- Treat medical complications of pregnancy

**17. Treat Genitourinary Conditions**

- Manage urinary system conditions and diseases
- Manage genital conditions and diseases

**MOS 18D: U.S. Army Special Forces Medical Sergeant (continued)**

**18. Treat/Manage Dental Conditions**

- Perform common dental procedures (e.g., extract teeth, review x-rays)
- Manage dental and periodontal conditions and diseases

**19. Treat/Manage Pediatric Conditions**

- Perform pediatric examinations to assess conditions and diseases
- Treat/manage common pediatric diseases

**20. Plan and Perform Preventive Medicine Tasks and Field Operations Support**

- Establish immunization, sanitization, and hygiene programs
- Inspect medical and food facilities to ensure compliance with health standards and SOP

**21. Establish and Manage Administrative Programs and Facilities**

- Establish aid stations, pharmacies, convalescent facilities to provide needed services
- Establish and implement preventive medical programs (e.g., immunization, prenatal care, nutrition, dentistry)

**22. Supervise Subordinates/Soldiers Performing Medical Duties**

- Supervise soldiers working in a variety of environments to provide preventive medical care, disease control, sanitation, and hygiene
- Supervise soldiers working in medical facilities and medical operations

### 1. Signals/Communications Security

Perform defensive procedures with equipment and information to avoid eavesdropping or capture by the enemy.

- Check signals security
- Recognize Electronic Countermeasures (ECM)
- Implement Electronic Counter-Countermeasures (ECCM)
- Authenticate message traffic
- Encrypt/decrypt messages using one-time pad systems
- Encrypt/decrypt frequencies using frequency cipher pads
- Destroy communications equipment/documents to avoid capture by the enemy
- Sterilize transmission site

### 2. Morse Code

Communicate with allies using cryptic message format.

- Send burst transmission
- Receive burst transmission
- Identify/use Q and Z signals
- Receive Blind Transmission Broadcast (BTB)/comply with 20-group callup
- Transmit manual morse code message
- Receive manual morse code message

### 3. Antennas

Assemble rods and/or wires in the appropriate configuration for various environments.

- Construct field-expedient RC-292 (Jungle) antenna
- Install RC-292 jungle antenna
- Construct doublet antenna
- Construct inverted-l (military-type) antenna
- Construct clandestine antenna (closed loop)
- Construct slant-wire antenna
- Construct long-wire antenna
- Construct counterpoise
- Construct vertical half-rhombic antenna
- Construct inverted-v antenna

#### 4. Communications Procedures

Apply basic duties, learned tasks, and security measures to accomplish electronic correspondence.

- Transmit/receive radio message
- Write messages
- Operate in radio nets
- Log radio traffic (special forces operational detachment/special forces operational base/forward operational base)
- Compute/apply world time-zone indicators
- Use automated Communications-Electronics Operation Instructions (CEOI)
- Use emergency cryptograph system

#### 5. Base Station Operator Activities

Assemble, operate, maintain, and disassemble central and peripheral equipment, in various environments, necessary to communicate with allies.

- Install Satellite Communications (SATCOM) antenna
- Select outstation frequency
- Maintain communications operator's log
- Log receiver message traffic
- Prepare equipment maintenance worksheet (DA form 2404) (organizational)
- Prepare maintenance request (DA form 2407)
- Disassemble OE-316/TSC-99 antenna
- Disassemble OE-317A/TSC-99 antenna
- Remove AN/GRC-122 / AN/GRC-142 radio teletypewriter set

#### 6. Communications Equipment Installation

Establish main and/or remote communication sites equipped with central and peripheral equipment.

- Install AN/PRC-70 radio set
- Install AN/PSC-3 radio set
- Install SB-22 (\*)/PT manual telephone switchboard
- Install TA-312/PT telephone set
- Install OA-8990/P Digital Message Device Group (DMDG)
- Install surface field wire line
- Install G-76 generator

## **7. Communications Equipment Operation**

Use accurately configured equipment.

- Operate AN/PSC-3 radio set
- Operate G-76 generator set
- Operate OA-8990/P Digital Message Device Group (DMDG)
- Operate AN/PRC-70 radio set
- Prepare TSEC/KY-57 for operation/operate

## **8. Communications Equipment Maintenance**

Supply the upkeep, repair, or replacement of equipment.

- Perform preventive/operator maintenance on communications equipment organic to operational detachment
- Troubleshoot radio sets
- Prepare maintenance request (DA form 2407)
- Utilize equipment inspection/maintenance worksheet (DA form 2404)

## **9. Communications Supervision**

Provide appropriate standard of conduct, direction, and/or guidance.

- Check PMCS on assigned communications equipment

## **10. Communications Training**

Provide instruction, assistance, and discipline.

- Train personnel on antenna construction
- Train personnel on communications procedures
- Train personnel on communications equipment installation
- Train personnel on communications equipment operation
- Train personnel on communications equipment maintenance

## **11. Communications Administration**

Handle routine tasks necessary to keep the communications site operating.

- Prepare TSEC/KY-57 communications security equipment for operation



## SF Common Task Categories

### Intelligence/Threat

1. **Handling classified materials/records according to purpose**
  - Safeguard classified material
  - Destroy classified documents/information/materials
2. **Planning, gathering, evaluating, and reporting intelligence/threat**
  - Identify/confirm characteristics of threat equipment/weapons
  - Observe friendly unit actions to identify security vulnerabilities
3. **Maintaining maps, workbooks, journals, etc. to ensure intelligence information is correct**
  - Prepare/update enemy/friendly situation map
  - Prepare/update intelligence workmap
4. **Planning and conducting intelligence operations/actions**
  - Implement OPSEC
  - Plan/conduct strategic intelligence collection/target acquisition (sicta) operations

### Training, Administration, and Logistics

5. **Developing Programs of Instruction (POI)**
  - Identify unit/individual training needs
  - Develop unit/individual training objectives
  - Assist in prioritizing missions/tasks for training
  - Assist in development of unit training plans
6. **Preparing and conducting instruction**
  - Coordinate/select training sites
  - Develop lesson plans
  - Conduct formal instruction
7. **Evaluating Programs of Instruction (POI)**
  - Plan/participate in army training evaluation program (artep)
  - Monitor/evaluate individual training

## **Mission Planning and Isolation Procedures**

- 8. Analyzing mission requirements and intelligence information, planning for contingencies, preparing plans, and developing training strategy to prepare for a mission**
  - Research intelligence/operational materials during mission preparation
  - Conduct/critique rehearsal during mission preparation
  - Pack/rig equipment during mission preparation

## **Land Navigation and Map Study**

- 9. Determining Directions, Locations, Elevations, Azimuths, and Distances in Order to Navigate Over Terrain Using Maps, Compasses, and Terrain Features**
  - Determine magnetic azimuth using compass
  - Determine location on ground by terrain association
- 10. Determining Distance, Features, Coordinates on Map**
  - Locate unknown point on map/ground by resection
  - Measure distance on map

## **Preparing for and Conducting Missions**

- 11. Preparing for missions: support requirements, operations, infiltration, and exfiltration**
  - Provide MOS-specific input for various aspects of mission plan
  - Prepare training plan
  - Assist in infiltration and exfiltration planning
  - Present briefback to chain of command
- 12. Contacting, Organizing, and Training Guerrilla Forces**
  - Train guerrilla forces/indigenous personnel
  - Establish rapport with guerrilla leaders
  - Initiate contact with guerrilla/indigenous personnel in accordance with contact plan
- 13. Determining Approach, Implementing/Coordinating Program Efforts, and Evaluating Effects of PsyOps**
  - Assist in implementation of UW psychological activities
  - Determine impact of enemy propaganda on civilian populace
  - Provide psyop intelligence on enemy forces/hostile civilians/friendly civilians

**14. Training, Advising, and Assisting Host Nation Forces/Agencies in Civil Affairs, Military Operations, and Protection Measures**

- Identify key signature items of enemy equipment during strategic reconnaissance/strategic intelligence collection operations
- Train/advise/assist host nation regular forces/agencies during FID operations

**Air Operations**

**15. Planning, Preparing for, and Conducting Airborne Operations**

- Select/mark landing zone for rotary wing aircraft
- Mark drop zone for personnel/low velocity cargo drop

**16. Selecting and marking landing zones for various types of equipment**

- Mark landing zone for rotary-wing aircraft
- Mark drop zone for personnel/low velocity cargo drop

**Fieldcraft and Survival**

**17. Obtaining Food, Shelter, Water, and Fire to Survive Elements and Avoid Hazards in Various Environments**

- Make survival kit
- Obtain potable water in various environments (e.g., at sea, in cold weather).
- Construct/maintain fire

**Tactics**

**18. Planning, Conducting, and Coordinating Offensive Attacks in Various Environments/Conditions**

- Use night vision devices
- Plan/conduct deliberate attack

**19. Planning for, Coordinating, and Conducting Defensive Operations for Various Conditions**

- Plan unit defensive fire plan
- Plan/coordinate unit direct fires

**20. Planning, Preparing for, and Conducting Patrol and Reconnaissance Activities Under Various Conditions**

- Negotiate/cross danger area while on patrol
- React to enemy contact/observation while on patrol

## NBC Operations

21. **Maintaining, Donning, and Using Protective Clothing, Masks, and Equipment**
  - Replace filters for M17-series protective mask
  - Out on/wear protective clothing (MOPP)
22. **Reacting to and Reporting on Nuclear, Biological, or Chemical Hazards**
  - Decontaminate your skin/personal equipment
  - Perform as member of company nbc decontamination team

## First Aid

23. **Administer first aid and rescue techniques to resuscitate, control bleeding, treat injuries, and treat shock**
  - Clear upper airway obstruction
  - Initiate intravenous infusion (IV)
  - Administer first aid for heat injuries

## Weapons

24. **Load, fire, reduce stoppage, and clear pistols, rifles, submachine guns, machine guns, and grenade launchers**
  - Load/Fire/Reduce Stoppage/Clear M9 pistol
  - Load/Fire/Reduce Stoppage/Clear MP5A3/K submachine gun
25. **Disassemble, reassemble, and perform function checks on pistols, rifles, submachine guns, machine guns, and grenade launchers**
  - Disassemble/Reassemble/Perform Function Check on AK rifle
  - Disassemble/Reassemble/Perform Function Check on Soviet Rocket Propelled Grenade (RPG) RPG-2/RPG-7

## Engineering Operations

26. **Identify, install, arm, disarm, remove threat mines and grenades**
  - Locate mines by probing
  - Install/recover M142 multipurpose firing device

27. Construct firing systems
  - Construct detonating cord firing system
28. Tie knots/lashings during engineering operations

### Communications

29. Install, operate, maintain radio sets
  - Install/operate AN/PRC-70 radio set
  - Operate AN/PRC-77 / AN/PRC-25 radio set
  - Perform operator maintenance on AN/PRC-77 / AN/VRC-64 radio set
30. Encrypt/decrypt, transmit/receive, authenticate, and write messages
  - Encrypt/decrypt messages using one-time pad systems
  - Encrypt/decrypt messages using frequency cipher pads
  - Transmit/receive radio message
  - Authenticate message
  - Write message
31. Send/receive, authenticate, and encrypt/decrypt transmissions
  - Send/receive burst transmission
  - Use KAL-61B/KTC-1400 numerical code to authenticate transmissions / encrypt/decrypt numbers/grid letters
32. Construct antennas
  - Construct doublet antenna
  - Construct long wire antenna
  - Construct slant-wire antenna
33. Use emergency procedures
  - Use emergency cryptography system

**Appendix B**

**Workshop Scripts and Forms**

## Script for General Introduction

*Begin the workshop when 80% of the people have arrived, or no later than 8:45am.  
Designate one person to brief and update stragglers. Designate a second person to contact the POC (at 8:45am) about no-shows.*

Hello and welcome. My name is ....

Before we begin I would like to thank you for taking the time to meet with us today. We know that it took a lot of effort to get here. What you will be doing today really is important and we need you here as you are experts in SF jobs. You're the only ones who can supply us with the information we need and so we greatly appreciate the time you're taking away from your jobs.

What I would like to do is spend a few minutes explaining a little bit about the project itself to give you a general background as to why we're here. Having done that, we'll introduce ourselves and, in turn, we'd like you to tell us a little about yourselves. We'll then go over the schedule for today and what exactly you'll be doing during your time with us.

*Pass out handout re: project purpose*

(continued)

Script for General Introduction (cont.)

We are here representing the Army Research Institute. ARI has a Memorandum of Agreement with the Special Forces to do this work. The overall goal of this project is to gather information that will lay the groundwork for improved selection of SF personnel. I'm sure everyone is familiar with SFAS. This project is designed to provide input for future changes in SFAS.

To accomplish this overall goal, we need to meet two primary objectives. First, we need to describe jobs -- the performance areas of SF MOS, the tasks that you do. Second, we need to describe the person side of the equation -- the individual attributes or personal characteristics that are required for successful SF performance. We will be discussing such characteristics as adaptability, team playership, and problem-solving ability and the effects that these have on how SF soldiers perform. We are going to focus on areas of variability in performance. We understand that SF personnel are highly selected and then receive thorough training. The performance on some tasks therefore may not vary that much among individuals. This is where the individual attributes may take a greater role.

Before we go any further, I would like to note that although we have conducted interviews with individuals in the various SF MOS, we are not experts on SF. We have studied material that was made available to us by PERSCOM and talked with people representing all MOS (A, 180A, B, C, D, E) and we have book knowledge. As previously noted, we are relying on you as the experts. If we ask questions or present material that appears naive, it's probably because we are a little naive. Does anyone have any questions?

Okay, what I'd like to do now is go around the room and have everyone briefly introduce themselves, telling us a little about your background (years in SF, recent deployment).



## Agenda

0830-0845	Overview of the Day & Introductions
0845-0900	Complete Background Information Form
0900-0950	Rate Task Categories
0950-1000	Break
1000-1030	Explain Critical Incident Method
1030-1100	Write Critical Incidents Targeted to MOS-Specific Task Categories
1100-1115	Group Critique of Critical Incidents
1115-1200	Write More Incidents for Task Categories
1200-1300	Lunch
1300-1330	Feed Back & Discuss Task Category Ratings
1330-1400	Write Critical Incidents for Common Task Categories
1400-1430	Discuss & Rate Attributes Needed for Success in SF
1430-1500	Write Critical Incidents Targeted to Attributes
1500-1515	Break
1515-1600	Write More Incidents for Attributes
1600-1630	Feed Back & Discuss Attribute Ratings
	Discuss Related Life Experiences/Background Variables
1630	Closing

## Agenda for Officer and Warrant Officer Workshop

0830-0845	Overview of the Day & Introductions
0845-0900	Complete Background Information Form
0900-0950	Rate Task Categories
0950-1000	Break
1000-1030	Explain Critical Incident Method
1030-1100	Write Critical Incidents Targeted to MOS-Specific Task Categories
1100-1115	Group Critique of Critical Incidents
1115-1200	Write More Incidents for Task Categories
1200-1300	Lunch
1300-1330	Feed Back & Discuss Task Category Ratings
1330-1400	
1400-1430	Discuss & Rate Attributes Needed for Success in SF
1430-1500	Write Critical Incidents Targeted to Attributes
1500-1515	Break
1515-1600	Write More Incidents for Attributes
1600-1630	Feed Back & Discuss Attribute Ratings
	Discuss Related Life Experiences/Background Variables
1630	Closing

## Script for Agenda

Before we continue, I would briefly like to go over the agenda for the day (*see overhead*). We are going to have you fill out a background information form just now. Then recall that I said we would focus on the job and the person. We will spend the morning talking about your job. This morning we will ask you to make judgments about your job. During much of the day we will use a method called "Critical Incidents," these are essentially specific war stories. We will discuss how to write these and you will spend quite some time writing them. We will be walking around to offer our assistance and you will talk about how you're doing briefly as a group. After lunch, we will show you the results of the ratings you made at the beginning of the day on task category importance and variability. You will then continue to write critical incidents, but the focus will turn to task categories that are common to all SF MOS.

Having completed these, we will turn to the person side of the equation. We will discuss attributes or personal characteristics that are needed for success in the SF. You will then rate these attributes as to their importance. Having taken a break, you will once again write critical incidents with the focus now on the attributes just discussed and rated. Having completed these, you will receive feedback as to your attribute ratings. You will then be asked to think about some life experiences or background variables that you feel contribute to the development of these attributes and to success in SF. Finally, at about 4:30, you will be provided with the opportunity to give us feedback about how you felt the day went.

## Script for Agenda for Officers and Warrant Officers

Before we continue, I would briefly like to go over the agenda for the day (*see overhead*). We are going to have you fill out a background information form just now. Then recall that I said we would focus on the job and the person. We will spend the morning talking about your job. This morning we will ask you to make judgments about your job. During much of the day we will use a method called "Critical Incidents," these are essentially specific war stories. We will discuss how to write these and you will spend quite some time writing them. We will be walking around to offer our assistance and you will talk about how you're doing briefly as a group. After lunch, we will show you the results of the ratings you made at the beginning of the day on task category importance and variability. You will then continue to write critical incidents, but the focus will turn to task categories that are common to all SF MOS.

Having completed these, we will turn to the person side of the equation. We will discuss attributes or personal characteristics that are needed for success in the SF. You will then rate these attributes as to their importance. Having taken a break, you will once again write critical incidents with the focus now on the attributes just discussed and rated. Having completed these, you will receive feedback as to your attribute ratings. You will then be asked to think about some life experiences or background variables that you feel contribute to the development of these attributes and to success in SF. Finally, at about 4:30, you will be provided with the opportunity to give us feedback about how you felt the day went.

## Script for Background Information Form

### *Hand out form*

We are handing out a Background Information Form for you to fill out. This form contains a number of questions about your background. We're interested in this type of information for several reasons; for example,

1. Our panel of subject matter experts who have provided some guidance on the direction of this project also will review the project's results. They will want to know some background about the total group of MOS experts -- such as yourselves -- who provided information for the project.
2. We expect that the different groups within SF may provide different information due to the nature of their location, mission, etc.

The first page contains straightforward items such as rank, years in service, prior MOS, detachment experience, etc.

The question on the next page asks for some specific information about your training and cross-training in SF. We're interested in your familiarity with task across the range of SF MOS because we'll be asking you for some SF-wide information.

On the last page, you will see a question about your deployment history. Again, this information will be useful to us because we expect that what you do in your job can vary a great deal from mission to mission.

If you have any questions while you're filling this out, please ask one of us for clarification, help, etc. Please begin...

## Special Forces Background Information Form

1. (Optional) Name: \_\_\_\_\_ 2. SSN#: \_\_\_\_\_
3. Date: \_\_\_\_\_ 4. Date of Birth: \_\_\_\_\_
5. Race:
- 1  Black/Afro-American
  - 2  Native American/American Indian
  - 3  Hispanic (Mexican, Puerto Rican, Cuban, or other Spanish Origin)
  - 4  White or Caucasian
  - 5  Other, Please Specify \_\_\_\_\_
6. Site and Group:
- 6  Ft. Bragg, 3rd Group      9  Ft. Devens, 10th Group
  - 7  Ft. Bragg, 7th Group      10  Ft. Lewis, 1st Group
  - 8  Ft. Campbell, 5th Group
- 7.
- | MOS                         | Rank  |
|-----------------------------|-------|
| 18A Commander               | _____ |
| 180A Detachment Technician  | _____ |
| 18B Weapons Sergeant        | _____ |
| 18C Engineer Sergeant       | _____ |
| 18D Medical Sergeant        | _____ |
| 18E Communications Sergeant | _____ |
| 18F Asst. Op Sgt./Intell    | _____ |
| 18Z Operations Sergeant     | _____ |
8. MOS prior to joining Special Forces \_\_\_\_\_
9. How long have you been in the Special Forces? \_\_\_\_\_ years \_\_\_\_\_ months
10. How long have you been in the Army? \_\_\_\_\_ years \_\_\_\_\_ months

11. We want to know how familiar you are with the tasks required for each of the following Special Forces MOS.

Please do the following:

(1) For each MOS listed, circle the number that indicates how familiar you are with the required tasks.

	Not at all familiar	Somewhat familiar <small>(Know the basic skills)</small>	Somewhat familiar <small>(Know the basic skills)</small>	Very familiar <small>(Know beyond the basic skills)</small>	
	<----->				
18A	1	2	3	4	5
180A	1	2	3	4	5
18B	1	2	3	4	5
18C	1	2	3	4	5
18D	1	2	3	4	5
18E	1	2	3	4	5
18F	1	2	3	4	5
18Z	1	2	3	4	5

(2) Indicate whether you learned tasks for that MOS in the classroom, in the field, or both.

	Classroom training	Field Training	Both
18A			
180A			
18B			
18C			
18D			
18E			
18F			
18Z			

12. We are interested in your deployment history. Please check the appropriate cell(s) below to indicate the type of mission for each of your deployments. Write in the:

- (1) Approximate time period (e.g. 3/91 - 8/91).
- (2) Location of each deployment.

	Training	Operational	Time Period	Place
Unconventional warfare (UW)			_____	_____
Strategic reconnaissance (SR)			_____	_____
Direct action (DA)			_____	_____
Foreign internal defense (FID)			_____	_____
Counterterrorism (CT)			_____	_____
Psychological Operations (PSYOP)			_____	_____
Civil affairs (CA)			_____	_____
Coalition warfare			_____	_____

**Privacy Act Statement:**

This is an experimental personnel data collection activity conducted by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (e.g., name) are requested, they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of the data.

Although your participation is voluntary, we encourage you to provide complete and accurate information in the interests of the research. There will be no effect of you for not providing any or all of the information.



## Script for Task Category Ratings

*For B, C, D, and E, hand out MOS-Specific, S1-S5, and SF-Wide Task Category Rating forms, associated lists, and the cover sheet listing the rating categories and definitions. For the Officers/Warrant Officers workshop, hand out the 18A and 180A, the S1-S5 rating forms, and the cover sheet.*

As we mentioned earlier, the overall goal of this project is to gather information that will aid in the development of predictors of field performance in the SF MOS. The information you provide on the rating forms you have just received will be one portion of the information we require to do this. The first set of ratings you make will be for your specific MOS; the second set will be for support function roles performed [*except for officers/warrant officers*] and the third set will be for SF Common task categories.

The task categories you are about to rate and the sample tasks listed for each were derived from several sources. We generated a draft list after carefully examining MOS Soldiers' Manuals and reviewing task inventories supplied by PERSCOM (e.g., the Army Occupational Survey Program forms). We then modified the draft list of task categories and sample tasks based on feedback from interviews with several SF personnel. Note that the sample tasks listed under each category are provided as merely as examples. We do not intend them to span the entire range of tasks within each category. Rather, they are meant to help you understand the kinds of tasks that might appear within each category.

We are asking you to supply two ratings for each task category. The cover sheet describes the ratings to be made and the rating options from which you are to choose.

The first rating we would like is your judgment of the IMPORTANCE of the task category for MOS performance in the field. Please rate each category according to the scale provided on the cover page.

For example, consider the SF common task category Land Navigation. If you think that performance of the tasks in this task category are of Extreme Importance to MOS field performance, you would enter a "5" in the column beside the task category. Any questions? (Pause) Please rate all the task categories in a similar fashion.

The second rating accounts for the fact that we know you are human beings and that there is necessarily variability in the way that tasks are performed. No individual can be an expert in all things, that's why you're trained so thoroughly. We would therefore like you to make regards the VARIABILITY OF PERFORMANCE in a task category. As stated on the cover sheet, we would like you to consider a typical group of 10 *cite*

appropriate MOS (18A, B, C, D, E or 180A) with one year of experience that you have encountered during your time in SF. We would like you to sort those 10 typical 18A, B, C, D, E, or 180As into the five proficiency categories that appear on the cover sheet.

That is, we want to know how many of the 10 18somethings typically perform the tasks in the task category correctly without preparation Less than Half the Time, how many perform the tasks correctly Most of the Time, and so on.

So, let's consider an example.

In rating the variability of typical 18somethings on performance of Land Navigation tasks, one might arrive at the following ratings (*refer to overhead or fill in slide as you explain*) :

| 0 | 1 | 3 | 5 | 1 |

For this task category, the rater has indicated that 1 out of every 10 typical 18somethings will perform the tasks correctly and in a timely fashion All of the Time, 5 out of every 10 will perform the tasks correctly and in a timely fashion Most of the Time, 3 out of every 10 About Half the Time, and 1 out of every 10 Less Than Half the Time. No soldiers were judged to Virtually Never perform the tasks from the Land Navigation task category correctly and in a timely fashion. (continued)

Of course, you could also assign individuals as follows (*again, refer to overhead*):

| 0 | 0 | 0 | 0 | 10 |

Any Questions?

You could also assign individuals as follows (*again, refer to overhead*) to indicate a task category that your group of 10 would have more difficulty performing without preparation:

| 8 | 2 | 0 | 0 | 0 |

This rating of variability is your chance to tell us, based on your SF experience, which areas of your MOS you believe evidence the widest range of performance. You will be rating all task categories in a similar fashion.

There are two things you must make sure of as you proceed through each of the ratings forms.

- First, please complete both ratings for a given task category before moving on to the next one. In other words, rate each one for importance and then for variability in performance before you move on.
- Second, before you do move on to the next category, check to ensure that the soldier allotments you make for the variability ratings sum to ten. Please do this each and every time as it is very easy to make a small mistake.

(continued)

Okay, are there any questions? Please begin.

*Walk around and check individuals' ratings to ensure they sum to 10*

*If people really have "heartburn" in generalizing over the sample tasks presented, tell them they can make separate ratings for one or two that they really have a problem with.*

## Examples for Task Category Ratings

| 0 | 1 | 3 | 5 | 1 |

| 0 | 0 | 0 | 0 | 10 |

## Rating Scales [18B Example]

### Task Category Importance

How important is this task category for effective 18B performance in the field?

1 = Unimportant

2 = Minor Importance

3 = Important

4 = Very Important

5 = Extremely Important

### Task Category Performance Variability

Think of all the 18B soldiers you have known. Now think of a typical group of 10 of those soldiers. Please indicate how many of those 10 soldiers would perform the tasks constituting this task category at the proficiency levels specified by the categories below. Mark this number of soldiers under the appropriate box on the rating sheet.

#### Categories

- The number of soldiers that **Virtually Never** perform the task effectively the first time
- The number of soldiers that perform the task effectively **Less Than Half the Time**
- The number of soldiers that perform the task effectively **About Half the Time**
- The number of soldiers that perform the task effectively **Most of the Time**
- The number of soldiers that perform the task effectively **All of the Time**

Note: Please check your ratings to see that the number of soldiers adds to ten for each task rated.

## Script for Feedback Session on the Task-Category Ratings

*Given results of data analyses, determine the following:*

- (1) Which categories were rated as most/least important*
- (2) Where the raters agreed most/least in their importance ratings*
- (3) Which categories were rated as demonstrating the most/least performance variability*
- (4) Which categories were implicitly rated as most/least difficult.*

- *Place these ratings on corresponding overheads (see example)*

We're going to discuss the ratings you made earlier this morning. We're going to go over the results and any discrepancies in the ratings to ensure they make sense to you. *Remind participants of the ratings they made earlier that day (IMPORTANCE and VARIABILITY of MOS-Specific and SF-Wide task categories for MOS/SF field performance)*

### IMPORTANCE

The value for IMPORTANCE is the mean rating for that task category (can range from 1 to 5, just like the ratings you were asked to make)

- *Discuss the importance ratings, pointing to the top 2-3 or so in importance. Ask if they agree/disagree with these. Any comments?*

### Script for Agreement

The average importance ratings tell us which task categories you all consider most and least important, but they don't tell us how similar your ratings were for each of the task categories. We want to know where your ratings are most similar to one another, and especially where your ratings are most different from one another. This helps us to determine whether the differences in ratings were due to substantive differences (e.g., group differences due to geographic orientation) or to other differences (e.g., how raters interpreted the task categories; rater differences in perceived importance).

The values for agreement that appear on the slide can range from zero to two. If this value were zero, it would indicate that there was perfect agreement (i.e., all raters assigned exactly the same rating to the task category). A value of two would occur when half the raters assigned the category a one (unimportant) and the other half assigned the category a five (extremely important). (continued)

Script for Feedback Session on the Task-Category Ratings (cont.)

**VARIABILITY** --> *Discuss in terms of field performance*

It might seem strange for us to tell you which task categories were rated as most difficult, given that you didn't rate them on difficulty directly. Nevertheless, by assigning the 10 typical soldiers to the various proficiency categories, you implicitly rated them on difficulty. For example, if all 10 soldiers were assigned to the highest proficiency category, you have implicitly rated this category as easy--any typical soldier could be expected to perform the tasks in this category correctly at the drop of a hat all of the time. If you allocated most of your soldiers to the lower proficiency categories for a particular task category, you have implicitly told us that the tasks in this task category are relatively difficult to retain for immediate, on-the-spot performance.

It is very important to understand that this does not mean that the tasks within these categories are absolutely the most or least difficult to perform given adequate preparation. Remember, that is not how we asked you to make your ratings. We asked you to assign the 10 soldiers to the proficiency categories based upon their anticipated performance if they were asked to perform the task "cold." Hence, some tasks that would be easy to perform if they were given a chance to prepare might appear difficult here. Similarly, some tasks that are difficult to perform might appear easy here because soldiers do them all the time and most typical soldiers would be very proficient at them, even if asked to perform them without any time for preparation.

As with the agreement measure, the values of the variability measure also range from zero to two; a value of zero would occur if all ten soldiers were assigned to a single proficiency category; a value of two would occur if five soldiers were assigned to the lowest proficiency category and the other five were assigned to the highest proficiency category.

## Script for Critical Incident Development

The goal of this part of today's workshop is to gather critical incidents that can be used to describe points on rating scales.

The "critical incident method" is a technical term for a method of collecting information about jobs. "Critical incident" is really just our jargon for an example of how someone performs in a specific job situation.

We will:

- ◆ briefly describe what behavior-based rating scales are
- ◆ describe what critical incidents are and how to write them
- ◆ work with you to write critical incidents for your MOS and for SF-wide --
  - for task categories (this morning and early afternoon)
  - for attributes (this afternoon)

### **NEXT STEPS:**

After our workshop today, we will put together all your incidents with those written by others. We will translate the incidents into summary behavior statements that will anchor the high, low, and middle points of a number of performance rating scales. These rating scales should help raters make more objective judgments of how effective performance is.



## ALTERNATE SCALE TYPES

I would like to briefly show you some common examples of scales -- you have probably seen these kinds of scales before.

### TRAIT scales

*[Show overhead "Alternate Rating Scale Formats: Example of Trait Ratings" & hand out page]*

Disadvantages of trait scales:

1. Traits usually aren't explicitly defined for raters or ratees - each trait is listed with a scale
  - Since each person probably interprets the trait differently, they may not be rating the same attribute
2. Scale anchors give no guidance on what to do or how to improve performance (evaluation purpose only -- no developmental information)

### NUMERICALLY-ANCHORED scales

*[Show overhead "Alternate Rating Scale Formats: Example of Numerically Anchored Scales" & hand out page]*

Disadvantages of numerically-anchored scales:

1. Individuals differ in judgments of what performance at each scale point is
2. Scale anchors give no guidance on what to do or how to improve performance (evaluation only -- no developmental information)
  - this example does give guidance on what factors to consider in rating

### BEHAVIOR-BASED SCALES

*[Pass out the 2 example products -- 95B dimensions with anchors]*

These types of scales are called "behavior-based" rating scales because the anchors are defined by examples of behavior. The behaviors are in place of the more common numbers or adjectives (e.g., excellent, good, etc. or high, low).

*[Check for familiarity; see if they have any questions]*

We will use what you do here today to build these kinds of scales for SF-wide and MOS-specific areas.

The advantages of using behaviors for anchors include:

1. The anchors are based on observed behaviors rather than subjective judgments
2. The anchors are relevant to the jobs being rated, since job incumbents and supervisors participated in developing them
3. Ratings are based on performance, not on other irrelevant factors (e.g., personality, gender, race)
4. Ratings help to show relevant strengths and weaknesses across different performance areas for an individual
5. Behaviors are less susceptible to differences in interpretations -- more likely that different raters could agree on what each anchor means
6. Ratings of behaviors can be used as a basis for improving performance -- identifies what good performance is to ratee

*[Show slide "Overview of the Critical Incident Approach"]*

Earlier, I defined for you the term "Critical incident" -- a performance example. Let's get into more detail.

WHAT A CRITICAL INCIDENT IS:

A critical incident is a short description of an individual's behavior in a situation. A critical incident contains three very essential parts:

1. the situation
2. the individual's action or behavior in that situation
3. the outcome

## SOME IMPORTANT POINTS TO COVER BEFORE YOU START WRITING:

The key to writing good performance examples is to describe only what you saw the person do, not what you judged from their action. The emphasis is on your observation, not your interpretation of how they acted. A useful analogy is a camera -- it simply records the action but does not reconstruct it or interpret it.

For example, rather than write that a soldier "displayed loyalty," you should describe what the soldier actually did that led you to believe that he/she was loyal. As examples, the soldier may have "defended the leader's position to a group of subordinates" or "worked all night to finish the orders." Both of these actions or behaviors describe what the individual did to make the writer of the incident believe he/she was loyal. Over the course of today, we will also ask you to write some critical incidents that capture effective and ineffective:

- behaviors related to performance in your MOS and SF in general and
- attributes for performance in your MOS and SF jobs.

We would also like for you to provide your judgment -- as the writer -- of the effectiveness of each incident you write. After you write each performance example, indicate for us how effective or ineffective that behavior was in the context by marking a point on the scale.

I will read one example incident to you. [*Read the one about the booming-voiced trainer working with conscripts .*] What do you think of this incident? Is it an example of effective or ineffective performance? Would it be effective/ineffective in all situations?

Let's look at some examples as a group to get you "up to speed" to write incidents. For these examples, we will identify some problems with the way they were written.

*Give out the 2 HOs or show the OHs -- examples of INSUFFICIENT INFORMATION and IRRELEVANT INFORMATION.*

*Discuss the parts of the incidents, asking them questions to bring out the following points:*

## A. INSUFFICIENT INFORMATION

### Not enough context:

- no indication of what regulations were violated
- where did it occur?
- what were the soldier's responsibilities?

### Behavior:

- conveys no understanding of what was required in the situation
- what did the SF soldier actually do (vs. failed to do)?

### Outcome:

- what was the accident?
- how bad was it?

### Corrected version:

- it was actually a law that was violated
- the conditions -- in vehicle, after drinking -- are stated
- we know what the SF soldier did (not up to our standard of what he should have done)
- we can judge the ineffectiveness of the outcome
- we have an understanding of the action and its result

## B. IRRELEVANT INFORMATION

### Context:

- the weather is irrelevant
- the action is in the wrong place

### Behavior:

- this is a judgment of what happened, not the action itself

### Outcome:

- vague

### Corrected version:

- context is concisely written -- players, what they did
- action is in the right place
- no extraneous info in the result

Now that we have looked at the examples, do you have any questions?

Script for Critical Incident Development (cont.)

WRITING PERFORMANCE INCIDENTS -- EXAMPLES

Problems

Insufficient information to evaluate the behavior.

Does not clearly state what the individual did.

Does not give enough information.

1. *What were the circumstances leading up to the incident?*  
A soldier violated regulations.
2. *What did the individual do to make you feel he was a good, average, or poor performer?*  
The SF soldier failed to take corrective actions.
3. *What was the outcome of this incident?*  
An accident occurred.

Incident Corrected to Proper Form

1. *What were the circumstances leading up to the incident?*  
During a live fire exercise, this SF soldier noticed that a soldier driving a vehicle was under the influence of alcohol.
2. *What did the individual do to make you feel he was a good, average, or poor performer?*  
The SF soldier simply told the soldier that he could "get into trouble if anybody else found out."
3. *What was the outcome of this incident?*  
Later in the day, the vehicle the soldier was operating went off the road and became stuck in a dangerous area; as a result, the vehicle was damaged.

(continued)

Script for Critical Incident Development (cont.)

WRITING PERFORMANCE INCIDENTS

- Includes irrelevant information**
1. *What were the circumstances leading up to the incident?*
- It was a really hot day and a unit was out conducting training when a soldier (who is always mouthing off and causing trouble) started making sarcastic remarks about one member of the guerrilla forces taking part in the training. When hearing this, the soldier pointed out to the soldier the inappropriateness of his comments.
- Labels the behavior; doesn't say what the individual did.**
2. *What did the individual do to make you feel he was a good, average, or poor performer?*
- The SF soldier showed good judgment.
- Does not give enough information.**
3. *What was the outcome of this incident?*
- The problem was solved.

Incident Corrected to Proper Form

1. *What were the circumstances leading up to the incident?*
- During a training exercise, a soldier was making sarcastic remarks about one of the guerrilla forces taking part in the training.
2. *What did the individual do to make you feel he was a good, average, or poor performer?*
- This SF soldier pointed out to the soldier the inappropriateness of his comments.
3. *What was the outcome of this incident?*
- The soldier stopped making negative comments.

## Script for Critical Incident Development (cont.)

*Answer any general questions. If they want to see any more examples, show the EXTRA OVERHEAD and discuss the three examples listed on it. Then work in the following points before they start writing or mention them when answering the questions.*

*When ready to write incidents:*

To write a good incident, try to remember what the individual did or failed to do that made the behavior effective or ineffective in a situation. Incidents can be examples of extremely effective or ineffective performance. Let's define effective and ineffective performance. By effective performance, we mean that when you see that type of behavior occur, you wish everyone would do the same thing in similar situations. By ineffective performance, we mean behavior that if it occurred repeatedly or even once in a specific situation, you would doubt the person's competency or doubt that it is the best behavior in those circumstances.

Remember, also, to be short and to the point -- don't bother to go to great lengths specifying unimportant or irrelevant details.

Always write the incidents using the third person. You may relate incidents that are examples of your own performance. However, even in these cases, please do not identify yourself by name. It is appropriate to use the more generic terms such as "the detachment Sgt.," "the individual," "the soldier," etc.

You may know of incidents that happened during classified missions. We realize that some great critical incidents for good and poor performance may have happened during operational classified missions. It is okay to write these as long as you modify the details of the context to protect the security of the mission. For example, you can use different names for the places or use more general descriptions to convey the information. Use your judgment in how to write incidents such as these. We don't want to lose out on getting this type of information because we don't want to restrict the pool of critical incidents we collect to only those behaviors that happened in training scenarios.

When specifying the circumstances leading up to an incident, you need to include information about:

- the place
- the persons
- the conditions
- the activities

Each part of the incident must be clearly written:

- ◆ Set the context -- give just enough background to set a common ground for judging the behavior to be described
- ◆ Describe the behavior -- give enough detail that different people reading the incident will understand how effective/ineffective the behavior was
- ◆ State the result -- state the outcome in such a way that people will be able to agree on the effectiveness level

*Show ex of ADEQUATE INFORMATION -- this is the one about the 63B performing PMCS.*



**Critical Incident Form**

1. What was the situation leading up to the incident?

*This 63B was to perform PMCS on a tanker truck. Before putting the truck up on the lift, he needed to check the fuel tank to ensure it was empty. The 63B raised the hatch on the tank and turned on his flashlight, only to find that the bulb had burned out.*

2. What did the individual do that made you feel he was a good, average, or poor performer?  
[Focus on what the individual did or said]

*Th 63B pulled a cigarette lighter out of his pocket and lowered it into the tank, using the flame as illumination to check the tank's fuel level.*

3. What was the outcome or result?

*The soldier was given two weeks of extra physical training. Even though the tank was empty and no explosion occurred, he had not been safety conscious. The others in the motor pool were needlessly endangered by his action.*

4. In what job performance category would you say this incident falls?

PMCS

5. Circle the number below that best reflects the correct effectiveness level for this example.

1

2

3

4

5

6

7

Extremely  
Ineffective

About Average

Extremely Effective

## Script for Critical Incident Development (cont.)

This also is an example of the form we will use to collect these critical incidents in the workshops. For each incident, we also need you to give us the name of the job performance category or attribute this incident applies to and your opinion about the effectiveness of the behavior. You will be using the scale provided.

*[Show the slide of Tips for Writing Performance Incidents.] To briefly review, [go through points on slide, emphasizing no personally identifying information and writing in the third person.]*

*Follow agenda for WRITING INCIDENTS, as follows:*

- A. Incidents for task categories,*
- B. CRITIQUE,*
- C. More incidents for task categories,*
- D. {-lunch break},*
- E. More incidents for task categories,*
- F. Incidents for attributes*
- G. {break}*
- H. More incidents for attributes*

### A. INCIDENTS FOR TASK CATEGORIES

Look now at the first task category you rated earlier. Think of an example of effective or ineffective behavior for this category that you have observed recently. Write down in the appropriate spots on the form the circumstances, the behavior, and the outcome. Make sure you provide sufficient detail. Also supply the name of the task category and then rate the effectiveness level for your example. We will circulate and try to be of help by answering questions and providing assistance in recording your incidents.

*Monitor their efforts. Walk around and look at their incidents. Facilitate and offer comments as necessary, such as:*

- What exactly did the individual do that was either effective or ineffective? What did you observe?
- What was the context for this incident? What was the essential background? What should someone know about the situation in order to understand the eventual outcome?
- How is the incident you described an example of effective or ineffective behavior? In other words, how did this affect the task(s) the person was performing?

*When everyone has finished one, have them try to write another one for that first task category.*

Now try to write one for another task category that represents a different effectiveness level. If you are having difficulty thinking of an incident try one of the following approaches:

- Think of a textbook example of stellar performance and the potential outcome(s). What would the flipside behavior be? What would be a likely outcome?
  - Think of something you have done in the past where you were proud of your performance. An incident can be based on an "observation" of your own performance, it doesn't have to be performance of some other person. Use the third person in writing the incident, however, instead of saying "I did ..."
  - Think of some time in your past where you learned something the hard way. What did you do and what was the outcome?
  - Think of a time when you realized too late that you should have done something differently. If you had done that instead, what would be a likely outcome?
  - Think of a time when you saw someone do something in a situation and you thought to yourself "If I was in that same situation, I'd handle it much differently." What was the scenario you saw? Also, what would you do differently and what might be the result?
  - Think of some of the differences in performance that are related to how long you've been in an MOS. What kind of mistakes do people make when they're new to the job (and what are the results)? What kinds of knowledge are gained that result in improved performance and what are these outcomes?
- . *Stress writing incidents for different levels of effectiveness so that they don't get into a rut.*  
. *Move on to another task category and have them write several CIs.*

*Pick out a few to critique -- based on your monitoring. Then get them to discuss some of the ones that are written.*

## B. CRITIQUE

Let's take a few moments to talk about the incidents you've written so far. *Get them to discuss some of the ones that are written, using one of the following approaches that seems best suited for the situation.*

## APPROACHES:

1. Your picks : have ready several that you've scouted out to illustrate the following kinds of points:
  - too much detail -- could use more general words to describe
  - not enough information -- think through essential pieces of info for CI reader
  - labels the behavior and/or evaluates it -- simply describe/record, not interpret
  - there seem to be multiple incidents rolled into one -- separate out each distinct behavior (may be one or more persons doing different behaviors) and then supply the necessary context and outcome for each one
  - task category doesn't seem to fit incident -- give it a different category name or write it so that the intent is clear
  - good example incident -- has all the critical pieces and is written concisely
  - behavior has a team-level outcome as well as or instead of an individual-level outcome -- the team- and individual-level outcomes may really have different scale values
  - outcome not related to the behavior -- some results are due to outside influences, not to what the person did; use the result of the behavior
2. Volunteers: ask for them to:
  - share their CIs with comments about what was difficult,
  - critique their own CIs and then have the group comment

Try to cover the points above !!

3. Take turns
  - have each one in turn read a CI and then facilitate the discussion that follows. Go around again if necessary to be sure they have the hang of it.

Try to cover the points above !!

## C. MORE INCIDENTS FOR TASK CATEGORIES

Let's move on to some additional task categories.

Same drill with more MOS-specific categories: monitor while they write, critique.

## D. LUNCH BREAK

## E. MORE INCIDENTS FOR TASK CATEGORIES

Let's move on to some additional task categories. These are the SF-wide categories you rated earlier.

*Same drill with the rest of the categories: monitor while they write, critique*

## F. ATTRIBUTES

Now let's focus on writing some incidents for the attributes you've just rated. *Same drill with the rest of the categories: monitor while they write, critique*

*Depending on the group and how much structure they need, either let them write CIs for whichever attributes they can think of CIs for, or step them through the list, e.g., "Write some for attributes 1 - 5, 6-10, etc. The intent is to ensure we get CIs for all task categories and all attributes; we don't want "holes" (or guess who gets to write CIs for those attributes/task categories)."*

## G. BREAK

## H. MORE INCIDENTS FOR ATTRIBUTES

*Same drill with the rest of the categories: monitor while they write, critique*

## Script for Attribute Ratings

### *Hand out Attribute Rating Forms*

We are interested in personal characteristics required for successful SF performance. We call these personal characteristics "attributes."

There are 30 attributes listed in the rating form we just gave you. This list is a result of our literature review and our initial interviews with SF subject matter experts. Notice that the list includes several types of attributes. Cognitive abilities are listed on the first page. Communication, Interpersonal Motivation & Character attributes are listed on page 2. They continue on page 3, and the Physical attributes are listed at the end.

For each attribute, we would like you to make two ratings.

*For the examples that you use here, refer to one that is appropriate for the MOS group that day (see examples below)*

- The first rating is the importance of the attribute for effective field performance in your MOS. For example, you may decide [*adaptability -- substitute*] is **extremely important** for effective field performance in your MOS.
- The second rating is the importance of the attribute for effective SF performance in the field. For example, you may decide [*adaptability -- substitute*] is of **minor importance** for effective SF performance. We are asking for both ratings because we have been told the two ratings can be very different.

*Use examples relative to each MOS...For example:*

<u>MOS</u>	<u>Attribute example</u>
18A/180A	<i>Supervising</i>
18B	<i>Mechanical Ability</i>
18C	<i>Spatial Scanning</i>
18D	<i>Non-verbal Communication</i>
18E	<i>Perceptual Speed and Accuracy</i>

Please review the **entire** list to get a feel for the material you will be rating... Also, the title of the attribute can be misleading. So, please be sure to read the entire definition of each attribute. Try to resist the temptation to say that all attributes are extremely important and try to use all the scale points, 1 - 5. Save your 5s for only those characteristics that are extremely important. Using just one or just a few of the points on the scale will not indicate the relative importance of the attributes.

*After attribute ratings, cajole them into writing more critical incidents. Hand out the attribute definitions to help them focus. Point out that there are 4 categories: Cognitive, Communication, Interpersonal Motivation & Character, Physical.*

*Ask the participants to write 1 incident each for Cognitive, Communication, and Physical. Ask them to please provide 2 incidents for Interpersonal Motivation & Character.*

## Script for Attribute Ratings Feedback & Biodata Generation

### Attribute Ratings Results

*Given results of data analysis, determine which five or so attributes were rated as most important, which 5 or so were rated as least important, and where the greatest differences in opinion lay. Do this for both the MOS-Specific and SF-Wide ratings and list on appropriate overhead (see example).*

*Compare the ratings made for MOS-Specific and SF-Wide groupings. Are there any notable similarities or differences between the two groups -- make notations on the MOS-wide overhead if this is the case (e.g., same attributes in the top five; see example).*

*Read off the top attributes and ask participants if they make sense to them. Would anyone like to comment on any of them in particular? Do the same for the low attributes. If there are differences in opinion (i.e., high variability), ask why the attribute would be deemed to be high in importance and why it would be deemed low in importance. Can they see the other perspective and reach agreement?*



## Script for Biodata Generation

Biodata --> *Do this for the SF-Wide ratings*

Okay, what I would like to do now is discuss some life experiences that you may have had or that fellow SF soldiers have had that contribute to the development of the attributes you rated as most important. Specifically, what I'd like you to do is think back to two major periods in your life: When you were a child and around the time you were in high school.

*Show the slide matrix of time period by type of experience.*

*Will need to present them with prompts in the following way:*

*Education: Can you think of any experience you had in your education/schooling or that you know other SF members have had in common regarding education/schooling that contributed to the development of*

- *the most important attributes listed here?*
- *to characteristics in general that lead to SF success?*
  - *As a child?*
  - *In high school?*

*Work: How many of you worked prior to joining the Army? Full-time? Part-time? Of those of you who worked full-time.... of those of you who worked part-time....*

- *Can you think of any experience you had in your work experience or that you know other SF members have had in common regarding work experience that contributed to the development of*
  - *the most important attributes listed here?*
  - *to characteristics in general that lead to SF success?*
    - ◆ *As a child?*
    - ◆ *In high school?*

*What about experiences in the Army prior to joining SF?*

*Outside interests/hobbies: Can you think of any experience that you had or that fellow SF member have had in common regarding outside interests or hobbies that contributed to the development of*

- *the most important attributes listed here?*
- *to characteristics in general that lead to SF success?*
  - *As a child?*
  - *In high school?*

*Probe further for the "most important" attributes and for any attribute that was deemed particularly important in MOS-Specific but was not deemed important for SF-Wide (again, see example -- mechanical ability).*

**Appendix C**

**Additional Demographic Breakdowns of SF Workshop Participants**

Table C-1		
Rank		
Rank	Frequency	Percentage*
O-2	1	1%
O-3	16	9%
O-4	1	1%
E-5	4	2%
E-6	43	25%
E-7	48	27%
E-8	42	24%
E-9	2	1%
CW-1	7	4%
CW-2	6	3%
CW-3	2	1%
WO**	2	1%

\* Percentages may not sum to exactly 100 due to rounding error

\*\* WO indicates those warrant officers who did not designate their CW level

Table C-2

MOS Prior to Joining Special Forces		
Prior MOS	Frequency	Percentage*
05B	1	1%
05H	1	1%
11A	8	5%
11B	64	37%
11C	9	5%
11F	1	1%
11H	2	1%
11M	1	1%
12A	1	1%
12B	9	5%
13B	2	1%
13D	1	1%
13F	1	1%
14A	2	1%
14B	1	1%
16D	1	1%
16H	1	1%
16T	1	1%
18B	1	1%
18C	1	1%
19D	4	2%
19F	1	1%
21B	1	1%
21J	1	1%

(continued)

Table C-2 (continued)

MOS Prior to Joining Special Forces		
Prior MOS	Frequency	Percentage
27E	1	1%
29E	1	1%
31C	1	1%
31G	2	1%
31K	1	1%
31V	2	1%
36K	1	1%
43E	1	1%
52B	1	1%
52D	1	1%
52M	1	1%
54B	1	1%
54E	1	1%
62E	1	1%
63B	2	1%
63S	1	1%
64C	1	1%
67T	1	1%
67Y	2	1%
71M	1	1%
74C	1	1%
76W	1	1%
77W	1	1%

(continued)

Table C-2 (continued)

MOS Prior to Joining Special Forces		
Prior MOS	Frequency	Percentage
91A	4	2%
91B	8	5%
91C	2	1%
91D	1	1%
93J	1	1%
94B	1	1%
95B	6	3%

\* Percentages may not sum to exactly 100 due to rounding error

**Appendix D**

**Tables of SF-Common Task Category Ratings by MOS and SFG[A]**



### Means and Standard Deviations of Task Category Importance Ratings:

Special Forces Common Task Categories  
188 Ratings

Task Category	1ST SFG(A) N= 7		3RD SFG(A) N= 10		5TH SFG(A) N= 5		7TH SFG(A) N= 7		10TH SFG(A) N= 5		GRAND MEAN		SD of MEAN
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	SD	
20. Planning, preparing for, and conducting patrol and reconnaissance activities under various conditions	4.71	0.45	5.00	0.00	4.80	0.40	4.71	0.45	4.60	0.49	3.94	0.18	0.18
9. Determining directions, locations, elevations, azimuths, and distances in order to navigate over terrain	4.57	0.48	4.90	0.30	4.80	0.40	4.43	0.73	5.00	0.00	3.89	0.24	0.24
23. Administer first aid and rescue techniques to resuscitate, control bleeding, treat injuries, and treat shock	4.71	0.45	4.90	0.30	4.60	0.49	4.71	0.45	4.60	0.49	3.88	0.07	0.07
10. Determining distance, features, coordinates on map	4.43	0.73	4.80	0.30	4.80	0.40	4.43	0.73	4.60	0.49	3.86	0.17	0.17
8. Analyzing mission requirements and intelligence information, planning for contingencies, preparing plans	4.29	0.70	4.80	0.60	4.60	0.49	4.57	0.73	4.40	1.20	3.60	0.24	0.24
6. Preparing and conducting instruction	4.14	0.84	4.80	0.30	4.60	0.49	4.71	0.45	4.60	0.49	3.76	0.11	0.11
11. Preparing for missions: support requirements, operations, infiltration, and exfiltration	4.14	0.84	4.70	0.46	4.60	0.49	4.71	0.45	4.60	0.49	3.72	0.07	0.07
24. Load, fire, reduce stoppage, and clear pistols, rifles, submachine guns, machine guns, and grenade	4.00	1.07	4.60	0.49	4.80	0.40	4.88	0.35	4.40	0.49	3.72	0.26	0.26
18. Planning, conducting, and coordinating offensive attacks in various environments/conditions	4.43	0.73	4.80	0.40	4.20	0.75	4.29	0.70	4.40	0.75	3.68	0.14	0.14
25. Disassemble, reassemble, and perform function checks on pistols, rifles, submachine guns, machine	4.00	0.76	4.50	0.50	4.60	0.80	4.57	0.73	4.20	0.75	3.68	0.11	0.11
28. Install, operate, maintain radio sets	4.00	1.07	4.60	0.49	4.20	0.75	4.29	0.70	4.40	0.80	3.58	0.19	0.19
19. Planning for, coordinating, and conducting defensive operations for various conditions	4.14	0.83	4.80	0.40	3.80	1.02	4.71	0.45	4.60	0.49	3.54	0.24	0.24
5. Developing Programs of Instruction (POI)	3.86	0.64	4.80	0.40	3.80	1.17	4.88	0.35	4.60	0.49	3.53	0.30	0.30
14. Training, advising, and assisting host nation forces/agencies in civil affairs, military operations, and	3.71	1.28	4.30	1.10	4.20	0.75	4.29	0.70	4.60	0.49	3.44	0.28	0.28
2. Planning, gathering, evaluating, and reporting intelligence/threat	4.00	0.76	4.50	1.20	3.60	0.80	4.57	0.48	4.60	0.80	3.43	0.23	0.23
17. Obtaining food, shelter, water, and fire to survive elements and avoid hazards in various environments	3.86	0.98	4.60	0.66	4.00	0.63	3.86	0.83	4.20	1.17	3.43	0.20	0.20
1. Handling classified materials/records according to purpose	3.43	1.05	4.80	0.30	3.40	1.02	4.71	0.70	4.40	0.80	3.43	0.27	0.27
30. Encrypt/decrypt, transmit/receive, authenticate and write messages	4.14	0.83	4.30	0.64	3.60	1.02	4.00	0.76	4.40	0.80	3.36	0.12	0.12
3. Maintaining maps, workbooks, journals etc. to ensure intelligence information is correct	3.71	0.88	4.50	0.82	3.00	1.28	4.57	0.73	4.20	1.17	3.30	0.20	0.20
15. Planning, preparing for, and conducting airborne operations	3.71	0.70	4.30	0.46	3.80	1.17	4.00	0.53	4.20	0.75	3.27	0.25	0.25
7. Evaluating and marking landing zones for various types of equipment	3.29	0.45	4.30	1.00	3.20	0.88	4.29	1.03	4.20	0.98	3.22	0.22	0.22
4. Planning and conducting intelligence operations/actions	3.86	0.64	4.30	1.18	2.60	1.36	4.43	0.73	4.40	1.20	3.18	0.28	0.28
31. Send/receive, authenticate, and encrypt/decrypt transmissions	3.71	1.03	4.30	0.64	3.20	0.98	4.00	0.83	4.40	0.80	3.15	0.19	0.19
12. Contacting, organizing, and training guerrilla forces	3.57	1.29	4.30	0.78	3.00	0.63	3.86	0.83	4.40	0.49	3.11	0.27	0.27
33. Use emergency procedures	3.43	0.49	3.90	0.54	3.80	0.75	3.57	0.48	3.80	0.75	3.04	0.12	0.12
27. Construct firing systems	3.29	0.88	4.00	0.63	3.40	1.02	3.71	0.70	3.60	1.02	3.02	0.16	0.16
26. Identify, install, arm, disarm, remove threat mines and grenades	3.57	1.05	4.20	0.98	2.90	0.70	3.57	0.73	4.00	1.10	2.89	0.16	0.16
32. Construct antennas	2.43	0.90	3.90	0.54	3.00	1.10	3.43	0.49	4.00	1.10	2.65	0.26	0.26
22. Tie knots/lashings during engineering operations	3.00	1.41	3.40	1.02	3.20	1.17	2.57	0.80	3.20	1.33	2.61	0.19	0.19
21. Maintaining, donning, and using protective clothing, masks, and equipment	2.71	1.28	3.40	0.92	3.40	1.02	2.43	1.05	3.20	1.33	2.60	0.16	0.16
13. Determining approach, implementing/coordinating program efforts, and evaluating effects of PsyOps	2.57	1.29	3.40	1.20	2.20	0.98	3.29	0.45	3.80	1.47	2.38	0.35	0.35

### Means and Standard Deviations of Task Category Performance Variability Scores:

Special Forces Common Task Categories  
18B Ratings:

Task Category	1ST SFG(A) N= 7		3RD SFG(A) N= 10		5TH SFG(A) N= 5		7TH SFG(A) N= 7		10TH SFG(A) N= 5		GRAND MEAN	SD of MEAN
	MIN	SD	MIN	SD	MIN	SD	MIN	SD	MIN	SD		
30. Encrypt/decrypt, transmit/receive, authenticate and write messages	0.68	0.09	0.84	0.41	1.10	0.15	0.84	0.48	0.97	0.32	0.89	0.15
32. Construct antennas	0.59	0.10	0.87	0.34	1.04	0.16	0.95	0.28	0.89	0.35	0.87	0.10
31. Send/receive, authenticate, and encrypt/decrypt transmissions	0.59	0.10	0.77	0.42	1.09	0.16	0.77	0.43	0.89	0.26	0.84	0.13
29. Install, operate, maintain radio sets	0.67	0.23	0.75	0.33	1.05	0.23	0.80	0.32	0.84	0.36	0.82	0.06
13. Determining approach, implementing/coordinating program efforts, and evaluating effects of PsyOps	0.80	0.31	0.61	0.34	0.85	0.29	1.03	0.28	0.60	0.30	0.78	0.03
27. Construct firing systems	0.71	0.31	0.69	0.32	0.87	0.31	0.84	0.40	0.75	0.49	0.77	0.07
16. Selecting and marking landing zones for various types of equipment	0.75	0.38	0.67	0.18	0.81	0.31	0.68	0.44	0.86	0.31	0.78	0.09
3. Use emergency procedures	0.87	0.20	0.50	0.34	1.04	0.31	0.73	0.34	0.80	0.34	0.75	0.05
2. Planning, gathering, evaluating, and reporting intelligence/threat	0.28	0.24	0.54	0.39	0.98	0.22	1.02	0.28	0.91	0.33	0.75	0.06
33. Use emergency procedures	0.81	0.31	0.53	0.32	0.99	0.38	0.90	0.42	0.49	0.29	0.74	0.05
3. Maintaining maps, workbooks, journals etc. to ensure intelligence information is correct	0.72	0.22	0.60	0.34	0.97	0.20	0.74	0.45	0.66	0.47	0.74	0.11
28. Tie knots/lashings during engineering operations	0.64	0.20	0.68	0.39	0.78	0.28	0.89	0.26	0.69	0.11	0.73	0.09
8. Analyzing mission requirements and intelligence information, planning for contingencies, preparing plans	0.65	0.31	0.69	0.28	0.78	0.30	0.62	0.38	0.71	0.06	0.73	0.11
14. Training, advising, and assisting host nation forces/agencies in civil affairs, military operations, and	0.75	0.24	0.68	0.37	0.89	0.31	0.71	0.27	0.59	0.36	0.72	0.05
19. Planning for, coordinating, and conducting defensive operations for various conditions	0.75	0.36	0.54	0.30	0.75	0.31	0.73	0.26	0.81	0.36	0.72	0.04
11. Preparing for missions: support requirements, operations, infiltration, and exfiltration	0.75	0.38	0.62	0.47	0.67	0.46	0.81	0.25	0.57	0.31	0.71	0.10
12. Contacting, organizing, and training guerrilla forces	0.90	0.23	0.62	0.47	0.67	0.46	0.81	0.25	0.57	0.31	0.71	0.10
5. Developing Programs of Instruction (POI)	0.84	0.32	0.62	0.37	0.85	0.13	0.63	0.63	0.82	0.33	0.71	0.08
23. Administer first aid and rescue techniques to resuscitate, control bleeding, treat injuries, and treat shock	0.68	0.23	0.68	0.29	0.78	0.28	0.64	0.37	0.71	0.18	0.70	0.07
26. Identify, install, arm, disarm, remove threat mines and grenades	0.87	0.24	0.59	0.26	0.78	0.25	0.87	0.38	0.54	0.33	0.69	0.05
18. Planning, conducting, and coordinating offensive attacks in various environments/conditions	0.75	0.24	0.65	0.39	0.81	0.23	0.70	0.31	0.51	0.29	0.68	0.06
15. Planning, preparing for, and conducting airborne operations	0.69	0.45	0.70	0.21	0.85	0.32	0.48	0.38	0.86	0.31	0.67	0.08
7. Evaluating Programs of Instruction (POI)	0.62	0.17	0.55	0.27	0.85	0.20	0.48	0.27	0.85	0.29	0.67	0.05
4. Planning and conducting intelligence operations/actions	0.71	0.27	0.48	0.30	0.78	0.43	0.72	0.35	0.50	0.28	0.64	0.06
17. Obtaining food, shelter, water, and fire to survive elements and avoid hazards in various environments	0.75	0.34	0.54	0.35	0.69	0.18	0.48	0.34	0.62	0.16	0.62	0.09
22. Reacting to and reporting on nuclear, biological, or chemical hazards	0.53	0.39	0.52	0.47	0.78	0.24	0.78	0.24	0.85	0.29	0.60	0.05
6. Preparing and conducting instruction	0.54	0.28	0.52	0.38	0.60	0.33	0.49	0.41	0.85	0.33	0.59	0.08
20. Planning, preparing for, and conducting patrol and reconnaissance activities under various conditions	0.54	0.27	0.57	0.44	0.67	0.38	0.57	0.31	0.57	0.33	0.58	0.11
9. Determining directions, locations, elevations, azimuths, and distances in order to navigate over terrain	0.46	0.28	0.54	0.28	0.78	0.31	0.36	0.20	0.78	0.52	0.58	0.07
1. Handling classified materials/records according to purpose	0.45	0.22	0.43	0.28	0.66	0.36	0.49	0.25	0.45	0.24	0.49	0.05
25. Disassemble, reassemble, and perform function checks on pistols, rifles, submachine guns, machine	0.40	0.21	0.28	0.22	0.61	0.32	0.42	0.30	0.70	0.60	0.48	0.14
10. Determining distance, features, coordinates on map	0.49	0.36	0.40	0.43	0.70	0.36	0.31	0.41	0.47	0.39	0.47	0.03
21. Maintaining, donning, and using protective clothing, masks, and equipment	0.24	0.21	0.34	0.32	0.67	0.28	0.22	0.22	0.81	0.46	0.42	0.08
24. Load, fire, reduce stoppage, and clear pistols, rifles, submachine guns, machine guns, and grenade												

**Means and Standard Deviations of Task Category Familiarity/Difficulty Scores:**

Special Forces Common Task Categories

188 Ratings

Task Category	1ST SFG(A) N= 7		3RD SFG(A) N= 10		5TH SFG(A) N= 5		7TH SFG(A) N= 7		10TH SFG(A) N= 5		GRAND MEAN	SD of MEAN
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD		
24. Load, fire, reduce stoppage, and clear pistols, rifles, submachine guns, machine guns, and grenade	4.84	0.17	4.63	0.50	4.32	0.45	4.60	0.29	3.84	0.74	4.48	0.20
10. Determining distance, features, coordinates on map	4.64	0.28	4.70	0.34	4.36	0.44	4.78	0.22	3.94	0.88	4.49	0.24
25. Disassemble, reassemble, and perform function checks on pistols, rifles, submachine guns, machine	4.53	0.37	4.57	0.49	4.32	0.50	4.64	0.32	4.18	0.64	4.45	0.11
9. Determining directions, locations, elevations, azimuths, and distances in order to navigate over terrain	4.47	0.34	4.59	0.40	4.18	0.35	4.77	0.25	3.56	1.20	4.31	0.35
6. Preparing and conducting instruction	4.39	0.36	4.08	0.64	4.32	0.69	4.53	0.59	3.48	0.72	4.15	0.19
20. Planning, preparing for, and conducting patrol and reconnaissance activities under various conditions	4.27	0.61	4.26	0.68	4.24	0.56	4.46	0.37	3.48	1.33	4.12	0.33
11. Preparing for missions: support requirements, operations, infiltration, and exfiltration	3.89	0.48	4.22	0.58	4.12	0.42	4.06	0.53	3.68	0.66	3.99	0.08
15. Handling classified materials/records according to purpose	4.41	0.65	3.95	1.20	3.28	0.36	4.34	0.39	3.78	1.47	3.95	0.44
23. Administer first aid and rescue techniques to resuscitate, control bleeding, treat injuries, and treat shock	4.10	0.77	3.72	0.92	3.96	0.78	4.61	0.34	3.28	0.68	3.93	0.19
21. Maintaining, donning, and using protective clothing, masks, and equipment	3.86	0.84	3.71	1.37	4.04	0.38	4.16	0.42	3.64	0.78	3.82	0.22
18. Planning, conducting, and coordinating offensive attacks in various environments/conditions	4.11	0.84	3.71	1.37	3.90	0.71	4.03	1.16	3.78	0.78	3.91	0.25
8. Analyzing mission requirements and intelligence information, planning for contingencies, preparing plans	3.87	0.46	4.27	0.54	3.78	0.44	4.13	0.53	3.30	1.34	3.87	0.34
17. Obtaining food, shelter, water, and fire to survive elements and avoid hazards in various environments	3.99	0.75	3.75	1.08	3.88	0.65	3.71	0.61	3.74	0.59	3.81	0.18
19. Planning for, coordinating, and conducting defensive operations for various conditions	4.01	0.61	3.72	1.12	3.86	0.50	4.34	0.50	3.66	1.27	3.80	0.33
7. Evaluating Programs of Instruction (POI)	3.84	0.45	4.12	0.68	3.52	0.49	4.43	0.40	3.00	1.17	3.78	0.28
5. Developing Programs of Instruction (POI)	4.07	0.50	3.84	1.04	3.20	1.07	4.49	0.48	3.00	1.17	3.77	0.25
16. Selecting and marking landing zones for various types of equipment	4.04	0.71	3.74	0.93	3.48	0.91	4.04	0.66	3.28	0.66	3.71	0.12
14. Training, advising, and assisting host nation forces/agencies in civil affairs, military operations, and	3.97	0.48	3.79	0.90	3.32	1.04	4.29	0.47	3.14	0.84	3.70	0.23
12. Contacting, organizing, and training guerrilla forces	3.71	0.80	3.53	1.32	3.90	0.54	4.04	0.53	2.86	1.02	3.61	0.30
22. Reading to and reporting on nuclear, biological, or chemical hazards	3.96	0.48	3.81	1.27	3.42	1.12	4.01	0.43	2.76	1.23	3.59	0.37
27. Construct firing systems	3.46	1.04	3.16	1.09	3.94	0.46	3.69	0.78	3.66	1.09	3.58	0.24
28. Tie knobfastings during engineering operations	4.10	0.78	3.08	1.23	3.54	0.88	3.89	1.05	3.18	0.77	3.58	0.18
28. Install, operate, maintain radio sets	3.14	1.08	3.72	1.09	3.20	0.99	4.06	0.65	3.30	1.32	3.48	0.22
28. Plan, gather, evaluate, and report intelligence/treat	3.43	0.88	3.24	1.09	3.54	0.47	3.77	0.62	3.34	1.11	3.46	0.25
3. Maintaining maps, workbooks, journals etc. to ensure intelligence information is correct	3.24	0.83	3.66	1.25	3.32	0.75	4.24	0.44	2.68	0.84	3.43	0.28
30. Encrypted/decrypt, transmit/receive, authenticate and write messages	3.41	0.72	3.48	1.29	2.86	0.89	4.07	0.66	2.94	1.42	3.35	0.30
26. Identify, install, arm, disarm, remove threat mines and grenades	3.08	0.95	3.09	1.01	3.10	0.22	3.49	0.84	3.10	1.08	3.17	0.31
4. Planning and conducting intelligence operations/actions	2.97	1.34	2.82	1.31	3.64	1.04	3.37	0.50	2.84	1.17	3.13	0.31
32. Construct antennas	3.00	0.93	3.02	1.34	2.62	0.92	3.94	0.65	2.54	1.21	3.02	0.24
13. Determine approach, implementing/coordinating program efforts, and evaluating effects of PsyOps	2.94	0.96	2.89	1.14	2.68	0.52	3.41	0.51	3.08	1.16	3.00	0.28
31. Send/receive, authenticate, and encrypted/decrypt transmissions	2.81	1.12	2.50	1.01	3.04	0.16	3.13	1.22	3.00	0.97	2.90	0.38
33. Use emergency procedures	2.89	0.62	2.68	1.16	2.62	0.93	2.64	0.35	2.46	1.08	2.66	0.30
	1.54	0.50	1.89	1.11	2.10	0.40	2.41	0.62	2.84	1.18	2.18	0.32

**Means and Standard Deviations of Task Category Importance Ratings:**

Special Forces Common Task Categories

18C Ratings

Task Category	1ST SFG(A) N= 6		3RD SFG(A) N= 10		5TH SFG(A) N= 9		7TH SFG(A) N= 9		10TH SFG(A) N= 6		GRAND MEAN		SD of MEAN
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	SD	
9. Determining directions, locations, elevations, azimuths, and distances in order to navigate over terrain	5.00	0.00	4.80	0.40	4.89	0.31	4.89	0.31	4.83	0.37	4.88	0.14	0.14
10. Determining distance, features, coordinates on map	4.83	0.37	4.70	0.46	4.67	0.47	4.69	0.31	4.83	0.37	4.78	0.08	0.08
23. Administer first aid and rescue techniques to resuscitate, control bleeding, treat injuries, and treat shock	5.00	0.00	4.60	0.66	5.00	0.00	4.69	0.31	4.33	0.47	4.76	0.28	0.28
20. Planning, preparing for, and conducting patrol and reconnaissance activities under various conditions	4.67	0.47	4.70	0.46	4.89	0.31	5.00	0.00	4.50	0.50	4.75	0.19	0.19
27. Construct firing systems	4.83	0.37	4.60	0.66	5.00	0.00	4.69	0.31	4.33	0.37	4.73	0.27	0.27
8. Analyzing mission requirements and intelligence information, planning for contingencies, preparing plans	4.50	0.76	4.70	0.64	4.67	0.47	4.89	0.31	4.83	0.37	4.72	0.17	0.17
11. Preparing for missions: support requirements, operations, infiltration, and exfiltration	4.67	0.47	4.90	0.30	4.56	0.68	4.89	0.31	4.17	0.69	4.64	0.17	0.17
24. Load, fire, reduce stoppage, and clear pistols, rifles, submachine guns, machine guns, and grenade	4.50	0.76	4.50	0.67	4.11	0.87	4.89	0.31	4.50	0.78	4.50	0.19	0.19
6. Preparing and conducting instruction	4.50	0.50	4.60	0.49	4.33	0.67	4.78	0.42	4.17	0.69	4.48	0.11	0.11
17. Obtaining food, shelter, water, and fire to survive elements and avoid hazards in various environments	4.83	0.37	4.20	0.87	4.11	0.99	4.33	0.82	4.63	0.37	4.46	0.28	0.28
14. Training, advising, and assisting host nation forces/agencies in civil affairs, military operations, and	4.33	0.94	4.40	0.66	4.33	0.67	4.89	0.31	4.33	0.75	4.46	0.20	0.20
26. Identify, install, arm, disarm, remove threat mines and grenades	4.50	0.50	4.40	0.48	4.78	0.42	4.44	0.83	4.00	0.82	4.42	0.18	0.18
18. Planning, conducting, and coordinating offensive attacks in various environments/conditions	4.00	0.82	4.40	0.66	4.56	0.83	4.89	0.31	4.00	0.82	4.37	0.20	0.20
1. Handling classified materials/records according to purpose	4.00	0.82	4.40	0.66	3.67	1.05	4.89	0.31	4.33	1.11	4.33	0.29	0.29
19. Planning for, coordinating, and conducting defensive operations for various conditions	4.17	0.90	4.60	0.66	3.67	1.05	4.89	0.31	4.33	1.11	4.33	0.29	0.29
30. Encrypt/decrypt, transmitt/receive, authenticate and write messages	4.50	0.50	4.30	0.64	4.56	0.68	4.44	0.68	3.67	0.90	4.26	0.17	0.17
12. Contacting, organizing, and training guerrilla forces	4.17	0.90	4.30	0.87	4.33	0.82	4.11	0.99	4.50	0.50	4.20	0.17	0.17
29. Install, operate, maintain radio sets	3.83	0.90	4.20	0.87	4.33	0.82	4.11	0.99	4.50	0.50	4.20	0.17	0.17
5. Developing Programs of Instruction (POI)	4.17	0.89	4.30	0.84	4.56	0.66	4.44	0.68	3.50	0.76	4.19	0.04	0.04
4. Planning and conducting intelligence operations/actions	4.00	0.82	4.40	0.49	3.89	0.87	4.67	0.47	3.83	0.80	4.18	0.19	0.19
16. Selecting and marking landing zones for various types of equipment	4.17	0.90	4.00	0.83	3.89	0.99	4.67	0.47	4.00	1.00	4.14	0.21	0.21
15. Planning, preparing for, and conducting airborne operations	4.00	0.82	4.70	0.46	3.56	0.83	4.67	0.67	3.50	0.50	4.08	0.15	0.15
2. Planning, gathering, evaluating, and reporting intelligence/threat	3.83	0.90	4.50	0.50	3.22	1.23	4.78	0.42	4.00	0.82	4.07	0.09	0.09
25. Disassemble, reassemble, and perform function checks on pistols, rifles, submachine guns, machine	3.67	0.47	4.30	0.84	3.89	0.74	4.56	0.88	3.83	0.69	4.05	0.09	0.09
33. Use emergency procedures	3.67	1.11	4.10	0.70	3.78	1.03	4.33	0.82	4.00	1.15	3.96	0.17	0.17
31. Send/receive, authenticate, and encrypt/decrypt transmissions	3.67	0.75	4.20	0.98	4.00	0.82	4.22	0.79	3.67	0.94	3.95	0.21	0.21
28. Tie knots/washings during engineering operations	3.33	1.25	4.30	0.80	4.44	0.68	4.33	0.67	3.33	0.94	3.85	0.21	0.21
3. Maintaining maps, workbooks, journals etc. to ensure intelligence information is correct	3.33	1.25	4.30	0.80	3.78	1.31	4.00	0.94	3.50	1.28	3.93	0.19	0.19
32. Construct antennas	4.17	0.90	4.20	0.87	3.78	1.31	4.00	0.94	3.50	0.76	3.89	0.11	0.11
7. Evaluating Programs of Instruction (POI)	3.50	0.76	4.00	0.89	3.89	0.99	4.56	0.68	3.33	0.75	3.86	0.14	0.14
13. Determining approach, implementing/coordinating program efforts, and evaluating effects of PsyOps	4.00	1.00	4.10	0.94	3.56	0.68	4.33	0.67	3.33	0.82	3.74	0.17	0.17
22. Reacting to and reporting on nuclear, biological, or chemical hazards	3.50	0.50	4.10	0.70	3.44	0.86	4.33	0.82	3.33	0.94	3.74	0.17	0.17
21. Maintaining, donning, and using protective clothing, masks, and equipment	3.00	1.00	3.70	0.90	3.22	1.03	3.89	0.87	2.67	0.94	3.30	0.06	0.06
	3.33	1.11	3.60	1.02	3.56	1.34	3.00	1.25	2.83	1.21	3.26	0.11	0.11
	2.83	1.34	3.60	0.92	3.33	1.25	3.11	1.29	2.83	1.07	3.14	0.16	0.16

### Means and Standard Deviations of Task Category Performance Variability Scores:

Special Forces Common Task Categories  
1BC Ratings

Task Category	1ST SFG(A) N= 6		3RD SFG(A) N= 10		5TH SFG(A) N= 9		7TH SFG(A) N= 9		10TH SFG(A) N= 6		GRAND MEAN	SD of MEAN
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD		
30. Construct antennas	0.94	0.39	0.78	0.21	0.90	0.47	0.74	0.33	0.71	0.34	0.81	0.09
32. Encrypt/decrypt, transmit/receive, authenticats and wite messages	0.75	0.30	0.62	0.20	0.78	0.39	0.79	0.36	0.73	0.42	0.77	0.08
15. Planning, preparing for, and conducting airborne operations	0.74	0.20	0.54	0.23	0.95	0.76	0.78	0.47	0.85	0.21	0.77	0.22
13. Determining approach, implementing/coordinating program efforts, and evaluating effects of PsyOps	0.69	0.38	0.92	0.28	0.68	0.30	0.66	0.15	0.72	0.15	0.77	0.09
33. Use emergency procedures	0.83	0.31	1.07	0.38	0.69	0.21	0.50	0.34	0.66	0.55	0.75	0.11
14. Training, advising, and assisting host nation forces/agencies in civil affairs, military operations, and	0.85	0.28	0.87	0.28	0.41	0.31	0.76	0.31	0.83	0.26	0.74	0.02
31. Send/receive, authenticats, and encrypt/decrypt transmissions	0.77	0.39	0.75	0.28	0.69	0.30	0.78	0.30	0.63	0.33	0.72	0.04
16. Selecting and marking landing zones for various types of equipment	0.80	0.27	0.68	0.23	0.63	0.29	0.87	0.34	0.65	0.39	0.72	0.05
17. Install, operate, maintain radio sets	0.68	0.14	0.55	0.24	0.52	0.34	0.81	0.43	0.93	0.21	0.70	0.10
12. Contacting, organizing, and training guerrilla forces	0.69	0.26	0.84	0.32	0.45	0.27	0.86	0.41	0.54	0.24	0.69	0.08
5. Developing Programs of Instruction (POI)	0.77	0.42	0.67	0.45	0.49	0.12	0.69	0.31	0.70	0.40	0.68	0.12
7. Evaluating Programs of Instruction (POI)	0.87	0.25	0.81	0.38	0.39	0.26	0.71	0.32	0.70	0.16	0.66	0.07
25. Disassemble, reassemble, and perform function checks on pistols, rifles, submachine guns, machine	0.68	0.39	0.63	0.38	0.70	0.28	0.76	0.38	0.50	0.28	0.65	0.05
4. Planning and conducting intelligence operations/actions	0.70	0.23	0.87	0.31	0.47	0.27	0.60	0.29	0.50	0.25	0.63	0.03
18. Planning, conducting, and coordinating offensive attacks in various environments/conditions	0.71	0.22	0.58	0.40	0.41	0.30	0.83	0.49	0.59	0.25	0.62	0.10
3. Maintaining maps, workbooks, journals etc. to ensure intelligence information is correct	0.52	0.44	0.77	0.26	0.44	0.26	0.70	0.31	0.87	0.42	0.62	0.08
17. Obtaining food, shelter, water, and fire to survive elements and avoid hazards in various environments	0.59	0.24	0.87	0.28	0.41	0.38	0.88	0.32	0.48	0.39	0.61	0.05
26. Identify, install, arm, disarm, remove threat mines and grenades	0.58	0.30	0.66	0.26	0.39	0.34	0.67	0.28	0.73	0.37	0.60	0.04
19. Planning for, coordinating, and conducting defensive operations for various conditions	0.69	0.19	0.63	0.45	0.45	0.32	0.60	0.28	0.62	0.39	0.60	0.09
2. Planning, gathering, evaluating, and reporting intelligence/treat	0.62	0.38	0.72	0.26	0.51	0.20	0.63	0.28	0.53	0.27	0.60	0.08
8. Analyzing mission requirements and intelligence information, planning for contingencies, preparing plans	0.69	0.28	0.68	0.34	0.46	0.32	0.70	0.29	0.62	0.18	0.59	0.06
6. Preparing and conducting instruction	0.75	0.36	0.60	0.40	0.23	0.26	0.67	0.32	0.58	0.19	0.57	0.07
22. Reacting to and reporting on nuclear, biological, or chemical hazards	0.56	0.41	0.65	0.43	0.51	0.40	0.59	0.37	0.49	0.40	0.56	0.02
11. Preparing for missions: support requirements, operations, infiltration, and exfiltration	0.67	0.29	0.63	0.35	0.41	0.24	0.68	0.30	0.37	0.18	0.55	0.06
28. Tie knots/ashings during engineering operations	0.54	0.13	0.64	0.31	0.42	0.32	0.58	0.46	0.51	0.30	0.54	0.10
21. Maintaining, donning, and using protective clothing, masks, and equipment	0.68	0.48	0.59	0.44	0.28	0.41	0.44	0.29	0.46	0.36	0.48	0.07
24. Load, fire, reduce stoppage, and clear pistols, rifles, submachine guns, machine guns, and grenade	0.52	0.40	0.41	0.33	0.49	0.24	0.60	0.38	0.39	0.26	0.46	0.06
20. Planning, preparing for, and conducting patrol and reconnaissance activities under various conditions	0.68	0.33	0.43	0.28	0.16	0.25	0.63	0.32	0.35	0.20	0.45	0.05
1. Handling classified materials/records according to purpose	0.68	0.34	0.45	0.27	0.14	0.21	0.55	0.28	0.40	0.37	0.44	0.06
9. Determining directions, locations, elevations, azimuths, and distances in order to navigate over terrain	0.43	0.33	0.51	0.39	0.24	0.28	0.58	0.26	0.44	0.27	0.44	0.05
23. Administer first aid and rescue techniques to resuscitate, control bleeding, treat injuries, and treat shock	0.50	0.40	0.46	0.27	0.37	0.36	0.53	0.34	0.33	0.35	0.44	0.08
10. Determining distance, features, coordinates on map	0.39	0.32	0.46	0.34	0.03	0.09	0.51	0.34	0.37	0.35	0.35	0.10
27. Construct firing systems	0.33	0.26	0.40	0.40	0.07	0.21	0.25	0.40	0.30	0.37	0.27	0.08

**Means and Standard Deviations of Task Category Familiarity/Difficulty Scores:**

Special Forces Common Task Categories

ABC Ratings

Task Category	1ST SFG(A) N= 6		3RD SFG(A) N= 10		5TH SFG(A) N= 9		7TH SFG(A) N= 9		10TH SFG(A) N= 6		GRAND MEAN	SD of MEAN
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD		
27. Construct firing systems	4.63	0.35	4.55	0.43	4.93	0.19	4.67	0.51	4.52	0.57	4.66	0.13
10. Determining distance, bearings, coordinates on map	4.25	0.64	4.59	0.48	4.98	0.03	4.41	0.50	4.60	0.47	4.57	0.20
9. Determining directions, locations, elevations, azimuths, and distances in order to navigate over terrain	4.23	0.62	4.48	0.53	4.84	0.20	4.44	0.37	4.65	0.35	4.53	0.15
23. Administer first aid and rescue techniques to rescuables, control bleeding, treat injuries, and treat shock	4.17	0.60	4.36	0.45	4.66	0.43	4.18	0.62	4.30	0.64	4.33	0.09
20. Planning, preparing for, and conducting patrol and reconnaissance activities under various conditions	3.77	0.78	4.52	0.49	4.86	0.20	4.00	0.87	4.48	0.40	4.33	0.24
8. Analyzing mission requirements and intelligence information, planning for contingencies, preparing plans	3.95	0.65	4.21	0.52	4.59	0.41	3.73	0.72	4.70	0.25	4.24	0.17
11. Preparing for missions: support requirements, operations, infiltration, and exfiltration	3.68	0.85	4.33	0.58	4.33	0.31	3.92	0.56	4.33	0.53	4.18	0.18
6. Preparing and conducting instruction	3.88	0.70	4.22	0.60	4.64	0.54	3.86	0.66	4.20	0.77	4.16	0.07
1. Handling classified materials/records according to purpose	4.07	0.66	4.28	0.49	4.90	0.16	3.28	1.25	4.27	1.05	4.16	0.39
24. Load, fire, reduce stoppage, and clear pistols, rifles, submachine guns, machine guns, and grenade	3.95	0.89	4.32	0.65	4.49	0.45	4.11	0.45	3.88	1.34	4.15	0.33
17. Obtaining food, shelter, water, and fire to survive elements and avoid hazards in various environments	4.02	0.86	4.06	0.90	4.39	0.87	3.71	0.57	4.07	0.78	4.05	0.12
26. Tie knots/lashings during engineering operations	4.12	0.88	4.32	0.50	4.27	0.79	3.83	1.05	3.52	0.95	4.01	0.19
28. Identify, install, arm, disarm, remove threat mines and grenades	3.82	1.14	4.24	0.71	4.53	0.60	3.29	0.96	3.70	1.05	3.88	0.21
18. Planning, conducting, and coordinating offensive attacks in various environments/conditions	3.25	0.98	4.18	0.82	4.30	0.70	3.63	0.88	3.97	0.51	3.87	0.19
16. Selecting and marking landing zones for various types of equipment	3.48	0.58	3.97	0.65	4.30	0.82	3.64	0.67	3.60	0.79	3.82	0.16
7. Evaluating Programs of Instruction (POI)	3.60	0.88	3.93	0.78	4.33	0.44	3.32	0.96	3.73	1.21	3.78	0.25
5. Developing Programs of Instruction (POI)	3.37	0.76	3.95	0.56	4.30	0.81	3.82	0.74	3.32	1.23	3.75	0.22
14. Training, advising, and assisting host nation forces/agencies in civil affairs, military operations, and	3.00	1.14	3.69	0.90	4.41	0.53	3.50	0.86	3.75	1.20	3.74	0.20
25. Disassemble, reassemble, and perform function checks on pistols, rifles, submachine guns, machine	2.63	1.22	3.93	0.77	4.61	0.60	3.00	1.43	4.47	0.38	3.73	0.39
12. Contacting, organizing, and training guerrilla forces	3.10	1.10	4.03	0.69	4.28	0.70	3.97	0.89	3.10	1.34	3.69	0.25
21. Maintaining, donning, and using protective clothing, masks, and equipment	3.35	0.88	4.37	0.57	3.56	1.19	3.66	0.78	3.17	1.02	3.68	0.21
19. Planning for, coordinating, and conducting defensive operations for various conditions	3.33	0.88	3.92	0.54	3.80	0.89	3.13	1.08	3.83	1.13	3.62	0.23
15. Planning, preparing for, evaluating, and reporting airborne operations	3.12	0.55	4.01	0.76	4.03	0.70	3.01	0.48	3.47	0.81	3.53	0.12
2. Planning, gathering, evaluating, and reporting intelligence/threat	3.08	0.90	3.63	0.70	3.67	1.07	2.94	1.12	3.72	0.75	3.41	0.17
28. Install, operate, maintain radio sets	3.20	1.05	3.73	0.68	3.89	0.87	2.78	0.95	3.28	1.02	3.38	0.13
4. Planning and conducting intelligence operations/actions	2.47	1.15	3.60	0.93	4.17	1.00	2.68	1.18	3.60	1.25	3.30	0.12
3. Maintaining maps, workbooks, journals etc. to ensure intelligence information is correct	2.75	0.73	3.78	0.77	3.71	0.94	2.69	0.86	3.27	1.23	3.24	0.18
22. Reacting to and reporting on nuclear, biological, or chemical hazards	2.73	0.51	3.69	0.67	3.58	0.91	2.43	0.86	3.30	0.87	3.14	0.15
30. Encrypt/decrypt, transmit/receive, authenticate and write messages	2.48	0.91	3.52	0.86	3.52	1.11	2.42	0.78	3.47	1.13	3.08	0.13
31. Send/receive, authenticate, and encrypt/decrypt transmissions	2.10	0.85	3.18	0.73	3.22	1.18	2.60	0.82	2.48	0.95	2.72	0.15
13. Determining approach, implementing/coordinating program efforts, and evaluating effects of PsyOps	2.37	0.83	3.02	0.80	3.09	1.08	2.01	0.84	2.73	1.28	2.64	0.19
33. Use emergency procedures												

### Means and Standard Deviations of Task Category Importance Ratings:

Special Forces Common Task Categories  
18D Ratings

Task Category	1ST SFG(A) N= 6		3RD SFG(A) N= 10		5TH SFG(A) N= 8		7TH SFG(A) N= 5		10TH SFG(A) N= 7		GRAND MEAN	SD of MEAN
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD		
23. Administer first aid and rescue techniques to resuscitate, control bleeding, treat injuries, and treat shock	5.00	0.00	5.00	0.00	4.88	0.33	5.00	0.00	4.86	0.35	4.95	0.17
9. Determining directions, locations, elevations, azimuths, and distances in order to navigate over terrain	4.83	0.37	4.70	0.64	4.38	0.70	4.40	1.20	4.71	0.45	4.60	0.40
10. Determining distance, features, coordinates on map	4.67	0.47	4.60	0.80	4.13	1.05	4.20	1.17	4.71	0.45	4.46	0.30
6. Preparing and conducting instruction	4.50	0.50	4.30	0.78	4.13	1.05	4.40	0.49	4.29	0.45	4.32	0.23
11. Preparing for missions: support requirements, operations, infiltration, and exfiltration	4.50	0.50	4.20	0.88	4.38	0.70	4.20	0.75	4.29	0.88	4.31	0.13
24. Load, fire, reduce stoppage, and clear pistols, rifles, submachine guns, machine guns, and grenade	4.50	0.50	4.30	0.64	4.38	0.70	4.00	1.26	4.14	0.83	4.26	0.26
8. Analyzing mission requirements and intelligence information, planning for contingencies, preparing plans	4.67	0.47	3.90	1.14	3.75	1.09	4.00	1.10	4.29	0.88	4.12	0.25
20. Planning, preparing for, and conducting patrol and reconnaissance activities under various conditions	4.67	0.75	4.00	0.89	3.88	1.36	3.80	0.98	4.14	0.83	4.10	0.22
17. Obtaining food, shelter, water, and fire to survive elements and avoid hazards in various environments	4.50	0.76	4.00	0.89	3.63	1.41	3.80	1.47	4.43	0.49	4.07	0.38
14. Training, advising, and assisting host nation forces/agencies in civil affairs, military operations, and	4.33	0.75	4.20	0.75	3.88	1.27	3.80	1.17	4.00	0.76	4.04	0.21
1. Handling classified materials/records according to purpose	3.83	1.07	3.80	0.87	4.63	0.48	3.80	1.17	4.14	0.83	4.04	0.23
5. Developing Programs of Instruction (POI)	4.50	0.50	4.00	0.77	3.88	1.27	3.20	0.75	4.00	0.76	3.92	0.25
28. Install, operate, maintain radio sets	4.33	0.75	3.80	0.88	3.38	1.32	3.80	0.88	4.00	0.76	3.88	0.22
12. Contacting, organizing, and training guerrilla forces	4.00	0.82	3.70	1.10	3.88	1.05	3.40	1.36	3.86	0.64	3.77	0.24
7. Evaluating Programs of Instruction (POI)	3.83	1.34	3.60	1.11	4.00	1.00	3.80	0.98	3.57	0.73	3.76	0.20
33. Use emergency procedures	3.67	0.94	4.10	0.84	3.50	1.32	3.20	0.98	4.00	0.76	3.69	0.19
18. Planning, conducting, and coordinating offensive attacks in various environments/conditions	3.83	0.80	3.80	1.25	3.38	1.41	3.80	1.17	3.57	0.49	3.68	0.30
30. Encrypt/decrypt, transmit/receive, authenticate and write messages	4.17	1.07	3.70	1.10	3.50	1.32	3.00	1.41	4.00	0.76	3.67	0.23
25. Disassemble, reassemble, and perform function checks on pistols, rifles, submachine guns, machine	4.17	0.89	3.80	0.88	3.75	0.87	3.20	0.75	3.43	0.90	3.67	0.15
15. Planning, preparing for, and conducting airborne operations	3.83	1.07	3.60	0.92	3.63	1.22	3.00	1.10	4.00	0.76	3.64	0.13
2. Planning, gathering, evaluating, and reporting intelligence/threat	4.00	1.41	3.70	1.35	3.25	1.30	3.20	0.88	3.86	0.83	3.60	0.23
32. Construct antennas	4.00	0.58	3.30	0.90	3.63	1.48	2.80	0.98	4.00	0.53	3.55	0.39
16. Selecting and marking landing zones for various types of equipment	4.00	1.00	3.60	1.36	3.38	1.32	2.60	1.50	3.86	0.83	3.49	0.26
31. Send/receive, authenticate, and encrypt/decrypt transmissions	3.50	0.96	3.50	1.12	3.13	1.17	3.40	1.02	3.57	0.73	3.42	0.21
19. Planning for, coordinating, and conducting defensive operations for various conditions	3.50	0.96	3.40	1.20	3.63	1.32	2.60	1.02	3.57	0.73	3.34	0.19
3. Maintaining maps, workbooks, journals etc. to ensure intelligence information is correct	3.33	1.25	3.40	1.28	3.63	1.22	2.20	0.75	3.71	0.88	3.25	0.20
4. Planning and conducting intelligence operations/actions	3.67	0.94	3.30	1.19	2.88	1.27	2.80	0.75	3.43	0.80	3.21	0.21
27. Construct firing systems	2.83	0.69	3.00	0.77	4.00	0.87	2.40	1.02	3.71	0.70	3.19	0.19
21. Maintaining, donning, and using protective clothing, masks, and equipment	2.83	0.80	2.80	0.75	3.88	0.93	2.40	1.02	3.71	0.70	3.12	0.11
22. Reacting to and reporting on nuclear, biological, or chemical hazards	3.67	0.94	2.90	0.83	3.00	1.22	2.80	0.98	2.86	0.35	3.04	0.29
28. Tie knots/fashings during engineering operations	3.00	0.82	2.90	0.70	3.00	1.32	2.80	0.75	3.29	0.70	3.00	0.22
26. Identify, install, arm, disarm, remove threat mines and grenades	3.00	0.58	2.80	1.04	3.38	1.32	2.20	0.88	3.29	0.70	2.95	0.27
13. Determining approach, implementing/coordinating program efforts, and evaluating effects of PsyOps	3.00	0.58	2.80	1.04	3.38	1.32	2.20	0.88	3.29	0.70	2.95	0.27

**Means and Standard Deviations of Task Category Performance Variability Scores:**

Special Forces Common Task Catalogue  
180 Ratings

Task Category	1ST SFG(A) N= 6		3RD SFG(A) N= 10		5TH SFG(A) N= 8		7TH SFG(A) N= 5		10TH SFG(A) N= 7		GRAND MEAN	SD of MEAN
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD		
15. Planning, preparing for, and conducting airborne operations	0.89	0.41	0.82	0.33	0.87	0.42	0.84	0.34	0.63	0.35	0.63	0.04
16. Planning for, coordinating, and conducting defensive operations for various conditions	0.84	0.16	0.73	0.35	0.83	0.39	0.83	0.24	0.63	0.32	0.81	0.06
14. Training, advising, and assisting host nation forces/agencies in civil affairs, military operations, and	1.03	0.30	0.84	0.54	0.64	0.49	0.81	0.29	0.71	0.33	0.80	0.10
28. The knot/fashings during engineering operations	1.05	0.43	0.72	0.32	0.87	0.42	0.88	0.31	0.68	0.38	0.80	0.05
25. Disassemble, reassemble, and perform function checks on pistols, rifles, submachine guns, machine	0.99	0.32	0.72	0.24	0.80	0.32	0.80	0.32	0.71	0.34	0.78	0.04
18. Selecting and marking landing zones for various types of equipment	0.75	0.34	0.79	0.41	0.73	0.29	0.90	0.38	0.62	0.34	0.78	0.04
20. Planning, preparing for, and conducting patrol and reconnaissance activities under various conditions	0.83	0.29	0.68	0.32	0.63	0.28	0.87	0.20	0.71	0.37	0.74	0.06
29. Install, operate, maintain radio sets	0.73	0.28	0.72	0.43	0.69	0.28	0.80	0.30	0.67	0.50	0.74	0.09
3. Maintaining maps, workbooks, journals etc. to ensure intelligence information is correct	0.78	0.28	0.78	0.33	0.62	0.18	0.80	0.24	0.71	0.39	0.74	0.07
18. Planning, conducting, and coordinating offensive attacks in various environments/conditions	0.71	0.26	0.77	0.30	0.65	0.33	0.88	0.31	0.69	0.35	0.74	0.03
12. Planning, gathering, evaluating, and reporting intelligence/threat	0.78	0.50	0.69	0.28	0.71	0.38	0.80	0.26	0.68	0.39	0.73	0.09
12. Contacting, organizing, and training guerrilla forces	0.78	0.28	0.69	0.43	0.63	0.46	0.84	0.34	0.61	0.40	0.73	0.06
31. Send/receive, authenticate, and encrypt/decrypt transmissions	0.85	0.32	0.70	0.48	0.75	0.25	0.68	0.24	0.59	0.42	0.71	0.09
17. Obtaining food, shelter, water, and fire to survive elements and avoid hazards in various environments	0.72	0.37	0.83	0.37	0.52	0.41	0.93	0.35	0.55	0.34	0.71	0.03
27. Construct firing systems	0.95	0.41	0.71	0.34	0.70	0.25	0.58	0.39	0.63	0.45	0.71	0.07
8. Analyzing mission requirements and intelligence information, planning for contingencies, preparing plans	0.71	0.36	0.77	0.33	0.66	0.37	0.71	0.32	0.66	0.38	0.70	0.02
26. Identify, install, arm, disarm, remove threat mines and grenades	0.84	0.32	0.68	0.44	0.71	0.48	0.80	0.35	0.61	0.44	0.69	0.06
30. Encrypt/decrypt, transmit/receive, authenticate and write messages	0.73	0.28	0.65	0.42	0.67	0.36	0.76	0.34	0.58	0.40	0.68	0.06
11. Preparing for missions: support requirements, operations, infiltration, and exfiltration	0.67	0.28	0.74	0.35	0.57	0.45	0.81	0.24	0.58	0.34	0.67	0.06
32. Construct antennas	0.78	0.35	0.74	0.46	0.64	0.35	0.57	0.33	0.58	0.42	0.66	0.05
4. Planning and conducting intelligence operations/actions	0.68	0.36	0.71	0.38	0.58	0.38	0.59	0.48	0.73	0.42	0.68	0.04
13. Determining approach, implementing/coordinating program efforts, and evaluating effects of PsyOps	0.90	0.31	0.67	0.44	0.56	0.32	0.40	0.37	0.71	0.39	0.65	0.05
5. Developing Programs of Instruction (POI)	0.71	0.39	0.71	0.28	0.58	0.28	0.62	0.16	0.60	0.36	0.64	0.08
6. Preparing and conducting instruction	0.65	0.50	0.77	0.34	0.50	0.31	0.69	0.27	0.54	0.39	0.63	0.08
1. Handling classified materials/records according to purpose	0.84	0.40	0.62	0.22	0.60	0.51	0.54	0.36	0.54	0.39	0.63	0.09
24. Load, fire, reduce stoppage, and clear pistols, rifles, submachine guns, machine guns, and grenade	0.70	0.52	0.70	0.28	0.58	0.36	0.68	0.42	0.56	0.38	0.62	0.09
9. Determining directions, locations, elevations, azimuths, and distances in order to navigate over terrain	0.69	0.50	0.63	0.25	0.31	0.26	0.71	0.45	0.67	0.38	0.60	0.10
33. Use emergency procedures	0.78	0.45	0.63	0.35	0.53	0.38	0.42	0.38	0.50	0.35	0.57	0.03
7. Evaluating Programs of Instruction (POI)	0.49	0.28	0.65	0.23	0.48	0.24	0.67	0.23	0.51	0.48	0.56	0.10
22. Reacting to and reporting on nuclear, biological, or chemical hazards	0.56	0.38	0.53	0.32	0.58	0.44	0.48	0.32	0.52	0.45	0.53	0.06
10. Determining distance, features, coordinates on map	0.64	0.40	0.47	0.36	0.28	0.25	0.55	0.48	0.60	0.45	0.51	0.08
21. Maintaining, donning, and using protective clothing, masks, and equipment	0.50	0.30	0.61	0.46	0.32	0.34	0.62	0.29	0.34	0.39	0.48	0.06
23. Administer first aid and rescue techniques to resuscitate, control bleeding, treat injuries, and treat shock	0.24	0.28	0.37	0.37	0.11	0.19	0.29	0.41	0.21	0.24	0.24	0.08



### Means and Standard Deviations of Task Category Familiarity/Difficulty Scores:

Special Forces Common Task Categories

180 Ratings

Task Category	1ST SFG(A) N=6		3RD SFG(A) N=10		5TH SFG(A) N=8		7TH SFG(A) N=5		10TH SFG(A) N=7		GRAND MEAN	SD of MEAN
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD		
23. Administer first aid and rescue techniques to resuscitate, control bleeding, treat injuries, and treat shock	4.87	0.16	4.25	0.66	4.94	0.11	4.78	0.35	4.77	0.26	4.72	0.19
20. Determining distance, features, coordinates on map	4.40	0.64	3.94	0.89	4.74	0.36	3.88	1.01	3.76	0.67	4.16	0.23
9. Determining directions, locations, elevations, azimuths, and distances in order to navigate over terrain	4.30	0.64	3.88	0.85	4.64	0.41	3.88	0.83	3.73	0.58	4.09	0.16
24. Load, fire, reduce stoppage, and clear pistols, rifles, submachine guns, machine guns, and grenade	4.00	0.97	3.76	0.84	4.13	0.72	3.98	0.89	3.54	0.28	3.86	0.24
11. Preparing for missions: support requirements, operations, infiltration, and exfiltration	4.12	0.72	3.17	1.14	4.30	0.65	3.52	0.76	3.61	0.92	3.74	0.20
21. Maintaining, donning, and using protective clothing, masks, and equipment	3.57	1.20	3.33	0.77	4.48	0.87	3.20	0.83	3.87	0.97	3.69	0.16
17. Obtaining food, shelter, water, and fire to survive elements and avoid hazards in various environments	3.53	1.15	3.29	0.73	4.35	0.53	3.30	0.71	3.88	0.93	3.67	0.21
6. Preparing and conducting instruction	3.67	0.99	3.23	0.94	3.84	0.92	3.24	0.71	3.53	0.56	3.50	0.16
20. Planning, preparing for, and conducting patrol and reconnaissance activities under various conditions	3.87	0.83	3.05	1.22	3.83	0.75	3.50	0.78	3.36	0.73	3.48	0.18
1. Handling classified materials/records according to purpose	2.78	0.88	3.02	1.05	3.65	1.02	3.78	1.01	3.34	0.71	3.32	0.13
18. Planning, conducting, and coordinating offensive attacks in various environments/conditions	3.52	0.98	2.83	1.06	3.68	0.83	3.24	0.85	3.13	0.59	3.28	0.16
25. Disassemble, reassemble, and perform function checks on pistols, rifles, submachine guns, machine	3.05	1.19	2.93	1.07	3.35	0.91	3.04	0.98	3.06	1.01	3.26	0.10
15. Planning, preparing for, and conducting airborne operations	3.42	1.05	2.69	0.88	3.21	1.00	2.78	0.87	3.51	0.75	3.15	0.28
16. Selecting and marking landing zones for various types of equipment	3.02	1.04	2.70	1.24	3.69	1.21	3.06	0.81	3.17	1.08	3.13	0.15
12. Contacting, organizing, and training guerrilla forces	3.68	1.09	2.60	1.05	3.33	1.13	2.88	0.78	3.03	0.88	3.10	0.13
8. Analyzing mission requirements and intelligence information, planning for contingencies, preparing plans	3.22	1.37	2.71	1.25	3.88	0.70	2.78	1.00	2.94	1.06	3.10	0.23
7. Evaluating Programs of Instruction (POI)	3.30	0.81	2.50	1.04	3.43	1.16	2.88	0.78	3.20	0.70	3.08	0.18
14. Training, advising, and assisting host nation forces/agencies in civil affairs, military operations, and	3.47	1.09	2.69	1.02	3.16	0.98	2.98	0.46	2.99	0.87	3.05	0.22
29. Install, operate, maintain radio sets	3.37	1.05	2.83	1.16	3.25	0.85	2.20	0.89	3.31	0.83	2.99	0.10
5. Developing Programs of Instruction (POI)	2.88	1.19	2.73	0.86	4.09	0.75	1.82	0.61	3.14	1.22	2.93	0.24
22. Reacting to and reporting on nuclear, biological, or chemical hazards	2.70	0.84	2.73	1.18	3.25	1.02	3.06	0.56	2.69	0.97	2.89	0.21
19. Planning for, coordinating, and conducting defensive operations for various conditions	2.98	0.83	2.51	1.00	3.05	1.12	2.48	1.29	3.27	1.14	2.87	0.12
27. Construct firing systems	3.03	0.92	2.52	1.08	3.18	1.26	2.58	0.77	3.09	1.01	2.87	0.18
28. The knob/flashing during engineering operations	2.78	1.15	2.60	1.28	3.38	0.80	2.56	0.71	2.87	1.15	2.81	0.22
31. Send/receive, authenticate, and report intelligence/threat	2.76	1.01	2.50	1.00	2.34	0.85	2.24	0.76	3.00	1.09	2.57	0.12
32. Construct antennas	2.70	1.18	2.54	1.11	2.00	0.73	2.12	0.74	3.28	0.78	2.52	0.19
3. Maintaining maps, workbooks, journals etc. to ensure intelligence information is correct	2.53	0.84	2.15	1.01	2.98	1.12	2.22	0.79	2.73	0.96	2.52	0.12
30. Encrypt/decrypt, transmit/receive, authenticate and write messages	2.68	1.13	2.47	1.02	2.45	0.92	1.86	0.68	2.63	0.93	2.42	0.15
13. Determining approach, implementing/coordinating program efforts, and evaluating effects of PsyOps	2.70	0.81	2.22	0.95	2.58	1.04	1.64	0.62	2.93	1.17	2.41	0.23
26. Identify, install, arm, disarm, remove threat mines and grenades	2.57	1.25	2.34	1.03	2.30	1.02	2.36	0.96	2.13	0.93	2.34	0.11
4. Planning and conducting intelligence operations/actions	2.10	0.88	2.08	0.88	2.83	0.85	1.94	0.76	2.59	0.95	2.33	0.07
33. Use emergency procedures	2.50	1.33	1.97	0.78	1.78	0.74	1.56	0.75	2.31	1.09	2.02	0.23

### Means and Standard Deviations of Task Category Importance Ratings:

Special Forces Common Task Categories

18E Ratings

Task Category	1ST SFG(A) N= 4		3RD SFG(A) N= 6		8TH SFG(A) N= 7		7TH SFG(A) N= 8		10TH SFG(A) N= 6		GRAND MEAN		SD of MEAN
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	SD	MEAN
1. Handling classified materials/records according to purpose	4.75	0.43	5.00	0.00	4.43	0.73	4.88	0.33	4.17	1.07	4.64	0.36	0.36
9. Determining directions, locations, elevations, azimuths, and distances in order to navigate over terrain	4.25	0.63	5.00	0.00	4.71	0.45	5.00	0.00	4.00	0.58	4.59	0.33	0.33
30. Encrypted/decrypt, transmit/receive, authenticate and write messages	4.50	0.87	5.00	0.00	4.71	0.70	4.88	0.33	3.67	0.75	4.55	0.32	0.32
10. Determining distance, features, coordinates on map	4.25	0.83	5.00	0.00	4.57	0.49	5.00	0.00	3.67	0.75	4.50	0.36	0.36
23. Administer first aid and rescue techniques to resuscitate, control bleeding, treat injuries, and treat shock	4.75	0.43	4.83	0.37	4.14	0.89	4.88	0.33	3.83	0.90	4.49	0.28	0.28
32. Construct antennas	4.25	0.83	5.00	0.00	4.86	0.33	4.88	0.33	3.33	0.75	4.46	0.30	0.30
11. Preparing for missions: support requirements, operations, infiltration, and exfiltration	4.75	0.43	4.67	0.75	4.57	0.49	4.50	0.50	3.50	0.76	4.40	0.11	0.11
20. Planning, preparing for, and conducting patrol and reconnaissance activities under various conditions	4.50	0.87	4.33	0.73	4.57	0.73	4.50	0.71	4.00	0.82	4.38	0.11	0.11
31. Send/receive, authenticate, and encrypted/decrypt transmissions	4.50	0.87	4.58	0.73	4.57	0.73	4.75	0.43	3.50	0.86	4.38	0.18	0.18
8. Analyzing mission requirements and intelligence information, planning for contingencies, preparing plans	4.50	0.87	4.50	0.76	4.43	0.49	4.38	0.70	4.00	1.00	4.38	0.17	0.17
33. Use emergency procedures	4.25	1.30	4.00	1.41	4.43	0.73	4.75	0.43	3.67	0.94	4.22	0.36	0.36
29. Install, operate, maintain radio sets	4.25	0.83	5.00	0.00	4.71	0.70	3.75	1.30	3.33	0.75	4.21	0.42	0.42
24. Load, fire, reduce stoppage, and clear pistols, rifles, submachine guns, machine guns, and grenade	4.00	0.71	3.83	0.69	4.43	0.73	4.88	0.33	3.83	0.90	4.19	0.19	0.19
5. Developing Programs of Instruction (POI)	3.75	0.83	4.50	0.50	4.28	0.70	4.50	0.71	3.33	0.94	4.07	0.15	0.15
14. Training, advising, and assisting host nation forces/agencies in civil affairs, military operations, and	4.50	0.50	4.00	1.15	4.28	0.70	4.25	0.97	3.33	1.49	4.03	0.35	0.35
12. Contacting, organizing, and training guerrilla forces	4.00	0.71	4.17	0.90	3.88	0.69	4.63	0.70	3.50	0.98	4.07	0.12	0.12
6. Preparing and conducting instruction	4.00	0.71	4.17	0.90	4.14	0.83	4.50	0.71	3.33	0.94	4.03	0.10	0.10
15. Planning, preparing for, and conducting airborne operations	4.00	0.00	4.33	0.75	4.14	0.83	4.38	0.70	3.17	0.69	4.00	0.30	0.30
18. Planning, conducting, and coordinating offensive attacks in various environments/conditions	4.25	0.43	3.33	0.47	4.00	0.83	4.13	0.60	4.00	0.82	3.94	0.19	0.19
17. Obtaining food, shelter, water, and fire to survive elements and avoid hazards in various environments	4.25	0.83	3.83	0.90	3.88	1.12	4.50	0.71	3.17	0.69	3.92	0.16	0.16
19. Planning for, coordinating, and conducting defensive operations for various conditions	3.75	0.43	3.33	0.47	4.14	0.89	4.00	0.71	4.17	0.69	3.88	0.20	0.20
16. Selecting and marking landing zones for various types of equipment	3.25	0.43	4.33	0.47	3.88	0.83	4.38	0.70	3.00	0.82	3.78	0.14	0.14
4. Planning and conducting intelligence operations/actions	3.25	0.43	3.67	0.75	3.28	0.88	4.00	0.87	3.33	0.94	3.71	0.07	0.07
25. Disassemble, reassemble, and perform function checks on pistols, rifles, submachine guns, machine	3.25	1.30	3.17	0.90	3.88	0.63	4.75	0.66	3.33	0.94	3.67	0.21	0.21
2. Planning, gathering, evaluating, and reporting intelligence/threat	4.00	0.71	3.83	0.69	3.43	0.73	3.88	0.78	3.00	0.58	3.63	0.07	0.07
27. Construct firing systems	3.00	0.00	3.17	0.69	3.43	0.80	4.50	0.71	3.50	1.12	3.52	0.38	0.38
3. Maintaining maps, workbooks, journals etc. to ensure intelligence information is correct	3.50	0.50	3.67	1.11	3.00	0.53	4.00	0.87	3.00	0.58	3.43	0.23	0.23
7. Evaluating Programs of Instruction (POI)	3.50	0.50	3.83	0.69	3.28	0.88	3.63	0.86	2.67	0.75	3.38	0.14	0.14
26. Identify, install, arm, disarm, remove threat mines and grenades	3.50	0.87	2.50	0.88	3.28	1.28	4.50	0.71	3.00	1.53	3.36	0.30	0.30
13. Determining approach, implementing/coordinating program efforts, and evaluating effects of PsyOps	3.75	0.43	3.33	1.11	3.00	1.20	3.25	0.68	3.00	1.15	3.27	0.31	0.31
28. Tie knots/fashings during engineering operations	3.00	0.00	3.00	0.82	3.00	0.78	4.25	0.97	2.50	0.76	3.15	0.34	0.34
22. Reacting to and reporting on nuclear, biological, or chemical hazards	3.50	0.87	3.75	1.07	3.43	1.05	3.00	1.00	2.00	1.00	3.14	0.07	0.07
21. Maintaining, donning, and using protective clothing, masks, and equipment	3.25	0.43	3.67	1.11	3.28	0.88	3.25	0.83	1.83	0.69	3.06	0.22	0.22



**Means and Standard Deviations of Task Category Familiarity/Difficulty Scores:**

Special Forces Common Task Categories  
16E Ratings

Task Category	1ST SFG(A) N= 4		3RD SFG(A) N= 6		5TH SFG(A) N= 7		7TH SFG(A) N= 8		10TH SFG(A) N= 6		GRAND MEAN		SD of MEAN	
	MIN	SD	MIN	SD	MIN	SD	MIN	SD	MIN	SD	MEAN	SD	MEAN	SD
10. Determining distance, features, coordinates on map	4.85	0.26	4.27	0.52	4.31	0.60	4.76	0.15	4.30	0.39	4.50	0.18	4.50	0.18
9. Determining directions, locations, elevations, azimuths, and distances in order to navigate over terrain	4.05	0.58	4.38	0.58	4.20	0.85	4.64	0.32	4.42	0.35	4.34	0.18	4.34	0.18
1. Handling classified materials/records according to purpose	4.40	0.51	4.38	0.31	4.07	0.90	4.26	0.73	4.50	0.44	4.32	0.21	4.32	0.21
29. Install, operate, maintain radio sets	4.70	0.22	4.48	0.52	4.48	0.66	3.96	1.03	3.88	0.85	4.28	0.28	4.28	0.28
32. Construct antennas	4.90	0.10	4.15	0.68	4.27	0.72	4.45	0.51	3.42	1.22	4.24	0.36	4.24	0.36
30. Encrypt/decrypt, transmit/receive, authenticate and write messages	4.78	0.15	4.08	0.87	4.27	0.74	4.44	0.40	3.58	1.00	4.23	0.29	4.23	0.29
23. Administer first aid and rescue techniques to resuscitate, control bleeding, treat injuries, and treat shock	4.25	0.55	4.15	0.58	3.99	0.85	4.16	0.44	4.05	0.68	4.12	0.14	4.12	0.14
21. Maintaining, donning, and using protective clothing, masks, and equipment	4.18	0.85	3.68	0.95	4.11	1.07	4.24	0.81	3.97	1.02	4.04	0.15	4.04	0.15
20. Planning, preparing for, and conducting patrol and reconnaissance activities under various conditions	4.10	0.90	4.20	0.48	4.03	0.82	4.16	0.78	3.58	0.73	4.01	0.14	4.01	0.14
31. Send/receive, authenticate, and encrypt/decrypt transmissions	4.38	0.75	4.14	0.58	4.24	0.77	4.28	0.75	3.02	0.86	4.01	0.09	4.01	0.09
24. Load, fire, reduce stoppage, and clear pistols, rifles, submachine guns, machine guns, and grenade	3.93	1.11	4.13	0.68	3.74	0.72	4.09	0.75	4.15	0.62	4.01	0.18	4.01	0.18
6. Preparing and conducting instruction	4.05	0.77	3.84	0.67	3.66	0.93	3.84	0.66	3.73	1.08	3.78	0.16	3.78	0.16
11. Preparing for missions: support requirements, operations, infiltration, and exfiltration	3.28	0.48	3.87	0.55	3.88	0.91	4.03	0.87	3.87	0.89	3.78	0.15	3.78	0.15
22. Reacting to and reporting on nuclear, biological, and chemical hazards	3.70	0.84	3.29	1.28	3.56	1.35	3.93	0.85	3.83	1.06	3.68	0.19	3.68	0.19
15. Planning, preparing for, and conducting airborne operations	3.75	0.71	3.48	0.87	3.74	1.07	3.83	0.92	3.35	0.88	3.63	0.15	3.63	0.15
17. Obtaining food, shelter, water, and fire to survive elements and avoid hazards in various environments	3.25	0.59	3.75	0.82	4.10	0.74	3.88	1.03	3.15	1.08	3.63	0.20	3.63	0.20
8. Analyzing mission requirements and intelligence information, planning for contingencies, preparing plans	3.98	0.38	3.66	0.43	3.61	0.88	3.61	1.02	3.10	0.48	3.59	0.28	3.59	0.28
18. Planning, conducting, and coordinating offensive attacks in various environments/conditions	3.25	0.15	3.80	0.63	3.66	0.83	3.66	0.88	3.72	0.88	3.57	0.31	3.57	0.31
8. Analyzing mission requirements and intelligence information, planning for contingencies, preparing plans	3.50	0.73	3.23	1.16	3.26	1.03	3.76	1.12	3.92	0.74	3.53	0.18	3.53	0.18
16. Selecting and marking landing zones for various types of equipment	3.53	0.54	3.13	1.25	3.23	0.87	3.69	0.50	3.75	0.79	3.50	0.27	3.50	0.27
25. Disassemble, reassemble, and perform function checks on pistols, rifles, submachine guns, machine	3.63	0.49	3.50	0.43	2.91	0.70	3.28	0.68	3.97	0.59	3.48	0.10	3.48	0.10
2. Planning, gathering, evaluating, and reporting intelligence/threat	4.13	0.50	3.23	0.78	2.80	1.10	3.44	0.78	3.67	1.11	3.45	0.23	3.45	0.23
27. Construct firing systems	4.33	0.24	2.77	0.84	3.04	1.29	3.50	0.86	3.45	0.86	3.42	0.38	3.42	0.38
28. The knots/teachings during engineering operations	3.43	0.53	3.55	0.58	2.86	1.32	3.20	0.88	3.68	1.15	3.36	0.31	3.36	0.31
7. Evaluating Programs of Instruction (POI)	3.43	0.39	3.49	0.78	2.97	0.58	3.64	0.44	3.22	1.05	3.35	0.24	3.35	0.24
5. Developing Programs of Instruction (POI)	3.33	0.83	3.25	0.42	3.50	1.21	3.38	0.79	3.10	1.34	3.31	0.33	3.31	0.33
12. Contacting, organizing, and training guerrilla forces	3.58	0.83	3.29	0.59	3.54	1.15	3.25	1.20	2.75	1.37	3.28	0.28	3.28	0.28
14. Training, advising, and assisting host nation forces/agencies in civil affairs, military operations, and	3.10	0.61	3.00	0.79	3.31	0.60	3.20	1.06	3.10	0.45	3.14	0.21	3.14	0.21
19. Planning for, coordinating, and conducting defensive operations for various conditions	3.90	0.85	2.78	1.07	2.89	1.19	3.39	1.06	2.17	1.14	3.02	0.19	3.02	0.19
33. Use emergency procedures	3.23	0.58	3.08	0.87	2.30	0.86	3.45	0.80	2.95	0.92	3.00	0.12	3.00	0.12
28. Identify, install, arm, disarm, remove threat mines and grenades	3.15	0.71	3.61	0.81	2.03	0.58	2.81	0.73	3.45	0.91	2.87	0.11	2.87	0.11
4. Planning and conducting intelligence operations/actions	3.15	0.98	2.78	0.87	2.10	0.63	2.81	0.76	3.40	0.81	2.85	0.12	2.85	0.12
3. Maintaining maps, workbooks, journals etc. to ensure intelligence information is correct	3.15	0.98	2.78	0.87	2.10	0.63	2.81	0.76	3.40	0.81	2.85	0.12	2.85	0.12
13. Determining approach, implementing/coordinating program efforts, and evaluating effects of PsyOps	2.48	0.95	2.58	0.86	2.08	0.88	2.01	0.70	2.55	1.26	2.34	0.18	2.34	0.18

**Appendix E**

**Tables of MOS-Specific Task Category Ratings by MOS and SFG[A]**

### Means and Standard Deviations of Task Category Importance Ratings:

#### 18A Specific Task Categories

Task Category	1ST SFG[A] N= 6		3RD SFG[A] N= 8		5TH SFG[A] N= 8		7TH SFG[A] N= 6		10TH SFG[A] N= 7		GRAND MEAN		SD of MEAN	
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	SD	MEAN	SD
11. Command and control	4.83	0.37	4.75	0.43	4.75	0.66	4.67	0.47	4.86	0.35	4.77	0.07	4.76	0.16
4. Plan/coordinate/conduct ops	4.83	0.37	4.50	1.00	4.75	0.66	5.00	0.00	4.71	0.70	4.76	0.16	4.59	0.11
14. Interface indigenous populations/agencies	4.50	0.50	4.50	0.71	4.75	0.66	4.50	0.76	4.71	0.45	4.59	0.11	4.58	0.32
2. Leading	4.83	0.37	4.50	0.87	4.75	0.43	4.83	0.37	4.00	1.20	4.58	0.32	4.58	0.32
16. Navigating and surviving the field	4.50	0.76	4.63	0.70	3.88	1.05	4.67	0.47	4.14	1.12	4.36	0.31	4.36	0.31
12. Detachment training (prepare for ops)	4.33	0.47	4.50	0.87	4.38	0.86	4.33	0.75	4.14	1.36	4.34	0.11	4.34	0.11
15. Communicating with Chain-of -Command	4.17	0.69	4.38	0.48	4.38	0.99	4.33	0.47	4.29	0.88	4.31	0.08	4.31	0.08
13. Training indigenous people	4.33	0.75	3.75	0.97	3.88	1.45	4.50	0.50	4.71	0.45	4.23	0.37	4.23	0.37
6. Conducting maneuvers	4.17	0.69	4.50	0.50	4.13	0.93	4.33	0.47	3.71	1.39	4.17	0.26	4.17	0.26
7. Conducting fire support	3.83	0.90	3.88	1.27	4.13	0.78	3.67	0.94	3.29	1.03	3.76	0.28	3.76	0.28
1. Supervising	3.50	0.76	3.50	1.00	3.88	0.78	4.33	0.47	3.57	1.05	3.76	0.32	3.76	0.32
9. Enhance mobility /survivability (SOF)	4.00	0.82	3.38	0.99	3.25	0.83	4.00	0.82	3.71	0.88	3.67	0.31	3.67	0.31
10. Combat service support	3.33	0.47	3.25	1.39	3.38	0.86	4.00	0.82	3.57	1.18	3.51	0.27	3.51	0.27
5. Gather/analyze intelligence	3.00	0.82	3.50	0.50	3.50	1.00	3.67	0.75	3.57	0.73	3.45	0.23	3.45	0.23
3. Handling admin. tasks	2.67	0.75	3.88	0.78	3.25	0.97	3.50	0.50	3.14	1.25	3.29	0.40	3.29	0.40
8. Conducting air defense	2.83	0.37	2.75	0.97	2.63	1.32	3.17	0.90	2.71	0.88	2.82	0.19	2.82	0.19

**Means and Standard Deviations of Task Category Performance Variability Scores:**

**18A Specific Task Categories**

Task Category	1ST SFG[A] N= 6		3RD SFG[A] N= 8		5TH SFG[A] N= 8		7TH SFG[A] N= 6		10TH SFG[A] N= 7		GRAND MEAN		SD of MEAN
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	SD	
5. Gather/analyze intelligence	0.83	0.23	0.77	0.14	1.03	0.27	0.75	0.19	1.05	0.27	0.89	0.22	
9. Enhance mobility /survivability (SOF)	0.79	0.45	0.70	0.39	0.99	0.28	0.80	0.14	1.00	0.21	0.86	0.29	
13. Training indigenous people	1.02	0.28	0.69	0.35	1.01	0.29	0.73	0.20	0.80	0.26	0.85	0.28	
16. Navigating and surviving the field	0.92	0.26	0.69	0.45	0.92	0.44	0.78	0.27	0.91	0.29	0.85	0.34	
7. Conducting fire support	0.74	0.05	0.81	0.26	0.96	0.51	0.68	0.15	0.97	0.29	0.83	0.25	
11. Command and control	0.75	0.41	0.77	0.28	0.95	0.34	0.73	0.16	0.95	0.25	0.83	0.29	
4. Plan/coordinate/conduct ops	0.81	0.15	0.78	0.16	0.92	0.35	0.69	0.15	0.93	0.26	0.83	0.21	
14. Interface indigenous populations/agencies	0.95	0.16	0.62	0.29	0.95	0.31	0.69	0.13	0.92	0.38	0.83	0.25	
2. Leading	0.69	0.11	0.83	0.29	1.06	0.22	0.65	0.10	0.90	0.22	0.83	0.19	
8. Conducting air defense	0.70	0.34	0.79	0.39	0.78	0.57	0.78	0.18	1.02	0.30	0.81	0.36	
10. Combat service support	0.62	0.35	0.68	0.37	0.87	0.30	0.74	0.09	1.01	0.28	0.78	0.28	
6. Conducting maneuvers	0.59	0.32	0.72	0.26	0.95	0.44	0.73	0.19	0.82	0.24	0.76	0.29	
15. Communicating with Chain-of -Command	0.67	0.16	0.63	0.34	0.92	0.34	0.68	0.14	0.86	0.27	0.75	0.25	
12. Detachment training (prepare for ops)	0.75	0.41	0.67	0.36	0.95	0.24	0.55	0.12	0.84	0.33	0.75	0.29	
3. Handling admin. tasks	0.49	0.23	0.64	0.17	0.89	0.29	0.73	0.19	0.94	0.31	0.74	0.24	
1. Supervising	0.64	0.13	0.72	0.20	0.98	0.18	0.57	0.14	0.73	0.26	0.73	0.14	

**Means and Standard Deviations of Task Category Familiarity/Difficulty Scores:**  
**18A Specific Task Categories**

Task Category	1ST SFG[A] N= 6		3RD SFG[A] N= 8		5TH SFG[A] N= 8		7TH SFG[A] N= 6		10TH SFG[A] N= 7		GRAND MEAN		SD of MEAN
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	SD	MEAN
11. Command and control	3.92	0.58	4.18	0.44	3.81	0.46	3.87	0.54	3.76	0.62	3.91	0.14	0.14
15. Communicating with Chain-of-Command	4.07	0.35	4.13	0.56	3.68	0.81	3.78	0.65	3.84	0.82	3.90	0.17	0.17
1. Supervising	4.03	0.37	3.83	0.32	3.45	0.64	4.08	0.51	3.94	0.74	3.87	0.23	0.23
6. Conducting maneuvers	4.10	0.42	4.09	0.52	3.54	0.91	3.53	0.38	4.01	0.71	3.85	0.26	0.26
12. Detachment training (prepare for ops)	3.95	0.57	4.23	0.54	3.73	0.60	3.88	0.76	3.41	0.98	3.84	0.27	0.27
2. Leading	3.93	0.42	4.06	0.41	3.43	0.57	4.02	0.50	3.54	0.70	3.80	0.26	0.26
16. Navigating and surviving the field	3.68	0.25	4.08	0.81	3.84	0.74	3.65	0.56	3.73	0.89	3.79	0.15	0.15
3. Handling admin. tasks	4.53	0.30	4.14	0.39	3.15	1.06	3.65	0.54	3.36	1.01	3.77	0.51	0.51
10. Combat service support	4.23	0.56	4.11	0.69	3.38	0.90	3.48	0.57	3.47	0.70	3.74	0.36	0.36
4. Plan/coordinate/conduct ops	3.67	0.38	3.73	0.29	3.50	0.77	3.67	0.62	3.73	0.59	3.66	0.08	0.08
7. Conducting fire support	3.95	0.31	3.83	0.73	3.63	0.69	3.22	0.67	3.51	0.55	3.63	0.25	0.25
14. Interface indigenous populations/agencies	3.57	0.21	3.69	1.46	3.51	0.71	3.55	0.76	3.69	0.99	3.60	0.07	0.07
9. Enhance mobility /survivability (SOF)	3.75	0.68	3.86	0.69	3.09	0.82	3.22	0.49	3.34	0.62	3.45	0.30	0.30
5. Gather/analyze intelligence	3.48	0.64	3.41	0.90	3.21	0.78	3.33	0.45	3.50	0.71	3.39	0.11	0.11
13. Training indigenous people	3.33	0.31	3.50	1.38	3.10	0.73	3.48	0.80	3.27	1.02	3.34	0.15	0.15
8. Conducting air defense	3.88	0.63	3.25	1.10	3.14	1.07	3.03	0.40	3.21	0.75	3.30	0.30	0.30



### Means and Standard Deviations of Task Category Importance Ratings:

#### 180A Specific Task Categories

Task Category	1ST SFG[A] N= 6		3RD SFG[A] N= 4		5TH SFG[A] N= 4		7TH SFG[A] N= 5		10TH SFG[A] N= 3		GRAND MEAN		SD of MEAN	
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	SD	MEAN	SD
4. Plan/coordinate/conduct ops	5.00	0.00	5.00	0.00	5.00	0.00	4.60	0.49	5.00	0.00	4.92	0.00	4.92	0.16
11. Command and control	4.83	0.37	4.75	0.43	4.75	0.43	4.20	0.75	4.67	0.47	4.64	0.47	4.64	0.23
13. Training indigenous people	4.50	0.50	4.25	0.43	4.75	0.43	4.80	0.40	4.67	0.47	4.59	0.47	4.59	0.20
14. Interface indigenous populations/agencies	4.67	0.47	4.50	0.50	4.50	0.50	4.20	0.75	5.00	0.00	4.57	0.00	4.57	0.26
2. Leading	4.67	0.47	4.50	0.87	4.75	0.43	4.60	0.49	4.33	0.47	4.57	0.47	4.57	0.14
12. Detachment training (prepare for ops)	4.50	0.50	4.25	0.83	4.75	0.43	4.60	0.49	4.67	0.47	4.55	0.47	4.55	0.17
16. Navigating and surviving the field	4.50	0.76	4.75	0.43	4.00	1.00	4.40	0.80	4.00	0.82	4.33	0.82	4.33	0.29
5. Gather/analyze intelligence	3.83	1.07	3.75	0.83	4.50	0.50	4.40	0.49	4.67	0.47	4.23	0.47	4.23	0.37
15. Communicating with Chain-of -Command	4.17	0.69	4.50	0.50	4.00	0.71	4.00	0.89	4.33	0.47	4.20	0.47	4.20	0.19
6. Conducting maneuvers	4.17	0.69	4.25	0.43	4.50	0.50	3.80	0.75	4.00	0.82	4.14	0.82	4.14	0.24
9. Enhance mobility /survivability (SOF)	3.83	0.90	4.25	0.83	3.75	1.09	4.20	0.75	3.67	1.25	3.94	1.25	3.94	0.24
1. Supervising	3.67	0.75	3.75	0.83	3.50	0.87	4.40	0.49	4.33	0.47	3.93	0.47	3.93	0.37
3. Handling admin. tasks	3.00	1.00	4.00	0.71	3.25	0.43	4.40	0.49	4.00	0.82	3.73	0.82	3.73	0.52
10. Combat service support	3.17	0.37	3.00	0.71	4.00	0.71	4.00	0.00	4.00	0.82	3.63	0.82	3.63	0.45
7. Conducting fire support	3.67	0.75	3.50	0.50	4.25	0.43	3.60	0.80	3.00	0.82	3.60	0.82	3.60	0.40
8. Conducting air defense	3.00	1.00	2.75	0.43	3.25	0.83	3.00	0.63	2.33	0.94	2.87	0.94	2.87	0.31

### Means and Standard Deviations of Task Category Performance Variability Scores:

#### 180A Specific Task Categories

Task Category	1ST SFG[A] N= 6		3RD SFG[A] N= 4		5TH SFG[A] N= 4		7TH SFG[A] N= 5		10TH SFG[A] N= 3		GRAND	SD of
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	MEAN
8. Conducting air defense	0.61	0.28	0.75	0.17	1.10	0.22	0.70	0.16	0.81	0.31	0.80	0.17
7. Conducting fire support	0.78	0.24	0.70	0.18	0.99	0.21	0.68	0.19	0.80	0.24	0.79	0.11
2. Leading	0.69	0.22	0.63	0.21	1.10	0.27	0.80	0.34	0.63	0.17	0.77	0.18
4. Plan/coordinate/conduct ops	0.89	0.20	0.58	0.26	1.02	0.26	0.72	0.22	0.57	0.24	0.76	0.18
1. Supervising	0.75	0.36	0.73	0.27	0.94	0.09	0.78	0.28	0.52	0.16	0.74	0.14
13. Training indigenous people	0.80	0.13	0.49	0.27	1.10	0.23	0.74	0.18	0.59	0.09	0.74	0.21
5. Gather/analyze intelligence	0.77	0.20	0.71	0.08	1.06	0.17	0.65	0.12	0.52	0.16	0.74	0.18
9. Enhance mobility /survivability (SOF)	0.62	0.37	0.64	0.22	1.04	0.24	0.69	0.19	0.64	0.27	0.73	0.16
11. Command and control	0.73	0.46	0.53	0.26	1.08	0.27	0.68	0.23	0.57	0.12	0.72	0.19
6. Conducting maneuvers	0.72	0.37	0.63	0.21	1.10	0.13	0.56	0.18	0.56	0.37	0.71	0.20
14. Interface indigenous populations/agencies	0.88	0.26	0.50	0.29	0.89	0.32	0.65	0.10	0.59	0.09	0.70	0.16
16. Navigating and surviving the field	0.78	0.26	0.48	0.36	1.02	0.25	0.72	0.20	0.45	0.33	0.69	0.21
3. Handling admin. tasks	0.56	0.29	0.73	0.26	0.86	0.21	0.67	0.16	0.60	0.15	0.69	0.10
15. Communicating with Chain-of -Command	0.89	0.25	0.40	0.32	0.84	0.32	0.74	0.16	0.53	0.17	0.68	0.19
12. Detachment training (prepare for ops)	0.68	0.44	0.49	0.27	1.09	0.29	0.59	0.10	0.49	0.21	0.67	0.22
10. Combat service support	0.64	0.41	0.58	0.16	0.77	0.19	0.62	0.13	0.43	0.31	0.61	0.11

### Means and Standard Deviations of Task Category Familiarity/Difficulty Scores:

180A Specific Task Categories

Task Category	1ST SFG[A] N= 6		3RD SFG[A] N= 4		5TH SFG[A] N= 4		7TH SFG[A] N= 5		10TH SFG[A] N= 3		GRAND MEAN		SD of MEAN	
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	SD	MEAN	SD
12. Detachment training (prepare for ops)	4.22	0.49	4.63	0.42	3.83	0.47	3.90	0.67	4.47	0.54	4.21	0.31	4.21	0.31
15. Communicating with Chain-of -Command	3.68	0.40	4.60	0.52	4.28	0.38	3.52	0.53	4.73	0.12	4.16	0.48	4.16	0.48
16. Navigating and surviving the field	4.13	0.41	4.58	0.43	3.88	0.45	3.68	0.52	4.50	0.37	4.15	0.35	4.15	0.35
10. Combat service support	4.15	0.59	4.33	0.51	4.10	0.25	3.82	0.66	4.37	0.69	4.15	0.19	4.15	0.19
14. Interface indigenous populations/agencies	3.72	0.35	4.65	0.38	4.00	0.51	3.60	0.58	4.67	0.05	4.13	0.45	4.13	0.45
9. Enhance mobility /survivability (SOF)	4.22	0.39	4.43	0.38	3.78	0.76	3.72	0.54	4.37	0.29	4.10	0.30	4.10	0.30
2. Leading	4.10	0.37	4.38	0.44	3.85	0.38	3.76	0.27	4.27	0.56	4.07	0.24	4.07	0.24
11. Command and control	4.03	0.57	4.35	0.42	3.90	0.51	3.68	0.48	4.30	0.64	4.05	0.25	4.05	0.25
6. Conducting maneuvers	4.22	0.38	4.20	0.42	3.83	0.36	3.66	0.53	4.33	0.80	4.05	0.26	4.05	0.26
4. Plan/coordinate/conduct ops	3.58	0.48	4.55	0.44	4.00	0.22	3.66	0.58	4.30	0.71	4.02	0.37	4.02	0.37
13. Training indigenous people	3.82	0.23	4.48	0.44	3.75	0.43	3.64	0.61	4.33	0.52	4.00	0.34	4.00	0.34
3. Handling admin. tasks	4.10	0.60	4.10	0.58	3.68	0.53	3.88	0.26	4.07	0.90	3.96	0.17	3.96	0.17
1. Supervising	4.05	0.25	4.25	0.48	3.53	0.50	3.54	0.34	4.27	0.75	3.93	0.33	3.93	0.33
5. Gather/analyze intelligence	4.00	0.26	3.80	0.31	3.73	0.66	3.82	0.52	4.27	0.75	3.92	0.19	3.92	0.19
7. Conducting fire support	3.90	0.24	3.48	1.13	4.05	0.17	3.30	0.62	3.83	1.02	3.71	0.28	3.71	0.28
8. Conducting air defense	4.23	0.36	3.23	0.79	3.70	0.37	3.18	0.59	4.00	0.62	3.67	0.42	3.67	0.42

### Means and Standard Deviations of Task Category Importance Ratings:

18B Specific Task Categories

Sorted by Grand Mean Importance

Task Category	1ST SFG[A] N= 7		3RD SFG[A] N= 10		5TH SFG[A] N= 5		7TH SFG[A] N= 7		10TH SFG[A] N= 5		GRAND MEAN	SD of MEAN
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD		
4. Observed Fire Procedures	4.14	0.83	4.80	0.60	3.40	1.36	4.00	0.93	4.80	0.40	4.23	0.53
5. 81mm Mortar, M29A1	4.14	0.64	4.40	0.80	3.80	1.17	3.71	0.88	4.80	0.40	4.17	0.40
6. 60mm Mortar	4.14	0.64	4.70	0.64	3.60	1.36	3.71	0.88	4.60	0.49	4.15	0.45
1. Indirect Fire Tactics	3.57	0.49	4.50	0.67	3.40	1.36	3.71	0.88	4.80	0.40	4.00	0.55
2. Fire Direction Center	3.43	0.49	4.70	0.64	3.00	1.10	3.86	0.99	4.40	0.80	3.88	0.62
13. Training Management	3.29	0.70	4.20	0.98	3.00	1.10	4.43	0.73	4.40	0.80	3.86	0.60
3. Plotting Board	3.43	0.49	4.60	0.66	2.80	1.17	3.86	0.99	4.40	0.80	3.82	0.65
7. Air Defense Artillery (ADA)	3.43	0.73	4.00	0.77	3.00	1.41	3.00	1.07	4.20	0.98	3.53	0.50
8. Anti-Tank Weapons	2.86	0.83	4.20	0.87	2.60	1.36	3.43	1.40	4.20	0.98	3.46	0.66
9. Operating Systems	2.57	1.18	3.20	1.08	3.40	1.36	3.57	0.73	3.40	1.36	3.23	0.35
10. Locking Systems	2.43	1.29	3.10	0.94	3.40	1.36	3.43	0.90	3.40	1.36	3.15	0.38
11. Feeding Mechanisms	2.57	0.73	3.00	0.63	3.40	1.36	3.43	0.90	3.00	1.67	3.08	0.31
12. Cycle of Operation	2.14	0.64	3.20	0.75	3.20	1.17	3.71	0.70	2.80	1.83	3.01	0.52

### Means and Standard Deviations of Task Category Performance Variability Scores:

#### 18B Specific Task Categories

Task Category	1ST SFG[A] N= 7		3RD SFG[A] N= 10		5TH SFG[A] N= 5		7TH SFG[A] N= 7		10TH SFG[A] N= 5		GRAND MEAN	SD of MEAN
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD		
3. Plotting Board	0.66	0.24	0.74	0.40	0.80	0.41	1.11	0.30	0.79	0.34	0.82	0.15
5. 81mm Mortar, M29A1	0.76	0.33	0.79	0.45	0.78	0.50	0.83	0.37	0.80	0.34	0.79	0.02
2. Fire Direction Center	0.60	0.21	0.71	0.41	0.89	0.33	0.87	0.38	0.79	0.34	0.77	0.11
4. Observed Fire Procedures	0.67	0.28	0.83	0.21	0.76	0.32	0.78	0.38	0.81	0.33	0.77	0.06
13. Training Management	0.83	0.17	0.71	0.25	0.85	0.29	0.64	0.30	0.69	0.37	0.74	0.08
1. Indirect Fire Tactics	0.70	0.16	0.74	0.29	0.81	0.33	0.71	0.31	0.70	0.35	0.73	0.04
7. Air Defense Artillery (ADA)	0.65	0.25	0.60	0.31	0.89	0.19	0.85	0.39	0.64	0.39	0.73	0.12
6. 60mm Mortar	0.52	0.14	0.67	0.31	0.80	0.37	0.71	0.31	0.75	0.35	0.69	0.10
8. Anti-Tank Weapons	0.79	0.18	0.72	0.25	0.81	0.36	0.68	0.34	0.39	0.21	0.68	0.15
10. Locking Systems	0.61	0.28	0.51	0.23	0.76	0.40	0.53	0.35	0.76	0.33	0.63	0.11
9. Operating Systems	0.66	0.28	0.48	0.20	0.75	0.39	0.46	0.31	0.76	0.33	0.62	0.13
12. Cycle of Operation	0.58	0.28	0.53	0.18	0.84	0.42	0.43	0.26	0.59	0.47	0.59	0.14
11. Feeding Mechanisms	0.39	0.36	0.21	0.27	0.77	0.42	0.29	0.29	0.59	0.47	0.45	0.21

### Means and Standard Deviations of Task Category Familiarity/Difficulty Scores:

#### 18B Specific Task Categories

Task Category	1ST SFG[A] N= 7		3RD SFG[A] N= 10		5TH SFG[A] N= 5		7TH SFG[A] N= 7		10TH SFG[A] N= 5		GRAND MEAN	SD of MEAN
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD		
11. Feeding Mechanisms	4.63	0.42	4.35	1.10	3.56	1.09	4.80	0.28	3.94	0.92	4.26	0.45
12. Cycle of Operation	4.09	0.76	3.86	1.12	3.64	0.89	4.67	0.24	3.94	0.92	4.04	0.35
10. Locking Systems	3.87	0.83	3.90	1.10	3.42	1.13	4.57	0.29	3.66	0.65	3.88	0.38
9. Operating Systems	3.71	0.80	3.88	1.18	3.14	1.04	4.37	0.84	3.66	0.65	3.75	0.40
6. 60mm Mortar	4.29	0.51	3.68	0.76	3.58	0.74	4.06	0.63	3.12	1.05	3.74	0.40
13. Training Management	3.63	0.66	3.76	0.87	3.02	1.05	4.21	0.94	3.04	1.09	3.53	0.45
4. Observed Fire Procedures	3.81	0.61	3.17	0.85	2.74	1.01	4.13	0.47	3.34	0.83	3.44	0.49
1. Indirect Fire Tactics	3.94	0.24	2.85	1.06	2.86	0.93	3.91	0.54	3.06	0.75	3.33	0.50
7. Air Defense Artillery (ADA)	3.81	0.64	3.26	1.11	2.72	0.99	3.53	0.80	3.06	1.27	3.28	0.38
5. 81mm Mortar, M29A1	4.00	0.67	3.11	1.10	2.84	0.96	3.91	0.58	2.40	0.83	3.25	0.62
8. Anti-Tank Weapons	3.47	0.65	2.71	0.99	2.26	0.83	4.14	0.65	2.04	1.31	2.92	0.78
2. Fire Direction Center	3.03	0.87	1.95	0.67	2.42	0.84	3.47	0.71	2.46	0.91	2.67	0.53
3. Plotting Board	2.54	0.73	1.92	0.81	2.48	0.90	3.10	0.65	2.32	0.82	2.47	0.38

### Means and Standard Deviations of Task Category Importance Ratings:

18C Specific Task Categories	1ST SFG[A] N= 6		3RD SFG[A] N= 10		5TH SFG[A] N= 9		7TH SFG[A] N= 9		10TH SFG[A] N= 6		MEAN GRAND	SD of GRAND
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD		
Task Category												
1. Employ demolition techniques	5.00	0.00	4.90	0.30	5.00	0.00	5.00	0.00	5.00	0.00	4.98	0.04
6. Prepare/evaluate target analysis	4.33	0.75	4.70	0.46	3.89	1.10	4.67	0.47	4.50	0.50	4.42	0.30
4. Employ mine/counter-mine techs	4.33	0.75	4.00	1.00	4.67	0.67	4.67	0.47	4.17	0.69	4.37	0.27
2. Conduct reconnaissance	4.00	0.58	4.20	0.75	4.00	0.82	4.56	0.50	3.83	0.69	4.12	0.25
5. Construct field fortifications	4.00	0.82	3.60	0.92	3.33	0.67	4.22	1.03	3.00	0.58	3.63	0.44
3. Improve environment of operations	3.83	0.90	3.80	0.98	3.22	1.03	3.67	1.41	3.00	0.82	3.50	0.33
7. Employ rigging techniques	3.67	0.94	3.60	1.11	2.44	0.50	3.11	1.10	2.50	0.50	3.06	0.52
8. Employ military bridging techs	3.17	0.90	3.00	1.18	1.67	0.82	3.22	0.63	2.67	0.94	2.74	0.57

**Means and Standard Deviations of Task Category Performance Variability Scores:**

18C Specific Task Categories

Task Category	1ST SFG[A] N= 6		3RD SFG[A] N= 10		5TH SFG[A] N= 9		7TH SFG[A] N= 9		10TH SFG[A] N= 6		GRAND MEAN		SD of MEAN
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	SD	MEAN
7. Employ rigging techniques	0.89	0.13	0.72	0.38	0.46	0.35	0.91	0.13	0.65	0.14	0.73	0.17	0.17
3. Improve environment of operations	0.68	0.23	0.78	0.17	0.39	0.29	0.69	0.28	0.88	0.08	0.69	0.16	0.16
5. Construct field fortifications	1.01	0.19	0.66	0.31	0.31	0.24	0.75	0.32	0.66	0.18	0.68	0.23	0.23
6. Prepare/evaluate target analysis	0.84	0.12	0.64	0.39	0.41	0.17	0.89	0.19	0.46	0.28	0.65	0.19	0.19
8. Employ military bridging techs	0.71	0.34	0.91	0.30	0.46	0.38	0.43	0.36	0.64	0.21	0.63	0.18	0.18
4. Employ mine /counter-mine techs	0.79	0.19	0.66	0.30	0.40	0.27	0.56	0.35	0.72	0.26	0.63	0.13	0.13
2. Conduct reconnaissance	0.70	0.19	0.64	0.37	0.51	0.25	0.56	0.29	0.63	0.18	0.61	0.07	0.07
1. Employ demolition techniques	0.45	0.26	0.60	0.23	0.30	0.23	0.49	0.24	0.44	0.29	0.46	0.10	0.10



**Means and Standard Deviations of Task Category Familiarity/Difficulty Scores:**

18C Specific Task Categories

Task Category	1ST SFG[A] N= 6		3RD SFG[A] N= 10		5TH SFG[A] N= 9		7TH SFG[A] N= 9		10TH SFG[A] N= 6		GRAND	
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	SD of MEAN
1. Employ demolition techniques	4.17	0.66	4.39	0.36	4.82	0.17	3.98	0.84	4.70	0.25	4.41	0.32
6. Prepare/evaluate target analysis	3.60	0.67	4.17	0.58	4.02	1.09	3.23	0.70	4.42	0.70	3.89	0.42
2. Conduct reconnaissance	3.68	0.75	3.71	0.63	3.72	0.97	3.73	0.88	3.75	0.94	3.72	0.02
5. Construct field fortifications	3.35	0.69	3.66	0.75	3.82	1.24	3.32	0.98	3.27	0.82	3.48	0.22
3. Improve environment of operations	3.47	1.15	3.72	0.65	3.97	1.01	3.14	0.89	3.03	0.69	3.47	0.35
7. Employ rigging techniques	3.62	0.47	3.85	0.79	3.73	0.84	2.79	0.62	3.17	0.73	3.43	0.40
4. Employ mine/counter-mine techs	3.45	0.87	3.50	0.79	3.81	1.05	2.60	0.98	3.68	0.25	3.41	0.42
8. Employ military bridging techs	2.47	0.80	2.72	0.93	2.06	0.95	1.68	0.80	2.25	1.06	2.23	0.36

### Means and Standard Deviations of Task Category Importance Ratings:

#### 180 Specific Task Categories

Task Category	1ST SFG[A] N= 6		3RD SFG[A] N= 10		5TH SFG[A] N= 8		7TH SFG[A] N= 5		10TH SFG[A] N= 7		GRAND	
	MIN	SD	MIN	SD	MIN	SD	MIN	SD	MIN	SD	MEAN	SD of MEAN
2. Treat/manage general trauma	5.00	0.00	5.00	0.00	4.88	0.33	5.00	0.00	5.00	0.00	4.98	0.05
1. Perform medical procedures/skills	4.50	0.76	4.40	0.80	5.00	0.00	4.60	0.80	5.00	0.00	4.70	0.25
9. Treat/manage conditions/disorders	4.83	0.37	4.50	0.50	4.38	0.99	4.60	0.49	4.86	0.35	4.63	0.19
14. Treat infect./vector-borne diseases	4.67	0.47	4.10	0.70	4.50	0.71	4.40	0.80	4.43	0.49	4.42	0.18
3. Treat environmental conditions	4.33	0.75	4.20	0.75	4.38	0.70	4.60	0.80	4.57	0.73	4.42	0.15
20. Plan medicine tasks/field ops	4.33	0.75	4.50	0.50	4.13	0.78	4.60	0.80	4.43	0.49	4.40	0.16
10. Treat/manage eye/ear/nose/throat	4.33	0.75	4.10	0.70	4.38	0.70	4.60	0.80	4.57	0.49	4.40	0.18
13. Treat gastrointestinal conditions	4.17	0.69	3.90	0.83	4.38	0.86	4.60	0.80	4.29	0.45	4.27	0.23
12. Treat cardio/pulmonary conditions	4.17	0.37	3.60	1.36	4.25	1.09	4.20	0.75	4.71	0.45	4.19	0.35
7. Perform nursing tasks	3.50	0.50	4.10	0.83	4.25	0.97	3.80	1.17	4.57	0.49	4.04	0.37
8. Perform anesthetic/surgery	3.83	0.69	3.80	0.75	4.25	0.83	3.80	0.75	3.86	0.83	3.91	0.17
22. Supervise subs/soldiers (medical)	4.00	1.15	3.80	0.75	3.75	1.39	3.60	1.02	3.71	0.70	3.77	0.13
21. Establish admin. progs/facilities	3.33	0.94	4.00	0.89	3.63	1.11	4.00	0.63	3.86	0.99	3.76	0.25
19. Treat/manage pediatric conditions	4.00	0.58	3.40	1.02	3.88	1.36	3.80	0.98	3.71	0.88	3.76	0.20
15. Treat/manage medical conditions	3.67	0.75	3.30	1.19	3.75	1.30	4.20	0.75	3.71	0.45	3.73	0.29
18. Treat/manage dental conditions	3.50	0.76	3.50	0.81	3.63	1.32	4.00	0.89	3.86	0.83	3.70	0.20
17. Treat genitourinary conditions	3.67	0.75	3.10	0.83	4.00	1.12	3.80	0.75	3.43	0.73	3.60	0.31
6. Perform laboratory procedures	3.00	0.58	3.70	1.10	3.13	1.17	3.20	0.75	4.00	0.53	3.41	0.38
4. Treat NBC-related conditions	3.00	0.82	3.30	0.90	4.00	1.00	2.80	1.33	3.43	0.49	3.31	0.41
16. Treat obstetric/gyno conditions	2.83	0.69	2.90	1.14	3.63	1.32	3.60	0.49	3.14	0.99	3.22	0.34
5. Provide veterinary care/treatment	3.33	0.47	3.30	0.78	3.38	0.99	2.60	1.02	3.29	0.45	3.18	0.29
11. Treat neuro/psych conditions	2.67	0.47	3.40	1.11	3.63	1.32	3.00	0.63	2.86	0.35	3.11	0.35

**Means and Standard Deviations of Task Category Performance Variability Scores:**  
**18D Specific Task Categories**

Task Category	1ST SFG[A] N= 6		3RD SFG[A] N= 10		5TH SFG[A] N= 8		7TH SFG[A] N= 5		10TH SFG[A] N= 7		GRAND	
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	SD of MEAN
6. Perform laboratory procedures	0.86	0.22	0.83	0.36	0.80	0.41	0.86	0.31	0.82	0.34	0.83	0.03
15. Treat/manage medical conditions	0.87	0.35	0.78	0.46	0.71	0.35	0.88	0.48	0.71	0.47	0.79	0.07
19. Treat/manage pediatric conditions	0.67	0.19	0.75	0.29	0.94	0.30	0.97	0.20	0.60	0.34	0.78	0.15
13. Treat gastrointestinal conditions	0.85	0.45	0.74	0.41	0.69	0.41	0.85	0.35	0.72	0.36	0.77	0.07
21. Establish admin. progs/facilities	0.69	0.26	0.78	0.35	0.74	0.49	0.79	0.26	0.81	0.44	0.76	0.04
16. Treat obstetric/gyno conditions	0.70	0.25	0.70	0.32	0.82	0.45	0.98	0.28	0.60	0.44	0.76	0.13
17. Treat genitourinary conditions	0.68	0.20	0.68	0.40	0.78	0.30	1.00	0.32	0.65	0.36	0.76	0.13
8. Perform anesthesia/surgery	0.79	0.34	0.79	0.36	0.67	0.21	0.92	0.18	0.59	0.33	0.75	0.11
20. Plan medicine tasks/field ops	0.85	0.32	0.62	0.38	0.86	0.46	0.67	0.19	0.69	0.51	0.74	0.10
5. Provide veterinary care/treatment	0.71	0.39	0.82	0.34	0.60	0.20	0.74	0.24	0.77	0.38	0.73	0.07
18. Treat/manage dental conditions	0.57	0.19	0.76	0.39	0.82	0.24	0.98	0.17	0.47	0.33	0.72	0.18
12. Treat cardio/pulmonary conditions	0.84	0.22	0.77	0.41	0.63	0.39	0.74	0.32	0.59	0.32	0.71	0.09
7. Perform nursing tasks	0.63	0.31	0.78	0.37	0.70	0.22	0.82	0.36	0.56	0.32	0.70	0.10
22. Supervise subs/soldiers (medical)	0.83	0.44	0.79	0.31	0.71	0.48	0.70	0.48	0.44	0.42	0.69	0.14
14. Treat infect/vector-borne diseases	0.63	0.24	0.61	0.39	0.69	0.45	0.93	0.29	0.58	0.31	0.69	0.13
10. Treat/manage eye/ear/nose/throat	0.65	0.37	0.67	0.47	0.66	0.25	0.76	0.31	0.58	0.32	0.66	0.06
11. Treat neuro/psych conditions	0.55	0.31	0.63	0.48	0.48	0.16	0.90	0.34	0.69	0.33	0.65	0.14
9. Treat/manage conditions/disorders	0.66	0.35	0.70	0.38	0.60	0.29	0.82	0.10	0.42	0.41	0.64	0.13
4. Treat NBC-related conditions	0.55	0.42	0.72	0.42	0.53	0.24	0.70	0.31	0.66	0.37	0.63	0.08
3. Treat environmental conditions	0.63	0.16	0.54	0.31	0.52	0.36	0.47	0.27	0.51	0.41	0.54	0.05
2. Treat/manage general trauma	0.43	0.23	0.67	0.33	0.46	0.21	0.27	0.25	0.43	0.32	0.45	0.13
1. Perform medical procedures/skills	0.26	0.38	0.30	0.26	0.21	0.34	0.12	0.15	0.23	0.29	0.22	0.06

### Means and Standard Deviations of Task Category Familiarity/Difficulty Scores:

#### 18D Specific Task Categories

Task Category	1ST SFG[A] N= 6		3RD SFG[A] N= 10		5TH SFG[A] N= 8		7TH SFG[A] N= 5		10TH SFG[A] N= 7		GRAND MEAN		SD of MEAN	
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	SD	MEAN	SD
1. Perform medical procedures/skills	4.68	0.38	4.37	0.49	4.74	0.43	4.96	0.05	4.81	0.26	4.71	0.20	4.71	0.20
2. Treat/manage general trauma	4.15	0.81	3.89	0.79	4.38	0.53	4.86	0.15	4.51	0.37	4.36	0.33	4.36	0.33
3. Treat environmental conditions	3.78	0.59	4.01	0.46	3.44	1.18	4.66	0.22	4.41	0.39	4.06	0.44	4.06	0.44
10. Treat/manage eye/ear/nose/throat	4.27	0.38	3.74	0.60	4.10	0.61	3.76	0.59	4.26	0.57	4.02	0.23	4.02	0.23
9. Treat/manage conditions/disorders	3.98	0.48	3.70	0.69	3.70	0.83	3.78	0.57	4.26	0.71	3.88	0.21	3.88	0.21
14. Treat infect./vector-borne diseases	4.18	0.63	3.40	0.93	3.79	0.84	3.82	0.53	3.99	0.62	3.84	0.26	3.84	0.26
13. Treat gastrointestinal conditions	3.48	0.79	3.51	0.86	3.98	0.76	4.00	0.59	3.87	0.43	3.77	0.23	3.77	0.23
20. Plan medicine tasks/field ops	3.62	1.08	3.63	1.08	3.54	0.85	4.08	0.55	3.56	0.98	3.68	0.20	3.68	0.20
7. Perform nursing tasks	3.50	0.79	3.41	0.84	3.59	0.95	4.02	0.64	3.87	1.06	3.68	0.23	3.68	0.23
22. Supervise subs/soldiers (medical)	3.67	0.78	2.87	0.87	3.58	1.24	4.02	0.82	3.70	1.29	3.57	0.38	3.57	0.38
12. Treat cardio/pulmonary conditions	3.03	0.70	2.81	0.76	3.76	0.84	3.70	0.66	4.01	0.55	3.46	0.46	3.46	0.46
4. Treat NBC-related conditions	3.37	0.99	3.38	0.61	3.33	1.16	3.00	1.19	3.87	0.65	3.39	0.28	3.39	0.28
17. Treat genitourinary conditions	3.55	0.92	2.95	0.93	3.41	0.89	3.20	0.24	3.57	0.76	3.34	0.23	3.34	0.23
15. Treat/manage medical conditions	3.20	0.86	2.94	1.23	3.38	0.61	3.32	0.86	3.70	0.80	3.31	0.25	3.31	0.25
18. Treat/manage dental conditions	3.22	1.24	3.02	1.05	3.14	0.95	3.42	0.29	3.47	0.99	3.25	0.17	3.25	0.17
19. Treat/manage pediatric conditions	3.23	1.01	3.07	0.93	2.88	0.85	2.86	0.47	3.70	0.67	3.15	0.31	3.15	0.31
8. Perform anesthesial/surgery	3.12	1.28	2.98	0.77	3.30	1.14	2.76	0.59	3.39	1.17	3.11	0.22	3.11	0.22
5. Provide veterinary care/treatment	2.82	0.99	3.03	0.87	2.36	0.95	2.82	0.95	3.81	0.20	2.97	0.48	2.97	0.48
16. Treat obstetric/gyno conditions	3.03	1.13	2.70	0.91	2.96	1.03	2.84	0.50	3.26	1.12	2.96	0.19	2.96	0.19
21. Establish admin. progs/facilities	2.42	1.29	2.68	0.86	2.85	1.20	3.34	0.64	3.24	0.77	2.91	0.35	2.91	0.35
6. Perform laboratory procedures	2.67	0.69	2.76	0.68	2.39	0.89	2.94	0.76	3.40	0.70	2.83	0.34	2.83	0.34
11. Treat neuro/psych conditions	2.42	1.03	2.21	1.10	2.36	1.05	2.68	0.92	3.21	1.20	2.58	0.35	2.58	0.35

### Means and Standard Deviations of Task Category Importance Ratings:

18E Specific Task Categories

Task Category	1ST SFG[A] N= 4		3RD SFG[A] N= 6		5TH SFG[A] N= 7		7TH SFG[A] N= 8		10TH SFG[A] N= 6		GRAND	
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	SD of MEAN
2. Communicate w/cryptic message	4.75	0.43	4.83	0.37	4.57	0.73	5.00	0.00	4.17	0.90	4.66	0.49
1. Perform defensive procedures	4.50	0.87	4.67	0.47	4.43	0.73	4.88	0.33	4.33	1.11	4.56	0.19
11. Handle routine tasks	4.75	0.43	4.50	0.50	4.29	1.03	4.75	0.43	3.83	0.69	4.42	0.62
7. Use configured equipment	4.50	0.50	4.50	0.50	4.57	0.73	4.13	1.05	3.83	0.69	4.31	0.69
3. Assemble rods and/or wires	4.25	0.83	4.00	1.00	4.57	0.73	4.88	0.33	3.67	1.11	4.27	0.80
4. Communications	4.00	0.71	4.33	0.75	4.29	0.70	4.63	0.70	4.00	0.82	4.25	0.73
10. Provide instruct/assist /discip.	4.75	0.43	4.33	0.75	4.14	0.83	4.25	0.97	3.67	0.75	4.23	0.74
6. Establish main/remote comm. site	4.25	0.83	3.67	0.75	4.43	0.73	4.00	1.00	3.67	0.94	4.00	0.85
5. Assemble/operate/maintain equip	3.50	1.12	3.33	0.75	3.50	0.89	4.38	0.70	3.33	0.94	3.61	0.88
8. Supply equipment	3.50	0.50	3.83	0.69	3.71	0.70	3.63	1.11	3.33	0.47	3.60	0.69
9. Provide conduct/direction/guid.	3.50	0.50	4.00	0.82	3.29	1.03	3.38	0.70	3.00	1.15	3.43	0.84

**Means and Standard Deviations of Task Category Performance Variability Scores:**

**18E Specific Task Categories**

Task Category	1ST SFG[A] N= 4		3RD SFG[A] N= 6		5TH SFG[A] N= 7		7TH SFG[A] N= 8		10TH SFG[A] N= 8		GRAND MEAN		SD of MEAN	
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	SD	MEAN	SD
1. Perform defensive procedures	0.77	0.22	0.60	0.36	0.58	0.35	0.62	0.24	0.68	0.44	0.65	0.07	0.65	0.07
2. Communicate w/cryptic message	0.67	0.08	0.63	0.46	0.70	0.25	0.61	0.33	0.48	0.41	0.62	0.07	0.62	0.07
3. Assemble rods and/or wires	0.76	0.12	0.47	0.43	0.65	0.27	0.56	0.15	0.81	0.37	0.65	0.13	0.65	0.13
4. Communications	0.51	0.11	0.64	0.34	0.63	0.34	0.63	0.33	0.83	0.26	0.65	0.10	0.65	0.10
5. Assemble/operate/maintain equip	0.54	0.10	0.83	0.37	0.72	0.32	0.78	0.31	0.71	0.50	0.72	0.10	0.72	0.10
6. Establish main/remote comm. site	0.66	0.21	0.40	0.51	0.87	0.47	0.60	0.30	0.48	0.24	0.60	0.16	0.60	0.16
7. Use configured equipment	0.41	0.27	0.41	0.23	0.59	0.22	0.41	0.26	0.51	0.17	0.47	0.07	0.47	0.07
8. Supply equipment	0.45	0.04	0.63	0.36	0.51	0.30	0.72	0.26	0.59	0.28	0.58	0.09	0.58	0.09
9. Provide conduct/direction/guid.	0.48	0.12	0.42	0.51	0.36	0.36	0.57	0.40	0.67	0.48	0.50	0.11	0.50	0.11
10. Provide instruct/assist /discip.	0.67	0.16	0.66	0.54	0.65	0.36	0.49	0.34	0.64	0.57	0.62	0.06	0.62	0.06
11. Handle routine tasks	0.64	0.10	0.50	0.41	0.66	0.25	0.33	0.32	0.75	0.46	0.58	0.15	0.58	0.15

### Means and Standard Deviations of Task Category Familiarity/Difficulty Scores:

#### 18E Specific Task Categories

Task Category	1ST SFG[A] N= 4		3RD SFG[A] N= 6		5TH SFG[A] N= 7		7TH SFG[A] N= 8		10TH SFG[A] N= 6		GRAND	SD of
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	MEAN
7. Use configured equipment	4.53	0.45	4.57	0.31	4.17	0.79	4.41	0.37	4.13	0.85	4.36	0.18
2. Communicate w/cryptic message	4.20	0.50	4.21	0.68	3.86	0.63	4.08	1.01	4.63	0.32	4.19	0.25
3. Assemble rods and/or wires	4.03	0.54	4.42	0.69	4.04	0.70	3.88	0.96	4.08	0.76	4.09	0.18
9. Provide conduct/direction/guid.	4.48	0.32	4.33	0.53	4.13	1.16	3.91	0.63	3.52	1.28	4.07	0.34
11. Handle routine tasks	4.18	0.15	4.27	0.49	4.13	0.70	4.24	0.47	3.55	0.97	4.07	0.27
6. Establish main/remote comm. site	4.40	0.66	4.13	0.72	3.80	0.90	3.85	0.70	3.97	0.94	4.03	0.22
4. Communications	4.05	0.65	4.27	0.66	3.74	0.75	4.14	0.57	3.93	0.58	4.03	0.18
1. Perform defensive procedures	3.70	0.35	4.03	0.84	3.93	0.68	3.89	0.98	4.25	0.91	3.96	0.18
8. Supply equipment	4.33	0.51	3.98	0.30	4.10	0.96	3.90	0.69	3.47	1.25	3.96	0.28
10. Provide instruct/assist /discip.	4.15	0.50	3.65	0.33	4.01	0.86	4.14	0.33	3.62	1.20	3.91	0.23
5. Assemble/operate/maintain equip	3.38	0.91	3.90	0.66	2.93	0.73	3.23	0.79	3.33	1.05	3.35	0.32

**Appendix F**

**Tables of Attribute Ratings by MOS and SFG[A]**



**Means and Standard Deviations of Attribute Importance Ratings:  
SF Performance Ratings (18B)**

For Each SFG[A]

Attribute	1st SFG[A] N= 7		3rd SFG[A] N= 10		5th SFG[A] N= 6		7th SFG[A] N= 7		10th SFG[A] N= 6		GRAND MEAN	MEAN SD
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD		
20 Team Playership	4.71	0.45	4.80	0.40	4.17	0.37	4.86	0.35	4.20	0.75	4.55	0.46
3. Adaptability	4.57	0.49	4.30	0.64	4.83	0.37	4.14	0.35	4.80	0.40	4.53	0.45
18. Maturity	4.43	0.49	4.80	0.40	4.67	0.47	4.57	0.49	4.00	0.63	4.49	0.50
21. Dependability	4.71	0.45	4.60	0.49	4.67	0.47	4.43	0.73	4.00	0.63	4.48	0.55
1. Judgment and Decision Making Ability	4.29	0.70	4.50	0.67	4.83	0.37	4.43	0.73	4.20	0.75	4.45	0.64
22. Initiative	4.14	0.64	4.60	0.66	4.17	1.07	4.57	0.73	4.20	0.75	4.34	0.77
24. Moral Courage	3.86	0.83	4.10	0.70	4.33	0.94	4.57	0.49	4.00	0.63	4.17	0.72
19. Autonomy	4.29	0.70	4.10	0.70	4.33	0.75	4.14	0.64	4.00	0.63	4.17	0.68
17. Cultural/Interpersonal Adaptability	4.00	0.93	4.35	0.63	4.00	0.58	4.29	0.70	4.20	0.40	4.17	0.65
2. Planning	3.86	0.83	4.50	0.50	3.83	0.69	4.43	0.49	4.20	0.40	4.16	0.58
4. Creativity	4.29	0.70	4.20	0.60	4.00	0.82	4.00	0.76	4.20	0.40	4.14	0.66
30. Physical Endurance	3.86	0.35	4.60	0.80	3.83	0.37	4.14	0.83	4.20	0.75	4.13	0.62
14. Communication Ability	3.86	0.64	4.50	0.50	3.83	0.37	4.43	0.73	4.00	0.00	4.12	0.45
7. Spatial Ability	3.86	0.64	4.40	0.66	4.33	0.75	4.14	0.64	3.80	0.75	4.11	0.69
23. Perseverance	3.86	0.64	4.20	0.75	3.67	0.47	4.29	0.70	4.40	0.49	4.08	0.61
16. Diplomacy	3.71	0.70	4.50	0.67	3.67	0.94	4.43	0.73	4.00	0.89	4.06	0.79
29. Physical Strength	3.71	0.70	3.90	0.94	4.00	0.00	4.00	0.93	4.20	0.98	3.96	0.71
25. Motivating Others	3.71	0.88	4.30	0.46	3.67	0.75	4.29	0.70	3.80	0.75	3.95	0.71
11. Reading Ability	3.71	0.70	3.90	0.70	4.00	0.58	4.14	0.83	3.60	0.80	3.87	0.72
13. Language Ability	3.57	0.73	4.00	0.77	3.17	0.37	4.14	0.83	4.00	0.89	3.78	0.72
15. Non-Verbal Communication	3.57	0.73	3.80	0.75	3.50	0.96	4.00	0.76	3.60	0.80	3.69	0.80
9. Basic Math	3.29	0.45	3.70	0.78	3.67	1.11	3.71	0.70	3.40	0.80	3.55	0.77
28. Physical Flexibility and Balance	3.29	0.45	3.30	1.27	3.50	0.96	3.43	1.18	4.00	0.89	3.50	0.95
26. Supervising Others	3.57	0.49	3.30	0.46	3.17	0.69	3.71	0.70	3.60	1.02	3.47	0.67
6. Mechanical Ability	3.00	0.53	3.80	0.75	3.17	0.82	3.71	0.70	3.40	0.80	3.42	0.69
12. Writing Ability	3.57	0.49	3.70	0.46	3.00	0.82	3.57	0.90	3.00	0.63	3.37	0.66
27. Swimming	2.86	0.64	3.70	0.90	3.00	1.00	3.43	1.18	3.60	0.80	3.32	0.90
8. Perceptual Speed and Accuracy	2.71	0.88	3.30	0.90	3.17	1.07	3.29	0.70	3.00	0.00	3.09	0.71
5. Auditory Intelligence	3.14	0.64	3.10	0.70	2.83	1.07	3.29	0.45	2.60	0.80	2.99	0.73
10. Advanced Math	2.29	0.88	2.50	0.81	2.17	0.90	3.14	1.12	2.20	0.75	2.46	0.89

**Means and Standard Deviations of Attribute Importance Ratings:  
SF Performance Ratings (18C)  
For Each SFG[A]**

Attribute	1st SFG[A] N= 6		3rd SFG[A] N= 10		5th SFG[A] N= 9		7th SFG[A] N= 9		10th SFG[A] N= 6		Grand MEAN SD	
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	SD
20 Team Playership	4.50	0.76	4.60	0.66	4.56	0.68	4.67	0.47	5.00	0.00	4.67	0.51
21. Dependability	4.83	0.37	4.60	0.49	4.56	0.50	4.44	0.68	4.67	0.47	4.62	0.50
18. Maturity	4.50	0.76	4.40	0.66	4.78	0.42	4.11	0.74	4.50	0.50	4.46	0.62
17. Cultural/Interpersonal Adaptability	4.83	0.37	4.30	0.64	3.89	0.74	4.33	0.67	4.67	0.47	4.40	0.58
1. Judgment and Decision Making Ability	4.33	1.11	4.10	0.70	4.67	0.67	4.56	0.50	4.33	0.47	4.40	0.69
3. Adaptability	5.00	0.00	4.10	0.83	4.44	0.50	3.89	0.74	4.50	0.50	4.40	0.51
22. Initiative	4.67	0.75	4.40	0.49	3.89	0.74	4.00	0.67	4.17	0.37	4.23	0.60
30. Physical Endurance	4.17	1.07	4.20	0.60	4.56	0.68	3.78	0.79	4.33	0.47	4.21	0.72
7. Spatial Ability	4.83	0.37	3.90	0.83	4.00	0.82	4.00	0.94	4.17	0.69	4.18	0.73
19. Autonomy	4.17	0.90	4.00	0.63	4.33	0.82	3.89	0.87	4.50	0.76	4.18	0.80
23. Perseverance	4.00	0.58	4.00	0.63	4.44	0.50	3.78	0.79	4.17	0.37	4.08	0.57
16. Diplomacy	3.83	1.46	3.90	0.54	3.89	0.87	4.11	0.87	4.33	0.47	4.01	0.84
2. Planning	4.17	0.90	4.10	0.54	3.89	0.57	3.89	0.87	4.00	0.58	4.01	0.69
4. Creativity	4.00	0.82	3.70	0.78	4.22	0.79	3.89	0.74	4.17	0.69	4.00	0.76
14. Communication Ability	4.83	0.37	3.70	0.64	3.78	0.63	3.67	0.67	4.00	0.58	4.00	0.58
24. Moral Courage	3.50	1.26	4.00	1.00	4.44	0.68	3.78	0.63	4.17	0.37	3.98	0.79
29. Physical Strength	4.33	0.94	3.80	0.75	4.00	0.94	3.56	0.68	4.17	0.69	3.97	0.80
26. Supervising Others	4.17	0.69	3.50	1.02	3.78	0.79	3.89	0.74	4.17	0.37	3.90	0.72
25. Motivating Others	3.67	1.49	3.70	1.00	4.11	0.74	4.11	0.74	3.83	0.37	3.88	0.87
13. Language Ability	3.83	1.46	4.00	1.00	4.22	0.92	4.11	0.57	3.50	0.76	3.87	0.87
11. Reading Ability	3.50	1.26	3.90	0.54	4.22	0.92	4.11	0.57	3.50	0.76	3.85	0.81
9. Basic Math	4.33	0.75	3.10	0.54	3.67	0.67	3.56	0.68	3.67	0.47	3.75	0.66
12. Writing Ability	3.50	0.75	3.90	0.92	3.33	0.67	3.67	0.82	3.17	0.37	3.58	0.73
8. Perceptual Speed and Accuracy	3.67	0.75	3.50	0.92	3.33	0.67	3.33	0.82	3.50	0.50	3.47	0.73
15. Non-Verbal Communication	3.33	0.75	3.60	1.02	4.00	0.82	3.22	0.92	3.17	0.69	3.46	0.84
28. Physical Flexibility and Balance	3.67	0.47	3.40	1.02	3.44	0.68	3.00	0.94	3.67	0.47	3.44	0.84
27. Swimming	3.50	0.50	3.50	0.67	3.00	0.47	3.33	0.67	3.50	0.76	3.37	0.61
6. Mechanical Ability	3.00	0.58	3.20	0.75	3.67	0.82	3.22	0.79	3.67	0.75	3.35	0.15
5. Auditory Intelligence	2.83	1.07	3.20	0.60	3.00	0.82	3.11	0.87	2.83	0.37	2.99	0.88
10. Advanced Math	2.83	1.07	2.50	0.81	3.11	0.74	3.00	0.94	2.33	0.47	2.75	0.81

**Means and Standard Deviations of Attribute Importance Ratings:  
SF Performance Ratings (18D)  
For Each SFG[A]**

Attribute	1st SFG[A] N= 6		3rd SFG[A] N= 8		5th SFG[A] N= 8		7th SFG[A] N= 5		10th SFG[A] N= 7		GRAND MEAN	MEAN SD
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD		
20 Team Playership	4.83	0.37	4.44	0.50	4.88	0.33	4.20	0.75	4.43	0.49	4.56	0.49
18. Maturity	5.00	0.00	4.44	0.68	4.75	0.43	4.00	0.63	4.57	0.49	4.55	0.45
1. Judgment and Decision Making Ability	4.67	0.47	4.56	0.68	4.63	0.48	4.40	0.80	4.43	0.49	4.54	0.58
19. Autonomy	4.50	0.50	4.33	0.67	4.63	0.70	4.00	0.89	4.43	0.49	4.38	0.65
21. Dependability	4.67	0.47	4.11	0.74	4.38	0.70	4.40	0.80	4.29	0.45	4.37	0.63
17. Cultural/Interpersonal Adaptability	4.67	0.47	4.33	0.67	4.25	0.66	3.80	0.75	4.57	0.49	4.32	0.61
3. Adaptability	4.50	0.76	4.44	0.50	4.75	0.43	3.60	0.80	4.14	0.64	4.29	0.63
7. Spatial Ability	4.33	0.47	4.33	0.67	4.63	0.48	4.00	0.63	4.14	0.83	4.29	0.62
4. Creativity	4.67	0.47	4.44	0.68	4.50	0.50	3.80	0.75	4.00	0.53	4.28	0.59
22. Initiative	4.50	0.50	4.00	0.67	4.38	0.70	4.20	0.40	4.29	0.45	4.27	0.54
30. Physical Endurance	4.17	0.69	4.33	0.67	4.50	0.71	3.60	0.80	4.57	0.49	4.23	0.67
23. Perseverance	4.67	0.47	4.44	0.68	4.50	0.87	3.20	0.40	4.14	0.64	4.19	0.61
14. Communication Ability	4.00	0.58	4.44	0.50	4.50	0.50	3.40	0.49	4.43	0.49	4.15	0.51
2. Planning	4.33	0.47	3.78	0.42	4.25	0.66	4.40	0.89	4.00	0.53	4.15	0.59
16. Diplomacy	4.50	0.50	4.11	0.74	4.13	0.78	3.80	0.98	4.00	0.00	4.11	0.60
13. Language Ability	3.83	0.69	3.56	0.83	4.38	0.48	4.40	0.80	4.00	0.76	4.03	0.71
11. Reading Ability	4.33	0.47	4.22	0.63	4.00	0.87	4.00	0.89	3.57	0.49	4.02	0.67
24. Moral Courage	4.33	0.75	3.44	1.17	4.38	0.70	3.40	0.80	4.14	0.35	3.94	0.75
25. Motivating Others	4.00	0.82	3.44	0.68	3.88	0.78	4.00	0.89	4.14	0.64	3.89	0.76
15. Non-Verbal Communication	4.00	0.58	3.67	0.82	4.38	0.48	3.20	0.40	4.14	0.35	3.88	0.53
9. Basic Math	4.17	0.37	3.78	0.79	3.88	1.05	3.80	0.75	3.71	0.70	3.87	0.73
29. Physical Strength	3.83	0.37	3.78	0.79	4.13	0.78	3.20	0.40	4.29	0.70	3.85	0.61
26. Supervising Others	3.50	0.50	3.56	0.68	4.00	0.87	3.80	0.75	3.43	0.49	3.66	0.66
12. Writing Ability	3.83	0.37	3.56	0.96	3.38	1.11	4.00	0.89	3.43	0.49	3.66	0.66
28. Physical Flexibility and Balance	3.50	0.96	3.89	0.87	3.88	0.93	3.00	0.63	3.71	0.70	3.60	0.82
8. Perceptual Speed and Accuracy	4.00	0.82	3.00	0.67	3.88	0.93	3.20	0.40	3.71	0.45	3.56	0.65
27. Swimming	3.50	0.76	3.56	0.68	3.38	0.99	3.00	0.63	4.00	0.76	3.49	0.76
6. Mechanical Ability	3.50	0.50	3.00	0.47	3.88	0.78	3.20	0.75	3.43	0.49	3.40	0.60
5. Auditory Intelligence	3.33	0.75	2.89	0.99	3.63	0.86	3.40	0.80	3.29	0.45	3.31	0.77
10. Advanced Math	3.17	0.90	2.67	0.82	2.50	1.32	3.00	0.89	3.14	0.64	2.90	0.91

**Means and Standard Deviations of Attribute Importance Ratings:  
SF Performance Ratings (18E)  
For Each SFG[A]**

Attribute	1st SFG[A] N= 5		3rd SFG[A] N= 6		5th SFG[A] N= 7		7th SFG[A] N= 8		10th SFG[A] N= 6		GRAND MEAN	MEAN SD
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD		
18. Maturity	4.00	0.63	4.40	0.80	4.86	0.95	4.63	0.48	4.17	1.07	4.41	0.67
1. Judgment and Decision Making Ability	4.60	0.49	4.20	0.75	4.57	0.73	4.50	0.50	4.00	0.58	4.37	0.61
17. Cultural/Interpersonal Adaptability	4.60	0.49	4.40	0.80	4.43	0.49	4.25	0.43	4.17	0.90	4.37	0.62
20. Team Playership	4.20	0.75	4.40	0.80	4.71	0.45	4.50	0.50	4.00	0.82	4.36	0.66
30. Physical Endurance	4.20	0.75	4.40	0.80	4.57	0.49	4.63	0.70	4.00	0.82	4.36	0.71
21. Dependability	4.60	0.49	4.40	0.49	4.86	0.35	4.38	0.70	3.50	0.96	4.35	0.60
23. Perseverance	4.40	0.49	4.20	0.75	4.86	0.35	4.38	0.48	3.67	0.94	4.30	0.60
3. Adaptability	4.40	0.49	3.80	0.75	4.86	0.35	3.88	0.78	4.50	0.50	4.29	0.57
19. Autonomy	4.40	0.49	4.40	0.80	4.43	0.73	4.00	0.87	3.83	0.90	4.21	0.76
22. Initiative	4.40	0.49	4.40	0.80	4.43	0.49	4.00	0.00	3.67	0.94	4.18	0.54
7. Spatial Ability	3.60	0.49	4.00	0.63	4.57	0.73	4.88	0.33	3.83	0.37	4.18	0.51
2. Planning	4.20	0.75	4.40	0.80	4.00	1.20	4.00	0.71	4.17	0.69	4.15	0.83
14. Communication Ability	3.60	0.49	4.00	0.89	4.43	0.49	4.38	0.48	3.33	0.47	3.95	0.56
29. Physical Strength	3.20	0.40	4.40	0.80	4.40	0.76	4.25	0.83	3.83	0.69	3.94	0.70
16. Diplomacy	3.60	0.49	4.00	0.63	4.57	0.49	3.88	0.93	3.50	0.76	3.91	0.66
4. Creativity	3.80	0.40	3.60	0.80	4.57	0.49	3.75	0.66	3.67	0.75	3.88	0.62
24. Moral Courage	3.80	0.40	4.00	0.89	4.14	0.64	4.00	0.71	3.33	0.75	3.85	0.88
11. Reading Ability	3.60	0.49	3.60	0.49	4.29	0.70	3.63	0.70	3.67	0.47	3.76	0.57
13. Language Ability	3.20	0.40	3.80	0.40	3.71	0.70	4.13	0.78	3.50	0.96	3.67	0.65
25. Motivating Others	3.00	0.63	3.60	0.80	4.00	0.93	4.00	0.71	3.67	0.75	3.65	0.76
9. Basic Math	3.20	0.40	4.40	0.49	3.43	1.18	3.50	0.50	3.50	0.76	3.61	0.67
28. Physical Flexibility and Balance	2.80	0.40	4.00	0.63	3.57	0.73	3.75	0.66	3.33	0.94	3.49	0.67
12. Writing Ability	3.00	0.63	3.60	0.80	3.71	0.88	3.63	0.48	3.50	0.76	3.49	0.71
15. Non-Verbal Communication	3.00	0.63	3.40	0.80	3.86	0.64	3.63	0.70	3.33	0.75	3.44	0.70
26. Supervising Others	3.40	0.49	3.20	0.40	3.43	0.49	3.38	0.48	3.17	1.34	3.32	0.64
27. Swimming	2.80	0.40	3.60	0.80	3.43	0.73	3.50	0.50	2.83	0.69	3.23	0.62
8. Perceptual Speed and Accuracy	3.20	0.40	2.80	0.75	2.86	1.12	3.25	0.66	3.00	0.82	3.02	0.75
6. Mechanical Ability	3.00	0.63	3.00	1.10	2.86	0.99	3.00	0.50	2.50	0.50	2.87	0.74
5. Auditory Intelligence	2.40	0.49	2.60	1.36	2.86	0.99	2.88	0.33	2.50	0.50	2.65	0.73
10. Advanced Math	2.20	0.40	3.40	0.80	1.86	1.36	3.00	0.71	2.17	0.69	2.53	0.79

**Means and Standard Deviations of Attribute Importance Ratings:  
18B Field Performance  
For Each SFG[A]**

Attribute	1st SFG[A] N= 7		3rd SFG[A] N= 10		5th SFG[A] N= 6		7th SFG[A] N= 7		10th SFG[A] N= 5		GRAND MEAN	MEAN SD
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD		
21. Dependability	4.71	0.45	4.60	0.49	4.67	0.47	4.57	0.49	4.00	0.63	4.51	0.51
1. Judgment and Decision Making Ability	4.29	0.70	4.70	0.46	4.67	0.47	4.43	0.49	4.40	0.80	4.50	0.58
18. Maturity	4.29	0.45	4.80	0.40	4.50	0.76	4.57	0.49	4.00	0.63	4.43	0.55
3. Adaptability	4.57	0.49	4.20	0.75	4.83	0.37	4.14	0.35	4.40	0.80	4.43	0.55
20. Team Playership	4.57	0.73	4.70	0.46	4.00	0.58	4.86	0.35	4.00	0.89	4.43	0.60
22. Initiative	4.00	0.53	4.60	0.49	4.17	1.07	4.57	0.73	4.20	0.75	4.31	0.71
19. Autonomy	4.29	0.70	4.10	0.70	4.33	0.75	4.43	0.49	4.00	0.63	4.23	0.65
7. Spatial Ability	4.00	0.76	4.30	0.64	4.17	0.90	4.29	0.70	4.00	0.63	4.15	0.73
14. Communication Ability	3.86	0.64	4.20	1.17	3.83	0.37	4.43	0.49	4.40	0.49	4.14	0.63
30. Physical Endurance	3.86	0.35	4.50	0.81	3.83	0.37	4.14	0.83	4.20	0.75	4.11	0.92
24. Moral Courage	3.71	0.70	4.00	0.77	4.33	0.94	4.43	0.73	4.00	0.63	4.09	0.75
17. Cultural/Interpersonal Adaptability	4.00	0.93	4.45	0.47	3.67	0.47	4.00	0.76	4.20	0.75	4.06	0.68
23. Perseverance	3.71	0.45	4.10	0.70	3.50	0.50	4.43	0.49	4.40	0.49	4.03	0.53
4. Creativity	4.29	0.70	4.10	0.70	3.67	0.75	4.14	0.64	3.80	0.75	4.00	0.71
29. Physical Strength	3.71	0.70	3.90	0.94	4.00	0.00	4.00	0.93	4.20	0.98	3.96	0.71
2. Planning	3.71	0.88	4.40	0.49	3.67	0.75	4.00	0.53	4.00	0.63	3.96	0.66
25. Motivating Others	3.29	0.70	4.10	0.54	3.67	0.75	4.43	0.49	3.80	0.75	3.86	0.65
6. Mechanical Ability	3.14	0.35	4.30	1.00	3.83	0.69	4.14	0.83	3.80	0.75	3.84	0.72
11. Reading Ability	3.43	0.73	3.50	0.81	3.83	0.69	3.71	1.03	3.80	0.75	3.65	0.80
16. Diplomacy	3.29	1.03	4.20	0.87	3.33	0.75	4.00	0.76	3.40	1.02	3.64	0.89
13. Language Ability	3.57	0.73	3.70	1.10	3.00	0.00	3.71	0.70	3.60	0.80	3.52	0.67
28. Physical Flexibility and Balance	3.00	0.53	3.10	1.14	3.50	0.96	3.43	1.18	4.00	0.89	3.41	0.94
15. Non-Verbal Communication	3.14	0.64	3.40	1.02	3.50	0.96	4.14	0.64	2.80	0.40	3.40	0.73
26. Supervising Others	3.14	0.35	3.30	0.46	3.00	0.58	3.71	0.70	3.60	1.02	3.35	0.62
27. Swimming	3.00	0.93	3.40	0.80	3.00	1.00	3.43	1.18	3.80	0.98	3.33	0.98
9. Basic Math	2.43	1.05	3.30	1.19	3.67	0.75	3.57	0.73	3.40	0.80	3.27	0.90
12. Writing Ability	2.86	0.83	3.60	0.49	2.83	1.07	3.29	0.88	3.60	0.80	3.24	0.81
8. Perceptual Speed and Accuracy	2.00	0.53	2.90	0.83	2.83	0.90	2.86	0.83	3.20	0.40	2.76	0.70
5. Auditory Intelligence	2.29	0.45	2.40	0.80	2.17	0.69	2.71	0.70	2.40	0.80	2.39	0.69
10. Advanced Math	1.57	0.73	2.30	1.10	1.83	0.69	2.71	1.03	2.40	0.49	2.16	0.81

**Means and Standard Deviations of Attribute Importance Ratings:  
18C Field Performance  
by SFG[A]**

Attribute	1st SFG[A] N= 6		3rd SFG[A] N= 10		5th SFG[A] N= 9		7th SFG[A] N= 9		10th SFG[A] N= 6		GRAND MEAN	MEAN SD
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD		
9. Basic Math	5.00	0.00	4.50	0.50	4.67	0.67	4.33	0.67	4.83	0.37	4.67	0.44
21. Dependability	4.50	0.76	4.60	0.49	4.56	0.50	4.56	0.50	4.50	0.50	4.54	0.55
1. Judgment and Decision Making Ability	4.67	0.47	4.10	0.83	4.78	0.42	4.78	0.42	4.33	0.47	4.53	0.52
20. Team Playership	4.33	0.94	4.40	0.66	4.56	0.68	4.44	0.50	4.83	0.37	4.51	0.63
18. Maturity	4.33	0.75	4.40	0.66	4.78	0.42	4.33	0.67	4.50	0.50	4.47	0.60
6. Mechanical Ability	4.33	0.94	4.10	0.70	4.33	0.67	4.56	0.68	4.33	0.75	4.33	0.75
4. Creativity	4.67	0.47	4.20	0.60	4.11	0.74	4.00	1.25	4.50	0.50	4.30	0.71
3. Adaptability	4.50	0.76	3.90	0.83	4.33	0.67	4.22	0.63	4.17	0.37	4.22	0.65
22. Initiative	4.50	0.76	4.30	0.64	3.89	0.74	4.22	0.63	4.17	0.37	4.22	0.63
30. Physical Endurance	4.00	1.15	4.20	0.60	4.44	0.68	3.89	0.74	4.33	0.47	4.17	0.73
19. Autonomy	4.33	0.75	4.00	0.63	4.22	0.79	4.00	0.82	4.17	0.90	4.14	0.78
29. Physical Strength	4.17	1.21	3.90	0.70	4.22	0.92	4.11	0.74	4.17	0.69	4.11	0.85
7. Spatial Ability	4.67	0.75	4.00	0.63	3.89	0.74	4.00	0.82	4.00	0.58	4.11	0.70
17. Cultural/Interpersonal Adaptability	4.33	0.75	3.90	0.83	3.33	0.67	4.11	0.74	4.67	0.47	4.07	0.69
23. Perseverance	3.83	0.69	4.00	0.63	4.22	0.79	3.89	0.74	4.17	0.37	4.02	0.64
2. Planning	4.17	0.90	4.10	0.54	3.44	0.68	3.78	0.79	4.00	0.58	3.90	0.70
24. Moral Courage	3.17	1.34	3.80	0.87	4.11	0.74	4.00	0.82	4.17	0.37	3.85	0.83
11. Reading Ability	3.33	1.11	3.90	0.54	4.33	0.82	4.11	0.74	3.50	0.96	3.83	0.83
10. Advanced Math	3.67	1.60	3.60	0.66	3.56	0.68	4.22	0.79	3.83	0.90	3.78	0.93
25. Motivating Others	3.00	1.29	3.70	1.10	3.89	0.74	4.11	0.87	3.83	0.37	3.71	0.87
14. Communication Ability	4.17	0.69	3.50	0.81	3.22	1.03	3.44	0.50	4.17	0.37	3.70	0.68
26. Supervising Others	3.83	0.90	3.60	1.11	3.67	0.82	3.44	0.68	3.83	0.37	3.67	0.78
16. Diplomacy	3.67	1.60	3.60	0.80	3.44	0.83	3.44	1.26	4.00	0.82	3.63	1.06
13. Language Ability	3.33	1.49	3.70	1.10	2.89	0.74	4.00	1.25	3.50	0.50	3.48	1.02
28. Physical Flexibility and Balance	3.50	0.50	3.40	1.02	3.56	0.96	3.22	0.79	3.67	0.47	3.47	0.75
8. Perceptual Speed and Accuracy	3.67	0.94	3.30	0.90	3.33	0.94	3.11	0.99	3.33	0.47	3.35	0.85
27. Swimming	3.33	0.47	3.30	0.46	2.78	0.79	3.33	0.67	3.33	0.94	3.21	0.67
12. Writing Ability	3.00	1.15	3.70	0.64	3.11	0.31	3.11	0.99	3.00	0.58	3.18	0.73
15. Non-Verbal Communication	3.17	0.90	3.10	0.94	3.00	0.82	2.89	0.87	3.33	0.75	3.10	0.86
5. Auditory Intelligence	2.50	0.96	2.80	0.40	2.33	0.67	2.78	0.79	2.50	0.50	2.58	0.66

**Means and Standard Deviations of Attribute Importance Ratings:**

**18D Field Performance**

For Each SFG[A]

Attribute	1st SFG[A] N= 6		3rd SFG[A] N= 8		5th SFG[A] N= 8		7th SFG[A] N= 6		10th SFG[A] N= 7		GRAND	
	MN	SD	MN	SD	MN	SD	MN	SD	MN	SD	MEAN	SD
18. Maturity	4.83	0.37	4.56	0.50	4.63	0.70	4.40	0.49	4.57	0.49	4.60	0.51
11. Reading Ability	4.67	0.47	4.44	0.50	4.63	0.48	4.40	0.80	4.43	0.49	4.51	0.55
19. Autonomy	4.67	0.47	4.33	0.67	4.63	0.70	4.20	0.98	4.29	0.45	4.42	0.65
1. Judgment and Decision Making Ability	4.50	0.76	4.33	0.82	4.75	0.43	4.40	0.80	4.14	0.64	4.42	0.69
21. Dependability	4.67	0.47	4.22	0.79	4.50	0.71	4.40	0.80	4.14	0.35	4.39	0.62
17. Cultural/Interpersonal Adaptability	4.33	0.47	4.33	0.67	4.25	0.97	3.80	0.75	4.71	0.45	4.28	0.66
22. Initiative	4.50	0.50	3.89	0.74	4.50	0.71	4.20	0.40	4.29	0.45	4.28	0.56
20. Team Playership	4.67	0.47	4.00	0.67	4.50	0.87	4.00	0.89	4.14	0.64	4.26	0.71
9. Basic Math	4.33	0.75	4.00	0.82	4.38	0.86	4.20	0.75	4.14	0.64	4.21	0.76
15. Non-Verbal Communication	4.17	0.37	4.00	0.67	4.50	0.50	3.80	0.75	4.29	0.45	4.15	0.55
16. Diplomacy	4.67	0.47	4.11	0.87	4.50	0.50	3.60	0.80	3.86	0.64	4.15	0.66
3. Adaptability	4.17	0.69	4.44	0.50	4.88	0.33	3.40	1.02	3.57	0.49	4.09	0.61
4. Creativity	4.33	0.47	4.11	0.87	4.50	0.50	3.80	0.75	3.71	0.70	4.09	0.66
23. Perseverance	4.50	0.50	4.22	0.79	4.38	0.86	3.20	0.40	3.71	0.45	4.00	0.60
30. Physical Endurance	4.00	0.82	4.11	0.74	4.50	0.71	3.20	0.96	4.14	0.35	3.99	0.72
2. Planning	4.17	0.69	3.56	0.50	4.13	0.93	3.80	0.75	4.14	0.64	3.96	0.70
14. Communication Ability	3.83	0.69	4.33	0.47	4.25	1.09	3.20	0.40	4.14	0.64	3.95	0.66
13. Language Ability	3.50	0.50	3.78	0.92	4.38	0.70	4.00	0.89	3.86	0.64	3.90	0.73
24. Moral Courage	4.50	0.76	3.22	1.03	4.25	0.97	3.40	0.80	3.86	0.35	3.85	0.78
12. Writing Ability	4.00	0.00	3.67	1.05	4.50	0.50	3.20	0.40	3.86	0.64	3.85	0.52
7. Spatial Ability	4.00	0.58	4.11	0.74	4.13	1.05	3.40	0.49	3.29	0.45	3.79	0.66
29. Physical Strength	3.83	0.69	3.56	0.68	4.00	0.71	3.00	0.63	4.00	0.53	3.68	0.65
25. Motivating Others	3.83	0.69	3.33	0.67	3.75	0.83	3.00	0.63	3.86	0.64	3.55	0.69
8. Perceptual Speed and Accuracy	4.00	0.58	3.00	0.67	4.00	1.00	3.20	0.40	3.57	0.73	3.55	0.68
28. Physical Flexibility and Balance	3.33	0.75	3.44	1.17	4.13	1.05	2.60	1.02	3.71	0.70	3.44	0.94
26. Supervising Others	3.33	0.47	3.11	0.74	3.63	0.99	3.00	0.63	3.43	0.49	3.30	0.66
27. Swimming	3.33	0.75	3.00	0.94	3.25	1.20	2.80	0.98	4.00	0.76	3.28	0.93
5. Auditory Intelligence	2.67	1.11	2.78	1.13	4.00	1.12	3.20	0.40	3.57	0.49	3.24	0.85
6. Mechanical Ability	3.00	0.82	2.89	0.31	3.50	1.12	2.60	0.49	3.14	0.35	3.03	0.62
10. Advanced Math	3.33	1.25	2.78	0.63	2.63	1.49	2.40	1.02	3.29	0.70	2.89	1.02

**Means and Standard Deviations of Attribute Importance Ratings:**

**18E Field Performance**  
For Each SFG(A)

Attribute	1st SFG(A) N= 6		3rd SFG(A) N= 6		5th SFG(A) N= 7		7th SFG(A) N= 8		10th SFG(A) N= 6		GRAND MEAN	SD
	MIN	SD	MIN	SD	MIN	SD	MIN	SD	MIN	SD		
5. Auditory Intelligence	4.20	0.75	4.20	1.17	4.71	0.45	4.50	1.00	4.67	0.47	4.46	0.77
21. Dependability	4.60	0.49	4.40	0.49	4.71	0.45	4.50	0.50	3.50	0.96	4.34	0.58
23. Perseverance	4.20	0.75	4.60	0.49	4.43	0.73	4.25	0.43	4.00	0.58	4.30	0.60
30. Physical Endurance	4.00	0.63	4.40	0.80	4.00	0.93	4.63	0.70	4.33	0.75	4.27	0.76
3. Adaptability	4.40	0.49	4.40	0.49	4.43	0.73	3.75	0.83	4.17	0.69	4.23	0.65
20. Team Playership	3.80	0.75	4.60	0.49	4.71	0.45	4.50	0.50	3.50	0.96	4.22	0.63
22. Initiative	4.20	0.40	4.40	0.80	4.57	0.49	4.13	0.33	3.67	0.94	4.19	0.59
18. Maturity	4.00	0.63	4.60	0.49	4.14	0.83	4.50	0.50	3.67	1.11	4.18	0.71
19. Autonomy	4.20	0.75	4.60	0.49	4.29	1.03	4.13	0.93	3.67	0.75	4.18	0.79
29. Physical Strength	3.20	0.40	4.40	0.80	3.71	1.03	4.50	0.71	4.33	0.75	4.03	0.74
7. Spatial Ability	3.20	0.75	4.60	0.49	4.00	0.93	4.75	0.43	3.50	0.50	4.01	0.62
8. Perceptual Speed and Accuracy	4.00	0.63	4.60	0.49	3.86	0.99	3.88	0.78	3.67	0.47	4.00	0.67
6. Mechanical Ability	3.60	0.49	3.80	0.40	4.57	0.49	4.13	0.78	3.83	0.69	3.99	0.57
1. Judgment and Decision Making Ability	4.20	0.75	3.60	0.80	3.86	0.64	4.38	0.70	3.83	0.69	3.97	0.72
9. Basic Math	3.40	0.49	3.80	1.47	4.57	0.49	3.88	0.78	3.83	0.90	3.90	0.83
4. Creativity	3.60	0.49	4.00	0.63	4.00	0.93	4.00	0.71	3.67	0.75	3.85	0.70
11. Reading Ability	3.60	0.49	3.80	0.40	4.29	0.70	3.88	0.78	3.67	0.47	3.85	0.57
24. Moral Courage	4.00	0.63	4.00	0.63	3.43	0.90	4.00	0.71	3.33	0.47	3.75	0.67
14. Communication Ability	3.40	0.49	4.20	0.75	3.43	0.90	4.38	0.48	3.33	0.47	3.75	0.62
2. Planning	3.80	0.75	3.60	1.02	3.71	0.70	3.63	0.86	3.67	0.75	3.68	0.82
17. Cultural/Interpersonal Adaptability	4.00	1.10	4.00	0.89	3.29	1.48	3.88	0.60	3.17	1.46	3.67	1.11
13. Language Ability	2.80	0.40	3.80	0.98	3.29	1.03	4.13	0.78	3.00	1.29	3.40	0.90
28. Physical Flexibility and Balance	2.80	0.40	3.60	0.80	2.86	0.99	3.88	0.78	3.67	1.11	3.36	0.82
12. Writing Ability	3.20	0.75	3.20	0.75	3.57	0.73	4.00	0.50	2.83	0.90	3.36	0.73
16. Diplomacy	3.20	0.75	3.60	1.02	3.29	1.03	3.63	0.86	2.83	1.07	3.31	0.95
25. Motivating Others	3.00	0.63	3.00	0.00	3.14	0.83	3.88	0.60	2.83	0.69	3.17	0.55
27. Swimming	2.80	0.40	3.20	0.98	3.00	1.07	3.50	0.50	3.00	0.82	3.10	0.75
15. Non-Verbal Communication	2.80	0.75	3.00	1.10	2.86	1.46	3.50	0.50	2.83	1.07	3.00	0.98
26. Supervising Others	3.00	0.63	3.20	0.40	2.57	0.49	3.38	0.70	2.00	0.82	2.83	0.61
10. Advanced Math	2.60	0.80	3.80	1.60	1.86	1.36	3.00	1.12	2.33	1.11	2.72	1.20



**Appendix G**  
**Retranslation Booklets**

## QUESTIONNAIRE ADMINISTRATION INSTRUCTIONS FOR POCS

Please find enclosed 30 questionnaires. There are five versions of the questionnaire, one for each of the following SF jobs:

Weapons SGT [Tan]  
Medical SGT [Yellow]  
Team Leader [Orange]

Engineer [Green]  
Communications SGT [Blue]

There are six copies of each version.

**Who should complete questionnaires?** Questionnaire respondents will be asked to make judgments about behaviors that define good and poor SF performance. Therefore, *they should be people who are adequate to good performers themselves.* To the extent possible, they should have recent A team experience.

Twenty-six personnel will be needed to complete the questionnaires:

4 senior 18Bs, 4 senior 18Cs,  
4 senior 18Ds, 4 senior 18Es, 4 18Zs,  
3 captains with about one year of experience, and  
3 warrant officers who are or have been team leaders.  
(Four of the 30 questionnaires are extras.)

With exception of the Zulus, personnel should complete the version of the questionnaire that matches their MOS/job (e.g., 18B completes Weapons SGT). The four Zulus should be assigned to questionnaires as follows: one to 18B, one to 18C, one to 18D, and one to 18E.

Please use the attached *Questionnaire Assignment Tracking Sheet* to keep track of who has questionnaires and who has turned them in. As you assign questionnaires to individuals, write their names and phone numbers in the appropriate blank. Indicate when the questionnaire was assigned and when the questionnaire was returned. We are not asking respondents to write their names on the questionnaires, so you can't count on that as a method of tracking.

**What if people have questions about the questionnaire?** If individuals have questions about the questionnaire or how to complete the questionnaire, they should call Teresa Russell or Felicity Tagliareni (703) 549-3611.

**When are the questionnaires due?** We would like to have all completed questionnaires returned to our offices by 29 October 1993. If this is an unreasonable time frame, please call me, Teresa Russell (703-706-5666) and we will work something out.

**How should the questionnaires be sent back?** Questionnaire respondents will be instructed to place their completed questionnaires in an envelope and return the envelope to you. Please use the enclosed Federal Express package to return the questionnaires to me. We want to be able to trace the package if it does not arrive in our offices. The Federal Express form is already completed for your convenience. Just (1) fill in the *date*, (2) tear off the bottom (pink) copy, (3) save the pink copy in case the completed questionnaires do not arrive in our offices, and (4) call Federal Express for a pickup or drop the package off at a Federal Express drop box.

**Questionnaire Assignment Tracking Form**

Questionnaire Version	Job	NAME AND PHONE: Assigned Respondent	Date Assigned	Date Returned
Weapons SGT [Tan]	18B			
	18B			
	18B			
	18B			
	18Z			
Engineer [Green]	18C			
	18C			
	18C			
	18C			
	18Z			
Medical SGT [Yellow]	18D			
	18D			
	18D			
	18D			
	18Z			
Communications SGT [Blue]	18E			
	18E			
	18E			
	18E			
	18Z			
Team Leader [Orange]	CAPT			
	CAPT			
	CAPT			
	CW-			
	CW-			
	CW-			

# Job Analysis of Special Forces Jobs:

## Performance Example Questionnaire

Version: Team Leader [A]

### Privacy Act Statement

This is an experimental personnel data collection activity conducted by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (e.g., name) are requested, they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

Although your participation is voluntary, we encourage you to provide complete and accurate information in the interests of the research. There will be no effect on you for not providing all or any part of the information.

## Job Analysis of Special Forces Jobs: Performance Example Questionnaire

### Project Purpose

The overall goal of the SF Job Analysis is to gather information that will aid in the development of new SF performance measures. This goal requires two types of information--information about the individual attributes (e.g., interpersonal skills, judgment ability) requisite to SF performance and information about the field performance of SF Jobs.

### Project Summary

The SF Job Analysis has been well-supported by the 1st, 3rd, 5th, 7th, and 10th SFG[A]. In total, 175 NCOs, officers, and warrant officers have provided:

- judgments about 30 individual attributes (e.g., judgment and decision making ability, non-verbal communication ability, endurance, motivation)
- judgments about task areas relevant to SF MOS, and
- descriptions of *performance examples* (scenarios that describe a situation, an SF individual's behavior in that situation, and the outcome of the individual's actions).

The participants provided 1,767 *performance examples* which were organized into 40 job *performance categories*. For simplicity, the performance categories were grouped into 14 major SF roles. Names of the categories and roles are provided in Figure 1. Definitions of some of the categories are on pages 6 and 7 and on the back page of your questionnaire.

### Questionnaire Purpose

This questionnaire has two purposes: (1) to ensure that the *performance categories* adequately reflect the content of the *performance examples* and (2) to obtain judgments about the effectiveness of different behaviors that are represented in the *performance examples*.

Your judgments, along with those of other respondents, will be used to develop SF performance measurement instruments. Your participation in this effort is, therefore, very important. Thank you for your time and consideration.

Figure 1. Role	SF Roles and Performance Categories Based on Performance Examples Performance Category(ies)	
Teacher	A.	Teaching Others
Diplomat	B.	Building and Maintaining Effective Relationships with Indigenous Populations
	C.	Handling Difficult Interpersonal or Intercultural Situations
	D.	Using and Enhancing Own Language Skills
Problem Solver	E.	Troubleshooting and Solving Problems
	F.	Decision Making
Planner	G.	Planning for Missions
	H.	Preparing for Missions
Team Player	I.	Contributing to the Team Effort and Morale
Professional	J.	Showing Initiative and Extra Effort
	K.	Displaying Honesty and Integrity
Soldier/ Survivor	L.	Confronting Physical and Environmental Challenges
	M.	Navigating in the Field
	N.	Administering First Aid and Treating Casualties
	O.	Being Safety Conscious
Administrator	P.	Handling Administrative Duties
	Q.	Handling Classified Information and Materials
Weapons Expert	R.	Operating and Maintaining Direct-Fire Weapons
	S.	Employing Indirect-Fire Weapons and Techniques
Engineer	T.	Employing Demolitions Techniques
	U.	Constructing for Mission-Related Requirements
	V.	Calculating Mission-Related Requirements
	W.	Developing and Using Target Folders
Communi- cations Expert	X.	Maintaining Communication Equipment
	Y.	Complying with Communication Procedures and Policies
	Z.	Assembling, Operating, and Disassembling Accurately Configured Equipment
	AA.	Using Cryptic Message Format to Make Communications
Medic	BB.	Evaluating and Treating Non-Emergency Medical Conditions and Injuries
	CC.	Determining and Administering Medications and Dosages
	DD.	Obtaining/Maintaining Medical Records and Treatment Histories
	EE.	Ensuring Standards of Health-Related Facilities, Conditions, and Procedures
	FF.	Responding to Accident and Life-Threatening Situations and Conditions
	GG.	Performing or Assisting Doctor in Surgical Procedures
Military Advisor	HH.	Conducting Laboratory Tests/Procedures
	II.	Advising HN/G Counterparts
Leader	JJ.	Conducting Cooperative Operations with HN, G, or Conventional Forces
	KK.	Considering Subordinates
	LL.	Providing Direction
	MM.	Gaining the Respect and Confidence of Subordinates
	NN.	Developing Others

Shading indicates categories that are not covered in this version of the questionnaire.

## Questionnaire Instructions

This booklet contains about 150 short performance examples. Each example describes an SF soldier's actions in a particular situation. We would like you to make two judgments about each performance example. Please follow these three steps:

- (1) *Read the performance categories defined on pages 6 and 7 carefully.* These performance categories are also listed on the last page of your questionnaire. *Tear off the last page of your questionnaire.* You will need to refer it as you make your judgments. *It is critical that you develop a good understanding of the performance categories before you get started.* If you make any handwritten notes about the performance categories, please return them with your completed questionnaire. We will consider all notes in the next revision of definitions.
- (2) Read the first performance example and decide which performance category it is relevant to. Write the letter "A," "B,"... etc. that indicates which category the performance example reflects in the blank to the right of the example
- (3) Now, each performance example has one main character--this NCO, this 18B, etc. Consider how effective the individual's behavior was in the incident. Use the seven point rating scale shown at the bottom of the next page (1 = low effectiveness to 7 = high effectiveness) to make your judgments.

An example of some completed judgments appears on the following page. This respondent read the first performance example and decided that it was relevant to category "B," Building and Maintaining Effective Relationships with Indigenous Populations. He felt that the SF soldier's actions in the example were a little higher than moderately effective, so he wrote a "5" in the appropriate blank to the left of the example.

He indicated that the second performance example was relevant to category "A," Teaching Others. He thought the soldier's actions in the example were a little higher than moderately effective, so he wrote "5" in the blank to the left of the example.

### Other Notes

There are too many performance examples to place in just one questionnaire. This version of the questionnaire contains performance examples that are common to any position on an SF team (i.e., not MOS specific) and performance examples relevant to team leader roles. Other questionnaires contain MOS specific performance examples.

The details of the performance examples have been altered in order to safeguard the identity of SF personnel.

**EXAMPLE PERFORMANCE EXAMPLE BOOKLET PAGE**

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (See below)
---	--

1.   B          5        An airborne school was being run for foreign nationals using the American jump school standard for pull-ups. However, not one of the foreign nationals could do more than 3 pull-ups. This SF soldier lowered the standard without making it look like a major adjustment was being made. The students were able to build up to over 3 pull-ups and complete the airborne training.
2.   A          5        This 18B attended a SERE course. This 18B saw the need for survival training within his own team and came up with a week's training plan for movement and daily procedures. This 18B also developed a standardized survival kit for the team. The team conducted survival training and used the survival kit for a period of 7 days.
3.   B          2        An SF team was working with host nation counterparts. During the usual siesta time, a host nation soldier made reservations for the host soldiers and the American contingency at a restaurant. This SF soldier said he did not like the local food and started whining, saying that he wanted to eat at a McDonalds. This SF soldier was reprimanded for insulting the host nation soldiers.
4.   C          6        During a military gathering, this SF soldier was sitting at a table with a Marine Corps commander when they were joined by a Spanish speaking officer. The two officers were trying to communicate, but neither could speak the other person's language. This SF soldier offered to translate for both individuals. The offer was accepted and the officers were able to productively exchange ideas.
5.   J          7        During a training mission, it was discovered that all the water in the area was poisoned. The nearest location for alternate water was 4 miles away and the team members were dehydrated. This SF soldier directed the other team members to wait in the area while he went to get safe water. This SF soldier went the 4 miles to get the water and brought enough for everyone back. All the team members were rehydrated and were able to continue with the mission.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness



## SF Job Performance Category Definitions

**A. Teaching Others.** Conveying knowledge and skill to others; establishing an atmosphere conducive to learning; presenting material in an orderly fashion; tailoring material to the target audience's needs and capabilities; obtaining audience interest and involvement; using handouts, aids, tools, or kits; constructively guiding and correcting others; finding appropriate ways around language barriers.

**B. Building and Maintaining Effective Relationships with Indigenous Populations.** Demonstrating respect for and engaging in behavior appropriate to indigenous culture, values, and customs; developing rapport with indigenous people and building respect for SF.

**C. Handling Difficult Interpersonal or Intercultural Situations.** Circumventing unnecessary disputes, de-escalating tensions, and resolving disputes effectively; maintaining composure when threatened, angered, or intimidated; using non-verbal communication skills to effectively interpret and resolve interpersonal or situational problems; preventing arguments and conflicts.

**D. Using and Enhancing Language Skills.** Learning native language to enhance performance on missions, not having to rely on others to make up for language shortcomings; practicing language; taking opportunities to speak with HN civilians; translating and checking others' translation for accuracy.

**E. Troubleshooting and Solving Problems.** Finding novel ways to use the resources at hand to solve a problem (e.g., making an antenna out of garbage); producing solutions that are resourceful, insightful, or imaginative; producing solutions that are workable and practical.

**F. Decision Making.** Making sound decisions in a timely fashion; taking others' ideas and advice into account; making decision that use time, personnel, equipment, and tactics effectively; accounting for policy or procedure in decisions; acting swiftly and decisively when needed; remaining composed and task-oriented in making decisions under stress.

**G. Planning for Missions.** Developing sound mission plans; drawing on the expertise and advice of team members; anticipating potential problems and planning to overcome them; weighing consequences of alternate approaches; modifying plans when needed; assessing team readiness to identify gaps in knowledge/skills needed for mission.

**H. Preparing for Missions.** Determining resources needed to complete mission; determining equipment needs and preparing, checking, packing, and maintaining mission-related equipment; checking availability of resources at mission location; informing team members of preparation activities and responsibilities; making necessary personal preparations; conducting briefbacks.

**I. Contributing to the Team Effort and Morale.** Meeting team expectations for individual performance and interpersonal behavior; facilitating team performance through individual-level efforts; enhancing new and existing team members' skills and readiness; helping to constructively resolve intra-team disputes and personality clashes; motivating others; building team spirit through personal interactions.

**J. Showing Initiative and Extra Effort.** Putting forth the effort to produce high-quality work in a timely fashion; putting work priorities ahead of personal interests; actively pursuing self-improvement goals; seeking challenges; volunteering for demanding tasks or extra responsibility; taking initiative; presenting a positive image of SF.

**K. Displaying Honesty and Integrity.** Adhering to laws or rules of conduct; knowing when to put aside personal beliefs to follow policy requirements/SOPs, but taking a more difficult, morally correct course of action when appropriate; owning up to own mistakes; being truthful and genuine with others.

**L. Confronting Physical and Environmental Challenges.** Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically stressful or unfamiliar situations; preparing physically for challenge, emphasizing endurance over physical strength; overcoming demanding environmental conditions to rescue someone.

**M. Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating; using navigational techniques and skills to move to target.

**N. Being Safety Conscious.** Handling, storing, and disposing of hazardous equipment and materials properly; following safety guidelines and instructions in all training and operational contexts; monitoring others to ensure they observe SOP when using weapons and other potentially dangerous equipment and materials; reacting to safety violations and consequences to minimize potential adverse effects.

**O. Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.

**P. Handling Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; handling excesses or shortages of supplies; coordinating with others to share resources; finding the source of administrative problems; using computers.

**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; using approved equipment or methods.

**II. Advising HN/G Counterparts.** Providing sound technical advice to HN/G, highlighting areas of vulnerability; providing advice that reflects the best interest of the HN/G, is consistent with their mores and culture, and allows them to avoid unnecessary or unwise actions; calming and reassuring HN/G in stressful situations.

**JJ. Conducting Operations with Other (HN, G, Conventional) Forces.** Organizing or reorganizing HN/G troops to ensure effective leadership without offending key HN/G personnel; learning from HN/G about the environment and using that information to enhance operations; sharing equipment and resources with HN/G.

**KK. Considering Subordinates.** Considering consequences of decisions on subordinates; taking their needs/feelings into account when making decisions; taking the time and effort to research and correct subordinates' problems (e.g., problems receiving mail while on deployment).

**LL. Providing Direction.** Taking charge in the absence of authority--establishing a direction, organizing a team; gravitating toward positions of leadership; pulling the team together; setting specific, challenging, but attainable goals; distributing work fairly; being consistent.

**MM. Gaining the Respect and Confidence of Subordinates.** Knowing the limits of own knowledge; valuing the experience of team members; facing the consequences of own decisions/actions; taking responsibility; being truthful; following through on promises; treating others with respect; setting a personal example of hard work and sacrifice.

**NN. Developing Others.** Confronting behavioral problems directly; giving others responsibility, but checking others' work often enough to be sure it is of high quality; providing negative feedback constructively, such that individuals know what was wrong and how to improve; administering "punishment" that is appropriate for the situation.

18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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1. \_\_\_\_\_

While deployed on a joint exercise, this 18A was expected to eat lunch with the foreign general and his staff every day. He did not speak the language and few of the hosts spoke English. This 18A expressed to a host officer who spoke some English his interest in learning more of the host language. The 18A learned a "sentence of the day" from the host officer and used it at lunch, which mixed humor with the ongoing training events. The 18A built tremendous rapport with the general and his staff, gaining their support for additional training resources.

2. \_\_\_\_\_

During a deployment, a team was responsible for maintaining all sensitive items. This 18E did not do a proper check and later noticed that his crypto was missing, even though he had been reporting all sensitive items accounted for. He had the team locked down, conducting a search in order to find the missing items. The sensitive items were found and the 18E was given a letter of reprimand.

3. \_\_\_\_\_

A new team member arrived on a team. This SF officer told the new member how to behave to make the team more effective. This SF officer also told the new member not to call each other by rank as everyone knows what rank they all are. His assistance helped the new member become part of the team.

4. \_\_\_\_\_

This 18A was given the responsibility of developing and implementing a desert operations/survival program of instruction. This 18A delegated the responsibility of different portions of the POI to subordinate personnel to take advantage of the SF team members' versatility. The desert training program was exemplary.

5. \_\_\_\_\_

This team leader was very weak in Spanish. This team leader made no attempt to improve his language skills because he was confident that his other abilities would make up for it. An important mission was given to another team that had a team leader who was better able to speak and understand Spanish.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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6. \_\_\_\_\_ The ODA was on movement to a contact mission. The ODA was under fire and the situation was worsening. This ODA commander maintained control and showed enough flexibility to react to the situation. The mission was a success.
  
7. \_\_\_\_\_ This team leader was assigned to a team with a team sergeant who was consistently verbally abusing the team members if they didn't perform to his standards. This team leader told the team sergeant that verbal abuse would not improve performance and had him read a book on leadership and counseling. The team sergeant stopped abusing his team members; esprit de corps and overall performance improved.
  
8. \_\_\_\_\_ Near the end of a very long and cold training exercise, the team had low morale, was very tired, and was becoming weak. The team was given another mission and everybody complained. This team sergeant let them blow off some steam, then gathered the team together and gave a short pep talk about the importance of the new mission and how the team needed to pull together to accomplish it. The team members eventually agreed; they completed the mission and received praise for their team work and determination.
  
9. \_\_\_\_\_ After working as a DZ party for airborne operation, this SF officer wanted to view the operation of an AC-130 gunship. This SF officer could not locate the AC-130 gunship and got the team lost in the gunship's impact area. The SF officer could not resection his location on the map. The AC-130 gunship determined personnel were present in the impact area and did not fire.
  
10. \_\_\_\_\_ A company was deployed to an operational area when a "real world" mission came down for three ODAs. This 18A was upset that his ODA was not given the mission and got 3/4 of the ODA to threaten to resign or move to another company. That ODA was given the next "good" mission.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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11. \_\_\_\_\_

The mission was to role play other higher commands. In the scenario, this captain with little experience outranked his commander. The captain would not listen to the senior NCOs and the warrant officer. His motto was panic first. The captain was unable to separate reality from role-playing. He got into several shouting contests with his rater/commander and was disrespectful. The stressful, uncooperative environment resulted in bad feelings on all sides.

12. \_\_\_\_\_

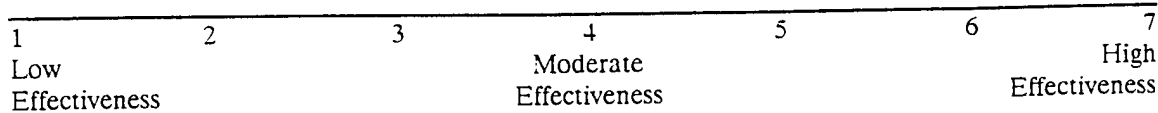
A soldier became dehydrated when participating in an obstacle course. This 18B gave an IV to the injured soldier even though he did not know what he was doing. The soldier recovered, but the 18B was given a negative spot report.

13. \_\_\_\_\_

The detachment received a new commander just prior to deployment for Desert Shield. This detachment commander did not conduct the required initial counseling with the team sergeant in the first month to set goals and expectations. This detachment commander had a series of power struggles and personal disagreements with the team sergeant over a period of 5 months, at which point he conducted the counseling session. The detachment was unable to accomplish assigned missions during this period and got a bad reputation.

14. \_\_\_\_\_

During an ARTEP, an isolated detachment cross-loaded all equipment and rigged it for an airborne resupply for the ARTEP. This SF soldier re-packed the equipment bundles so that they were no longer cross-loaded. Upon infiltration of the team and equipment, one bundle failed to open, destroying over \$200,000 of equipment and leaving the detachment non-operational and unable to complete the mission.



18A & 180A [A]

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15. \_\_\_\_\_

An SF 18C was part of a two-person team establishing a program to train refugees. When the team leader had to leave the mission to brief the general, this 18C took over the role of negotiating with officials from a variety of nations/factions. This 18C wore civilian clothes and went to a high-level meeting to represent the U.S. to the host nation. The negotiations proceeded, rather than being suspended due to the team leader's absence, and the training camp was funded.

16. \_\_\_\_\_

This SF commander was given a mission to act as a liaison for a conventional unit. He was able to send part of his equipment ahead of him and decided to take the rest with him when he deployed. The plane ended up being very full. This SF commander was forced to leave a number of items behind. The team did not have all the necessary equipment.

17. \_\_\_\_\_

During a sensitive mission, the detachment was required to split into 3 elements. One element sustained a non-life threatening, but painful injury to one of its members. This element had no 18D. This 18B had carried a medical kit with him on the mission. This 18B treated the injury, where a poisonous plant had entered the soldier's leg and broken off internally, by numbing the area surrounding the wound and extracting the plant. The wounded soldier was able to continue with the mission.

18. \_\_\_\_\_

A guerrilla group was rebelling against having to move camps on a rainy night with no notice. The senior guerrilla NCO was the most negative. This cadre leader SF soldier quietly pulled the senior guerrilla NCO aside and had him moved to another location. The guerrillas grudgingly went along.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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19. \_\_\_\_\_

The team was working on a land navigation course with host nation forces. This team sergeant tried to convince the host nation forces to use terrain association, instead of a straight line from point to point as a land navigation technique. The host nation continued with their old technique even though terrain association was shown to be much easier.

20. \_\_\_\_\_

While training with host nation forces, it was discovered that their main commo link was messenger. The commo equipment was available but no one knew how to use it. Although the equipment was not known to the 18E, he was able to figure it out and teach the force to effectively use the equipment. The host nation commo link was improved which then improved all other tasks performed by the force.

21. \_\_\_\_\_

Ordnance was found by a team on a humanitarian mission. The team's 18C strongly advised this team leader that each ordnance piece had to be individually charged (because it would not sympathetically detonate) but that the team did not have enough demolitions material to place a charge on each separate piece. This team leader said to "do it anyway." The explosion launched several unexploded projectiles towards the team at a high rate of velocity.

22. \_\_\_\_\_

This 18C was tasked with safeguarding classified material. This 18C removed all the weapons from the weapons safe box, placed the classified material in the bottom of the box, and piled heavy, oily weapons on top. The materials became oily and unreadable.

23. \_\_\_\_\_

This 18C was deployed on a mission in which the marching route followed a stream. Although the intelligence reports stated that it was possible to walk the entire route along the bank, the element found that there were cliffs on both sides of the stream and deep water to their front. This 18C constructed a large raft to float the equipment down the stream. The element was able to continue their mission and did not lose any travelling time.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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24. \_\_\_\_\_

The post-damage assessments from an air war were constantly monitored by this team's warrant officer. This warrant officer constantly updated the enemy's disposition, composition, and strengths on the enemy situation map. Successful detachment missions were planned and organized based on this warrant officer's assessment.

25. \_\_\_\_\_

An ODA was conducting improvised munitions training. An 18C's improper storage of the flammable chemicals resulted in damage to equipment and danger to personnel. Instead of punishing the individual, this commander stopped training, had the chemicals disposed of, and prevented improvised munitions training from being conducted.

26. \_\_\_\_\_

An ODA was given the mission of training African soldiers on a new parachute system and on means of exiting their aircraft. This ODA commander convinced the host nation airforce to allow the host nation forces to jump from the ramp (instead of the door) of the aircraft since they had never done that before. The ODA commander also gave a safety briefing on emergencies as part of the pre-jump procedures. As a result, the host nation learned a new way to exit their aircraft and added an emergency procedure briefing to their SOP.

27. \_\_\_\_\_

A team leader was deployed with his detachment to the Joint Readiness Training Center to be evaluated on the team's ability to conduct a DA mission. This team leader consistently argued with and verbally abused his team members for the duration of the exercise. The team members all lost the motivation to do well and performed their tasks in a substandard way. The team received a poor evaluation.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



18A & 180A [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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28. \_\_\_\_\_

An SF company was deployed overseas on an operational mission and was located in a staging base planning missions. This SF soldier frequently called home and told his wife about numerous classified activities. The wife told other individuals and the information reached the SF unit. Morale was lowered but no corrective measures were taken.

29. \_\_\_\_\_

The detachment was preparing for an OCONUS mission. For the purpose of planning, classified material was being used. The 18B observed the detachment commander storing confidential material in his desk. This 18B advised the commander that all material classified as confidential and higher must be stored in a safe. The classified material was safeguarded.

30. \_\_\_\_\_

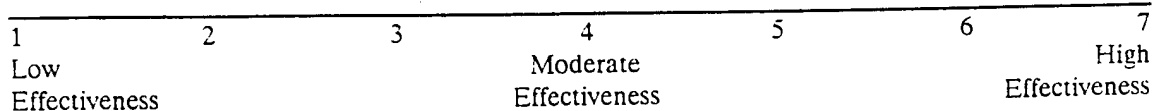
A detachment was planning two separate missions (one DA, one SR). This detachment commander gave his planning guidance and then let the team sergeant conduct the planning, periodically checking on the team's progress. The planning was effective without "micro-managing" and the team had an excellent briefback.

31. \_\_\_\_\_

During mission planning, some SF officers displayed little respect for the foreign officers and had them do servant work. This group leader told the foreign officers that if they felt they were not being used properly, they should just leave. The SF officers started to give the foreign officers real work or nothing at all.

32. \_\_\_\_\_

This 18A was sent on a two-person team mission. The mission involved negotiation with various foreign groups and the U.N. for a program to train refugees. This 18A represented both civilian and military interests for the U.S. through the long negotiation process, changing his approach to fit the cultural background of the people with whom he was working. More foreign countries supported the effort and sent people to the negotiations.



18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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33. \_\_\_\_\_

The detachment was tasked to move from point A to point B. This 180A tasked the 18E to plan the route. The 180A did not check the 18E's work. It took longer to get where the team was supposed to go because the 18E had made errors.

34. \_\_\_\_\_

While in a host nation country, an SF soldier backed up a truck over a plastic water pipe line, breaking a 6 foot section. This 18C went to the local economy to acquire the necessary material to repair the water line. A possible problem with host nation personnel was avoided.

35. \_\_\_\_\_

An 18A was in charge of a staff section with a team member who was about to retire. The team member did not want to deploy, but the 18A insisted he go. This team member maintained a bad attitude during the deployment, contradicted the policies of the 18A and chain of command, and did not change his behavior after the unit sergeant and battalion commander talked to him. This team member was relieved when he got home.

36. \_\_\_\_\_

A detachment had been waiting three days to make a link-up after an escape and evasion exercise. The detachment, which was out of food, was ordered to remain hidden until the link-up was made. This captain made the decision to walk into the village and call the battalion. The battalion said that they had not been able to find the grid coordinates where the detachment was to be exfilled. The team was exfilled.

37. \_\_\_\_\_

An ODA was deployed for a series of four very long deployments. This team sergeant listened to team members' problems and told them he cared about what they said, being a friend if they had personal problems. The team became cohesive and respected the team sergeant.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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38. \_\_\_\_\_

A team was deployed to a foreign nation to conduct FID. This officer would not eat with his host nation counterpart or invite him to eat with the team. This officer drank tea with him only when higher headquarters' ranking US officers were present. The ODAs could not accomplish their missions due to the negative attitude of the host nation counterparts as the host nation commander told his subordinates about this officer's behavior.

39. \_\_\_\_\_

A detachment was conducting search and reconnaissance training in cold, wet weather. This team leader did not realize how the bad weather was affecting the team so the team never stopped to warm or dry themselves. Six out of eight soldiers suffered cold weather injuries.

40. \_\_\_\_\_

A platoon-type raid was planned to snatch a prisoner. The plan called for a large force to hit the objective and grab the prisoner under cover of darkness. The enemy force size was unknown, but was thought to be squad +. This reconnaissance team leader set up his surveillance team at the objective and saw that the enemy force was larger than expected. This team leader saw that the prisoner had been brought out with only 2 guards far from the camp. This team leader decided to rescue the prisoner there and then. The prisoner was rescued; this mission would probably have failed if it had been executed as planned.

41. \_\_\_\_\_

On an extended deployment, a drunk SF soldier became abusive to SF soldiers who were trying to help him get to bed. This senior warrant officer took charge of the situation, forced the SF soldier to go to bed, and waited until the next day to counsel him. A potential problem was diffused and the soldier learned his lesson while sober.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

18A & 180A [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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42. \_\_\_\_\_

An ODA was sent to an FTX without sufficient gear to stay warm in a static position for extended periods in sub-freezing conditions. An 18D on the team notified this officer twice of the lack of protective gear and that four team members had incurred environmental injuries by the midpoint of the FTX. This officer disregarded the 18D's input. Six team members ended up with permanent injuries, despite treatment by the 18D.

43. \_\_\_\_\_

This newly assigned 18A had a meeting with the 18Z and the 180A. This 18A told the 18Z and the 180A that he deferred rank to experience and was there to help the team. The team became close knit and worked very well together.

44. \_\_\_\_\_

This SF leader verbally counselled a substandard SF NCO routinely. When the poor performer received a bad NCOER, he appealed to the battalion commander and command sergeant major. This SF leader had failed to document the poor performance. The NCOER was disapproved and re-written indicating average performance.

45. \_\_\_\_\_

A team sergeant was directed to have the ODA wear flak jackets on a maneuver live fire. A flak jacket is heavy, cumbersome, and completely incapable of stopping a bullet. ODA emotions about having to wear them were strongly negative. This team sergeant gathered his information and spoke to the commander through the group level to try and reverse the policy. The team sergeant lost, but he had tried. Later that day on the range, he put his team in jackets and did the CFX. No senior leadership was there to see if he had done it correctly or incorrectly.

1	2	3	4	5	6	7
Low Effectiveness			Moderate Effectiveness	High Effectiveness		

18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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46. \_\_\_\_\_

This SF team sergeant was tasked to develop a program of instruction for a light infantry course. This team sergeant did not give clear instructions to his team regarding what he wanted the lesson outlines to look like. Once completed, all the lesson outlines had to be redone to fit the same format.

47. \_\_\_\_\_

The detachment was deployed to a border observation post. This detachment commander kept classified information at the post and presented briefings related to it to many officers who visited the post. This detachment commander also fired a weapon over the berm and drove a vehicle into "no-mans land" between the berm and the enemy observation posts. The detachment members prepared statements about the commander's behavior and he was relieved.

48. \_\_\_\_\_

This newly assigned officer was responsible for producing the MTP and updating the battle books. Two days prior to the briefing, this officer said he did not feel competent enough to perform these duties. The 18A was required to perform these duties.

49. \_\_\_\_\_

A new team leader was strict and control-oriented. This team leader maintained the autocratic style he was used to in the infantry rather than adjusting to the consensus style used in the unit. He alienated himself from most of the members of his team.

50. \_\_\_\_\_

An ODA was conducting marksmanship training according to Unit Guidelines. This officer stopped training because protective masks, which were not required by Unit Guidelines, were not being worn. The ammo was turned in unused, training (which is hard to schedule) was halted, and military courtesy (following the chain of command) was not observed.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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51. \_\_\_\_\_

This SF soldier was assigned to a European-based unit which was responsible for conducting ground warfare in the mountains during the winter. This SF soldier refused to learn how to ski. This SF soldier was a liability to the detachment during winter operations.

52. \_\_\_\_\_

A detachment was tasked to participate in a joint training exercise. This SF officer was given the task of developing the battlefield and briefing the detachment. This SF officer posted information on an operations map, plotted units and incidences, and interpreted information that was supplied. This officer then briefed the operations map and data. The exercise and subsequent operations were given an air of realism.

53. \_\_\_\_\_

This team leader called a team meeting for the next day at nine o'clock. At nine o'clock the next day, the team leader had not yet arrived. After waiting fifteen minutes, the team sergeant began the meeting during which it was decided not to move the billeting site. When this team leader arrived at nine-thirty, he yelled at the team sergeant and the other NCOs in the room about how "a bunch of dumb NCOs could make a decision like that in such a short time." After this outburst, the team sergeant felt he could not work with this team leader and the rest of the team avoided him.

54. \_\_\_\_\_

This detachment commander was required to interface with a wide variety of people from difference backgrounds. He spoke eloquently with embassy-level people and talked about crops and coondogs with the country folk of rural areas. Coordination with people at all levels was successful.

55. \_\_\_\_\_

A soldier worked hard all day out of sight of his supervisor. This officer accused the soldier of being lazy and disloyal and verbally abused the soldier for a half hour. The soldier lost respect and loyalty for this officer.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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56. \_\_\_\_\_

An ODA was deployed four times for periods of at least six months at a time. This team sergeant kept the team on track by taxing individuals a case of beer for any misdeeds or violations of team rules. The team was cohesive, worked well together, and spent time together outside of work.

57. \_\_\_\_\_

This team sergeant was leading the team on a vehicular reconnaissance with the only accurate map. The senior medic asked to see the map and after referring to the GPS, told this team sergeant that the team was out of its assigned sector. This team sergeant told the senior medic that he was wrong. This team sergeant then reported that location when he sent in his daily SITREP. The higher command asked this team sergeant why his team was out of sector when the team returned and gave the debriefing.

58. \_\_\_\_\_

An SF captain was in charge of communication. This officer left the crypto in the hotel room while he went to the US embassy. There was a possible compromise of crypto material.

59. \_\_\_\_\_

The detachment was conducting a real world search and reconnaissance mission. This detachment commander would fall asleep during his shift for observing the target and another team member would have to wake him up. Some of the detachment felt they could not trust this detachment commander and others felt that if he could sleep on duty that they could too.

60. \_\_\_\_\_

A detachment was in isolation preparing for an SR mission. Tentative approval was given for the original concept, but it was later denied for technical reasons. This team leader put in little planning effort after the mission concept changed. The detachment gave a poor briefback and had to give it again twelve hours later.

1                      2                      3                      4                      5                      6                      7  
Low                      Moderate                      High  
Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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61. \_\_\_\_\_

This 18A was tasked with reestablishing order in a refugee camp--including conducting a census, organization, reinstating leadership, and distributing goods. This 18A was able to establish strong ties by listening attentively to the needs of the refugees and working hard to understand their customs, courtesies, and taboos. An interim government was established, food was distributed, and a sense of order was re-established.

62. \_\_\_\_\_

An 18C was moved off a team and counseled by the CSM for disloyalty and not being a team player. His team leader did not say a word in his defense at the time. About a year later this team leader ran into the 18C. This team leader said he would now write a statement to support the 18C, because although the move had not been his idea and he had not agreed with it, he had been afraid at the time to say anything. The 18C unnecessarily suffered a year of hard times.

63. \_\_\_\_\_

A captain was "temporarily" assigned to an ODA one week prior to an OCONUS deployment. In actuality, he was to be a permanent member of the ODA but had not been told this. The captain failed to take any positive actions or make decisions, resulting in a team crisis. This detachment commander stepped in, set the team sergeant on the correct path, and counseled the team. The crisis was resolved and the team functioned appropriately.

64. \_\_\_\_\_

When this team leader came to the team, he told them he would sit back and learn from all the sergeants who had more experience. After five months, he proclaimed that the team was messed up and he would fix it. He often commented on other team members' specialties, talking down to them and revealing to others present that he didn't know what he was talking about. As a result, the team members felt they were talking to a brick wall and there was discord on the team.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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65. \_\_\_\_\_

An 18E was tasked to install several radios for the United Nation's Lisbon headquarters. This 18E drew up plans showing what systems would be needed prior to installation. The system was operational and became a model for others.

66. \_\_\_\_\_

During a sensitive mission, a night insertion was planned. A three man element was inserted 8 kilometers south of the intended landing zone. The next day, this team leader was able to determine the team's approximate location on the ground using terrain features and distances traveled. The team notified the command element of their location and they were picked up and re-inserted in the correct location. The mission was a success.

67. \_\_\_\_\_

This 18B was to conduct a boresight class on the 81mm mortar during an OCONUS MTT with foreign forces. This 18B planned and conducted both hands-on and classroom training, demonstrating in-depth knowledge of the subject matter with a professional demeanor. He established interoperations with the foreign army and enhanced his POI.

68. \_\_\_\_\_

A team of SF soldiers was flying over potentially hostile air space in two helicopters during the night. This door gunner threw a cigarette out of the first helicopter. Another soldier said he saw a red spark. When the story got back to the chain of command, several people had reported seeing tracer fire from several locations and panicked.

69. \_\_\_\_\_

An 18B SF soldier was off duty at a local restaurant. This SF soldier observed a civilian having a heart attack and administered CPR until the emergency medical services arrived. The man lived.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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70. \_\_\_\_\_

An SF team was assigned to a host nation battalion and tasked to build rapport and provide training based on an assessment of the battalion needs. After a series of meetings and tea drinking, the SF team leader realized the host nation commander was avoiding training despite the apparent rapport established. This team leader realized the host nation commander had received no guidance from his higher command to conduct joint training. The team leader requested that this issue be addressed at a higher level and arranged a briefing/demonstration for the host nation regimental commander and his staff. Joint training was started shortly thereafter.

71. \_\_\_\_\_

During the Gulf War, the team was stationed with a Kuwaiti brigade. This 18E learned how to speak common Arabic from the Kuwaiti soldiers during his eight months there. He could make himself understood to the Arabs, and served as the primary communicator for the team.

72. \_\_\_\_\_

This SF officer was planning training, but the host nation was constantly changing various aspects of it (e.g., increasing the number of personnel, canceling their aircraft, asking for more support from U.S.). This SF officer got extremely frustrated and canceled the training. Nobody received the training.

73. \_\_\_\_\_

Maintenance of the team equipment and the team room is usually done by NCOs on teams. This team leader, when his work allowed, lent a hand in cleaning the team room and in maintaining the equipment. The team members truly felt that the team leader was a member of the team, not just the commander.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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74. \_\_\_\_\_

A team sergeant was very insecure about his authority. He would complain to the ODA, claiming that the team leader was doing his job. This team leader confronted the team sergeant and told him to quit sniveling to the ODA and start acting like a team sergeant. This team leader told him to do his job and the ODA would back him 100%. The team sergeant changed his attitude and proceeded to do his job.

75. \_\_\_\_\_

This commander who had little Special Forces experience was placed in charge of the detachment to plan, coordinate, and conduct an operation. He asked the advice of a junior NCO who had more experience with this type of mission. This showed faith in the junior NCO and led to a successful mission.

76. \_\_\_\_\_

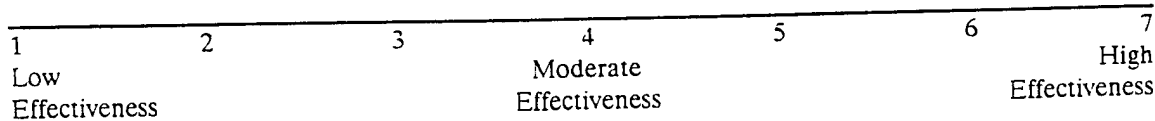
This SF soldier was tasked to work individually to produce operational information. This SF soldier researched, developed, and wrote a standard operating procedure for operations to be conducted by Special Forces in the future. SOP was developed in areas that had never been addressed.

77. \_\_\_\_\_

A new 18C who was overweight and could not meet the SF standard for the physical fitness test arrived at the battalion. This officer did not interview the 18C and immediately assigned him sight unseen to a scuba team (which requires the highest level of physical ability) because he was scuba-qualified. The 18C failed to improve and finally received a "do not promote" EER.

78. \_\_\_\_\_

This detachment was deployed to Korea to live, work, and train with the Korean Special Forces. This team leader coordinated, planned, and executed training with the host nation forces, overcoming the language barrier between the forces and the SF team with the use of an interpreter. The DFT was successful.



18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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79. \_\_\_\_\_

Two team members were operating in mountainous terrain with foreign forces in a developing country. One of the indigenous personnel fell and was lying unconscious and injured at the bottom of a 400 foot ravine where the only evacuation route was by a road along the top of the cliff. This team member tied the injured person to himself and climbed back to the top, while his fellow team member assisted by controlling a safety line. Once at the top, the injured individual was transported to a local clinic and treated.

80. \_\_\_\_\_

This team sergeant did not think that SF soldiers should be married. This team sergeant gave married team members a hard time, telling them to forget about their wives and families and instructing them that they should be staying deployed as long as possible. Married team members -- and single SF soldiers -- lost respect for the team sergeant.

81. \_\_\_\_\_

This SF soldier was tasked to construct a survival kit. This SF soldier looked back on notes from previous missions and consulted others on the subject. He was able to assemble the survival kit.

82. \_\_\_\_\_

This 18B was tasked to provide mortar training to personnel. This 18B did not study the manual or any references prior to the class. He did not present some important technical information, did not logically progress through the material, and could only answer basic questions. Consequently, the students were poorly trained and they had a negative impression of the instructor.

83. \_\_\_\_\_

An SF team member was about to PCS. He had been on the team for several years and was an outstanding soldier. This team leader failed to process an award for the SF soldier. The soldier left the unit without any award.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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84. \_\_\_\_\_ The ODA was expected to deploy for FID within 2 weeks. All team members had been tasked to produce POIs for the deployment. Most of the team members were taking leave during the 2 weeks. This team leader did not require in progress reviews to check on the development of the POIs. On the day of the suspense, only 50% of POIs were completed and the team leader and team sergeant had to complete the rest.
85. \_\_\_\_\_ The HN post commander curtailed routine communications with the SF team leader because the team leader could not speak the language. This team leader made no attempt to improve his language capabilities, even though he was in an ideal learning environment where many would have volunteered to help him. The HN personnel tactfully ostracized the team leader, and the morale of the entire team suffered as a result of his behavior.
86. \_\_\_\_\_ This SF team member had no medical training. During the packaging and transport of a suspected spinal injury, this team member tried to intercede in providing medical care. The medic in charge had to have the team member leave the room.
87. \_\_\_\_\_ Two ODAs were preparing to deploy. The teams had the same mission and both could not go. Each team knew that the ODA with the best briefback would go on the mission. This ODA commander fidgeted, stuttered, and made obvious errors while briefing his position on the briefback. The other ODA was deployed.
88. \_\_\_\_\_ This SF team was planning to teach very technical information to foreign soldiers. Upon arrival, this instructor assessed the level of the target audience and made the necessary changes to tailor the class. The students remained attentive and the class was successful.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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89. \_\_\_\_\_

A soldier with limited swimming ability was conducting a waterborne operation and parachuted into the water. When his life preserver did not work, he wasn't able to swim ashore. He drowned.

90. \_\_\_\_\_

A South American soldier came into the clinic when this 18D was alone. This 18D began to take the history but couldn't understand what the man was saying. He used a dictionary to determine that the problem was a bug bite on the right hand. The other 18D, who spoke better Spanish, came into the clinic and realized that the man had a large wood splinter embedded in the hand. The soldier was treated correctly.

91. \_\_\_\_\_

While preparing for an airborne insertion into the desert, the detachment was having problems with the A-21 cargo container. The size of the container was going to be a problem given the size of the drop zone and the number of personnel who were to follow the container. This 18B devised a roller skid that would quickly eject the cargo container. The detachment successfully infiled in only one pass.

92. \_\_\_\_\_

During mission planning, an 18C was tasked to develop his portion of the plan. This team leader took the 18C's plan, which had been approved by the team sergeant, made red marks all over it, and changed it without asking the 18C any questions. The mission plan did not take advantage of the 18C's expertise and the 18C lost respect for the team leader.

93. \_\_\_\_\_

The team was to conduct four days of weapons firing, requiring the transportation of ammunition, weapons, and personnel. This officer was told that he could not keep a vehicle out for more than one day. This officer did not then inform the commander that a large number of weapons and ammunition had to be fired among the six man team. A shuttle system had to be developed to get the personnel, ammunition, and weapons to and from the site over a number of days.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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94. \_\_\_\_\_

A warrant officer was assigned as team leader during Desert Shield/Desert Storm. His team was assigned to work with Syrian forces. For weeks, the Syrians ignored the detachment except for giving subtle harassment. One day, a Syrian vehicle came to the ODA camp and trained the main gun on the team. After approximately five minutes, this team leader calmly walked up to the vehicle, tapped the driver on the shoulder, and politely asked the soldiers in Arabic what they wanted. The Syrians turned their vehicle around and drove away. The ODA was not bothered again and as much cooperation as could be expected slowly began to evolve.

95. \_\_\_\_\_

During Provide Comfort I, the Turkish Kurds were very angry at the Iraqi Kurds because the Iraqi Kurds were getting a lot of world-wide assistance (e.g., food, clothing, medicine), while they were getting nothing. This led to open hostilities and violence. This 18A got the two sides and the Turkish Army to talk. He convinced the Turkish Kurds that the treatment the world was giving the Iraqi Kurds now made up for the hardships the Iraqi Kurds had previously suffered. He also got the Turkish Army commander to bring in a doctor and food supplies for the Turkish Kurds. Although the situation was still tense, there was less hostility and violence.

96. \_\_\_\_\_

NTC training was being conducted for participation in a rotation of conventional forces. This detachment commander conducted a thorough reconnaissance of the training areas and briefed his team thoroughly. The team was able to navigate at night completely through terrain association.

97. \_\_\_\_\_

A new, older team sergeant arrived and began a much-needed PT program. On a hill exercise with rucksacks, this older sergeant set the performance standard by outperforming his younger troops. People were motivated to increase their level of physical fitness.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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98. \_\_\_\_\_

A host nation colonel had been informed that the SF team would supply an aircraft for airborne training. The SF team did not have an aircraft available, but the host nation colonel did not believe this. This 180A spent a great deal of time with the host nation colonel explaining the error and convincing him that there in fact was no aircraft available. The host nation colonel made one of its aircraft available for the training.

99. \_\_\_\_\_

This 46 year-old officer had twice recovered from serious injuries (once after being told he would never walk again). After a young team member told him he was too old and beat up for SF, this officer stated he would win the next triathlon, for his age group, that he entered. He did. His win of this triathlon was the impetus for the young team member to work hard to get back in shape and stay in SF after his third knee operation.

100. \_\_\_\_\_

A company-size element was deployed overseas for several months. One telephone line was available to the US for morale calls. While the time limit set for phone usage was less than 30 minutes, no limit was set for the number of times the phone could be used in a week. This officer called his family almost every night before he made the phone available to his unit. This commander also failed to enforce the phone policies published by the local command. Phone usage for the unit was cut off at least twice for improper use. The commander was perceived to have compromised his integrity.

101. \_\_\_\_\_

As the leader of a 4-man SR team, this 180A also was responsible for the medical safety of the team as he had served as an 18D. This 180A, while infiling by helicopter, left his weapon on board and forgot to pack the M-3 bag for the mission. The helicopter had to return to the landing zone so this 180A could at least retrieve his weapon. One member of the team had to suffer an injury for 2 days without treatment until exfiltration.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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102. \_\_\_\_\_      \_\_\_\_\_  
The team was involved in a number of vehicular reconnaissance missions. This team sergeant received reports that there were bandits operating in the area. Though it was not a mission requirement and could have compromised the team, this team sergeant decided to attempt to lure the bandits into a trap and capture them. He did not give a Frag Order for this additional task. The team sergeant lost his credibility.
103. \_\_\_\_\_      \_\_\_\_\_  
An operational detachment was given an SR mission and a "no later than" performance date. This team sergeant delayed the mission until after the no later than date, saying that the detachment did not have the necessary equipment. The mission was delayed.
104. \_\_\_\_\_      \_\_\_\_\_  
This 18A established a good working relationship with one of the Kurdish resistance leaders during Provide Comfort I. He initiated and encouraged the soldiers under his command to become involved with the locals. The unit as a whole accomplished its primary mission earlier than scheduled.
105. \_\_\_\_\_      \_\_\_\_\_  
During a classroom exercise on the plotting board, one student could not grasp the lesson being given. This NCOIC took the student off to the side and brought him up to speed while his aide continued to teach the class. This instructor also spent long hours of his own time teaching the student. The student was able to fully grasp the lesson and, when tested, was at the top of his class.
106. \_\_\_\_\_      \_\_\_\_\_  
The SF commander was advising his host nation counterpart in a FID operation. This SF commander imposed his ideals on the way tactics and operations should be conducted. The host nation commander discontinued his association with the SF commander resulting in an overall mistrust of SF among the host nation forces.

1                      2                      3                      4                      5                      6                      7  
Low                      Moderate                      High  
Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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107. \_\_\_\_\_

This SF officer was at a training mission planning conference and was responsible for selecting sites. He selected sites from a map, not paying attention to terrain features, rather than physically reconning the sites. New sites had to be selected at the last minute, because the sites he'd selected (cliffs, ravines, etc.) could not be maneuvered over without special equipment and training.

108. \_\_\_\_\_

During a humanitarian mission, this 18A used an interactive style of leadership. He allowed the leaders under his command to dictate how their refugee camps would be run. The unit accomplished its mission earlier and received several awards.

109. \_\_\_\_\_

A warrant officer and team leader were instructed to write an After Actions Review on a mission they completed. This AAR was to be reviewed by high levels of command and the State Department. This 180A made a poor effort in doing this AAR. Although he used a word processor, he did not use a spell checker or use complete sentences. Because this was a high priority mission, copies were sent straight to Washington DC, bypassing the normal chain. The entire group was criticized as "dumb SF cowboys" by members in the Pentagon who read the error-filled report.

110. \_\_\_\_\_

During a 4 month deployment, the ODA desert uniforms (DCUs) became unserviceable. There was no DX available. Some individuals in a civilian company had been seen wearing DCUs. An SF NCO built rapport with the civilians and became friends with the civilian company procurement officer. The SF NCO got new DCUs for the team because the civilian commander offered them to the team.

111. \_\_\_\_\_

The team deployed for rigorous mountain training. The team sergeant, who had performed with honor for 15 years, was in obvious pain and caused the team to move slower than it should have. This team leader implied that he was weak. The team was disheartened by this team leader's comments.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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112. \_\_\_\_\_

The ODA was given the task of planning a JTF mission. This detachment commander immediately started planning the mission, setting up all aspects and contingencies without consulting ODA members. 85% of the plan had to be re-written.

113. \_\_\_\_\_

A team was in the pre-deployment phase of a mission. This team sergeant passed out tasks to each team member to accomplish before departure. The departure went smoothly and the training to be done during deployment was well planned.

114. \_\_\_\_\_

The team was in isolation preparing for an SR. This team sergeant decided that every man should carry one LAW and two claymore mines. This team sergeant did not consult with the 18B and 18C on the team in making the decision. The team carried far more weight than necessary and the team members were exhausted.

115. \_\_\_\_\_

This 18C was tasked to pack a door bundle in an A21 container for a resupply mission. This 18C was briefed as to what to put in the bundle. This 18C put all the correct items in the bundle and packed it correctly. The ODA was resupplied and none of the items were damaged.

116. \_\_\_\_\_

The detachment was deployed OCONUS for 90 days. Upon returning CONUS, the team was tasked with a no-notice exercise requiring long distance foot movement. This SF officer had maintained the detachment in excellent physical condition during the deployment. The no-notice exercise was a success.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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117. \_\_\_\_\_

The ODA was short of food and still a few days away from exfil. With the food supply low, this 18E ran an antenna lead to a nearby tree noted to harbor a hefty squirrel population. He placed a small amount of peanut butter on the wire to attract squirrels' attention, then keyed the transmitter and shocked the squirrels when they had the peanut butter in their mouths, stunning them long enough to have someone hastily retrieve the squirrels. The ODA was able to have sufficient food for a couple of extra days.

118. \_\_\_\_\_

A National Guard unit was responsible for setting up a mess hall supporting SF company in the field. The refrigerated truck used to store fresh food broke down. National Guard leadership was absent and an SF warrant officer was sent over to remedy the situation. After allowing a short session for complaints from the National Guard enlisted personnel involved, this warrant officer told the senior cook to figure out what he would need for 5 days and told the other enlisted personnel to unload the truck. There was little response to the request. This warrant officer then removed his shirt and climbed up in the truck with the cook and began to sort out the food himself, handing out the packages to the waiting enlisted. The National Guard troops became involved and the cook began to assert himself also. The food was saved and the mess hall was set up.

119. \_\_\_\_\_

The detachment was training foreign troops OCONUS. There were no interpreters available during the first days of training and this 18B could not speak the local language. This 18B taught his entire class without saying a word, using only training aids and hand motions. The foreign troops completely understood the task that was trained.

120. \_\_\_\_\_

While on a real world mission, this 18A went to the battalion commander and "volunteered" his ODA for the rear echelon missions. This 18A had not talked over the situation/choices with the members of the ODA. The morale of the team was crushed.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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121. \_\_\_\_\_

This 18B was to train the rest of the 18Bs in the battalion on indirect fire using both 60mm and 81mm mortars. This 18B belittled and ridiculed the students during the class. Seventy-five percent of the students lost interest and gave up on the learning objectives having been alienated by the 18B.

122. \_\_\_\_\_

An officer was tasked to update his battle book as to team proficiency or training guidance letters. This officer did not do this and supplied his higher headquarters with METL proficiencies that were guesses. He also did not focus his training on those tasks on which he guessed his team needed training. Although the team was proficient in zeroing weapons, it was untrained in communications, medical tasks, engineering, intelligence, NBC etc.; all the training events that are "hard" and not "fun."

123. \_\_\_\_\_

This 18A met with the local village chief to see how the team could best assist his village. After the chief fed this 18A a traditional meal and offered him a drink from a bottle of scotch which he had been saving for special occasions, this 18A told the chief, "No, our General does not allow us to drink." The chief was humiliated and embarrassed in front of his village elders.

124. \_\_\_\_\_

This SF soldier was tasked to select a route of movement. This SF soldier came up with a route at the last minute without looking at the map. The team got lost and did not accomplish their mission.

125. \_\_\_\_\_

On a recent OCONUS trip, the Arab forces being trained did not want to participate in any night training. It was a necessity that they do some night patrolling. The ODA's team leader spoke with the entire Arab forces' chain of command on an individual basis, reminding them of the importance of this ability. The Arab forces' chain of command recognized the need and relented, allowing their forces to receive training.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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126. \_\_\_\_\_

A commander received a tasking that 4 of his subordinates were to participate in TDY training. The subordinates were to have a suspense of 2 weeks to submit names to higher headquarters so orders could be cut and the subordinates could prepare. This commander waited three weeks before submitting the names to higher headquarters. Orders were late resulting in no time for the soldiers to pick up advance TDY monies, the soldiers were deployed unprepared, and the TDY mission failed.

127. \_\_\_\_\_

This 18C was told to pack all related equipment for his portion of the operation. This 18C did not pack the demolitions block, generator, or pioneer box. When the team sergeant spot checked and found the error, the 18C lied about having been briefed on what to pack.

128. \_\_\_\_\_

During the Gulf War this team leader was attached to a Kuwaiti brigade. This team leader instructed the Kuwaiti brigade commander on field sanitation and disease prevention. The brigade commander set up areas for latrine and for garbage collection.

129. \_\_\_\_\_

A team was discussing the importance of being a team player. A tasking list was made for clean-up and this particular 18A was on it. This captain would not participate and did not give a reason why. The team felt that the captain thought he was too good for the chore.

130. \_\_\_\_\_

This commander was very good at staffing and planning, but had little experience in executing missions. The commander had the team take a limited focus and concentrate on OPORD. He prevented other critical activities from being conducted, such as rehearsals and equipment testing. The team did not perform well on the mission.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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131. \_\_\_\_\_

A helicopter crash-landed in an unsecure area of the host nation. Terrorist activity was present in the surrounding area. This SF officer sent out an NCO to the area to check out the problem and provide assistance, stating that he would stay at base and monitor the activity over the radio. All the NCOs in the host nation lost respect for the officer.

132. \_\_\_\_\_

A new officer reviewed the teams AAR for a deployment and noticed that all the soldiers complained about not receiving mail for a 4 week period. This officer researched the problem and found that the mail clerk had been re-assigned to a duty that did not allow him to perform his mail duties and that no other soldier had been assigned in his absence. The mail clerk was often re-assigned in the manner. This officer recommended that actions be taken to eliminate this problem and he and his soldiers monitored the situation on future deployments. The officer's soldiers received feedback from the AAR that helped ensure they received their mail on deployments.

133. \_\_\_\_\_

This unit commander was good at staffing and planning, but had difficulty in communicating with the men in his unit. This commander failed to initially establish rapport or adjust communication to a style to which the team would respond. The commander could not inspire, motive, communicate or bond with his unit effectively.

134. \_\_\_\_\_

During a 12-mile rucksack march as part of a stress test, this 40-year old SF team member covered the course with 55 pounds in one hour and 41 minutes, even though the maximum allowed time was two and a half hours. He was an example to other younger team members who followed.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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135. \_\_\_\_\_

One day, an SF soldier came to work slumping over when he usually would stand tall and erect. This team sergeant realized something must be wrong and counseled the SF soldier. The team sergeant discovered that the SF soldier was having problems at home and was able to advise him.

136. \_\_\_\_\_

This 18B was giving instructions to a group of South American officers. His Spanish was not very good and it was the first time he was teaching in the language. This 18B made slides for an overhead projector and could look at the slide when he got stuck on a word. The officers received good training.

137. \_\_\_\_\_

This team member was leaving a target with a host nation troop to rally back at the main road ten kilometers away. They all headed west for about six kilometers and then the host nation truck started to veer south. This team member stopped the host nation troop to discuss the situation and to show them the heading on the compass. The host nation troop did not want to believe the compass and said they would continue to drive south. This SF team member continued driving west four kilometers until he hit the road and then informed another element of the location of the troop that was heading south.

138. \_\_\_\_\_

An 18D was the oxygen NCO for a HALO jump. This officer would not listen when the 18D told him the oxygen was running out, and would not allow the aircraft to descend when the 18D suggested it. Although the jump was made without injuries, the bailout bottles were all used up and the walk-around bottles had to be used.

139. \_\_\_\_\_

This SF soldier went to South America not knowing the language. This soldier quickly adapted to the situation by reading and speaking Spanish as much as possible. This SF soldier taught great classes.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



18A & 180A [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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140. \_\_\_\_\_

A team of SF soldiers were going to conduct cold weather training for 3 or 4 days. A handful of these individuals complained to the team leader of injuries they had already sustained and that they were now on crutches. This SF team leader responded "Oh, you poor babies, you stay back here." The team members were insulted.

141. \_\_\_\_\_

A soldier was causing problems for the whole platoon by showing up late and failing to complete his work. The platoon was being punished because of him, but the soldier told them he did not care. This platoon sergeant decided to have a class on hand-to-hand, having the trouble-maker "volunteer." Rapport between the platoon sergeant and the platoon strengthened.

142. \_\_\_\_\_

This SF soldier was sent to language school for three months to learn French. This SF soldier believed he would never have the ability to communicate freely with French-speaking people as there were no exchange programs for him to attend so that he could be main-streamed into thinking in French. This SF soldier did not attempt to learn the language. The soldier could not speak the language.

143. \_\_\_\_\_

This NCO was new to the team. This SF NCO always had to be told what to do; he could not think of what he should be doing on his own. The NCO's supervisors had to monitor him constantly otherwise the NCO was not able to do his job.

144. \_\_\_\_\_

While a team was on deployment, this team leader was not assigned any classes to teach. This team leader would lay on his bed all day and read novels while the team members were teaching their classes. The team members lost respect for the team leader.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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145. \_\_\_\_\_ This 18D was on patrol with the SF team. The weather was very bad and motivation amongst the team members was low. This 18D kept a good attitude and took charge of the situation, making a conscientious effort to motivate the others. Team morale increased and the mission was completed.
146. \_\_\_\_\_ This 18C was tasked to be on a committee assigned to teach a demolitions course. Part of the course involved a field problem. This 18C wrote an operations order that was so complete that 4 teams working in different locations could understand what was to be done and when. The target of interest was hit and the field mission was a success.
147. \_\_\_\_\_ An ODA was on a field training exercise with host nation soldiers. This SF soldier complained about the weight of his rucksack and said he did not want to carry it anymore. The host nation soldiers developed a poor opinion of the SF soldiers.
148. \_\_\_\_\_ NCOs were unloading white phosphorous (WP) from a truck in preparation for mortar training. This SF NCO was smoking a cigarette while unloading the boxes of WP. This NCO kept the cigarette in his mouth as he carried the ammunition boxes in front of him. The NCO was counseled that it was unsafe to smoke around WP mortar ammunition and to put out the cigarette; the NCO apologized and put it out.
149. \_\_\_\_\_ A training mission was being conducted in very steep mountains. The team members were carrying rucksacks weighing about 85 pounds. This SF soldier kept falling behind as he could not keep up with the other team members. This SF soldier required that the team members stop and wait for him many times during the mission. The time on target was almost missed and there were no eyes on the target because of the length of time it took to get there.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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150. \_\_\_\_\_

The team was conducting PT. This senior 18B decided he did not care for the team's PT schedule. This 18B went off on his own runs or swims. The 18B alienated himself from the team and was finally reprimanded by the team sergeant.

151. \_\_\_\_\_

The team was to be infilled by choppers to an area surrounded by dense trees and underbrush. The team was tasked with reconning a road and made a point of orienting themselves to the terrain by reviewing a map prior to being dropped. Upon landing, this team sergeant told the team members to move 200 meters north. at which point they would conduct a security halt/map check. Several team members stated that the target was located about 1400 meters south of the team's location. This team sergeant told the team he knew where the road was and to move north. This team sergeant did not conduct a quick map check. The team had to move 1600 meters south upon conducting the security check/map check in order to start their reconnaissance.

152. \_\_\_\_\_

This two man team was to conduct an area reconnaissance in the desert. This officer had the team go on the mission in the middle of the day; the temperature was upwards of 110 degrees. The team ran out of water and could not make it back to their water supply. The team requested water resupply by water. This officer aborted the mission rather than supply the water, although the 18D said the team was in good health. The area reconnaissance was not completed and pertinent intelligence was never gathered.

153. \_\_\_\_\_

This SF officer was in charge of two detachments on an OCONUS deployment. Another SF officer was treating the host country soldiers like basic trainees or ranger students. This SF officer told the offending officer to stop behaving in such a manner or high command would be notified. The offending officer did not stop, this officer notified higher command, and the individual was sent home.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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154. \_\_\_\_\_

While coming back from the range late at night, the SF team's HUMMV was disabled. The parking brake was too tight and so the brake drum overheated and caught fire. This team member got under the vehicle and adjusted the break with very few tools. The team was able to come home without requesting outside assistance.

155. \_\_\_\_\_

An SF team was in an endurance event. This team sergeant could run very fast and extremely far. This team sergeant had the team do the same. The team suffered because they were not in good running condition.

156. \_\_\_\_\_

This team leader was supervising and instructing the team members. This team leader gave the other soldiers the work that he was supposed to do and said that it would be good training for them. The team had little respect for this team leader.

157. \_\_\_\_\_

This SF NCO was serving as the official narrator for a base. This SF NCO was constantly being questioned and interviewed by various representatives in the military. This SF NCO was polite and responded quickly and concisely to all inquests. The media had a positive image of the soldier and of SF as a whole.

158. \_\_\_\_\_

This 18A was in charge of a team. This 18A let the individual MOSs plan, prepare, and execute their portions of the mission, asking for updates as the tasks were completed. The team's mission was successful.

159. \_\_\_\_\_

This 18A was preparing his detachment as one of three going on a FID deployment to JRTC. The 18A had never been deployed on a FID mission before. This 18A did not ask any of the other 18As for input on the training plan, even when the other 18As offered their input as they had been on previous deployments. After five days into this 18As training plan, the commander told him to rewrite it.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

## SF Job Performance Category Definitions (Team Leader)

- A. Teaching Others.** Conveying knowledge and skill to others; establishing an atmosphere conducive to learning; presenting material in an orderly fashion; tailoring material to the target audience's needs and capabilities; obtaining audience interest and involvement; using handouts, aids, tools, or kits; constructively guiding and correcting others; finding appropriate ways around language barriers.
- B. Building and Maintaining Effective Relationships with Indigenous Populations.** Demonstrating respect for and engaging in behavior appropriate to indigenous culture, values, and customs; developing rapport with indigenous people and building respect for SF.
- C. Handling Difficult Interpersonal or Intercultural Situations.** Circumventing unnecessary disputes, de-escalating tensions, and resolving disputes effectively; maintaining composure when threatened, angered, or intimidated; using non-verbal communication skills to effectively interpret and resolve interpersonal or situational problems; preventing arguments and conflicts.
- D. Using and Enhancing Language Skills.** Learning native language to enhance performance on missions, not having to rely on others to make up for language shortcomings; practicing language; taking opportunities to speak with HN civilians; translating and checking others' translation for accuracy.
- E. Troubleshooting and Solving Problems.** Finding novel ways to use the resources at hand to solve a problem (e.g., making an antenna out of garbage); producing solutions that are resourceful, insightful, or imaginative; producing solutions that are workable and practical.
- F. Decision Making.** Making sound decisions in a timely fashion; taking others' ideas and advice into account; making decision that use time, personnel, equipment, and tactics effectively; accounting for policy or procedure in decisions; acting swiftly and decisively when needed; remaining composed and task-oriented in making decisions under stress.
- G. Planning for Missions.** Developing sound mission plans; drawing on the expertise and advice of team members; anticipating potential problems and planning to overcome them; weighing consequences of alternate approaches; modifying plans when needed; assessing team readiness to identify gaps in knowledge/skills needed for mission.
- H. Preparing for Missions.** Determining resources needed to complete mission; determining equipment needs and preparing, checking, packing, and maintaining mission-related equipment; checking availability of resources at mission location; informing team members of preparation activities and responsibilities; making necessary personal preparations; conducting briefbacks.
- I. Contributing to the Team Effort and Morale.** Meeting team expectations for individual performance and interpersonal behavior; facilitating team performance through individual-level efforts; enhancing new and existing team members' skills and readiness; helping to constructively resolve intra-team disputes and personality clashes; motivating others; building team spirit through personal interactions.
- J. Showing Initiative and Extra Effort.** Putting forth the effort to produce high-quality work in a timely fashion; putting work priorities ahead of personal interests; actively pursuing self-improvement goals; seeking challenges; volunteering for demanding tasks or extra responsibility; taking initiative; presenting a positive image of SF.
- K. Displaying Honesty and Integrity.** Adhering to laws or rules of conduct; knowing when to put aside personal beliefs to follow policy requirements/SOPs, but taking a more difficult, morally correct course of action when appropriate; owning up to own mistakes; being truthful and genuine with others.
- L. Confronting Physical and Environmental Challenges.** Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically stressful or unfamiliar situations; preparing physically for challenge, emphasizing endurance over physical strength; overcoming demanding environmental conditions to rescue someone.

**M. Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating; using navigational techniques and skills to move to target.

**N. Being Safety Conscious.** Handling, storing, and disposing of hazardous equipment and materials properly; following safety guidelines and instructions in all training and operational contexts; monitoring others to ensure they observe SOP when using weapons and other potentially dangerous equipment and materials; reacting to safety violations and consequences to minimize potential adverse effects.

**O. Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.

**P. Handling Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; handling excesses or shortages of supplies; coordinating with others to share resources; finding the source of administrative problems; using computers.

**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; using approved equipment or methods.

**II. Advising HN/G Counterparts.** Providing sound technical advice to HN/G, highlighting areas of vulnerability; providing advice that reflects the best interest of the HN/G, is consistent with their mores and culture, and allows them to avoid unnecessary or unwise actions; calming and reassuring HN/G in stressful situations.

**JJ. Conducting Operations with Other (HN, G, Conventional) Forces.** Organizing or reorganizing HN/G troops to ensure effective leadership without offending key HN/G personnel; learning from HN/G about the environment and using that information to enhance operations; sharing equipment and resources with HN/G.

**KK. Considering Subordinates.** Considering consequences of decisions on subordinates; taking their needs/feelings into account when making decisions; taking the time and effort to research and correct subordinates' problems (e.g., problems receiving mail while on deployment).

**LL. Providing Direction.** Taking charge in the absence of authority--establishing a direction, organizing a team; gravitating toward positions of leadership; pulling the team together; setting specific, challenging, but attainable goals; distributing work fairly; being consistent.

**MM. Gaining the Respect and Confidence of Subordinates.** Knowing the limits of own knowledge; valuing the experience of team members; facing the consequences of own decisions/actions; taking responsibility; being truthful; following through on promises; treating others with respect; setting a personal example of hard work and sacrifice.

**NN. Developing Others.** Confronting behavioral problems directly; giving others responsibility, but checking others' work often enough to be sure it is of high quality; providing negative feedback constructively, such that individuals know what was wrong and how to improve; administering "punishment" that is appropriate for the situation.

# Job Analysis of Special Forces Jobs:

Performance Example Questionnaire

Version: Team Leader [B]

## Privacy Act Statement

This is an experimental personnel data collection activity conducted by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (e.g., name) are requested, they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

Although your participation is voluntary, we encourage you to provide complete and accurate information in the interests of the research. There will be no effect on you for not providing all or any part of the information.

## Job Analysis of Special Forces Jobs: Performance Example Questionnaire

### Project Purpose

The overall goal of the SF Job Analysis is to gather information that will aid in the development of new SF performance measures. This goal requires two types of information--information about the individual attributes (e.g., interpersonal skills, judgment ability) requisite to SF performance and information about the field performance of SF Jobs.

### Project Summary

The SF Job Analysis has been well-supported by the 1st, 3rd, 5th, 7th, and 10th SFG[A]. In total, 175 NCOs, officers, and warrant officers have provided:

- judgments about 30 individual attributes (e.g., judgment and decision making ability, non-verbal communication ability, endurance, motivation)
- judgments about task areas relevant to SF MOS, and
- descriptions of *performance examples* (scenarios that describe a situation, an SF individual's behavior in that situation, and the outcome of the individual's actions).

The participants provided 1,767 *performance examples* which were organized into 40 job *performance categories*. For simplicity, the performance categories were grouped into 14 major SF roles. Names of the categories and roles are provided in Figure 1. Definitions of some of the categories are on pages 6 and 7 and on the back page of your questionnaire.

### Questionnaire Purpose

This questionnaire has two purposes: (1) to ensure that the *performance categories* adequately reflect the content of the *performance examples* and (2) to obtain judgments about the effectiveness of different behaviors that are represented in the *performance examples*.

Your judgments, along with those of other respondents, will be used to develop SF performance measurement instruments. Your participation in this effort is, therefore, very important. Thank you for your time and consideration.



Figure 1. Role	SF Roles and Performance Categories Based on Performance Examples Performance Category(ies)	
Teacher	A.	Teaching Others
Diplomat	B.	Building and Maintaining Effective Relationships with Indigenous Populations
	C.	Handling Difficult Interpersonal or Intercultural Situations
	D.	Using and Enhancing Own Language Skills
Problem Solver	E.	Troubleshooting and Solving Problems
	F.	Decision Making
Planner	G.	Planning for Missions
	H.	Preparing for Missions
Team Player	I.	Contributing to the Team Effort and Morale
Professional	J.	Showing Initiative and Extra Effort
	K.	Displaying Honesty and Integrity
Soldier/ Survivor	L.	Confronting Physical and Environmental Challenges
	M.	Navigating in the Field
	N.	Administering First Aid and Treating Casualties
	O.	Being Safety Conscious
Administrator	P.	Handling Administrative Duties
	Q.	Handling Classified Information and Materials
Weapons Expert	R.	Operating and Maintaining Direct-Fire Weapons
	S.	Employing Indirect-Fire Weapons and Techniques
Engineer	T.	Employing Demolitions Techniques
	U.	Constructing for Mission-Related Requirements
	V.	Calculating Mission-Related Requirements
	W.	Developing and Using Target Folders
Communi- cations Expert	X.	Maintaining Communication Equipment
	Y.	Complying with Communication Procedures and Policies
	Z.	Assembling, Operating, and Disassembling Accurately Configured Equipment
	AA.	Using Cryptic Message Format to Make Communications
Medic	BB.	Evaluating and Treating Non-Emergency Medical Conditions and Injuries
	CC.	Determining and Administering Medications and Dosages
	DD.	Obtaining/Maintaining Medical Records and Treatment Histories
	EE.	Ensuring Standards of Health-Related Facilities, Conditions, and Procedures
	FF.	Responding to Accident and Life-Threatening Situations and Conditions
	GG.	Performing or Assisting Doctor in Surgical Procedures
	HH.	Conducting Laboratory Tests/Procedures
Military Advisor	II.	Advising HN/G Counterparts
	JJ.	Conducting Cooperative Operations with HN, G, or Conventional Forces
Leader	KK.	Considering Subordinates
	LL.	Providing Direction
	MM.	Gaining the Respect and Confidence of Subordinates
	NN.	Developing Others

Shading indicates categories that are not covered in this version of the questionnaire.

## Questionnaire Instructions

This booklet contains about 150 short performance examples. Each example describes an SF soldier's actions in a particular situation. We would like you to make two judgments about each performance example. Please follow these three steps:

- (1) *Read the performance categories defined on pages 6 and 7 carefully.* These performance categories are also listed on the last page of your questionnaire. *Tear off the last page of your questionnaire.* You will need to refer it as you make your judgments. *It is critical that you develop a good understanding of the performance categories before you get started.* If you make any handwritten notes about the performance categories, please return them with your completed questionnaire. We will consider all notes in the next revision of definitions.
- (2) Read the first performance example and decide which performance category it is relevant to. Write the letter "A," "B,".... etc. that indicates which category the performance example reflects in the blank to the right of the example
- (3) Now, each performance example has one main character--this NCO, this 18B, etc. Consider how effective the individual's behavior was in the incident. Use the seven point rating scale shown at the bottom of the next page (1 = low effectiveness to 7 = high effectiveness) to make your judgments.

An example of some completed judgments appears on the following page. This respondent read the first performance example and decided that it was relevant to category "B," Building and Maintaining Effective Relationships with Indigenous Populations. He felt that the SF soldier's actions in the example were a little higher than moderately effective, so he wrote a "5" in the appropriate blank to the left of the example.

He indicated that the second performance example was relevant to category "A," Teaching Others. He thought the soldier's actions in the example were a little higher than moderately effective, so he wrote "5" in the blank to the left of the example.

### Other Notes

There are too many performance examples to place in just one questionnaire. This version of the questionnaire contains performance examples that are common to any position on an SF team (i.e., not MOS specific) and performance examples relevant to team leader roles. Other questionnaires contain MOS specific performance examples.

The details of the performance examples have been altered in order to safeguard the identity of SF personnel.

EXAMPLE PERFORMANCE EXAMPLE BOOKLET PAGE

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (See below)
---	--

- |    |          |          |
|----|----------|----------|
| 1. | <u>B</u> | <u>5</u> |
|----|----------|----------|

An airborne school was being run for foreign nationals using the American jump school standard for pull-ups. However, not one of the foreign nationals could do more than 3 pull-ups. This SF soldier lowered the standard without making it look like a major adjustment was being made. The students were able to build up to over 3 pull-ups and complete the airborne training.
- |    |          |          |
|----|----------|----------|
| 2. | <u>A</u> | <u>5</u> |
|----|----------|----------|

This 18B attended a SERE course. This 18B saw the need for survival training within his own team and came up with a week's training plan for movement and daily procedures. This 18B also developed a standardized survival kit for the team. The team conducted survival training and used the survival kit for a period of 7 days.
- |    |          |          |
|----|----------|----------|
| 3. | <u>B</u> | <u>2</u> |
|----|----------|----------|

An SF team was working with host nation counterparts. During the usual siesta time, a host nation soldier made reservations for the host soldiers and the American contingency at a restaurant. This SF soldier said he did not like the local food and started whining, saying that he wanted to eat at a McDonalds. This SF soldier was reprimanded for insulting the host nation soldiers.
- |    |          |          |
|----|----------|----------|
| 4. | <u>C</u> | <u>6</u> |
|----|----------|----------|

During a military gathering, this SF soldier was sitting at a table with a Marine Corps commander when they were joined by a Spanish speaking officer. The two officers were trying to communicate, but neither could speak the other person's language. This SF soldier offered to translate for both individuals. The offer was accepted and the officers were able to productively exchange ideas.
- |    |          |          |
|----|----------|----------|
| 5. | <u>J</u> | <u>7</u> |
|----|----------|----------|

During a training mission, it was discovered that all the water in the area was poisoned. The nearest location for alternate water was 4 miles away and the team members were dehydrated. This SF soldier directed the other team members to wait in the area while he went to get safe water. This SF soldier went the 4 miles to get the water and brought enough for everyone back. All the team members were rehydrated and were able to continue with the mission.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

## SF Job Performance Category Definitions

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**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; using approved equipment or methods.

**IL Advising HN/G Counterparts.** Providing sound technical advice to HN/G, highlighting areas of vulnerability; providing advice that reflects the best interest of the HN/G, is consistent with their mores and culture, and allows them to avoid unnecessary or unwise actions; calming and reassuring HN/G in stressful situations.

**JJ. Conducting Operations with Other (HN, G, Conventional) Forces.** Organizing or reorganizing HN/G troops to ensure effective leadership without offending key HN/G personnel; learning from HN/G about the environment and using that information to enhance operations; sharing equipment and resources with HN/G.

**KK. Considering Subordinates.** Considering consequences of decisions on subordinates; taking their needs/feelings into account when making decisions; taking the time and effort to research and correct subordinates' problems (e.g., problems receiving mail while on deployment).

**LL. Providing Direction.** Taking charge in the absence of authority--establishing a direction, organizing a team; gravitating toward positions of leadership; pulling the team together; setting specific, challenging, but attainable goals; distributing work fairly; being consistent.

**MM. Gaining the Respect and Confidence of Subordinates.** Knowing the limits of own knowledge; valuing the experience of team members; facing the consequences of own decisions/actions; taking responsibility; being truthful; following through on promises; treating others with respect; setting a personal example of hard work and sacrifice.

**NN. Developing Others.** Confronting behavioral problems directly; giving others responsibility, but checking others' work often enough to be sure it is of high quality; providing negative feedback constructively, such that individuals know what was wrong and how to improve; administering "punishment" that is appropriate for the situation.

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>	
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1. \_\_\_\_\_

During a FID mission, an ODA found that the indigenous soldiers were not taking the training seriously. This warrant officer used hide positions to make a videotape of poor security practices and then presented the tape in the context of an enemy's weapons sight to emphasize their vulnerability. The tape made an impression on the indigenous soldiers; they saw how the techniques presented by the ODA would help to keep them alive, so they paid more attention in class and increased their efforts in field maneuvers.

2. \_\_\_\_\_

In the space of five days, a team was given five different DA targets for which they were to plan, prepare, etc. This team sergeant sent people in many different directions without focus, continually asking questions of everyone. The team had difficulty working with this team sergeant and he prevented the team from pulling together.

3. \_\_\_\_\_

An SF team was doing an evaluated endurance event, moving a long distance with a lot of equipment. This team member realized that the team was moving too slow and tried to motivate the team by taking the lead and giving words of encouragement. The team completed the endurance event within the time standard.

4. \_\_\_\_\_

This team leader was displeased with a change that had been made to his training schedule which required the team to run a range on a day that had been scheduled as a day off. This team leader repeatedly complained about the change in the presence of his team members as they prepared to run the range. On the day of the event, the team opened the range late, rushed members who needed to qualify, and displayed a poor attitude.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

18A & 180A [B]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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5. \_\_\_\_\_

A team was conducting an operation deployment for a FID mission. This SF individual could not speak Spanish well. He did not attempt to associate with the indigenous forces/people, and withdrew into a "shell" due to the culture shock of living under less than favorable conditions. He was a deterrent to the team and had to be redeployed to the rear, causing the detachment to continue the mission minus one individual.

6. \_\_\_\_\_

A detachment was infiltrated into the field three hours late by helicopter, in the wrong location. This detachment had to locate themselves on the ground because they were not informed of where they were dropped off. By using resection, this SF soldier successfully determined their location on a map. The detachment was able to continue on with their mission.

7. \_\_\_\_\_

The target a detachment was to destroy/disable a WAS positioned in an open area secured by the equivalent of a reinforced squad. The detachment came up with several courses of action to conduct the mission. The detachment warrant officer was not satisfied with any of the suggestions. This warrant officer developed a plan to disable the target utilizing a degree of stand-off by engaging with a .50 cal sniper system. The target was disabled with no friendly casualties.

8. \_\_\_\_\_

After giving a class on weapons to HN forces, the HN commander asked the team members to give the class again so he could videotape it. The team agreed without first seeing the team leader. This team leader came in after it was finished, was very rude, and accused the HN commander of trying to run his team. There was a great loss of rapport between the team leader and the HN commander.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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9. \_\_\_\_\_

This team sergeant had primary responsibility for the day-to-day operations of the team. This team leader filled out all required reports, records, and schedules ahead of time. This team sergeant also provided the 18A with information for mission planning before the 18A requested it. The administrative tasks for the detachment as a whole were more manageable and effective.

10. \_\_\_\_\_

This team sergeant was displeased with the performance of a junior NCO on the team and he requested that the NCO be relieved or punished under the UCMJ. This team sergeant had only counselled the soldier verbally and had not prepared the necessary counselling statements. The SGM could not recommend that any action be taken until the team sergeant had the counselling statements to support his position.

11. \_\_\_\_\_

While training host nation forces in refugee camp operations, one indigenous guard pointed a weapon at this SF warrant officer who tried to drive through the compound gate without showing his ID. This warrant officer cursed and screamed at the guard, and demanded to see his commanding officer. Because the warrant officer was reckless and ignored custom taboos, the detachment lost credibility with their counterparts.

12. \_\_\_\_\_

This team leader and his detachment were deployed to the Joint Readiness Training Center and tasked to conduct an SR mission. During mission analysis, this detachment commander did not take into account the enemy's probable course of action based on current intelligence and the enemy's past actions. The detachment followed the plan to move to its objective along a ridgeline that had enemy positions established; all team members were either killed or taken prisoner.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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13. \_\_\_\_\_ During a mission the detachment was filmed by a news crew, showing the team's improper grooming and uniform standards in the field. The company commander directed the detachment commander to take corrective action. This detachment commander joined the rest of the detachment in making disparaging remarks about the company commander. The members of the detachment were encouraged to be disrespectful.
14. \_\_\_\_\_ While on a field mission, this SF NCO noticed that one of the indigenous soldiers was being very hostile to another host nation soldier. This SF NCO spoke with both individuals and prevented the indigenous soldier from killing the other.
15. \_\_\_\_\_ During an ARTEP, an ODA was given a short amount of time to move a long but not unrealistic distance. Halfway through the movement, this SF soldier began to slow down and fell out of the movement. He took numerous breaks, his equipment was carried by others in their rucksacks, and the medic had to stay behind to help him. The two were captured by the enemy because they had to move during daylight to catch up with the rest of the team.
16. \_\_\_\_\_ An SF team was tasked to give classes to indigenous personnel in a country where the leadership did not like to associate with the enlisted personnel. The team had to decide what to teach and who to train. This 17C explained to an English-speaking officer that the enlisted team members actually did the teaching, but that they could work something out. He met with the officer separately to determine classes to teach, times, numbers, etc. The host nation officer was able to save face and the soldiers learned the necessary skills.
17. \_\_\_\_\_ An SF soldier came to a new unit. This team sergeant gave the SF soldier updated enemy situation maps and intelligence maps so that he would be up to speed with his team. The new SF soldier was aware of the enemy's position.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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18. \_\_\_\_\_

In a period of 18 days, the team was given many different DA targets to prepare for and coordinate. This 18A demanded actions and answers of the team members without giving them adequate time in which to gather information. The team lost focus in preparing for the mission.

19. \_\_\_\_\_

A sergeant was told to counsel a soldier who was overweight according to standards. This team sergeant spoke to the soldier in an offhand, nonchalant manner and did not follow up very well on the problem. The soldier did not lose weight and was eventually placed in a weight control program.

20. \_\_\_\_\_

A 4-man reconnaissance element was participating in a special mission requiring a march up the side of a mountain range over loose shale with rucks weighing 65+ pounds. This team leader did not modify his plan to accommodate one slower commo man with a heavier ruck, driving the team to exhaustion. This team leader made an example of the slower man and blamed him for the team not making the hide site on time. The team was compromised on the second day of the mission due to fatigue and sloppy camouflage.

21. \_\_\_\_\_

This officer was in charge of a reconnaissance mission to navigate towards and find a site. During the mission, two team members informed the officer that the terrain looked familiar and that they had been there before. This officer ignored the soldiers' input and told them where he felt they were on the map. The team arrived at their "area of operations" only to be compromised by their own team as they had been surveilling the team's base camp; they had simply gone 360 degrees.

22. \_\_\_\_\_

This SF team leader was given the task to create a battle book and maintain it for his detachment. This SF team leader created a battle book that went beyond requirements. He was far ahead of the game for making future updates to the book.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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23. \_\_\_\_\_

While performing land navigation training, this SF NCO stumbled upon a heat exhausted team member. This NCO pulled the soldier into the shade, loosened his clothing, initiated an IV, applied water, treated him for shock, and evacuated the member. The injured soldier is still alive.

24. \_\_\_\_\_

This officer instructed his new platoon sergeant to lay out all of the platoon equipment for an accountability inspection. This officer failed to tell the platoon sergeant where, when, and how he wanted the equipment displayed. The equipment was not laid out the way the officer wanted.

25. \_\_\_\_\_

En route to a meeting in a small village, one of the detachment vehicles struck a mine. Two men were seriously injured and the detachment medic was mortally wounded. The team sergeant was initially stunned and disoriented due to his injury. This detachment commander ensured that medical treatment was initiated, that communication was established with higher headquarters, and that medical evacuation was requested. The wounded soldiers were quickly stabilized and helicopters were on their way as soon as possible.

26. \_\_\_\_\_

Six U.S. and six host nation forces were acting as a combined unit during a training exercise in a host nation. Tension between these two groups developed after an international incident. This team sergeant was serving as an evaluator/observer and intervened by separating the groups for a cool-down period and talking people into calming down. Tension was reduced.

27. \_\_\_\_\_

The battalion team leaders and team sergeants had not been putting forth documents that met all of higher command's requirements for clarity and conciseness. This officer developed an accurate format for such documents. This battalion now has few, if any, significant problems in this area.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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28. \_\_\_\_\_

The SF commander was faced with the task of operating at night with host nation forces who did not have night vision capability in their vehicles. This SF commander made the decision to intermix host nation forces' vehicles with the SF detachment vehicles, utilizing very small kim light sources applied to the vehicles in a manner that did not give off much light and that allowed all vehicles to operate at night. The detachment and host nation forces were able to successfully accomplish the mission without being compromised.

29. \_\_\_\_\_

This SF NCO was in a Middle Eastern country. He made a gesture to a native in what he thought was a normal gesture. The native was offended, but the SF NCO was able to explain to the native that he meant no offense.

30. \_\_\_\_\_

This SF officer was tasked to present the S-2 (intelligence) portion of a briefback using overlays. He stayed up all night preparing the overlays, and placed all positions on the map to make them easy to understand. Everyone in the briefback understood the S-2 portion of the briefback.

31. \_\_\_\_\_

Two 18Cs were placed to observe a patrol of foreign soldiers. One of the soldiers climbed a tree to get a better view of the target and fell out of the tree. This 18C splinted the host nation soldier's leg and directed the indigenous forces on how to make a stretcher. He then directed the soldiers to the hospital. The event increased the indigenous force's confidence in the SF.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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32. \_\_\_\_\_

The team was given a no notice mission requiring immediate training to ensure that all detachment members were able to execute required tasks. This team officer set up a quick training plan, prioritizing tasks to train on first, tasks requiring outside support, tasks requiring continuous practice, and tasks that would have to be worked on during the mission. This team officer then searched to find units conducting similar training and for those who could provide expertise/instruction for some of the specific tasks. A training calendar was established and the team conducted all training necessary prior to deployment.

33. \_\_\_\_\_

A detachment was conducting winter warfare training. An 18D (instructor) did not intervene when an inexperienced team member whom he disliked was packing the wrong equipment. This warrant officer informed the 18D of the responsibilities of being an instructor and a member of the team, and encouraged teamwork. The 18D ensured the team member packed the appropriate clothing.

34. \_\_\_\_\_

An ODA was deploying to a foreign country with two pallets of equipment. A forklift was required to unload the pallets from the plane. This team leader did not call to see if a forklift was available since he had been to this particular airport before and knew that there was one they could use. Upon arrival, however, the team was informed that the forklift had broken several months ago. They had to unload the plane by hand which required extra time that had not been scheduled.

35. \_\_\_\_\_

This SF officer was to plan and conduct an ambush in an allotted time. This SF officer organized the team, gave clear and concise instructions, moved the team 5 kms, and conducted the ambush within 30 minutes. The ambush was successful.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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36. \_\_\_\_\_ During a desert evasion exercise through a narrow, extremely mountainous corridor, the 18E could not keep up with the team movement due to a heavy rucksack load and his lack of physical endurance. This 18A redistributed the 18E's load and divided the team into two groups: the element without the 18E stayed in the corridor and collected the required information while the other element with the 18E took a longer but flatter and easier route to a link-up point. The team made the link-up on time.
37. \_\_\_\_\_ During an operational deployment, this SF soldier noticed that a HN soldier picked up a foreign weapon that was not familiar to him. This SF soldier watched the HN soldier accidentally fire the weapon. Another HN soldier was shot and killed by the accidental discharge.
38. \_\_\_\_\_ This SF soldier found classified material while cleaning the team room. This SF soldier stored the classified material in a foot locker. The material was found during an inspection.
39. \_\_\_\_\_ This 18C was to task out certain classes for an upcoming mission to his junior. This 18C let the junior engineer pick the classes about which he was most knowledgeable so that he could give the best instruction possible. This 18C interacted with the junior to confirm or deny information that should be included in the classes. The junior 18C was able to do a good job and he developed greater respect for his senior.
40. \_\_\_\_\_ This 18B was tasked to locate a point on a map to exfiltrate. The 18B could not find the point. The team missed exfiltration.
41. \_\_\_\_\_ This high ranking SF soldier was asked a question he could not answer by a detachment member. This SF soldier told the member he would find the answer and several days later came back to the detachment with a reply. The detachment members respect for this SF soldier increased and his effectiveness in his position was enhanced.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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42. \_\_\_\_\_
- A patrol was moving from one point to the next through very swampy terrain. They were moving parallel to a road in a known hostile area. This team leader decided to walk the road without regard for the enemy situation. The entire patrol was compromised and two people were injured.
43. \_\_\_\_\_
- The detachment was mandated to infiltrate an AO to do beacon bombing from a specific location. This team leader did not pay attention to the flight path and had the choppers set the split team on the wrong hilltop, disregarding the intelligence man's input. The ODA had to move 4 miles in the desert in 115 degree heat on foot with materials to be in place for the bombing mission.
44. \_\_\_\_\_
- A battalion's guidon was taken from a unit training area OCONUS. The detachment had not been implicated. This 18A asked his men if they had any information about the theft or the guidon itself to give it to him by the following morning with no questions asked. The guidon was returned and this 18A returned it to higher headquarters. The detachment was implicated and disbanded and the 18A was given a below center of mass OER.
45. \_\_\_\_\_
- While on a FID mission, a team was tasked to identify and report any new equipment procured by the host unit. This warrant officer made a dark room out of ponchos, bought chemicals and equipment, arranged for the 18F to take color slide pictures of equipment as he saw it, developed the film, conducted an initial analysis of the equipment pictured, and organized a rapid pick-up of the pictures and commentary to be taken to headquarters (100 miles away). Headquarters received timely input and routed all film from other teams to the warrant for fast processing and interpretation; team morale soared.

1                      2                      3                      4                      5                      6                      7  
 Low                      Effectiveness                      Moderate                      Effectiveness                      High  
 Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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46. \_\_\_\_\_

While assigned as the senior US advisor to a host nation battalion on a border screen mission, this SF officer was told the unit was under attack. The host nation battalion commander was panicked and ready to evacuate the area of operations. This SF individual lit a cigarette, asked for a cup of coffee, and sat down. After making a humorous remark to a host nation officer, this officer methodically questioned the host nation staff to ascertain the exact situation. Addressing US soldiers present, he calmly issued instructions to prepare an ODA reaction force and an ODA level of base security. Observing the SF officer's leadership style, the host nation battalion commander began issuing complementary orders to his staff. The battalion responded efficiently to the limited attack and maintained its position on the border.

47. \_\_\_\_\_

After a long, hot day of training, this 18E noticed that a host nation soldier walked away from the other team members and sat down by a vehicle. This 18E calmly took over an aid bag and evaluated the host nation soldier. Upon determining that the soldier was dehydrated, this 18E gave him an IV and got a medic to monitor the soldier. The host nation soldier was treated without embarrassment and the soldier gained respect for this 18E.

48. \_\_\_\_\_

The team was attempting to build rapport with and win the confidence of an indigenous force. The team leader could not make the indigenous force's leader like him, although he made great efforts to make the individual happy. This warrant officer jumped in and got the two leaders to better understand and accept each other. The team was able to build rapport with the indigenous force.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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49. \_\_\_\_\_

Two team members were always fighting with each other. Once, the entire ODA was embarrassed in a bar because of these two team members. This team sergeant had the team form a circle, placed the trouble makers in the middle, tied their hands together and removed their shoes. The two team members fought until they lay on the ground out of breath; the men are now the best of friends.

50. \_\_\_\_\_

The detachment was training men in a SE Asian country. This 18A would always talk down to the indigenous trainees by implying that they were not as good as Americans. Consequently, training was reduced.

51. \_\_\_\_\_

Directions were given to set up battle books, LAW, METL tasks etc. The team leader's specialty was staff/administration and planning. This captain spent 2 weeks of his own time producing one of the most correct, comprehensive battle books in the command. The battle book was used as the standard for the CO.

52. \_\_\_\_\_

This SF officer was placed in charge of a group of young and inexperienced SF soldiers and then tasked to plan a combat reconnaissance mission in just a few hours. This SF officer did most of the planning himself, ensuring that it was done correctly but risking that it may not have been finished in the given time. The plan was correct, but the SF officer was burned out which affected his later performance.

53. \_\_\_\_\_

An SF team was tasked to secure a bridge. This SF commander planned a false attack on one side of the bridge while the main assault force crossed the river and attacked the defenders from behind. The team successfully captured the bridge without any friendly casualties.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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54. \_\_\_\_\_

A detachment was conducting a DA mission with foreign soldier augmentation. The augmentees wanted to walk into town to get a resupply of cigarettes. This officer conveyed to them that they could not go. When they went anyway, this officer moved the camp to a point 2km away. The augmentees took eight hours to find the rest of the detachment and never tried to go to town again, increasing the detachment's security posture.

55. \_\_\_\_\_

A detachment was preparing to cross from an area where all the trees and features looked very similar to the far side of a danger area. This SF soldier was sent out 700 meters to clear a roadway at the far side of the danger area. He left without noting his exact location or his azimuth. When he tried to return, he couldn't remember where he left from or how to find his way back. It took him two hours to find his team, and as a result, they failed to hit the target on time.

56. \_\_\_\_\_

The detachment was deploying on a mission. This 18C made a packing list but did not follow it. Equipment was left behind and the detachment had to make do with what they had.

57. \_\_\_\_\_

The coalition force was brought into planning for an operation which was supposed to assure the higher level commanders of their effectiveness. This detachment commander advised the coalition force S-3 not to participate in the mission in front of some American O-6s and O-5s. The Americans told the detachment commander that he should support the mission, but this detachment commander said he was supposed to help the coalition forces unit and that they would receive the ill will of the locals if they participated. The detachment commander was made an integral part of the coalition force unit's decision making process.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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58. \_\_\_\_\_ During an endurance test, the battalion was required to travel 50km in 72 hours while conducting various rigorous tests with no sleep. The lightest team member weighed 186 lbs. When times were rough, tiring, and everyone felt like stopping for only a minute, this team member moved ahead of everyone or ran to pull the rest of the team through. The battalion completed the endurance test.

59. \_\_\_\_\_ A team was tasked to infiltrate into their area of operation by static line parachute for a UW exercise. This team commander told his team members to place the radio equipment onto a bundle that would be dropped along with the detachment. The bundle's parachute failed to deploy and all of the radios were damaged. The team could not communicate with headquarters and exfilled without accomplishing its mission.

60. \_\_\_\_\_ This SF officer was in Europe carrying classified documents. This officer went to a restaurant for dinner. This officer did not want to be burdened with the documents during dinner and locked the classified information in the trunk of his rental car. The car was stolen, along with the documents.

61. \_\_\_\_\_ This SF officer was called to meet with the battalion commander regarding an upcoming deployment. This officer got to the briefing and found it was not the one for which he had prepared. This SF officer tried to give the appropriate briefing, stumbling his way through it. The battalion commander counseled this officer on the briefing's poor quality and his inability to answer questions.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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62. \_\_\_\_\_

This 18C was the team S-4 and kept track of the team's organic equipment. The records from the prior leadership were ineffective and out-of-date. This 18C completely organized all end items by hand receipts to include team and individual issue. This 18C then established an SOP that covered garrison and packing for deployment and helped identify where everything was, where everything should be loaded, and who was responsible for what (e.g., commo gear...). The SOP enabled the team to cut down on loading time and made accountability easier.

63. \_\_\_\_\_

The team was training in medical treatment procedures. One of the tasks was to start an IV. This SF soldier could not find a vein in which to stick the IV needle after 2 or 3 tries on two individuals. This SF soldier was given extra training on inserting needles properly using fruit as a target.

64. \_\_\_\_\_

A "G" base that had just been constructed was over-flown by an unknown aircraft. This SF team commander had everyone move to the alternate location. The team was safe.

65. \_\_\_\_\_

SF team leader was commanding the team through a survival, evade, and escape exercise. This SF team leader decided to make contact with local indigenous personnel for possible survival and escape assistance. The detachment was set up in a secure safe house and through a series of secure assets, was returned to friendly lines.

66. \_\_\_\_\_

During a training mission, the detachment had a "no later than" time to pick up an unknown person at a pre-described location. The individual was not on time. This 180A decided not to wait. Thus, they did not pick up the man.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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67. \_\_\_\_\_

This junior NCO was given duties as a team sergeant even though another member of the team outranked him. This junior NCO used the input of the senior NCO at all times. The senior NCO felt his opinions were important and the team's moral remained intact.

68. \_\_\_\_\_

During a field mission, a team sergeant was training a platoon size element in light infantry skills. A soldier who was known to be hot-headed and belligerent was making rude comments to the instructor regarding his experience and knowledge of the subject. This team sergeant simply requested that the soldier remove himself to the rear of the group. Instead, the soldier walked to the front of the group and fired two blank rounds in the team sergeant's face. Higher HQ had to be called.

69. \_\_\_\_\_

A small element of SF personnel were to recon an area in a desert environment. The means of infiltration was a landing zone for a rotary wing aircraft. This SF soldier told the pilot where to drop the team, saying that this was the location the team leader had specified on the map. The team was dropped 5 kilometers from the point of infiltration and had to request an emergency re-supply of water.

70. \_\_\_\_\_

A foreign national soldier walked behind a loaded RPG-7 during a range fire. This team sergeant quickly walked to the SF soldier controlling the range. This team sergeant told the soldier that weapons were not to be loaded until they were ready to be fired. The SF soldier did not load the weapon until the firer was ready to fire.

71. \_\_\_\_\_

An ODA was required to perform post damage assessment. This detachment commander inflated the actual damage found. Inaccurate information was sent to higher headquarters authority leading to overinflated intelligence estimates.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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72. \_\_\_\_\_

Heavy rains had caused poor visibility on the roads and a lady had run off the road into a river. An SF soldier saw the lady on top of her car, stopped, and was told there was a baby in the car which was filling with water. This soldier was a weak swimmer and so did not attempt to rescue the child. The baby drowned.

73. \_\_\_\_\_

This SF soldier was responsible for conducting air operations for foreign troops. However, the equipment to be used for the training was missing from the aircraft and training therefore could not be conducted in accordance with the training safety standards manuals. This SF soldier told his superior he would not train the foreign soldiers due to safety restrictions; although the training might go without incident, it would not be to the standards required by the manual. This soldier was verbally reprimanded by his superior for failing to complete his teaching tasks.

74. \_\_\_\_\_

A split team was assigned to a African nation platoon for an exercise. The element needed to make a night movement to conduct a dawn attack. The African troops do not move at night and refused to move before daylight. This SF team leader conducted a demonstration and classes on the use of US night vision equipment. He allowed the African nation leadership to wear the equipment during the movement. The raid exercise was completed and was successful.

75. \_\_\_\_\_

During Friday PT formation runs, this officer would meet the company after they had run one or two miles and sprint the next mile at the front of the formation. This officer counseled each soldier who failed to maintain the pace he set for them. Thirty-five percent of the company went to sick call on Friday mornings and there was a strong dislike for the officer.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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76. \_\_\_\_\_

While deployed in Africa, an SF medic told this team leader not to use untreated water or ice. This team leader disregarded the advice and drank a soda with ice made locally. The team leader had severe diarrhea, was treated for parasitic infestation, and was counseled.

77. \_\_\_\_\_

A detachment was in the field. This 18E lost his CEOI and did not tell anyone for 24 hours. The 18E was then punished.

78. \_\_\_\_\_

This officer constantly complained about the tasks and conditions given to him while serving as a team member/follower, performing poorly every time. This officer was later placed in charge of the operation. This officer changed his entire attitude and demanded the same standards of performance in the same tasks and conditions that he had complained about earlier. The display of a double standard lost this officer the respect and confidence of the other soldiers.

79. \_\_\_\_\_

A two-and-a-half ton truck went dead on the highway. This soldier conducted a trouble shooting sequence and found the problem. He fixed the electrical problem with a foil wrapper from a stick of chewing gum. The truck was able to move safely to its destination.

80. \_\_\_\_\_

An SF unit was ordered to make contact with an allied unit that was not happy about having the unit advise them. Before establishing the rapport needed for relations between the units, this officer proceeded to impose changes and make decisions without taking into account the feelings of the other unit. All future operations were hurt and the SF unit was asked to leave, compromising the mission.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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81. \_\_\_\_\_

This SF team leader was given an operational plan to conduct a mission using host nationals. The SF team leader was required to change the plan after MICON was given in order to satisfy the host national commander just prior to the briefback. The SF team leader changed plans in a way that satisfied the host national commander. The combined briefback and the operation were successful.

82. \_\_\_\_\_

Upon being notified for a real world mission, the detachment commander was told to get a split six-man team ready for deployment and that other follow-on six-man teams would deploy later from the company. This detachment commander picked all senior personnel for his team and planned to take all the team equipment. The other split team had no experienced people and no equipment.

83. \_\_\_\_\_

While on deployment, this 18C was working on a range that was used for all types of ammunition and explosives. Civilians pass through the range all day on foot trails that take them to the next town and children come to the range to pick up brass. The host nation soldiers almost never clear duds or misfires. This 18C collected and disposed of several dud munitions. This 18C possibly saved the lives of many civilians and soldiers.

84. \_\_\_\_\_

An ODA was located in an African country. This 18D was able to learn the host nation language within four to five weeks and could understand several survival-and-military oriented phrases. Overall ability and survivability of the Special Forces ODA was enhanced.

85. \_\_\_\_\_

The new battalion commander wanted to receive weekly training briefs with the use of slides and other equipment. This 18C utilized his computer skills to assist in producing the slide show and briefing. The presentation was accepted by the battalion commander.

1 Low Effectiveness      2      3      4 Moderate Effectiveness      5      6      7 High Effectiveness



18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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86. \_\_\_\_\_

The detachment was making initial contact with a guerrilla force. Upon making contact, this detachment commander was offered the opportunity to partake in a traditional ceremony which involved an animal sacrifice. This detachment commander refused to participate and would not drink the traditional goat blood toast. The team was taken into custody by the indigenous personnel and removed from the camp.

87. \_\_\_\_\_

The detachment received a combat search and rescue mission. This team sergeant developed a course of action without relying on the experience of other detachment members. When flaws in the plan were realized during rehearsal, the detachment commander opted to go with the plan rather than argue with or dispute this team sergeant. The plan had the team spend too much time on the ground, potentially compromising the team and the supporting air crew.

88. \_\_\_\_\_

A request for personnel was sent down for particular people to deploy to jump on a training mission. This team leader whose name was on the list went to the company and had his name removed. In his place, he put another team member's name without asking that team member if it would be alright. The team member had personal plans for this time frame which he had to give up.

89. \_\_\_\_\_

A team was conducting a UW exercise. This 18A repeatedly made disparaging remarks about the quality and motivation of the guerrillas. After five days of hearing this, the guerrillas apprehended him, disrobed him, tied him to a tree, photographed him, and bargained with the team for his return (diminishing the team's credibility).

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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90. \_\_\_\_\_

The ODA was deployed on an MTT. When it appeared that the host nation forces did not understand the material given in the lecture style classes, this team sergeant told the instructors to break into smaller groups and to ask the host nation forces questions to get them more involved. The host nation forces opened up and were soon seeking additional training.

91. \_\_\_\_\_

An SF company was tasked to provide humanitarian assistance to refugees. The company received limited intelligence and information about the situation other than that the camp held approximately 120,000 refugees and that the death rate was alarmingly high. This officer relied heavily on the experience of his leaders to provide him with guidance in his decisions in this untraditional scenario. The death rate dropped dramatically and organization and leadership were restored in the camp.

92. \_\_\_\_\_

While operating in a foreign city, the opposing forces had saturated the sector that the SF were operating in. This warrant officer located access to the storm drain system under the city and lead the team beyond the OPFOR and to a U.S. safe area. The operation continued successfully for the U.S. while the OPFOR was distracted by searching the city sector far away from the actual location of the ODA.

93. \_\_\_\_\_

An 18E right out of the Q course was assigned to an A team without the benefit of a senior commo sergeant to mentor him. He realized he was not trained on the radio equipment at the team level nor was he familiar with the base operating procedures for the battalion. On his own, this 18E inventoried team radio equipment, identified equipment he was not familiar with, and asked for and then received classes on all radios and equipment he was not familiar with. He became familiar with all team radio equipment, all company and battalion radio procedures, and SOPs.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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94. \_\_\_\_\_ A detachment was conducting pre-mission planning for a real world mission. This Special Forces soldier threw sensitive material (containing the name of the country they were going to, how long they would be there for, and the names and social security numbers of all the detachment members) into the non-sensitive waste can. Had the paper not been retrieved before it was put in the dumpster, the mission could have been canceled.
95. \_\_\_\_\_ A team was moving a great distance within a constrained time with very heavy rucks. This team member could not maintain the set pace and said his ruck was too heavy. The rest of the team took turns carrying the extra ruck.
96. \_\_\_\_\_ This officer visited training in a FID environment where HN soldiers and officers were present. This officer talked about the poor performance of the HN soldiers in Vietnam years earlier. The HN officers, who understood English, overheard the comments and walked off the site.
97. \_\_\_\_\_ This 18A briefed his team on the search and reconnaissance mission they were to conduct. This 18A had a brain storming session with the detachment members using the mission essential planning process to break down tasks into manageable bits. This 18A then delegated these bits to the appropriate team members, providing additional guidance as required. Everyone understood the mission and their jobs and felt comfortable with the plan developed.
98. \_\_\_\_\_ This team sergeant was originally a member on the team, where he was known for being a marginal team player. When he became sergeant, he questioned everything the team members did, wrote soldiers up for minor points (e.g., teaching styles and opinions), and wanted to make drastic changes in everything. The team started falling apart and cliques were formed.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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99. \_\_\_\_\_

While on a demolitions training mission, this 18A did not take the advice of his 18C in the proper handling of the remaining materials. This 18A decided to return open containers of explosives and flammables to the supply clerk; they were packed in a box and stored. The storage facility burned down; after discussing the incident, this team leader realized he should have followed the advice of the 18C.

100. \_\_\_\_\_

At a refugee camp, an area of tents needed to be moved in order to create a loading zone for water and food shipments. Families that had walked over 100 miles and were settled in did not want to move again. This SF officer got the area elders together and explained the need for the LZ and how it would make things easier for the refugees. The families moved.

101. \_\_\_\_\_

An ODA was constantly complaining about the excessive weight it was forced to carry due to communications requirements. This officer established a new communications system during the annual evaluation of his subordinate units. This system required additional equipment and also forced the ODA to establish unsecure HF communications. Not only did the ODA have to carry additional equipment, but the new comms system actually defeated the comms security measures it was supposed to enhance.

102. \_\_\_\_\_

A team was in isolation with a foreign SF team. The cultural differences between the teams began to cause verbal strife. This team leader observed his team members verbally sparring with the host nation soldiers. He took no action to halt the strife. Cohesion didn't develop between the two teams.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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103. \_\_\_\_\_

An SF team was participating in a day and night land navigation exercise. This NCO did not participate for medical reasons. This NCO therefore took his own time to cache a large bucket of chicken and soda for his detachment at a contact site late at night. The team received a high rating and the morale during and after the exercise increased.

104. \_\_\_\_\_

An 18D organized instruction in waterborne infiltration techniques for a small ranger unit. This 18A directed people to boats, not following the 18D's plan, such that the boats were flooded and submerged in the surf. After the 18D apologized to the students for this 18A's actions, this 18A took the 18D aside and chewed him out for embarrassing him in front of the students and not sucking up the mistake for his training event. The team's morale and cohesiveness dropped; the students felt the training lacked planning and professionalism.

105. \_\_\_\_\_

During isolation, this detachment S-1 was serving as the team warrant officer. Not trusting anyone else to do their job, this S-1 worked more than his share of the staffing positions. The men on the team took him out of his position because he was not being a team player.

106. \_\_\_\_\_

This SF officer was in charge of a demolitions range. After a demolitions shot was fired, this officer cleared the charge site and walked back to a student holding an unexploded charge. All assistant instructors left the area when they saw this, but the students were unaware that the charge was sensitized and could go off at any time.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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107. \_\_\_\_\_

This team member was tasked to evaluate an ISOFAC and FOB deployed to a foreign country. In his evaluation, he told the officer that his formal written evaluation would reflect that operations were extremely poor and that the team was failing every critical task. Even though the officer threatened him with damaging his promotion chances if he wrote the formal report, this SF soldier knew his evaluation was the truth and wrote and submitted the formal evaluation. The ISOFAC and FOB failed the evaluation.

108. \_\_\_\_\_

While in a host country training indigenous soldiers, an NCO picked up an unsupervised weapon belonging to an Arab. After making his point, the NCO wouldn't return the weapon, creating a tense situation. This SF soldier saw this situation, intervened and told the first NCO that he could destroy the team's credibility (without causing him to lose face with the Arabs). He also told the Arabs it was just a drill and started telling jokes in one of the region's languages. The situation was diffused in a matter of seconds.

109. \_\_\_\_\_

Isolation was being conducted for a mission. This SF officer assigned team members staff tasks that were outside their area of expertise. The team members were forced to see mission planning from a different angle.

110. \_\_\_\_\_

The detachment was assigned the responsibility of conducting airborne training for host nation forces. This detachment commander assessed the level of proficiency of host nation personnel, monitored conduct of the training, and selected a very large, soft drop zone ensuring that all jumpmasters allowed extra time between individuals' exits from the aircraft. None of the personnel were injured and the host nation command was very happy with the training.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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111. \_\_\_\_\_

A team was on a FID mission overseas running a weapons training program. This soldier chose to learn a new word or phrase in the host nation language every day. He established rapport with students and learned basic conversational language.

112. \_\_\_\_\_

During a deployment, this 18A discovered that some members of his team were going to smuggle some M-1 carbines out of the country. These weapons were given to the detachment members by the host nation and were not stolen. Instead of speaking with the 180A and 18Z, this 18A called higher headquarters and asked them to have U.S. Customs check the team. The team was disbanded, the 180A and the 18Z were kicked out of the Army, and the 18A was given a promotion.

113. \_\_\_\_\_

A team was on call for a search and rescue mission during a deployment. The aircraft carrying some of the team's equipment crashed. This 18A directed the 18C to stay behind and coordinate for emergency resupply within 24 hours. The team was resupplied due to the efforts of the 18C and some support personnel.

114. \_\_\_\_\_

The detachment came under fire while attempting to establish contact with an indigenous faction. This officer moved the detachment and vehicles to a covered position, deployed the men, and directed them to hold their fire. When the hostile fire died down, this officer walked out to meet with the indigenous faction representatives. The situation was defused without injury to either side.

115. \_\_\_\_\_

During a live fire exercise that involved training of indigenous personnel, this SF team leader noticed that an 18B was nervous in front of the group and was presenting the material in a disorganized way. He pulled the 18B aside and talked to him to put him at ease. The class proceeded without incident.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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116. \_\_\_\_\_

A detachment received a task overseas that required 20 personnel. The majority of this detachment was already deployed and the personnel status of the company was low. An 18E was returning from one month overseas to his wife and child. This officer placed the 18E on orders to depart three days after his return. The morale of the 18E and the entire detachment was reduced.

117. \_\_\_\_\_

While this SF soldier was on a rucksack march, he noticed a soldier from another unit go down from heat injury. This SF soldier administered quick first aid by pulling an IV out and giving it to the injured soldier. This SF soldier also had another soldier flag down a car for help in getting the injured soldier to the hospital. The individual was saved from heat injury.

118. \_\_\_\_\_

This officer volunteered his unit for a month-long mission in an isolated location without first consulting any of the subordinate leadership. While deployed, this officer would not allow the unit to go into the neighboring town, even in small groups. He did allow them to visit a small base in the same area. This was a threat to the unit because the groups of new faces on the small base actually increased the unit's visibility; the unit's morale was seriously undermined.

119. \_\_\_\_\_

A team was extremely well trained and prepared in all areas but that of language proficiency. This team leader ordered that only Spanish would be spoken during the workday among team members. This team leader made a game out of it, making anyone who was caught speaking English do push-ups. The team greatly increased its capability to communicate in conversational Spanish.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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120. \_\_\_\_\_

An SF soldier was on an OCONUS deployment, in charge of helicopter rappelling. The proper equipment was not available to conduct the air operations. This soldier manufactured a securing system which allowed rappelling operations. Training was successful and concluded without incident.

121. \_\_\_\_\_

An SF team was tasked to give classes to general personnel. This team member went into extensive detail on his portion of instruction, including technical descriptions of various functions, and did not ask the class for questions. He gained a reputation as a "know it all" and no one paid attention in his classes; those who could come up with excuses did not attend his scheduled classes.

122. \_\_\_\_\_

This team sergeant was responsible for establishing trust and rapport with his host nation (HN) counterpart. The counterpart offered this team sergeant some raw meat, dripping with blood, from a goat that was just killed. This team sergeant refused to eat the meat even though the HN soldier wanted him to eat it. The team sergeant did not gain the trust of the HN soldier.

123. \_\_\_\_\_

An SF team was training an indigenous force. This SF soldier did not like any of the other team members and kept to himself when he was not conducting training. The indigenous soldiers could sense the tension and lost some of their confidence in the team. The training was slowed.

124. \_\_\_\_\_

An ODA was deployed in a foreign country to do UN work. Upon linking up with host nation forces, the ODA commander did not establish rapport with the G-chief. The ODA commander consistently talked down to the G-chief telling him how "it" should be done. This officer did not acknowledge the fact that the G-chief had been running a successful operation for several years. The ODA commander was exfilled and the team sergeant was made the commander.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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125. \_\_\_\_\_

A detachment was working at a refugee camp. There was considerable friction between the U.S. Special Forces and the host nation (HN) concerning the method of providing relief supplies to the refugees. During a meeting between the U.S. and HN command, this 18A interjected his own thoughts on the situation without the assistance of trained personnel. The HN officers were angered and an effective working relationship was never established.

126. \_\_\_\_\_

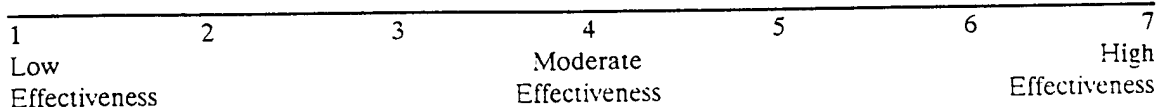
The detachment was going to run a company MIGA2 qualification range. This officer felt he was responsible for coordinating and planning the whole operation and did not use the eight NCOs he had to assist him. As a result, many of the requests were late, the detachment did not receive all the ammunition and vehicles required for the training, and the NCOs felt the commander did not trust them.

127. \_\_\_\_\_

A composite team was preparing for deployment to Africa; this new team leader who had just graduated from the Q-course was placed in charge of the core team. This team leader did not ask for help from the experienced 180A on the team, was threatened by criticism, and voiced his anger once by shouting and raving in front of HN personnel.

128. \_\_\_\_\_

While overseas on a training mission, the ODA was alerted for a possible real world mission. After this 180A received his briefing from the S-2 and obtained some classified briefing material, he left it in plain sight in an open area and left the area. He initially denied that he had left the material, but then stated that the material "wasn't that classified." The team lost respect for this 180A.



18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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129. \_\_\_\_\_

A detachment was conducting an SR mission (planned for four days) in a desert environment. On the fourth day, the mission was extended for three days; water resupply was needed for the additional days. This detachment commander called for water resupply and gave the grid coordinates but not the grid zone identifier. The resupply went to the wrong location and it took 24 hours to get an additional resupply to the team.

130. \_\_\_\_\_

A team was deployed overseas on a FID mission and told that the battalion commander would visit the following day. This team leader allowed his team to drink alcohol and change into civilian clothes before the battalion commander arrived. When he arrived, all team members were out of duty uniform and most were drunk. The team's reputation was severely damaged, the team leader received a letter of reprimand, and the team did not receive an overseas deployment for one year.

131. \_\_\_\_\_

The team was digging a hide site very close to an enemy camp. The dirt movers were working very hard and needed to switch with the guards or diggers. This acting team sergeant who was digging made no effort to shift himself or his two friends. The morale of the team went down and many arguments began.

132. \_\_\_\_\_

This officer was put in charge of demolition training, giving him the responsibility of serving as safety officer of the range. After the 18C had set up and inspected the charges, this safety officer placed some scrap metal on one of the charges. When the charges were set off, pieces of scrap metal were launched back up the range towards the detachment; no one was hurt.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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133. \_\_\_\_\_

During an actual combat mission, the UH-ID was receiving heavy ground fire. It was relayed to the air crew that friendly indigenous troops were in the field of fire. The order was given to the gunner to ignore this and provide fire. This 18B heard the order and asked for it to be repeated to be sure that he was in fact being told to fire on friendly troops. This 18B shifted his fire in the mean time so that it affected no one. The order had in fact been a mistake.

134. \_\_\_\_\_

This team leader was preparing a backbrief for an upcoming mission. This team leader became overly involved in the Operations Annex and did not have time to review the other annexes that were prepared by others prior to briefing the commander. During the briefing, the commander pointed out several errors and the briefing had to be conducted again at a later date.

135. \_\_\_\_\_

A group of SF soldiers were in a camp located between two armed, rival, indigenous groups. One night, the two groups started firing at each other, however none of the fire was directed at the SF soldiers. During a break in the firing, this SF soldier in charge told the team to return fire if they began to fire again. His order was countermanded by a senior NCO and the SF soldiers did not become involved in the fire.

136. \_\_\_\_\_

This officer was tasked to conduct a site survey to JRTC for the company forward operating base. Upon arriving at JRTC, this officer learned that no ammunition had been coordinated for the rotation. This officer did not work out the problem with higher headquarters. The company had no ammunition at the beginning of JRTC rotation.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18A & 180A [B]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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137. \_\_\_\_\_

During Operation Provide Comfort, an ODA was given the task of having some refugees vacate their area to make room for a helicopter LZ. This team sergeant decided rather than just physically moving them without permission, to talk with an elder chief in his tent and offer concessions for moving the tents. The people moved their tents and were given extra rations for compensation.

138. \_\_\_\_\_

The newly assigned team leader was having a difficult time relating to the detachment and was having daily confrontations with this team sergeant over minor details of detachment work. This team sergeant would argue with the team leader in front of the detachment and would also talk about the team leader behind his back to detachment personnel. A physically violent confrontation nearly occurred.

139. \_\_\_\_\_

The team was conducting vehicular reconnaissance. The medic notified this team sergeant that the team was outside its assigned sector. This team sergeant chose not to believe the medic and continued out of sector. The team lost its credibility with the unit it was supporting when it was out of sector for no justifiable reason.

140. \_\_\_\_\_

This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

# Job Analysis of Special Forces Jobs:

Performance Example Questionnaire

Version: Weapons Sergeant [A]

## Privacy Act Statement

This is an experimental personnel data collection activity conducted by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (e.g., name) are requested, they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

Although your participation is voluntary, we encourage you to provide complete and accurate information in the interests of the research. There will be no effect on you for not providing all or any part of the information.

## Job Analysis of Special Forces Jobs: Performance Example Questionnaire

### Project Purpose

The overall goal of the SF Job Analysis is to gather information that will aid in the development of new SF performance measures. This goal requires two types of information--information about the individual attributes (e.g., interpersonal skills, judgment ability) requisite to SF performance and information about the field performance of SF Jobs.

### Project Summary

The SF Job Analysis has been well-supported by the 1st, 3rd, 5th, 7th, and 10th SFG[A]. In total, 175 NCOs, officers, and warrant officers have provided:

- judgments about 30 individual attributes (e.g., judgment and decision making ability, non-verbal communication ability, endurance, motivation)
- judgments about task areas relevant to SF MOS, and
- descriptions of *performance examples* (scenarios that describe a situation, an SF individual's behavior in that situation, and the outcome of the individual's actions).

The participants provided 1,767 *performance examples* which were organized into 40 *SF performance categories*. For simplicity, the performance categories were grouped into 14 major SF roles. Names of the categories and roles are provided in Figure 1. Definitions of some of the categories are on pages 6 and 7 and on the back page of your questionnaire.

### Questionnaire Purpose

This questionnaire has two purposes: (1) to ensure that the *performance categories* adequately reflect the content of the *performance examples* and (2) to obtain judgments about the effectiveness of different behaviors that are represented in the *performance examples*.

Your judgments, along with those of other respondents, will be used to develop SF performance measurement instruments. Your participation in this effort is, therefore, very important. Thank you for your time and consideration.

## SF Job Performance Category Definitions

**A. Teaching Others.** Conveying knowledge and skill to others; establishing an atmosphere conducive to learning; presenting material in an orderly fashion; tailoring material to the target audience's needs and capabilities; obtaining audience interest and involvement; using handouts, aids, tools, or kits; constructively guiding and correcting others; finding appropriate ways around language barriers.

**B. Building and Maintaining Effective Relationships with Indigenous Populations.** Demonstrating respect for and engaging in behavior appropriate to indigenous culture, values, and customs; developing rapport with indigenous people and building respect for SF.

**C. Handling Difficult Interpersonal or Intercultural Situations.** Circumventing unnecessary disputes, de-escalating tensions, and resolving disputes effectively; maintaining composure when threatened, angered, or intimidated; using non-verbal communication skills to effectively interpret and resolve interpersonal or situational problems; preventing arguments and conflicts.

**D. Using and Enhancing Language Skills.** Learning native language to enhance performance on missions, not having to rely on others to make up for language shortcomings; practicing language; taking opportunities to speak with HN civilians; translating and checking others' translation for accuracy.

**E. Troubleshooting and Solving Problems.** Finding novel ways to use the resources at hand to solve a problem (e.g., making an antenna out of garbage); producing solutions that are resourceful, insightful, or imaginative; producing solutions that are workable and practical.

**F. Decision Making.** Making sound decisions in a timely fashion; taking others' ideas and advice into account; making decision that use time, personnel, equipment, and tactics effectively; accounting for policy or procedure in decisions; acting swiftly and decisively when needed; remaining composed and task-oriented in making decisions under stress.

**G. Planning for Missions.** Developing sound mission plans; drawing on the expertise and advice of team members; anticipating potential problems and planning to overcome them; weighing consequences of alternate approaches; modifying plans when needed; assessing team readiness to identify gaps in knowledge/skills needed for mission.

**H. Preparing for Missions.** Determining resources needed to complete mission; determining equipment needs and preparing, checking, packing, and maintaining mission-related equipment; checking availability of resources at mission location; informing team members of preparation activities and responsibilities; making necessary personal preparations; conducting briefbacks.

**I. Contributing to the Team Effort and Morale.** Meeting team expectations for individual performance and interpersonal behavior; facilitating team performance through individual-level efforts; enhancing new and existing team members' skills and readiness; helping to constructively resolve intra-team disputes and personality clashes; motivating others; building team spirit through personal interactions.

**J. Showing Initiative and Extra Effort.** Putting forth the effort to produce high-quality work in a timely fashion; putting work priorities ahead of personal interests; actively pursuing self-improvement goals; seeking challenges; volunteering for demanding tasks or extra responsibility; taking initiative; presenting a positive image of SF.

**K. Displaying Honesty and Integrity.** Adhering to laws or rules of conduct; knowing when to put aside personal beliefs to follow policy requirements/SOPs, but taking a more difficult, morally correct course of action when appropriate; owning up to own mistakes; being truthful and genuine with others.

**L. Confronting Physical and Environmental Challenges.** Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically stressful or unfamiliar situations; preparing physically for challenge, emphasizing endurance over physical strength; overcoming demanding environmental conditions to rescue someone.



**M. Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating; using navigational techniques and skills to move to target.

**N. Being Safety Conscious.** Handling, storing, and disposing of hazardous equipment and materials properly; following safety guidelines and instructions in all training and operational contexts; monitoring others to ensure they observe SOP when using weapons and other potentially dangerous equipment and materials; reacting to safety violations and consequences to minimize potential adverse effects.

**O. Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.

**P. Handling Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; handling excesses or shortages of supplies; coordinating with others to share resources; finding the source of administrative problems; using computers.

**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; using approved equipment or methods.

**II. Advising HN/G Counterparts.** Providing sound technical advice to HN/G, highlighting areas of vulnerability; providing advice that reflects the best interest of the HN/G, is consistent with their mores and culture, and allows them to avoid unnecessary or unwise actions; calming and reassuring HN/G in stressful situations.

**JJ. Conducting Operations with Other (HN, G, Conventional) Forces.** Organizing or reorganizing HN/G troops to ensure effective leadership without offending key HN/G personnel; learning from HN/G about the environment and using that information to enhance operations; sharing equipment and resources with HN/G.

**KK. Considering Subordinates.** Considering consequences of decisions on subordinates; taking their needs/feelings into account when making decisions; taking the time and effort to research and correct subordinates' problems (e.g., problems receiving mail while on deployment).

**LL. Providing Direction.** Taking charge in the absence of authority--establishing a direction, organizing a team; gravitating toward positions of leadership; pulling the team together; setting specific, challenging, but attainable goals; distributing work fairly; being consistent.

**MM. Gaining the Respect and Confidence of Subordinates.** Knowing the limits of own knowledge; valuing the experience of team members; facing the consequences of own decisions/actions; taking responsibility; being truthful; following through on promises; treating others with respect; setting a personal example of hard work and sacrifice.

**NN. Developing Others.** Confronting behavioral problems directly; giving others responsibility, but checking others' work often enough to be sure it is of high quality; providing negative feedback constructively, such that individuals know what was wrong and how to improve; administering "punishment" that is appropriate for the situation.

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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1. \_\_\_\_\_

This SF soldier was preparing an M16 plotting board for a below pivot point mission. He set the wrong direction of fire on the board. It fired outside the range and people's lives were endangered.

2. \_\_\_\_\_

A team jumped into the field late one night on an overseas mission during the dry hot season when water is scarce. Each team member was told to take plenty of water to last until a source could be found in the field. This team leader drank his eight quarts of water before morning, and then asked team members if they would share their water. This team leader became a burden to the rest of the team because they gave him some of the water they were conserving for themselves.

3. \_\_\_\_\_

The detachment was training foreign troops on the 81mm mortar. During a live fire operation, registration, the troops stated that they wanted to learn how to hit the observer. This 18B noted the high desire to learn and gave a hip pocket class on adjustment. Fifteen troops learned how to adjust fire.

4. \_\_\_\_\_

This 18C was assigned to a team leaving immediately for a foreign country. After only four days in the country, this SF soldier was learning the language by communicating with the host nation trainees and also speaking full sentences in the language while off duty. He was able to communicate with and gain rapport with the host nation troops.

5. \_\_\_\_\_

A team was conducting mortar training. While using an M19 hand-held mortar, this 18B was not paying attention to what he was doing. This 18B dropped a WP round 40-50 meters in front of another gun crew. The 18B was pulled off the gun after a check fire was called.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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6. \_\_\_\_\_

This gunner dropped a round of mortar ammunition which did not fire. This gunner did not observe the first misfire and dropped a second round that also did not fire. This gunner attempted to perform misfire procedures for the second round. This gunner was stopped by someone observing and was told that another round was still in the tube.

7. \_\_\_\_\_

The team was doing an ARTEP in the Alaskan rural arctic training area to evaluate individual and detachment ability to accomplish special reconnaissance. This 18B did not collect his skis and snowshoes from the infiltration aircraft. He was not able to move effectively across the terrain, thereby slowing and affecting the detachment's capabilities.

8. \_\_\_\_\_

This 18C was building a school house for a civil affairs project. Some cement and a little money was left over having completed the school. This 18C built a basketball court next to the school. Rapport was increased between the host nation and the SF team and a lot of children were happy.

9. \_\_\_\_\_

During a live fire exercise at a machine gun range, a hot gun had a misfire. This range safety officer moved everyone back, waited for the gun to cool, and cleared the weapon. Safe procedures were demonstrated and no one was injured.

10. \_\_\_\_\_

This 18B was firing a 4.2 mortar in unplanned firings as part of a daily requirement. This 18B failed to follow firing procedures. The round went 15 feet into the air and then dropped back into the pit. Nobody was hurt.

11. \_\_\_\_\_

A detachment was tasked to run a drop zone for a company operation. This SF NCO failed to make final coordination with Air Force personnel regarding the marking of the drop zone. The airplane flew over the mis-marked drop zone without anyone jumping.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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12. \_\_\_\_\_

This SF soldier was responsible for land navigation techniques, with an estimated time of arrival of 12 midnight. This SF soldier did not arrive until 8 am. He could not use azimuth or a map appropriately and had gotten lost. The soldiers who were waiting for him were resentful, affecting team morale.

13. \_\_\_\_\_

The HN post commander curtailed routine communications with the SF team leader because the team leader could not speak the language. This team leader made no attempt to improve his language capabilities, even though he was in an ideal learning environment where many would have volunteered to help him. The HN personnel tacitly ostracized the team leader.

14. \_\_\_\_\_

The soldiers being trained did not have a way to clean their weapons. This 18E found an old bathtub and suggested that diesel fuel be used as cleaning fluid. The soldiers were able to clean their weapons.

15. \_\_\_\_\_

A soldier, who had been involved in a drug related incident, barricaded himself and threatened to kill anyone who tried to take him away. This SF NCO convinced the soldier to allow himself to be committed for treatment. The soldier surrendered and was enrolled in a drug rehabilitation program.

16. \_\_\_\_\_

During a training mission, a student was particularly uncooperative and aggressive towards the instructors. This principal cadre advised the rest of the detachment to watch the student closely in case he caused a problem later. Indeed, the student started to turn his weapon away from the established line of fire. No one was injured because a team member was there to intercede.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18B [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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17. \_\_\_\_\_
- The detachment was training foreign troops on indirect fire tactics with the 81mm mortar. The troops believed that only an open field could be used as a mortar position and so the mortar was a poor weapon to use during attacks as the enemy could see you. This 18B showed the troops how the mortar could be completely hidden and still engage the enemy. The unit began to use their 81mm mortar in combat operations.
18. \_\_\_\_\_
- During a real world combat engagement, an 18B moved to a firing point and fired an AT-4 at the enemy. This 18B did not take protective measures for his rear. The backblast burned some other SF soldiers.
19. \_\_\_\_\_
- The team was preparing for night movement with night vision goggles. This 18B planned NVG training and familiarization. He broke an infra-red chem-lite, poured the contents on a hacky sack, and had the team play hacky sack in the dark while wearing their NVGs. The team became coordinated in movement wearing NVGs.
20. \_\_\_\_\_
- Three men were to participate in a training exercise. This team leader overheard one of the 3 men lie about something related to the mission. This team sergeant did not report the lie. The 3 men were killed as a result.
21. \_\_\_\_\_
- While attending climbing training, this 18B observed a team leader fall while conducting a demonstration. This 18B immediately took the equipment needed and climbed up to assist the fallen climber. The climber was not seriously injured and other team members were motivated to learn more about climbing as they saw what it could accomplish.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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22. \_\_\_\_\_

This soldier was firing his M60: the barrel was hot and the gun double fed and jammed. This SF soldier waited instead of reacting in a timely manner, then opened the feedtray cover. One of the double-fed rounds cooked off due to the barrel's heat and injured the gunner.

23. \_\_\_\_\_

During Desert Storm, the team had no one who was trained on a stinger. The equipment was unloaded 4 hours prior to entering combat operations so the team's weapons sergeant had almost no opportunity to learn how the stinger operated. This 18B reviewed the operating instructions in the time he had so that he could react if necessary to an ADA threat. The team did not encounter an ADA threat and so survived.

24. \_\_\_\_\_

This SF soldier was responsible for specific mission planning during pilot recovery training and for actual operations using classified area maps and charts. When he returned to his home station in the U.S., this soldier took a classified map with him as a war trophy. He then brought this sensitive map to his house for display to describe his deployment overseas with family and friends. The incident was reported and investigated.

25. \_\_\_\_\_

The team was conducting water operations on a lake in the U.S. All equipment was to be lashed on one rope to the zodiac boat so that it could float free when the boat overturned. This soldier lashed the equipment to one rope but not to the boat itself. When the boat overturned, all equipment floated free of the boat but some of it floated free from the single line itself. The equipment scattered and was hard to retrieve.

26. \_\_\_\_\_

An M-17 series protective mask maintenance class was being conducted. This 18E failed to remove his filters. The filters got wet when the mask was cleaned, making the filters unserviceable.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18B [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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27. \_\_\_\_\_

During an exercise, this 18B was given foreign machine guns to use for training. The weapons had not been supplied with blank adaptors. This 18B took expended rounds and constructed make-shift blank adaptors. The foreign weapons fired well and never malfunctioned.

28. \_\_\_\_\_

While conducting demolitions training, a misfire occurred leaving a block of TNT with sensitized detonating cord still priming the block. This officer picked up the block of TNT and brought it to a group of trainees to show them how stable TNT is rather than conducting proper misfire procedures. The officer endangered the group of trainees and received verbal counseling.

29. \_\_\_\_\_

This SF soldier was leading a squad of indigenous personnel to a resupply point and was responsible for moving the squad in the correct direction. The direction of travel was to be north, when in fact the SF soldier was leading the element east. Another NCO eventually took over and corrected the route.

30. \_\_\_\_\_

The detachment was training foreign troops on the RPG-7. The unit stated that they had 10 RPG-7s but that only 2 worked. The 18B inspected the unserviceable guns and found that the firing pins were broken. This 18B replaced the firing pins and trained the troops' armorer on the replacement procedure. RPG-7 training was conducted and the troops' opinion of SF was improved.

31. \_\_\_\_\_

During specialized training for direct fire on the M224, this SF soldier was firing a longer close mission. This soldier lost control of the cannon, causing the cannon to super elevate. Two rounds fell close to the gun crews, but no one was hurt.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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32. \_\_\_\_\_

This junior NCO with little experience was put in charge of pulling together the firing fan on a plotting board for a mortar range. This NCO misplotted some critical firing data. When the round was fired, it landed several kilometers outside the fan. The FO realized the mistake and informed the FDC. The FDC replotted, found the error, and performed the correct fire mission.

33. \_\_\_\_\_

During a CONUS deployment, an 18B was tasked to give a program of basic M16 rifle marksmanship to a counter-drug government element. This 18B produced the program of formal instruction, provided the instruction, and served as the NCOIC of all the Rangers. The government element received the much-needed training, rewarded the ODA and the company with plaques of appreciation, and is now using the training in action.

34. \_\_\_\_\_

While using a non-standard/surveyor's map to plot a drop zone for a DZ survey, it was almost impossible to plot the buoy coordinates. This was extremely important because civilian residences were located in the area. This team member knew trigonometry and converted survey plots to latitude/longitude and then to military grid coordinates. The coordinates were plotted.

35. \_\_\_\_\_

During a movement to contact with live ammunition, an 11B with an SAW went to the ground. The trigger mechanism worked its way free, turning the SAW into a runaway gun. The 11B started to freak out and back away from the gun, not knowing what to do. This 18B rushed over, held the gun down, and broke the belt. No one was injured.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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36. \_\_\_\_\_

A team was conducting coalition training in Africa. The team had a linguist attached to it. The linguist was a native-born Somali who in the last several years had become an American and begun working for the Department of Defense. This team sergeant was unpleasant and untactful toward the linguist on the basis of his race and religion. The linguist would not work with the team sergeant and the team was not as effective in gathering information as it could have been otherwise.

37. \_\_\_\_\_

The detachment was training foreign troops on the RPG-7. Although the RPG-7s had optical sights, the troops said they were not good and would not use them. This 18B challenged the troops' best gunners to shoot against him. The 18B doubled the best man's range and hit the target the first time using the optical sight. Everyone wanted to learn how the optical sights worked and the entire unit greatly improved in distance and accuracy.

38. \_\_\_\_\_

While conducting a move out live fire exercise, a team member was injured. Instead of stopping the exercise, this 18D hoisted up the injured team member, who weighed more than 250 pounds, and ran with him on initial withdrawal. The individual was treated, and the continuation of the exercise gave a more realistic scenario for the training.

39. \_\_\_\_\_

During mortar training, this SF soldier was working the #2 gun. This SF soldier placed the live round in the cannon of an M29, fuse-end first. A cease fire was called and the soldier was removed from the gun pit.

40. \_\_\_\_\_

The new commander wanted to receive weekly training briefs with the use of slides and other equipment. This 18C utilized his computer skills to assist in producing the slide show and briefing. The presentation was accepted by the commander.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

18B [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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41. \_\_\_\_\_

During a battalion-sized ARTEP, this senior NCO was sent to monitor and evaluate the SF operations base. This SF NCO made an honest but critical evaluation, even though he knew it would be an unpopular point of view. The superiors of the evaluated unit questioned his loyalty to the unit.

42. \_\_\_\_\_

This 18B was assigned the task of destroying sensitive materials in order to sterilize the detachment's isolation area. Some of the material was recorded on plastic viewgraph film, requiring that it be completely burned. This 18B did not ensure the materials were completely burned. The intelligence sergeant checked the burn barrel and discovered that some mission-related information could still be gleaned from the film; this 18B was counseled and given corrective training.

43. \_\_\_\_\_

During a field training exercise, an 18B was taking classes on the stinger (ADA) system from a local unit. Once trained, this 18B decided to fool around with the ADA system and began tracking local flying aircraft. A formation of F-16s radioed to range control that they did not liked to be tracked, even for training.

44. \_\_\_\_\_

The detachment was conducting desert survival OCONUS. Water procurement in the area was a major problem. This 18B talked with the locals about how they had procured the water in the area. The detachment learned new water procurement methods.

45. \_\_\_\_\_

The detachment was training foreign troops on the 106mm recoilless rifle. The size and noise of the weapon was scaring and sometimes confusing the young troop members. This 18B observed that one of the men was confused and about to push the main gun trigger. The 18B yelled and started to run up to the man to stop him. The main gun fired and seriously injured the 18B, rendering him unserviceable.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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46. \_\_\_\_\_

This SF NCO was to draw an M9 pistol from the arms room to be used as a guard weapon. This NCO went to the range and used his own pistol as a guard weapon. The NCO was counseled, relieved from duty, and given a Relief for Cause NCOER.

47. \_\_\_\_\_

This Special Forces soldier was sitting in a bar talking with another soldier. To impress some females that were sitting nearby, this SF soldier talked about a sensitive mission. This got back to the unit and the CID almost launched an investigation on the soldier.

48. \_\_\_\_\_

This 18D could not speak any Spanish. This 18D learned what he could of the language from his team mates and from personal time reading. This 18D was able to present an excellent block of instruction in Spanish.

49. \_\_\_\_\_

An SF NCO was told to destroy some unidentified projectiles. Without investigating the matter further, this NCO attached explosives to the projectiles and detonated them. The projectiles were a fire/flame (filled) producing agent. A large wooded area was burned.

50. \_\_\_\_\_

During a field training exercise, a soldier experienced dehydration and extreme heat exhaustion due to high heat and humidity. This 18B cooled the soldier with water, loosened his clothing, administered an IV, and arranged for evacuation. The heat casualty was effectively treated.

51. \_\_\_\_\_

During operations Desert Shield/Desert Storm, SF A-detachments were extremely short on vehicle weapon mounts. This SF soldier scrounged material from metal scrap piles and traded MREs with indigenous welders to weld the materials to his designs. The teams were outfitted with the mounts for the vehicles.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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52. \_\_\_\_\_

During an M-60 qualification course, the team was firing more rounds than should have been fired for sustained rate of fire. One M-60 jammed. This 18E instructor lifted up the feedtray cover. The round exploded in the machine gun and he lost an eye.

53. \_\_\_\_\_

This SF soldier was tasked to run a pistol range for a platoon size element. This SF soldier organized the platoon into firing ranks, gave them the task condition standards, and kept positive control during the firing on the range. The soldiers learned and were safety conscious.

54. \_\_\_\_\_

The team was conducting coalition warfare in the host country. The 18B learned that one of the M2 .50 cal's belonging to the host country had not been operational for 2 years. The weapon was supposed to be providing security for the team. This 18B disassembled the weapon, checked it, and determined the problem through his knowledge of the weapons system and through conversing with host team members in their native language. This 18B reassembled the weapon, performed a functions check, and found the weapon operational. It was possible to use the weapon.

55. \_\_\_\_\_

A soldier was tasked to set up commo via SATCOM with a team in the field. This soldier chose to sleep and did not even attempt to make commo. When this soldier said that he tried, another soldier with him disputed his statement, saying he simply slept all night. Commo was not made with the team in field.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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56. \_\_\_\_\_

During an actual combat mission, the UH-ID was receiving heavy ground fire. It was relayed to the air crew that friendly indigenous troops were in the field of fire. The order was given to the gunner to ignore this and provide fire. This 18B heard the order and asked for it to be repeated to be sure that he was in fact being told to fire on friendly troops. This 18B shifted his fire in the mean time so that it affected no one. The order had in fact been a mistake.

57. \_\_\_\_\_

During a FID mission, this 18B was in charge of the range where team and support troops were firing mortars. This 18B allowed an 18F to fire a 60mm mortar without first checking the firing data or charge. This 18B wanted to see how close a round would land on charge 0 and maximum elevation. This caused an extremely close impact that could have caused injuries.

58. \_\_\_\_\_

This 18B was running a training exercise for disassembly and reassembly of a MAG-58. The 18B thought that everyone understood the weapon and allowed everyone to fire the weapon in the afternoon. The 18B inspected the weapons after the firing and found that a firing pin had been assembled incorrectly. The bolt carrier was damaged and had to be filed down.

59. \_\_\_\_\_

While conducting coalition warfare in Kuwait city, an SF A-detachment observed several small children playing with and around a pile of live hand grenades. This SF soldier attempted to explain the danger. He told the children to move away and then disarmed all of the grenades. The danger of the situation was reduced.

1                                  2                                  3                                  4                                  5                                  6                                  7  
 Low                                  Moderate                                  High  
 Effectiveness                          Effectiveness                          Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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60. \_\_\_\_\_

This SF soldier was tasked to present a class to soldiers of a third world country. In this country, a rigid sense of military discipline was maintained, with military officers having absolute rule over the enlisted soldier. Prior to the start of the class, this SF soldier made negative comments about U.S. Army officers and officers in general, stating that "the world would be managed much better without them." The SF soldier had to apologize to the host nation and was relieved of his duties.

61. \_\_\_\_\_

SF soldiers were firing on a 50 cal. range. This 18B set up the 50 cal. for firing, without setting the headspace or timing. The gun blew up, costing \$7,999 to replace; luckily, no one was hurt.

62. \_\_\_\_\_

An 18E was told to mount an antenna on top of a building roof but the building had no roof access. This 18E looked around the building and found a tree that was only a few feet from the roof. He climbed the tree, walked out on a limb, and jumped to the roof. He installed the antenna and made commo.

63. \_\_\_\_\_

During a live fire exercise at an anti-tank range, this primary instructor was given a safety brief on the backblast area. During his live fire demonstration, this SF soldier left his foot in the backblast area. The backblast kicked up rocks and ruined his right combat boot and pant leg.

64. \_\_\_\_\_

This 18B was put in charge of maintaining the sitmap. The other team members kept asking him where the compound at which they were staying was located on the map. This 18B drew a bright, red circle around the location and wrote "the compound" inside the circle. This 18B got in trouble for not using military symbols, but everybody knew where they were on the map.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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65. \_\_\_\_\_

Weapons were to be emplaced and functioning before higher command elements arrived to view and critique training. A group was tasked to conduct parts of the training, but they were not coordinating with each other -- too many people were in charge. This SF soldier took charge of the situation, emplaced the weapons, and organized the procedures to complete the tasks to be done. The poor situation was turned around so that the training got done and the superiors still looked good.

66. \_\_\_\_\_

This 18B was responsible for sniper training in an African country. Upon arrival, this 18B inspected the weapons to be used for training and found that several weapons systems were inoperable. This 18B repaired all but one of the weapon systems prior to training. It was possible to train 11 snipers rather than 6 snipers.

67. \_\_\_\_\_

During a practice isolation, the detachment was planning its infiltration. The maps needed for this were not available from the S-2. At the completion of the exercise, the detachment found that they had the maps but had not been able to find them due to confusion in the filing system. This 18B took all the maps, charts, and overhangs and created a simple, comprehensive filing and marking system. The detachment was able to find and use its assets.

68. \_\_\_\_\_

While in Central America at a bar and grill, this soldier had finished eating and began drinking. Thirty minutes before curfew, the soldier disobeyed a direct order from the detachment commander to get in the truck to go back to the barracks, using profanity. The owners of the bar and grill asked the soldier not to come back.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

18B [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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69. \_\_\_\_\_

This SF NCO was the DZ for an airborne operation at night with combat equipment. This NCO set up the DZ without computing the formula to ensure the troops landed where they were supposed to land. Two other NCOs tried to correct this NCO, but he said he was the DZ and would set up the DZ in the way he chose. The troops landed at the far edge of the drop zone, very near the tree line. Some individuals landed in the trees.

70. \_\_\_\_\_

During Operation Desert Shield/Desert Storm, detachments located with Arab coalition forces were having supply difficulties. The battalion S-4 personally drove out to visit each detachment and carried items he could in his pick-up truck. Delivery of supplies to deployed detachments was slightly improved and morale was boosted.

71. \_\_\_\_\_

An NCO was at a crowded cafe in eastern Europe and had used his newly-acquired language skills to order the bill. After he received a coffee-type drink from the waitress instead, he changed his pronunciation and asked again for the bill. The waitress brought him the bill.

72. \_\_\_\_\_

While on a live fire range, one of the team members found that a .50 cal weapon would not complete a functions check and he told the 18B. This 18B found that the breech block was reversed and reassembled the weapon correctly. Nobody was hurt.

73. \_\_\_\_\_

The team was conducting mortar firing on the range after receiving three weeks of training specifically dealing with mortars. This SF soldier, when given the okay to drop a round into the tube, tried to drop it in upside down. He was stopped, but repeated his error when given the okay again. This soldier endangered others around him and range procedures were halted due to safety violations.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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74. \_\_\_\_\_ In a combat situation during contact with enemy forces, an SF team encountered close-range effective enemy fire. Both sides were firing from behind cover. This 18B placed counter-assault fire on the enemy but failed to employ hand grenades/M203 grenade launcher fire to eliminate the threat. During after-action review, it was determined that grenades would have been more effective: training on employing grenades was implemented.
75. \_\_\_\_\_ On day 2 of a range event, the detachment found that a number of weapons did not work. This 18B inspected the weapons and found that they were improperly assembled. The 18B reassembled the weapons correctly. The detachment conducted a successful live fire range exercise with no injuries.
76. \_\_\_\_\_ This 18B was laying in two 81mm mortars for a registration mission. After laying in the mortars, this 18B re-checked his M2 aiming circle against his M2 compass. He discovered that the M2 aiming circle was off by 500 miles. An accident was prevented.
77. \_\_\_\_\_ An SF NCO was driving a Zodiac when he fell out and was run over a number of times by the boat. This SF soldier swam out to save him, avoiding being hit by the boat by getting himself and the injured soldier underneath the water. This SF soldier swam the injured NCO to shore. The NCO was sent to the hospital to be treated for his injuries.
78. \_\_\_\_\_ A "G" base that had just been constructed was over-flown by an unknown aircraft. This SF team commander had everyone move to the alternate location. The team was safe.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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79. \_\_\_\_\_

This 18C was tasked to teach host nation soldiers about the G3 rifle assembly/disassembly and was given two months to prepare. This 18C did not ask for guidance from his two 18Bs and only picked up the weapon once prior to giving his class. During class, this 18C did not know how to take the bolt apart and had to ask for assistance on how to disassemble the bolt and perform a functions check. The soldiers of the host nation thought the 18C was incompetent.

80. \_\_\_\_\_

During FID operations in Desert Shield, the A detachment was conducting .50 MG training with host nation troops. The host nation guns would not feed properly and had to be charged after each round. This 18B noticed that the host nation troops were placing the ammunition belts in the guns upside down. He stopped the firing and demonstrated the proper feed technique. The guns fired properly and training continued.

81. \_\_\_\_\_

While conducting a live-fire exercise, the SAW used as covering fire double-fed and jammed. This senior SF NCO shifted the gun to a safe area and let it cool off. In the mean time, he began picking up the expended cartridges. The hot weapon accidentally discharged and killed him.

82. \_\_\_\_\_

During a deployment for training in a foreign country, this 18C became particularly close with a platoon among the indigenous forces. This 18C started to show favoritism to that platoon during training by always sitting them in front for classes, allowing them to go first during practical exercises, and giving them first shot at limited training resources (e.g., ammunition). The rest of the indigenous forces were aware of the favoritism and became annoyed, hurting rapport and training effectiveness.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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83. \_\_\_\_\_

During M-16 qualification, an 18D's weapon was malfunctioning. He called an 18B to assist him. This 18B performed an immediate action drill on the M-16. The weapon was operational again.

84. \_\_\_\_\_

During a routine check of a road block, this 18B who was new to the location noticed that the police were manning the outpost using automatic weapons. He did not know that all previously confiscated weapons had recently been released. This 18B locked and loaded his M16 and took the weapons away from the armed police with the threat of violence. He destroyed the rapport that had taken six weeks to establish. A series of meetings had to be held to reestablish the U.S. presence and this 18B was removed from the area.

85. \_\_\_\_\_

This 18B was teaching a reconnaissance platoon about 6 foreign weapons. This 18B taught the platoon in detail about the operating systems, locking systems, and feeding mechanisms of the weapons. He also made it a point to describe the particular identifiable traits of each weapon so the platoon could more accurately report on weapons seen. The reconnaissance platoon said it had never been taught as much about weapons before and requested that the 18B return for future training events.

86. \_\_\_\_\_

The team was conducting long range patrolling and basic infantry tactics training for foreign soldiers under extremely hot weather conditions. This SF soldier conducted training day after day in the heat and rough terrain, while maintaining a superior physical appearance, posture, and professional attitude. A greater level of respect for the abilities of U.S. troops was developed.

87. \_\_\_\_\_

An ODA was conducting a live fire mission. Thousands of rounds were fired, making the weapons extremely hot. This 18E did not clear and check his own weapon. A SF soldier took off a chamber round in the barrel and the round struck the side of a boat.

1                      2                      3                      4                      5                      6                      7  
Low                      Moderate                      High  
Effectiveness                      Effectiveness                      Effectiveness

18B [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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88. \_\_\_\_\_

This 18B was responsible for planning, setting-up, and conducting a squad live fire exercise range. When the teams ran through the range, this 18B refused to wear his K-Pot at the request of another soldier. The unit S-3 showed up to inspect the training and found failures in the safety of the training because of this 18B.

89. \_\_\_\_\_

The detachment had completed an M249 live fire exercise. This 18B did not perform a complete PMCS on the M249. This 18B then turned the M249 in to the battalion arms room and indicated that he had performed the PMCS. A crushed and jammed live round was found under the bolt carrying group; the 18B was given a counseling statement on his neglect of safety.

90. \_\_\_\_\_

While conducting familiarization fire with the M-60 machine gun, the weapon double-fed and jammed. When this gunner could not correct the problem, he opened the feed tray cover of the M-60. The round in the chamber cooked off, causing minor injuries to both the gunner and the assistant gunner.

91. \_\_\_\_\_

An advance party deployed overseas to prepare for the follow-on party. This SF soldier, once in the country, prepared the training area and coordinated for the arrival of the team. When the team arrived, there was no delay from the normal logistical problems before training could be conducted.

92. \_\_\_\_\_

On a live fire range, an M-60 machine gun had a stoppage. This weapons sergeant removed the belt of ammunition and tried pulling the cocking level to the rear. When this did not work, this 18B positioned the M-60 on its butt plate with the barrel pointing down range and jumped on the cocking handle with the heel of his boot. The bolt moved to the rear and the weapon functioned properly.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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93. \_\_\_\_\_

This 18C was on a reconnaissance exercise. This 18C did not know how to determine an azimuth. This 18C got the patrol lost for 9 hours. The mission was not accomplished.

94. \_\_\_\_\_

The unit was in the field performing company-level tactics. This senior NCO was given an LAW with a training round and asked if he knew how to load and fire it; he said yes. This SF NCO then asked another soldier how to load the weapon and the other soldier loaded it for him. When it was time to fire, this NCO then fired the weapon into the ground 30 feet in front of him. The target was not effectively engaged.

95. \_\_\_\_\_

A team was spending a lot of time preparing for deployment overseas; these preparations often interfered with personal problems and garrison duties. This SF soldier's motivation level seemed to increase as the work load became heavier. He lent a hand to others who were bogged down and frustrated, and helped with some of the others' personal problems. The entire preparation phase went smoothly and efficiently; a light-hearted attitude was maintained and tempers did not flare up.

96. \_\_\_\_\_

This 18B was deployed to Turkey in support of Desert Storm. This 18B, while preparing for a live mission, palletized all of his detachment's 40mm ammunition. As a result, the ammunition was not readily available to the detachment.

97. \_\_\_\_\_

While on an MK-19 grenade MG range, round fragmentations impacted near the vehicle on which the weapon was mounted. The ODA's 18B stopped the range firing and instructed all the weapon-firers on the correct MK-19 "free-gun" firing position. No more round fragmentations impacted near the vehicle resulting in a safe range.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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98. \_\_\_\_\_

A battalion was deploying on a "real world" mission and was advised to use ships as opposed to military airlift to deploy its equipment. Although the ships were slower, they could carry more equipment. This SF commander directed that the equipment be sent by military airlift, insisting that he could conduct the mission with less equipment. Equipment shortages prevented the unit from being fully capable for the mission and more equipment had to be sent.

99. \_\_\_\_\_

This SF soldier with poor language skills was giving a class in describing the different types of feeding mechanisms to foreign nationals. He brought the three actual feeding mechanisms with him and, after explaining them, he passed them around to the group. The foreign nationals learned the different types of feeding mechanisms.

100. \_\_\_\_\_

A detachment was training indigenous forces in marksmanship with the M16 rifle at a remote OCONUS mountain location approximately 40km from camp. One HN soldier experienced a misfire and applied immediate action, but the weapon still would not fire. This detachment 18B investigated the problem and discovered the cotter pin on the bolt carrier was broken. Rather than travel back to camp to get a spare part, this 18B used a grenade pin from his hat to replace the cotter pin. The weapon was used repeatedly over the next six weeks without any problems.

101. \_\_\_\_\_

The team was lacking in physical strength and endurance and was scoring in the mid-200s on the PT test. This SF soldier implemented weight training into the team's PT program during work hours. Morale was improved and the PT scores went up.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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102. \_\_\_\_\_

This SF soldier was tasked to drive from one training site to another to pick up allied soldiers for an evening meal. This SF soldier had previously made the 20 mile trip between compounds once. This SF soldier got disoriented and became lost on the trip, arriving several hours late to pick up the soldiers. By the time the soldiers were brought back to the camp, the mess hall was closed. Friction resulted between the SF and allied soldiers.

103. \_\_\_\_\_

The team was attempting to build rapport with and win the confidence of an indigenous force. The team leader could not make the indigenous force's leader like him, although he made great efforts to make the individual happy. This warrant officer jumped in and got the two leaders to better understand and accept each other. The team was able to build rapport with the indigenous force.

104. \_\_\_\_\_

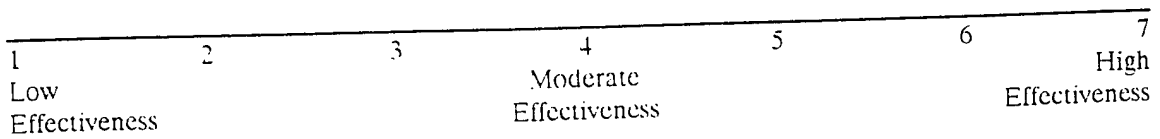
This SF soldier was tasked to work individually to produce operational information. This SF soldier researched, developed, and wrote a standard operating procedure for operations to be conducted by Special Forces in the future. SOP was developed in areas that had never been addressed.

105. \_\_\_\_\_

Selected team members were tasked to train host nation soldiers. This SF soldier who was not assigned a training class assisted others by making copies, obtaining supplies, drawing charts, and listening to practice classes. The instructors for these classes could concentrate more on the quality of their classes instead of having to spend time on details. Classes were given on time and handouts were available to students.

106. \_\_\_\_\_

On an M16 qualification range, an SF soldier's weapon was continually malfunctioning. This 18B examined the weapon and saw it was not feeding. He pulled out the magazine and replaced it with a new one. The M16 was operational.



18B [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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107. \_\_\_\_\_

This 18B was conducting rifle range for his team. Before the range, the 18B had disassembled all of the weapons and reassembled them incorrectly. The weapons would not fire.

108. \_\_\_\_\_

This 18B was in charge of a reconnaissance mission to navigate towards and find a site. During the mission, two team members informed the 18B that the terrain looked familiar and that they had been there before. This 18B ignored the soldiers' input and told them where he felt they were on the map. The team arrived at their "area of operations" only to be compromised by their own team as they had been surveilling the base camp; they had simply gone 360 degrees.

109. \_\_\_\_\_

This 18C noticed that the indigenous elementary school was in poor condition and beyond repair. This 18C looked around the old school area for reusable materials and made a list of new materials needed. This 18C helped the villagers build a new school, allowing the villagers to take part. The villagers they felt as if they had built their new school and rapport with SF was improved.

110. \_\_\_\_\_

This 18B was the ammunition bearer for a mortar team and was responsible for preparing the ammunition. This 18B was responsible for removing the correct number of charges and the safety rings. When asked by the gunner if the ammunition was ready, this 18B said it was. This 18B never went back to re-check the ammunition and did not check with the other members of the gun crew to see if he had prepped the ammunition properly. Three rounds were fired down range and did not explode. Range firing was stopped until the explosive ordinance department could clear the rounds.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



18B [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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111. \_\_\_\_\_

This SF soldier was buying some fertilizer from a hardware store for a mission. This SF soldier revealed the intent of usage for the fertilizer to an unauthorized host nation civilian while in the store. The team did not trust this soldier with security material anymore.

112. \_\_\_\_\_

During an exercise, this 18A was aware that two members of his team were declared wounded and would "die of wounds" if not treated by an 18D within two hours. The 18D was 1 km away, knew of the wounded, and asked this 18A if he should go treat them. This 18A decided that the 18D should remain at his location, trusting the higher headquarters to evacuate the casualties. The casualties "died of wounds" in accordance with the exercise rules.

113. \_\_\_\_\_

While on deployment, travelling with range control, exercise thermal gale, this SF soldier noticed another soldier laying beside the road. This SF soldier stopped his vehicle, rushed to the aid of the soldier, noticed he was suffering from heat stroke, and immediately began to administer first aid -- initiating an IV. The SF soldier saved the injured soldier's life.

114. \_\_\_\_\_

The detachment was conducting a survival escape and resistance exercise. This 18B did not eat or drink properly because he had not paid attention in class. He experienced dehydration and malnutrition and had to be evacuated from the field.

115. \_\_\_\_\_

This 18B was training host nation personnel while on a FID mission. This 18B joked with the trainees. He also drew on incidents that happened during training (e.g., someone shooting a recoil spring out of his rifle) and showed them the impact such incidents would have on an actual operation. The students learned.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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116. \_\_\_\_\_

This 18D excelled was in language training. He continued studying during breaks and lunch hour. He initiated a hard study program and assisted others. He was identified by the language instructor as a top student.

117. \_\_\_\_\_

A Special Forces company was deployed to JRTC to act as an AOB in a battalion field training exercise. This SF soldier who was tasked to plan the mission found that the required actions were changed several times. This SF soldier successfully made the required changes using his own ideas and those of his subordinates. Everything was accomplished.

118. \_\_\_\_\_

A team was involved in a land mine attack. This junior 18E, although seriously injured himself, started lifesaving procedures on the team's only medic before treating himself. Although the senior medic died, he had time to make peace with God. The other team members survived.

119. \_\_\_\_\_

This 18B did not know how to speak the host country language. This SF soldier used a small dictionary in his spare time to pick up the language. This 18B was able to help his team members communicate with the guerrilla forces.

120. \_\_\_\_\_

This 18E working in a high mountainous winter environment on snowshoes was carrying well over 100 lbs. in his rucksack (a little more weight than the other members of the team had). At a given location on the route, this 18E volunteered to break from the group to recover a cache site almost three miles away, and went into the deep canyon despite the avalanche conditions. The 18E retrieved the 30 lbs worth of supplies and carried it the three miles and up 2,000 feet of altitude. He made it back to the team.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

18B [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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121. \_\_\_\_\_

This 18B was responsible for drawing weapons for the ODA. After signing for the weapons, they were placed in a metal trunk and taken overseas. Upon arrival in the country, this 18B conducted a function check on all the MZ4G SAWs and found that one barrel was severely cracked. He removed the weapon from the trunk. Injury could have resulted had the damaged barrel not been discovered.

122. \_\_\_\_\_

The team went to a party hosted by the host country camp commander. This 18B, new to SF, danced with host nation soldiers and ate all foods provided. The team established rapport with the camp commander.

123. \_\_\_\_\_

An 18B was giving his team training on disassembly and assembly of the M2 .50 caliber machine gun. During the class, this junior 18B was asked to assist in the presentation. This junior 18B did not know how to disassemble the weapons system and did not know the names of the parts of the weapons system. This junior 18B was given remedial training on the weapons system and was counseled by the senior 18B.

124. \_\_\_\_\_

This 18B was tasked as FDC for his unit's patrol with one week's notice. This 18B did not review his material on FDC. On the day of the mission, this 18B realized that he had forgotten more about FDC than he remembered. The unit was forced to move out without indirect fire support.

125. \_\_\_\_\_

While planning for an upcoming mission, this 18B noticed that they were missing some equipment. This 18B started and completed 75% of the planning and ensured that all the equipment and supplies were drawn. The team was prepared and the mission went smoothly.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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126. \_\_\_\_\_ A team was involved in an incident and the command wanted to know who was at fault. The team decided to stick together and take the punishment as a whole entity. Three weeks later, this team member came forward and said that he had had nothing to do with the incident. The other team members could no longer trust him.
127. \_\_\_\_\_ Due to a personnel shortage, non-18Bs were utilized as cadre at an OCONUS MG-3 MG live fire range. A misfire occurred. This non-18B attempted to clear the weapon but did not perform all of the required actions. One of the indigenous soldiers being trained was injured when he then attempted to fire the weapon.
128. \_\_\_\_\_ This 18B picked up an AT-4 that had already been fired. Not realizing it had been fired, this 18B tried to fire the weapon three times and then understood that the weapon had been fired already. A new AT-4 was obtained and fired to standard.
129. \_\_\_\_\_ During a cold winter day, the 81mm mortar crew was firing a time on target mission. The number 2 gun was up and had the round in the tube. This assistant gunner got really cold and prematurely dropped the round. The mortar crew failed the ARTEP.
130. \_\_\_\_\_ This senior NCO attended the Defense Language Institute in Monterey. He worked hard and applied good study habits. This NCO graduated with a 3,3 rating.
131. \_\_\_\_\_ This 18B was tasked with making sure the new officer and the new 18E confirmed zero on their M16A2s. This 18B obtained and ran the range. After firing, the two soldiers in question said they were zeroed. This 18B looked at the shot group of each soldier and found they were not zeroed. This 18B had the soldiers refire and confirm zero, even though the soldiers complained. The team members were zeroed.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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132. \_\_\_\_\_

An SF team was working with chemicals to improvise the development of explosives. This SF soldier mixed and crushed the chemicals together. The chemicals ignited and the area was burned; no injuries resulted.

133. \_\_\_\_\_

The team was using a range to practice battle drills. One of the host country guards drove up to the range and said that bullets were firing over the berm and striking buildings on the other side. This 18B told the detachment to aim lower and to slow down the rate of fire. The guard returned and said that the detachment had to stop firing.

134. \_\_\_\_\_

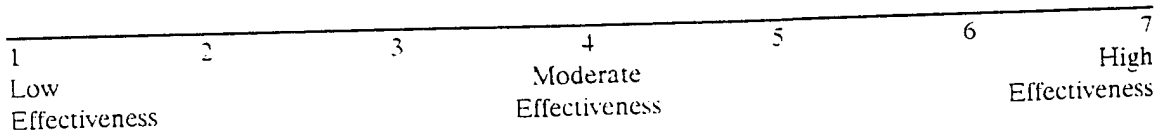
During a post-assault operation, this SF soldier was tasked with evacuating a critically wounded person from a hostile, life-threatening environment. This soldier, due to his strength, was able to carry a 260+ pound critically wounded person approximately 300 meters, out of danger, to a control area that offered life-saving treatment. The wounded person survived.

135. \_\_\_\_\_

Prior to a live fire range, this 18B conducted weapons cross-training. This 18B taught the other members of the team to do a functions check. As a result, one of the other team members identified a problem with a .50 cal weapon. The 18B repaired the weapon.

136. \_\_\_\_\_

During a field mission, a team sergeant was training a platoon-size element in light infantry skills. One of the soldiers was making rude comments to the instructor regarding his experience and knowledge of the subject. This team sergeant requested that the soldier remove himself to the rear of the group. Instead, the soldier walked to the front of the group and fired two blank rounds in the team sergeant's face. Higher HQ had to be called.



# Job Analysis of Special Forces Jobs:

Performance Example Questionnaire

Version: Weapons Sergeant [B]

## Privacy Act Statement

This is an experimental personnel data collection activity conducted by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (e.g., name) are requested, they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

Although your participation is voluntary, we encourage you to provide complete and accurate information in the interests of the research. There will be no effect on you for not providing all or any part of the information.

## Job Analysis of Special Forces Jobs: Performance Example Questionnaire

### Project Purpose

The overall goal of the SF Job Analysis is to gather information that will aid in the development of new SF performance measures. This goal requires two types of information--information about the individual attributes (e.g., interpersonal skills, judgment ability) requisite to SF performance and information about the field performance of SF Jobs.

### Project Summary

The SF Job Analysis has been well-supported by the 1st, 3rd, 5th, 7th, and 10th SFG[A]. In total, 175 NCOs, officers, and warrant officers have provided:

- judgments about 30 individual attributes (e.g., judgment and decision making ability, non-verbal communication ability, endurance, motivation)
- judgments about task areas relevant to SF MOS, and
- descriptions of *performance examples* (scenarios that describe a situation, an SF individual's behavior in that situation, and the outcome of the individual's actions).

The participants provided 1,767 *performance examples* which were organized into 40 *SF performance categories*. For simplicity, the performance categories were grouped into 14 major SF roles. Names of the categories and roles are provided in Figure 1. Definitions of some of the categories are on pages 6 and 7 and on the back page of your questionnaire.

### Questionnaire Purpose

This questionnaire has two purposes: (1) to ensure that the *performance categories* adequately reflect the content of the *performance examples* and (2) to obtain judgments about the effectiveness of different behaviors that are represented in the *performance examples*.

Your judgments, along with those of other respondents, will be used to develop SF performance measurement instruments. Your participation in this effort is, therefore, very important. Thank you for your time and consideration.

Figure 1. Role	SF Roles and Performance Categories Based on Performance Examples Performance Category(ies)	
Teacher	A.	Teaching Others
Diplomat	B.	Building and Maintaining Effective Relationships with Indigenous Populations
	C.	Handling Difficult Interpersonal or Intercultural Situations
	D.	Using and Enhancing Own Language Skills
Problem Solver	E.	Troubleshooting and Solving Problems
	F.	Decision Making
Planner	G.	Planning for Missions
	H.	Preparing for Missions
Team Player	I.	Contributing to the Team Effort and Morale
Professional	J.	Showing Initiative and Extra Effort
	K.	Displaying Honesty and Integrity
Soldier/ Survivor	L.	Confronting Physical and Environmental Challenges
	M.	Navigating in the Field
	N.	Administering First Aid and Treating Casualties
	O.	Being Safety Conscious
Administrator	P.	Handling Administrative Duties
	Q.	Handling Classified Information and Materials
Weapons Expert	R.	Operating and Maintaining Direct-Fire Weapons
	S.	Employing Indirect-Fire Weapons and Techniques
Engineer	T.	Employing Demolitions Techniques
	U.	Constructing for Mission-Related Requirements
	V.	Calculating Mission-Related Requirements
	W.	Developing and Using Target Folders
Communi- cations Expert	X.	Maintaining Communication Equipment
	Y.	Complying with Communication Procedures and Policies
	Z.	Assembling, Operating, and Disassembling Accurately Configured Equipment
	AA.	Using Cryptic Message Format to Make Communications
Medic	BB.	Evaluating and Treating Non-Emergency Medical Conditions and Injuries
	CC.	Determining and Administering Medications and Dosages
	DD.	Obtaining/Maintaining Medical Records and Treatment Histories
	EE.	Ensuring Standards of Health-Related Facilities, Conditions, and Procedures
	FF.	Responding to Accident and Life-Threatening Situations and Conditions
	GG.	Performing or Assisting Doctor in Surgical Procedures
Military Advisor	HH.	Conducting Laboratory Tests/Procedures
	II.	Advising HN/G Counterparts
Leader	JJ.	Conducting Cooperative Operations with HN, G, or Conventional Forces
	KK.	Considering Subordinates
	LL.	Providing Direction
	MM.	Gaining the Respect and Confidence of Subordinates
	NN.	Developing Others

Shading indicates categories that are not covered in this version of the questionnaire.



## Questionnaire Instructions

This booklet contains about 150 short performance examples. Each example describes an SF soldier's actions in a particular situation. We would like you to make two judgments about each performance example. Please follow these three steps:

- (1) *Read the performance categories defined on pages 6 and 7 carefully.* These performance categories are also listed on the last page of your questionnaire. *Tear off the last page of your questionnaire.* You will need to refer it as you make your judgments. *It is critical that you develop a good understanding of the performance categories before you get started.* If you make any handwritten notes about the performance categories, please return them with your completed questionnaire. We will consider all notes in the next revision of definitions.
- (2) Read the first performance example and decide which performance category it is relevant to. Write the letter "A," "B,"... etc. that indicates which category the performance example reflects in the blank to the right of the example
- (3) Now, each performance example has one main character--this NCO, this 18B, etc. Consider how effective the individual's behavior was in the incident. Use the seven point rating scale shown at the bottom of the next page (1 = low effectiveness to 7 = high effectiveness) to make your judgments.

An example of some completed judgments appears on the following page. This respondent read the first performance example and decided that it was relevant to category "B," Building and Maintaining Effective Relationships with Indigenous Populations. He felt that the SF soldier's actions in the example were a little higher than moderately effective, so he wrote a "5" in the appropriate blank to the left of the example.

He indicated that the second performance example was relevant to category "A," Teaching Others. He thought the soldier's actions in the example were a little higher than moderately effective, so he wrote "5" in the blank to the left of the example.

### Other Notes

There are too many performance examples to place in just one questionnaire. This version of the questionnaire contains performance examples that are common to any position on an SF team (i.e., not MOS specific) and performance examples relevant to 18B, Weapons Sergeant, tasks. Other versions of the questionnaire contain other MOS specific performance examples.

The details of the performance examples have been altered in order to safeguard the identity of SF personnel.

**EXAMPLE PERFORMANCE EXAMPLE BOOKLET PAGE**

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (See below)
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1.   B         5  

An airborne school was being run for foreign nationals using the American jump school standard for pull-ups. However, not one of the foreign nationals could do more than 3 pull-ups. This SF soldier lowered the standard without making it look like a major adjustment was being made. The students were able to build up to over 3 pull-ups and complete the airborne training.

2.   A         5  

This 18B attended a SERE course. This 18B saw the need for survival training within his own team and came up with a week's training plan for movement and daily procedures. This 18B also developed a standardized survival kit for the team. The team conducted survival training and used the survival kit for a period of 7 days.

3.   B         2  

An SF team was working with host nation counterparts. During the usual siesta time, a host nation soldier made reservations for the host soldiers and the American contingency at a restaurant. This SF soldier said he did not like the local food and started whining, saying that he wanted to eat at a McDonalds. This SF soldier was reprimanded for insulting the host nation soldiers.

4.   C         6  

During a military gathering, this SF soldier was sitting at a table with a Marine Corps commander when they were joined by a Spanish speaking officer. The two officers were trying to communicate, but neither could speak the other person's language. This SF soldier offered to translate for both individuals. The offer was accepted and the officers were able to productively exchange ideas.

5.   J         7  

During a training mission, it was discovered that all the water in the area was poisoned. The nearest location for alternate water was 4 miles away and the team members were dehydrated. This SF soldier directed the other team members to wait in the area while he went to get safe water. This SF soldier went the 4 miles to get the water and brought enough for everyone back. All the team members were rehydrated and were able to continue with the mission.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

## SF Job Performance Category Definitions

**A. Teaching Others.** Conveying knowledge and skill to others; establishing an atmosphere conducive to learning; presenting material in an orderly fashion; tailoring material to the target audience's needs and capabilities; obtaining audience interest and involvement; using handouts, aids, tools, or kits; constructively guiding and correcting others; finding appropriate ways around language barriers.

**B. Building and Maintaining Effective Relationships with Indigenous Populations.** Demonstrating respect for and engaging in behavior appropriate to indigenous culture, values, and customs; developing rapport with indigenous people and building respect for SF.

**C. Handling Difficult Interpersonal or Intercultural Situations.** Circumventing unnecessary disputes, de-escalating tensions, and resolving disputes effectively; maintaining composure when threatened, angered, or intimidated; using non-verbal communication skills to effectively interpret and resolve interpersonal or situational problems; preventing arguments and conflicts.

**D. Using and Enhancing Language Skills.** Learning native language to enhance performance on missions, not having to rely on others to make up for language shortcomings; practicing language; taking opportunities to speak with HN civilians; translating and checking others' translation for accuracy.

**E. Troubleshooting and Solving Problems.** Finding novel ways to use the resources at hand to solve a problem (e.g., making an antenna out of garbage); producing solutions that are resourceful, insightful, or imaginative; producing solutions that are workable and practical.

**F. Decision Making.** Making sound decisions in a timely fashion; taking others' ideas and advice into account; making decision that use time, personnel, equipment, and tactics effectively; accounting for policy or procedure in decisions; acting swiftly and decisively when needed; remaining composed and task-oriented in making decisions under stress.

**G. Planning for Missions.** Developing sound mission plans; drawing on the expertise and advice of team members; anticipating potential problems and planning to overcome them; weighing consequences of alternate approaches; modifying plans when needed; assessing team readiness to identify gaps in knowledge/skills needed for mission.

**H. Preparing for Missions.** Determining resources needed to complete mission; determining equipment needs and preparing, checking, packing, and maintaining mission-related equipment; checking availability of resources at mission location; informing team members of preparation activities and responsibilities; making necessary personal preparations; conducting briefbacks.

**I. Contributing to the Team Effort and Morale.** Meeting team expectations for individual performance and interpersonal behavior; facilitating team performance through individual-level efforts; enhancing new and existing team members' skills and readiness; helping to constructively resolve intra-team disputes and personality clashes; motivating others; building team spirit through personal interactions.

**J. Showing Initiative and Extra Effort.** Putting forth the effort to produce high-quality work in a timely fashion; putting work priorities ahead of personal interests; actively pursuing self-improvement goals; seeking challenges; volunteering for demanding tasks or extra responsibility; taking initiative; presenting a positive image of SF.

**K. Displaying Honesty and Integrity.** Adhering to laws or rules of conduct; knowing when to put aside personal beliefs to follow policy requirements/SOPs, but taking a more difficult, morally correct course of action when appropriate; owning up to own mistakes; being truthful and genuine with others.

**L. Confronting Physical and Environmental Challenges.** Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically stressful or unfamiliar situations; preparing physically for challenge, emphasizing endurance over physical strength; overcoming demanding environmental conditions to rescue someone.

**M. Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating; using navigational techniques and skills to move to target.

**N. Being Safety Conscious.** Handling, storing, and disposing of hazardous equipment and materials properly; following safety guidelines and instructions in all training and operational contexts; monitoring others to ensure they observe SOP when using weapons and other potentially dangerous equipment and materials; reacting to safety violations and consequences to minimize potential adverse effects.

**O. Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.

**P. Handling Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; handling excesses or shortages of supplies; coordinating with others to share resources; finding the source of administrative problems; using computers.

**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; creating or transferring classified information using approved equipment or methods.

**R. Operating and Maintaining Direct-Fire Weapons.** Operating and maintaining direct-fire weapons; loading, disassembling, assembling, clearing, reducing stoppage in weapons.

**S. Employing Indirect Fire Weapons and Techniques.** Emplacing, laying, and aligning mortars and their ammunition; executing FDC procedures.

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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1. \_\_\_\_\_

A senior medic on an A team was responsible for treating the local populace. This 18D learned the language by treating the locals and working with them, rather than going through formal language courses. This 18D was effective in treating the locals and gained respect for the team.

2. \_\_\_\_\_

This 18C was tasked to be on a committee assigned to teach a demolitions course. Part of the course involved a field problem. This 18C wrote an operations order that was so complete that 4 teams working in different locations could understand what was to be done and when. The target of interest was hit and the field mission was a success.

3. \_\_\_\_\_

The team was training in medical treatment procedures. One of the tasks was to start an IV. This SF soldier could not find a vein in which to stick the IV needle after 2 or 3 tries on two individuals. This SF soldier was given extra training on inserting needles properly, using fruit as a target.

4. \_\_\_\_\_

This 18B was tasked to prepare for marksmanship training for M-16 rifles. The M-16s were already set up for zero for each individual; soldiers were just to confirm the zeros. This 18B zero-ized all the weapons. The team had to re-zero their weapons, using time and ammunition it did not have the luxury of using.

5. \_\_\_\_\_

During a humanitarian assistance mission to a third world nation, this SF soldier was tasked with supervising the instruction of disaster relief subjects by detachment members. This soldier planned, implemented, and directed a complete POI on air delivery systems. He researched environmental needs and directed an expert course of action to present critical, life-saving information. The techniques were selected by the host nation as doctrine for disaster relief situations.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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6. \_\_\_\_\_

A soldier became dehydrated when participating in an obstacle course. This 18B gave an IV to the injured soldier even though he did not know what he was doing. The soldier recovered, but the 18B was given a negative spot report.

7. \_\_\_\_\_

The host nation had three inoperable World War II-era recoilless rifles that were needed to conduct training/operations. This 18B rebuilt all three weapons systems by cannibalizing from the three to get one full system and by manufacturing the parts for the remaining two in a machine shop. All three weapons systems operated through all training and for upwards of two years in actual operations.

8. \_\_\_\_\_

This SF soldier had been responsible for preparing a detachment for an OCONUS deployment. This SF soldier did not maintain a continuity file or a tracking system for any actions he had taken regarding the deployment. He did not inform any other detachment members of the predeployment information. This SF soldier then left on the advanced party. The team's officer had to have the detachment members jump through hoops to get everything back on line.

9. \_\_\_\_\_

During post-combat search procedures of detainees, this 18B was responsible for the body search of subjects collected during urban assaults. Upon viewing the non-verbal posture of a detainee, this 18B directed that he be separated from the remainder of the group. The detainee turned out to be a key opposition leader attempting to pass U.S. lines to escape custody/confinement for war crimes.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18B [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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10. \_\_\_\_\_

An SF battalion was shooting 4.2 mortars on a hill top. The FO decided to hit something in close and called it in to the FDC. The charge for this shot was 6 3/4. This SF NCO responsible for ensuring the use of correct charges put what he thought was a 6 3/4 charge in place, but was in fact a 1 3/4 charge -- 3 1/4 below minimum. This NCO had taken the 5 charge powder bag off the round. The round was fired and fell less than 150 meters from the gun; the round detonated.

11. \_\_\_\_\_

This team member wanted to learn another language instead of Korean. He put up quite a fuss until he found out that people were going to Sogan University in Korea; he then bumped out someone else who wanted to go. He did not apply himself and came back to the team without a rating or any workable knowledge of the language. A slot that could have been taken by someone who truly wanted to learn was wasted.

12. \_\_\_\_\_

This SF NCO was in charge of a mortar range. After the call for mortar adjustment was made, this NCO did not see that the number one gun was almost horizontal. This NCO did not observe the tube positions and allowed the soldiers to drop their round. The round came back down within 10 feet of the guns, injuring three men--one seriously.

13. \_\_\_\_\_

This 18B was selected as NCOIC of indirect fire training. The weapons sergeant's POIs were clear, concise, and to the point. In addition, he conducted classroom instruction at night so the firing range was at maximum utilization during the day, with very little down time. All personnel were trained.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18B [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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14. \_\_\_\_\_

Three detachment members trained for and took the EIB test. This 18B did not successfully perform the task "load, fire, and reduce stoppage on a machine gun" within the prescribed time. This 18B was the only one of the three unable to perform the task, even though he should have been proficient on it. He did not get the EIB.

15. \_\_\_\_\_

During a voluntary endurance program, this 18D with no previous training participated in a four-event endurance race. This 18D completed a 2-mile swim, a 20km march with full ruck, an 8 mile canoe course, and a 5-mile run. He collapsed as he crossed the finish line, but finished first in front of the triathletes and decathletes.

16. \_\_\_\_\_

This 18B was given the task of giving a class in Spanish on OPSEC to a group of Paraguayan officers. This 18B gathered information, wrote a lesson outline, translated the lesson to Spanish, and presented it to the class. The sergeant increased the effectiveness of that unit by improving its OPSEC.

17. \_\_\_\_\_

While driving into a small town, an A team was fired upon. This team leader told the team not to return fire and to wait it out to see where the confusion lay. The local army apparently knew nothing about the team's scheduled arrival. This team leader discussed the situation with the local army and explained why the team was there. The locals received medical treatment for the women and children.

18. \_\_\_\_\_

This 18C was tasked with safeguarding classified material. This 18C removed all the weapons from the weapons safe box, placed the classified material in the bottom of the box, and piled heavy, oily weapons on top. The materials became oily and unreadable.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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19. \_\_\_\_\_

A class of 18Cs was to receive a lesson on the construction of the gin pole. During the practical exercise, the class was at a loss where to begin. This 18C (a former 12B drill sergeant) took charge of the exercise in the absence of the instructor and constructed the gin pole. The class got hands-on experience in constructing a gin pole to standard.

20. \_\_\_\_\_

An ODA was climbing a mountain. This 18D could not keep up; the rest of the ODA continually stopped and waited for him. Although they still climbed the mountain, the team fell behind schedule.

21. \_\_\_\_\_

During a combat patrol in a period of limited visibility, the detachment made chance contact with an unknown element. This 18B serving as point-man for the detachment's movement through the hostile environment remained calm, halted the patrol, and challenged the unknown element. He prevented a fire-fight with what turned out to be friendly forces operating out of zone.

22. \_\_\_\_\_

The detachment was training foreign troops on 81mm mortar firing FDC. The officers were to receive training but were trying to avoid it. The 18B stated that only a select few could learn FDC and that it took a unique individual to understand and master it. The 18B also stated that only those personnel who passed a special test would be allowed to attend the training. All the officers attended mortar training upon passing the test.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>	
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23. \_\_\_\_\_

Upon inspecting weapon systems to be used for training in a foreign country, this 18B found several of the systems to be inoperable. This 18B conducted research to see if any other weapons systems were available. This 18B discovered one warehouse full of weapons in one part of the country and another full of magazines in another area of the country. The host nation forces were able to refit their Army with new weapons systems that they had thought were unusable.

24. \_\_\_\_\_

An important message was to be delivered to higher HQ to say the team was going to be late due to vehicle problems. This SF soldier ran five miles in 100+ degree heat in boots to deliver the message. The message was received and another vehicle came to the team's rescue.

25. \_\_\_\_\_

An A team on a reconnaissance mission behind enemy lines was accidentally discovered by a little girl. She started screaming for her father, who came running toward the team. Rather than kill them, this team leader called for a helicopter to come and pick up the team. He held the two until the helicopter landed and then released them. The team and the two family members survived.

26. \_\_\_\_\_

This 18B coordinated with the stinger simulator facility for detachment training on the stinger. When the detachment arrived, the man in charge told them their stinger simulators were broken. This 18B went to his truck and pulled out the stinger that he had personally brought. It was possible to continue with training.

27. \_\_\_\_\_

A group of guerrillas found an 81mm mortar and were curious to learn about its operation. This SF soldier established rapport with the guerrillas and showed them how the weapon system could enhance their G-base security. The guerrillas were able to effectively employ their new weapon system.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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28. \_\_\_\_\_

The 18C on the team purchased a 1911 .45 caliber pistol. The 18C asked this senior 18B how to disassemble the weapon. This 18B told the 18C that he was the tactician on the team and that he did not mess with small weapons. The 18D on the team disassembled the weapon and team members lost respect for the 18B.

29. \_\_\_\_\_

This 18B was the gunner for an M224 60mm mortar. While preparing to fire the weapon in the hand-held mode, this 18B told his ammunition bearer to set the round for charge one. The ammunition bearer stated that this was the wrong charge setting. This 18B did not agree with the ammunition bearer and fired the weapons system. The rounds were fired short because the weapons system moved when it was fired.

30. \_\_\_\_\_

On a live fire range, an M-16 was not continuously firing. This 18B looked at the ejection part while the weapon was firing. He determined that it had a short recoil and fixed it by staggering the gas rings. The weapon was repaired.

31. \_\_\_\_\_

When the team camped on a foreign beach, a villager stole blasting caps. This team sergeant informed the village chief that the team had a large amount of lumber and wood from mortar boxes that could be turned over to the village if the team's blasting caps were returned. The blasting caps were returned, along with several cases of San Miguel.

32. \_\_\_\_\_

In a classroom setting, the team was using THT trainers for stinger training. This 18B instructor forgot to put the BCU in and when he tried to energize the stinger it malfunctioned. He failed to engage the aircraft and lost credibility with the trainees.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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33. \_\_\_\_\_

This SF soldier always acted like he knew everything. The team was participating in practice on a 9mm range. This soldier received his briefing on how to operate the 9mm but chose not to listen. When it was his turn to shoot, he could not because he had left the safety on. This SF soldier was looked down on as he had claimed to know so much and yet had done something that had been drummed into team members' heads not to do.

34. \_\_\_\_\_

While on an OP12 mortar range, 3 ODAs were receiving observed fire training on the MZZY mortar. This 18B tasked to run the range ensured that every ODA member was proficient on observed fire procedures before night firing began. Every ODA member (no matter what their PMOS was) was given an opportunity to call for and adjust indirect fire on a night fire target.

35. \_\_\_\_\_

Prior to a deployment, this 18B was assigned to write a POI for scuba training. This 18B completed the POI but did not cover all the references that were available on the subject. The team sergeant was able to help him and eventually this 18B finished the POI successfully.

36. \_\_\_\_\_

While on a deployment, this SF NCO was tasked to be the POC between American/Kurdish and Turkish forces while in the refugee camps. This NCO stopped a riot without any serious injuries to any of the people involved. This resulted in better relations and respect from the Kurdish people.

37. \_\_\_\_\_

During a deployment on a real world mission, an ODA was training with the U.S. Air Force and was using a "rope ladder" to climb up into a hovering CH-53. This 180A was to climb up the ladder and into the aircraft. He couldn't pull his body weight up and into the aircraft, fell approximately 15 - 20 feet, and suffered a broken wrist and slight concussion. He was "combat ineffective" for the remainder of the deployment.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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38. \_\_\_\_\_

This 18E went out of the base camp to make contact with the base station using HF equipment: he took two locals with him to provide security on site. Prior to departing the area, the 18E checked the areas where the locals were providing security, and found pocket litter pertaining to sensitive activities that would be performed at a later time. He delivered the pocket litter to his intelligence and team sergeant. The two locals were informants working for the opposition under duress.

39. \_\_\_\_\_

A new officer inherited a team with no long range plan or long range training calendar. This officer read the team mission letter and METL. He then established the proficiency of the team in its collective tasks, determining areas of strength and weaknesses. The officer issued training guidance and oversaw the long range calendar. The team was brought back into focus and was trained on METL tasks.

40. \_\_\_\_\_

This 18B was coming off a range. At the arms room, this 18B cleared his weapon without removing the magazine. A round went off and shot another soldier in the foot.

41. \_\_\_\_\_

A detachment was conducting pre-mission planning for a real world mission. This Special Forces soldier threw sensitive material (containing the name of the country they were going to, how long they would be there for, and the names and social security numbers of all the detachment members) into the non-sensitive waste can. Had the paper not been retrieved before it was put in the dumpster, the mission could have been canceled.

42. \_\_\_\_\_

During a mortar field training exercise, this 18B was responsible for the equipment that would be used at the range. This 18B failed to check with the S-3 to see if the range was laid-on. The 18B was counseled on responsibility.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect?  (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident?  (1=low to 7=high)</p>
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43. \_\_\_\_\_

This team sergeant did not think that SF soldiers should be married. This team sergeant gave married team members a hard time, telling them to forget about their wives and families and instructing them that they should be staying deployed as long as possible. Married team members -- and single SF soldiers -- lost respect for the team sergeant.

44. \_\_\_\_\_

This SF NCO recognized that students were having problems maintaining their skills once they departed training for instinctive firing under terrorist control. This NCO developed a shooting sustainment program for Special Operations designated detachments. He provided a handout to all graduates so they could instruct their detachments in the art of selective shooting. Selective shooting skills were maintained at a greater level.

45. \_\_\_\_\_

This SF soldier was tasked to perform a task. Whenever this SF soldier was given another task, he would stop performing the one he had been working on and move onto the next. The other team members had to finish up where this SF soldier had left off on tasks.

46. \_\_\_\_\_

This 18B was adjusting 81mm mortar fire and observed the strike of the first round. While making adjustments for the next three rounds, this 18B continued to use the wrong OT factor. Another 18B used the proper OT factor and embarrassed this 18B by hitting the target with the very next round.

47. \_\_\_\_\_

While conducting a range fire for machine guns, a number of the host nation weapons were malfunctioning. This 18B set up a station on the side to test and repair each of the faulty systems. Training was completed.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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48. \_\_\_\_\_

This 18B was tasked to give classes to guerrilla forces on the M16A1 rifle. The soldier did only superficial planning. During his class, this 18B forgot major items of instruction. The 18B was severely embarrassed by his performance and lack of preparation; some of the guerrillas knew more about the M16A1 than the 18B.

49. \_\_\_\_\_

This ODA was on a FID mission when a host country soldier couldn't get his MP5K to fire and said it was broken. This SF soldier checked the weapon out, found that the rounds were the real problem, put new rounds in the weapon, and checked that it functioned without flaws. The host country soldier was pleased the weapon was fine, and built rapport with the team.

50. \_\_\_\_\_

This SF soldier was firing the M60 machine gun. The spare barrel was not marked with the machine gun so this soldier could not be sure that the spare barrel belonged to that gun. This SF soldier decided to fire the gun anyway and replace the barrel when it became hot with the spare barrel. The soldier was reprimanded for showing disregard for the weapon.

51. \_\_\_\_\_

This 18B was involved in planning for a possible mission in Desert Storm. This 18B considered the use of camels as a means of infiltration into Kuwait and, upon researching the idea, incorporated it as part of the operational plan. The commander was confident of the ODA's ability to get the mission accomplished.

52. \_\_\_\_\_

While in Desert Shield, an ODA was tasked by the company commander to provide a several week block of instruction on observed fire procedures to a representative group of coalition Army officers. This 18B produced a POI and ensured that all the ODA members were extremely proficient in their tasked classes. By the time training was over, the coalition Army officers knew the procedures better than the instructors.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18B [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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53. \_\_\_\_\_

An SF A-detachment was conducting FID operations in Saudi Arabia. The senior weapons sergeant was the most knowledgeable individual on the detachment in dealing with the Arab culture. This 18B demonstrated and explained to the detachment the importance of not setting themselves apart from the host nation forces, of sitting down to drink tea, and of eating goat with them whenever offered. The detachment had an excellent relationship with the host nation unit and all objectives were met. The Saudi commander was near tears when the detachment had to leave.

54. \_\_\_\_\_

The team was conducting a FID mission. One of the indigenous force's weapons had lost a take-down pin. This 18B used a Swiss Army knife and a dremel from the tool kit and drill rod stock sizes he had brought with him to reconstruct the take-down pin. The weapon was 100% operational.

55. \_\_\_\_\_

This 18B was training AIT soldiers in plotting board/FDC procedures. When questioned by trainees as to a math mistake he had made, this 18B moved ahead without answering the question or correcting the mistake. At the end of the lesson, most of the students had the incorrect solution and the 18B could not understand why. This 18B lost the respect of most of the trainees.

56. \_\_\_\_\_

This ODA member was voluntarily participating in a course requiring over two weeks of orienteering over rugged mountainous terrain for extended distances. This soldier could have withdrawn at any time. Despite numerous blisters and open wounds on his feet, Achilles tendinitis, and poison ivy on his legs, he continued to march. This soldier completed the course several hours under the deadline.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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57. \_\_\_\_\_

During a training exercise, the soldiers were shooting light machine guns. This 18B was firing a PKM and had a run away. This 18B failed to control the run away. The team sergeant reprimanded this 18B.

58. \_\_\_\_\_

This 18C was the team S-4 and kept track of the team's organic equipment. The records from the prior leadership were ineffective and out-of-date. This 18C completely organized all end items by hand receipts to include team and individual issue. This 18C then established an SOP that covered garrison and packing for deployment and helped identify where everything was, where everything should be loaded, and who was responsible for what (e.g., commo gear). The SOP enabled the team to cut down on loading time and made accountability easier.

59. \_\_\_\_\_

While on survival training, this NCO observed a fellow detachment member shaking out of control. This NCO identified that the fellow soldier was experiencing hypothermia. This SF NCO got the soldier as warm as he could, treated him for shock, and called for the soldier's evacuation. The patient was removed from the cold to the hospital.

60. \_\_\_\_\_

An SF soldier was preparing for establishing communications with the base station during a deployment. The SF soldier went outside and designed a different antenna every day for several days until he was successful. The soldier was confident that communication would be achieved in the deployment environment.

61. \_\_\_\_\_

An 18B, while deployed overseas, was giving instruction to indigenous soldiers on a 9mm pistol. Of the 20 students, nine of them had weapons that were not functioning. This 18B disassembled, repaired, and re-assembled the nine weapons within an hour. This created a safer exercise and taught the indigenous soldiers how to maintain their weapons.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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62. \_\_\_\_\_

The detachment commander was meeting with a foreign brigade commander. This detachment commander declined to eat a meal which had been prepared and presented to him. The Ethiopian commander was offended and the incident was referred to at later meeting, damaging the rapport between the SF and the Ethiopians.

63. \_\_\_\_\_

During an endurance test, the battalion was required to travel 50km in 72 hours while conducting various rigorous tests with no sleep. The lightest team member weighed 186 lbs. When times were rough, tiring, and everyone felt like stopping for only a minute, this team member moved ahead of everyone or ran to pull the rest of the team through. The battalion completed the endurance test.

64. \_\_\_\_\_

This SF NCO was to meet with a contact at a scheduled time to obtain food for the next few days. This SF soldier overslept. The NCO missed meeting the contact, the team went without food for 2 days, and the NCO was counseled on his job performance.

65. \_\_\_\_\_

This junior SF soldier was issued an M-9 pistol with ammunition. He was supposed to know how to clear the handgun and keep it clear within the battalion area. This soldier removed the magazine when he entered the battalion area but forgot he'd chambered a round and didn't clear the weapon. He played with the weapon with a friend and pointed the pistol at his friend's head and pulled the trigger. The friend died.

66. \_\_\_\_\_

While performing land navigation training, this SF NCO stumbled upon a heat exhausted team member. This NCO pulled the soldier into the shade, loosened his clothing, initiated an IV, applied water, treated him for shock, and evacuated the member. The injured soldier is still alive.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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67. \_\_\_\_\_ During deployment to a foreign country, this 18B was tasked to teach a class in Spanish about certain weapons. This 18B did not speak Spanish very well. This 18B spent many hours after duty practicing Spanish with a local indigenous person. He was able to teach the class.
68. \_\_\_\_\_ This officer was deployed OCONUS and his team was supervising weapons maintenance of indigenous personnel. An indigenous soldier produced an MI6 that had something stuck in the barrel which could not be driven out. This officer suggested that the weapon be placed on top of a portable gas heater to expand the barrel. The foreign object was removed from the barrel.
69. \_\_\_\_\_ An 18B was making large deflection changes with the MZZ4 60mm mortar. This 18B aligned his sights on another mortar system's aiming poles. A round was fired outside the range fan.
70. \_\_\_\_\_ This SF NCO was tasked to teach tactics in another country. When teaching the class, this NCO spoke quietly and did not maintain control of the group. The students carried on conversations with each other during the class.
71. \_\_\_\_\_ This team leader had primary responsibility for the day-to-day operations of the team. This team leader filled out all required reports, records, and schedules ahead of time. This team leader also provided the 18A with information for mission planning before the 18A requested it. The administrative tasks for the detachment as a whole were more manageable and effective.
72. \_\_\_\_\_ This 18C was tasked to drive a 2 1/2 ton truck to the rifle range. This 18C was upset that he was not asked to go with the advance party in the rental car. This 18C deliberately drove the truck erratically, hitting the brakes hard and dumping the clutch, making the ride very uncomfortable for passengers. The soldier was counseled on his attitude and behavior as an NCO.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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73. \_\_\_\_\_

During a sensitive mission, the detachment was required to split into 3 elements. One element sustained a non-life threatening, but painful injury to one of its members; this element had no 18D. This 18B had carried a medical kit with him on the mission. This 18B treated the injury, where a poisonous plant had entered the soldier's leg and broken off internally, by numbing the area surrounding the wound and extracting the plant. The wounded soldier was able to continue with the mission.

74. \_\_\_\_\_

An 18B was a range safety NCO for a 60mm mortar range. He was to check all data and sight alignments before a tube was fired. This 18B failed to check the data on a gun and told a student to fire the mortar which was aligned on another system's aiming stakes. The round was fired outside the range fan.

75. \_\_\_\_\_

This 18B was hanging a round on an M29A1 81mm mortar. After releasing the round into the tube, this 18B brought his right hand over the top of the tube. The range safety NCO pulled the 18B from the firing line to watch others conduct firing procedures.

76. \_\_\_\_\_

This SF NCO was given 30 days notice that he was to infiltrate an SF team onto a beach and spend 24 hours on the island with them. This NCO failed to bring his own food to the field. The team members had to share their food with him.

77. \_\_\_\_\_

This 18B was responsible for weapons training in an African country. Upon arrival, it was discovered that there were no ranges. This 18B talked to the 18C and the supply sergeant on the team about getting the equipment to build a range and developing a plan for its construction. The range was built and the host nation was able to acquire the materials to make more ranges.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

18B [B]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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78. \_\_\_\_\_

This 18B was tasked to operate the plotting board for his patrol with one week's notice. This 18B realized that he forgotten a lot of necessary information about the plotting board. This 18B asked for a refresher review from another 18B who had worked a lot with plotting boards. The two men worked together for the week to improve this 18B's skills. This 18B was able to properly plot rounds when his team made contact.

79. \_\_\_\_\_

After a long, hot day of training, this 18B noticed that a host nation soldier walked away from the other team members and sat down by a vehicle. This 18B calmly took over an aid bag and evaluated the host nation soldier. Upon determining that the soldier was dehydrated, this 18B gave him an IV and got a medic to monitor the soldier. The host nation soldier was treated without embarrassment and the soldier gained respect for this 18B.

80. \_\_\_\_\_

This SF officer was carrying classified documents. This officer went to a restaurant for dinner. This officer did not want to be burdened with the documents during dinner and locked the classified information in the trunk of his rental car. The car was stolen, along with the documents.

81. \_\_\_\_\_

This 18B was tasked to move down range to police a flash suppressor that came off of a M1919A6 machine gun during firing. This 18B asked the man that fired the weapon if he had cleared it and the man said yes. This 18B moved in front of the weapon without clearing the weapon himself. He was shot in the upper arm.

82. \_\_\_\_\_

During Operation Desert Storm, the Iraqi forces launched a SCUD missile. It was not known where it was supposed to land and so all commands were given the alert. When the alert was given, this SF soldier panicked and took about 30-40 seconds to put on his mask. As the alert was a false alarm, it pointed out a weakness in donning protective masks.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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83. \_\_\_\_\_

This SF soldier was tasked to select a route of movement. This SF soldier came up with a route at the last minute without looking at the map. The team got lost and did not accomplish their mission.

84. \_\_\_\_\_

This 18E lost a tool box and tools for which he was responsible. Instead of reporting the missing items and then paying for them through the Army, this 18E decided to purchase the missing items himself in the civilian market. When an inventory was called for, this 18E borrowed a tool box and tools from another company to display to the company commander as his own as he had not yet bought all the material lost. This 18E is being investigated for filing a false report with the commander.

85. \_\_\_\_\_

While on a deployment overseas, a captain's camp was overthrown by terrorists. This officer instructed the 18E to destroy all communications equipment and SOI in the camp and take only one radio and antenna. Later after the team members had evacuated the camp and were secured, the 18E was able to use the emergency crypto system to transmit their status to higher HQ using the contingency plan.

86. \_\_\_\_\_

Equipment needed to be turned in for service. This 18E did not clear crypto out of the equipment. Material was seen by unauthorized personnel.

87. \_\_\_\_\_

During an OCONUS deployment, the host nation soldiers were amazed with the upper body strength of the SF team members and were interested in increasing their upper body strength. This SF soldier developed a weight training program and provided instruction for those who were interested. The training was given twice a day. Many of the host nation soldiers were impressed with the results and persuaded others on their team to weight train with them.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

18B [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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88. \_\_\_\_\_

This SF NCO was not sure how to put headspace and timing on a .50 caliber machine gun. This NCO attempted to fire the weapon without telling anyone before he did so. The machine gun blew up, scattering small bits of brass and destroying the weapon beyond repair.

89. \_\_\_\_\_

This 18B was settling a base plate of an 81mm mortar. After firing the first three rounds, the base plate still would not settle firmly in the ground. This 18B chose an alternate location. After firing the first three rounds in the new location, the base plate settled. There were no injuries.

90. \_\_\_\_\_

An 18B was live firing an 84mm recoilless rifle. This 18B did not have his body turned perpendicular to the weapon system and thus exposed his legs to the back blast area. The 18B received minor burns.

91. \_\_\_\_\_

During a military gathering, this SF soldier was sitting at a table with a Marine Corps commander when they were joined by a Spanish speaking officer. The two officers were trying to communicate, but neither could speak the other person's language. This SF soldier offered to translate for both individuals. The offer was accepted and the officers were able to productively exchange ideas.

92. \_\_\_\_\_

This SF NCO was on an SR mission requiring SATCOM. 4 days of water requirements (4 gallons), observation equipment, a hidesite kit, and so on. This SF NCO realized that the 18E had a very heavy load of equipment. This NCO took half of the 18E's equipment, sharing the load. This lifted the 18E's spirits and helped the team accomplish the mission.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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93. \_\_\_\_\_ This SF NCO noticed that some of the host nation personnel were not proficient in common military patrolling techniques and that they were losing a lot of good men during war. This NCO instructed a cadre of men on military patrolling techniques who could later serve as the nucleus of a new training unit. The cadre of men is now instructing future soldiers on how to stay alive in combat.
94. \_\_\_\_\_ A team member was tasked to maintain the intelligence play for an exercise. This team member maintained the situation map, kept up-to-date on developing situations, and briefed the detachment members on important information. The detachment knew the threat scenario and were up-to-date on the exercise course.
95. \_\_\_\_\_ This officer was giving a class to foreign nationals. This SF officer used inappropriate hand gestures as he did not understand the culture. The students were offended and lost interest in the class.
96. \_\_\_\_\_ This 18E was tasked to make a communications shot back to Fort Bragg. This 18E did not make the commo shot because there was no one in the SICDET when he called. This 18E did not attempt to make the commo shot again. A mandatory commo shot was missed, reflecting poorly upon the company.
97. \_\_\_\_\_ This 18B was in charge of running a fire direction center and missed a plot on his plotting board. This 18B checked his data against that of his subordinates and saw that his data differed. This 18B checked his plotting board and then changed his data. The correct data was sent and the guns were fired correctly.
98. \_\_\_\_\_ This SF NCO had a different opinion from that of the team sergeant. This NCO became angry as he felt he was right and started to get belligerent. The NCO was given a counseling statement.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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99. \_\_\_\_\_

The team was conducting PT. This senior 18B decided he did not care for the team's PT schedule. This 18B went off on his own runs or swims. The 18B alienated himself from the team and was finally reprimanded by the team sergeant.

100. \_\_\_\_\_

The team was conducting a range firing exercise with foreign nationals and were told to clear all weapons when leaving the range. The weapons sergeant did not carefully check all weapons. A 7.62 machinegun was found to have a live round (which luckily did not go off) in the chamber when it was unloaded from the truck after leaving the range.

101. \_\_\_\_\_

A class of 30 host nation soldiers was being trained in base station procedures. This SF soldier trained the H/N soldiers in antenna construction, radio procedures, and net operations in a clear, concise manner, having referred to manuals in preparation. The host nation experienced 100% increase in comms of their border outposts.

102. \_\_\_\_\_

During a mission planning phase, this 18B was responsible for threat assessment. This 18B found that the enemy was an overwhelming force that the team would not be able to handle. The mission was canceled and many lives were spared.

103. \_\_\_\_\_

A rucksack march was planned with a minimum weight requirement of 55 pounds. When returning from the ruck march, the rucks were weighed. This SF NCO had only carried 40 pounds in his rucksack. The team members no longer viewed this NCO as a team player as everyone else had met the standard.

104. \_\_\_\_\_

This SF soldier was tasked to show the different types of locking systems to foreign nationals. This soldier briefly described each locking system and then showed the class actual examples which he had prepared beforehand. The foreign nationals had a good understanding of each locking system.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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105. \_\_\_\_\_

While on a long, hard patrol during a lengthy field exercises, an SF soldier fell and broke his leg. This SF soldier carried the injured soldier's rucksack as well as his own (for a total weight of about 130 pounds) to the exfiltration site. All equipment was accounted for.

106. \_\_\_\_\_

The detachment was on the range using M60s. One M60 was new but would not work. This 18B took the M60 that would not fire off the line, and disassembled and inspected it. This 18B found that a round was in the weapon and concluded that the ejector was not collapsing, thereby preventing the bolt from moving all the way forward. This 18B disassembled the bolt and cut the ejector spring down 1 1/2 coils. The weapon functioned and training was completed.

107. \_\_\_\_\_

This SF soldier was tasked to provide base camp defense. He had a working knowledge of the weapon system within the country. This soldier acquired five 60mm mortars and effectively emplaced them within the base camp's perimeter. The base camp had an extra measure of indirect fire protection.

108. \_\_\_\_\_

This SF NCO was very strong. This NCO helped a lot of the detachment members get into better physical shape by teaching them a hard routine. Team togetherness was enhanced through hard work and morale increased.

109. \_\_\_\_\_

While in Africa, the detachment was sharing a host nation meal with French-speaking indigenous personnel. This 18E asked for butter in French. The soldier misspoke the word and the host nation personnel thought he had said he was leaving. This 18E lost a little of his credibility with the indigenous forces.

110. \_\_\_\_\_

An 18B was given some time to learn the cycle of operations of a 50 cal. HB. This 18B held the bolt to the rear with an oily hand and stuck his finger into the bolt. The bolt of the 50 cal. went forward and the bolt went through the 18B's index finger.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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111. \_\_\_\_\_

This 18B was training a host nation mortar platoon on indirect fire tactics. He spoke very little of the host nation language. He told them with his limited language ability that while he taught them weapons, they would teach him their language. This 18B used hand and arm signals and made fun of himself and some of the soldiers to get the learning objectives across. This 18B successfully trained approximately 60 host nation soldiers who were then able to form 2 mortar platoons and function as independent gun sections.

112. \_\_\_\_\_

This SF team leader was given a direct action mission. This team leader led his team to the target and found 2 platoons of the enemy there instead of just one squad. This team leader did not pull back, but continued with the hit on the target. Many SF casualties resulted.

113. \_\_\_\_\_

A team was moving toward a target. This patrol leader determined the distance to the target on the map to be a few kilometers, without taking into account the steep terrain or thick vegetation. The patrol missed the time on target.

114. \_\_\_\_\_

The team was engaged in a live fire exercise. This 18B was diligently firing his SAW automatic weapon. This 18B was so excited that he did not feel the burning brass that was being ejected from his gas operated weapon. When the live fire exercise was over, this 18B realized that his arm was peppered with burn marks.

115. \_\_\_\_\_

This SF soldier was typing a request to get a 2 1/2 ton truck from the motor pool. This soldier made a mistake when typing and threw the request into the classified trash can. The team 18F counseled this SF soldier for putting non-classified trash into the classified trash can.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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116. \_\_\_\_\_

During a unit mortar range fire, the mortar section was laid in and ready. This range safety 18B came to do a pre-check prior to launching rounds and directed the gun crew to raise their tube to the maximum elevation. The gun crew did not fire into the overhanging tree.

117. \_\_\_\_\_

An SF team spent two to three hours a day preparing for its high alpine ski trip with foreign troops that trained in that environment all the time. This SF individual prepared by spending the previous two months running four to six miles a day on mountain trails, doing ski exercises, swimming, and doing ruckmarches. Even though the trip was extremely physically demanding, this individual sustained no injuries.

118. \_\_\_\_\_

An SF team was training an indigenous force. This SF soldier did not like any of the other team members and kept to himself when he was not conducting training. The indigenous soldiers could sense the tension and lost some of their confidence in the team. The training was slowed.

119. \_\_\_\_\_

This 18B was assisting the senior 18B with a rifle range while in an African country. This 18B was told not to fire any weapon system on the range other than the one the senior 18B had already zeroed and fired. An African soldier asked this 18B if he could shoot well. This 18B said he could and took the African soldier's weapon. He fired several rounds down range only to miss the target. The Africans lost faith in this 18B's ability to teach them rifle marksmanship and this 18B was not permitted to come back to the range.

120. \_\_\_\_\_

During a class on the recoilless rifle, an 18B was learning the sequence of locking systems. While attempting to lock the breach system, this 18B mistakenly caught his finger in the breach. After letting out a scream, this 18B regained control. He opened the breach and removed his finger.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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121. \_\_\_\_\_

This 18B was tasked with developing classes to be given in French while on deployment in Africa. Upon arriving in the host nation, this 18B informed his team sergeant that he could not speak French at all. This 18B had not asked for help from his fellow team members in developing the class materials. The training schedule had to be changed and other members of the team had to prepare the 18B's classes in French.

122. \_\_\_\_\_

A soldier shooting a weapon at the range had a misfire. This range safety NCO did not instruct or supervise the soldier in what to do when the misfire occurred. The soldier ended up shooting himself in the arm because he did not know the SOP for misfires.

123. \_\_\_\_\_

A detachment was infiltrated into the field three hours late by helicopter, in the wrong location. This detachment had to locate themselves on the ground because they were not informed of where they were dropped off. By using resection, this SF soldier successfully determined their location on a map. The detachment was able to continue on with their mission.

124. \_\_\_\_\_

During a training exercise, the detachment leadership was tied up in a coordination meeting at another location. The remainder of the detachment was aware that a joint training event requiring their presence was to take place at a particular place and time in the near future. This senior detachment member took charge in the absence of authority, task organized the team, and prepared all equipment for training. This SF soldier waited till the last possible minute for the detachment leadership and then moved the remainder of the team to the training site. The detachment was able to conduct the joint training and this SF soldier was given positive feedback for not just waiting around for something to happen.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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125. \_\_\_\_\_

This 18B was tasked with emplacing a mortar firing position in support of his unit's patrol. The ground to be covered was made up of a variety of terrains. This 18B selected to emplace his mortar firing position in an extremely large, open field next to an occupied house. The mortar firing position was spotted by enemy troops and fired upon.

126. \_\_\_\_\_

An SF team was participating in an evaluated endurance event, moving a long distance with a lot of equipment. This team member realized that the team was moving too slow and tried to motivate the team by taking the lead and giving words of encouragement. The team completed the endurance event within the time standard.

127. \_\_\_\_\_

The detachment was inserted into an area to monitor movement by plane or by vehicle. This SF soldier failed to record map corrections that would have showed that travel by vehicle via road and landings by fixed wing aircraft were impossible. The commander had the area covered again, not knowing travel through it was not possible.

128. \_\_\_\_\_

The battalion team leaders and team sergeants had not been putting forth documents that met all of higher command's requirements for clarity and conciseness. This officer developed an accurate format for such documents. This battalion now has few, if any, significant problems in this area.

129. \_\_\_\_\_

On a 60mm mortar range, this 18B with one year of experience had a misfire. He became nervous and refused to clear the misfire. This 18B stated that he was not comfortable with his ability to safely clear the weapon. Another, more experienced 18B cleared the weapon for him and gave him additional training to improve his skills.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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130. \_\_\_\_\_ The team was conducting a 60mm live fire. This 18B did not remove the proper amount of charges. The round landed in a restricted area.
131. \_\_\_\_\_ While in a host country training indigenous soldiers, an NCO picked up an unsupervised weapon belonging to an Arab. After making his point, the NCO wouldn't return the weapon, creating a tense situation. This SF soldier saw this situation, intervened and told the first NCO that he could destroy the team's credibility (without causing him to lose face with the Arabs). He also told the Arabs it was just a drill and started telling jokes in one of the region's languages. The situation was diffused in a matter of seconds.
132. \_\_\_\_\_ This SF soldier was given a mission of employing an 84mm recoilless rifle on an enemy road junction. This soldier set his weapon in a properly concealed site within range of the target area. The SF soldier effectively engaged the target area.
133. \_\_\_\_\_ An airborne school was being run for foreign nationals using the American jump school standard for pull-ups. However, not one of the foreign nationals could do more than 3 pull-ups. This SF soldier lowered the standard without making it look like a major adjustment was being made. The students were able to build up to over 3 pull-ups and complete the airborne training.
134. \_\_\_\_\_ During a winter, FTX a medic was having trouble keeping the IV solution from freezing up. This medic placed the IV solution in the heat packet that comes in the new MREs. By adding water to this packet, the IV solution heated up and kept the solution from freezing.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18B [B]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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135. \_\_\_\_\_

This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.

1                      2                      3                      4                      5                      6                      7  
Low                      Moderate                      High  
Effectiveness                      Effectiveness                      Effectiveness



## SF Job Performance Category Definitions

**A. Teaching Others.** Conveying knowledge and skill to others; establishing an atmosphere conducive to learning; presenting material in an orderly fashion; tailoring material to the target audience's needs and capabilities; obtaining audience interest and involvement; using handouts, aids, tools, or kits; constructively guiding and correcting others; finding appropriate ways around language barriers.

**B. Building and Maintaining Effective Relationships with Indigenous Populations.** Demonstrating respect for and engaging in behavior appropriate to indigenous culture, values, and customs; developing rapport with indigenous people and building respect for SF.

**C. Handling Difficult Interpersonal or Intercultural Situations.** Circumventing unnecessary disputes, de-escalating tensions, and resolving disputes effectively; maintaining composure when threatened, angered, or intimidated; using non-verbal communication skills to effectively interpret and resolve interpersonal or situational problems; preventing arguments and conflicts.

**D. Using and Enhancing Language Skills.** Learning native language to enhance performance on missions, not having to rely on others to make up for language shortcomings; practicing language; taking opportunities to speak with HN civilians; translating and checking others' translation for accuracy.

**E. Troubleshooting and Solving Problems.** Finding novel ways to use the resources at hand to solve a problem (e.g., making an antenna out of garbage); producing solutions that are resourceful, insightful, or imaginative; producing solutions that are workable and practical.

**F. Decision Making.** Making sound decisions in a timely fashion; taking others' ideas and advice into account; making decision that use time, personnel, equipment, and tactics effectively; accounting for policy or procedure in decisions; acting swiftly and decisively when needed; remaining composed and task-oriented in making decisions under stress.

**G. Planning for Missions.** Developing sound mission plans; drawing on the expertise and advice of team members; anticipating potential problems and planning to overcome them; weighing consequences of alternate approaches; modifying plans when needed; assessing team readiness to identify gaps in knowledge/skills needed for mission.

**H. Preparing for Missions.** Determining resources needed to complete mission; determining equipment needs and preparing, checking, packing, and maintaining mission-related equipment; checking availability of resources at mission location; informing team members of preparation activities and responsibilities; making necessary personal preparations; conducting briefbacks.

**I. Contributing to the Team Effort and Morale.** Meeting team expectations for individual performance and interpersonal behavior; facilitating team performance through individual-level efforts; enhancing new and existing team members' skills and readiness; helping to constructively resolve intra-team disputes and personality clashes; motivating others; building team spirit through personal interactions.

**J. Showing Initiative and Extra Effort.** Putting forth the effort to produce high-quality work in a timely fashion; putting work priorities ahead of personal interests; actively pursuing self-improvement goals; seeking challenges; volunteering for demanding tasks or extra responsibility; taking initiative; presenting a positive image of SF.

**K. Displaying Honesty and Integrity.** Adhering to laws or rules of conduct; knowing when to put aside personal beliefs to follow policy requirements/SOPs, but taking a more difficult, morally correct course of action when appropriate; owning up to own mistakes; being truthful and genuine with others.

**L. Confronting Physical and Environmental Challenges.** Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically stressful or unfamiliar situations; preparing physically for challenge, emphasizing endurance over physical strength; overcoming demanding environmental conditions to rescue someone.

**M. Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating; using navigational techniques and skills to move to target.

**N. Being Safety Conscious.** Handling, storing, and disposing of hazardous equipment and materials properly; following safety guidelines and instructions in all training and operational contexts; monitoring others to ensure they observe SOP when using weapons and other potentially dangerous equipment and materials; reacting to safety violations and consequences to minimize potential adverse effects.

**O. Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.

**P. Handling Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; handling excesses or shortages of supplies; coordinating with others to share resources; finding the source of administrative problems; using computers.

**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; creating or transferring classified information using approved equipment or methods.

**R. Operating and Maintaining Direct-Fire Weapons.** Operating and maintaining direct-fire weapons; loading, disassembling, assembling, clearing, reducing stoppage in weapons.

**S. Employing Indirect Fire Weapons and Techniques.** Emplacing, laying, and aligning mortars and their ammunition; executing FDC procedures.

# Job Analysis of Special Forces Jobs:

Performance Example Questionnaire

Version: Engineer [A]

## Privacy Act Statement

This is an experimental personnel data collection activity conducted by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (e.g., name) are requested, they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

Although your participation is voluntary, we encourage you to provide complete and accurate information in the interests of the research. There will be no effect on you for not providing all or any part of the information.

## Job Analysis of Special Forces Jobs: Performance Example Questionnaire

### Project Purpose

The overall goal of the SF Job Analysis is to gather information that will aid in the development of new SF performance measures. This goal requires two types of information--information about the individual attributes (e.g., interpersonal skills, judgment ability) requisite to SF performance and information about the field performance of SF Jobs.

### Project Summary

The SF Job Analysis has been well-supported by the 1st, 3rd, 5th, 7th, and 10th SFG[A]. In total, 175 NCOs, officers, and warrant officers have provided:

- judgments about 30 individual attributes (e.g., judgment and decision making ability, non-verbal communication ability, endurance, motivation)
- judgments about task areas relevant to SF MOS, and
- descriptions of *performance examples* (scenarios that describe a situation, an SF individual's behavior in that situation, and the outcome of the individual's actions).

The participants provided 1,767 *performance examples* which were organized into 40 *SF performance categories*. For simplicity, the performance categories were grouped into 14 major SF roles. Names of the categories and roles are provided in Figure 1. Definitions of some of the categories are on pages 6 and 7 and on the back page of your questionnaire.

### Questionnaire Purpose

This questionnaire has two purposes: (1) to ensure that the *performance categories* adequately reflect the content of the *performance examples* and (2) to obtain judgments about the effectiveness of different behaviors that are represented in the *performance examples*.

Your judgments, along with those of other respondents, will be used to develop SF performance measurement instruments. Your participation in this effort is, therefore, very important. Thank you for your time and consideration.

Figure 1. Role	SF Roles and Performance Categories Based on Performance Examples	Performance Category(ies)
Teacher	A.	Teaching Others
Diplomat	B.	Building and Maintaining Effective Relationships with Indigenous Populations
	C.	Handling Difficult Interpersonal or Intercultural Situations
	D.	Using and Enhancing Own Language Skills
Problem Solver	E.	Troubleshooting and Solving Problems
	F.	Decision Making
Planner	G.	Planning for Missions
	H.	Preparing for Missions
Team Player	I.	Contributing to the Team Effort and Morale
Professional	J.	Showing Initiative and Extra Effort
	K.	Displaying Honesty and Integrity
Soldier/ Survivor	L.	Confronting Physical and Environmental Challenges
	M.	Navigating in the Field
	N.	Administering First Aid and Treating Casualties
	O.	Being Safety Conscious
Administrator	P.	Handling Administrative Duties
	Q.	Handling Classified Information and Materials
Weapons Expert	R.	Operating and Maintaining Direct-Fire Weapons
	S.	Employing Indirect-Fire Weapons and Techniques
Engineer	T.	Employing Demolitions Techniques
	U.	Constructing for Mission-Related Requirements
	V.	Calculating Mission-Related Requirements
	W.	Developing and Using Target Folders
Communi- cations Expert	X.	Maintaining Communication Equipment
	Y.	Complying with Communication Procedures and Policies
	Z.	Assembling, Operating, and Disassembling Accurately Configured Equipment
	AA.	Using Cryptic Message Format to Make Communications
Medic	BB.	Evaluating and Treating Non-Emergency Medical Conditions and Injuries
	CC.	Determining and Administering Medications and Dosages
	DD.	Obtaining/Maintaining Medical Records and Treatment Histories
	EE.	Ensuring Standards of Health-Related Facilities, Conditions, and Procedures
	FF.	Responding to Accident and Life-Threatening Situations and Conditions
	GG.	Performing or Assisting Doctor in Surgical Procedures
	HH.	Conducting Laboratory Tests/Procedures
Military Advisor	II.	Advising HN/G Counterparts
	JJ.	Conducting Cooperative Operations with HN, G, or Conventional Forces
Leader	KK.	Considering Subordinates
	LL.	Providing Direction
	MM.	Gaining the Respect and Confidence of Subordinates
	NN.	Developing Others

Shading indicates categories that are not covered in this version of the questionnaire.

## Questionnaire Instructions

This booklet contains about 150 short performance examples. Each example describes an SF soldier's actions in a particular situation. We would like you to make two judgments about each performance example. Please follow these three steps:

- (1) *Read the performance categories defined on pages 6 and 7 carefully.* These performance categories are also listed on the last page of your questionnaire. *Tear off the last page of your questionnaire.* You will need to refer it as you make your judgments. *It is critical that you develop a good understanding of the performance categories before you get started.* If you make any handwritten notes about the performance categories, please return them with your completed questionnaire. We will consider all notes in the next revision of definitions.
- (2) Read the first performance example and decide which performance category it is relevant to. Write the letter "A," "B,"... etc. that indicates which category the performance example reflects in the blank to the right of the example
- (3) Now, each performance example has one main character--this NCO, this 18B, etc. Consider how effective the individual's behavior was in the incident. Use the seven point rating scale shown at the bottom of the next page (1 = low effectiveness to 7 = high effectiveness) to make your judgments.

An example of some completed judgments appears on the following page. This respondent read the first performance example and decided that it was relevant to category "B," Building and Maintaining Effective Relationships with Indigenous Populations. He felt that the SF soldier's actions in the example were a little higher than moderately effective, so he wrote a "5" in the appropriate blank to the left of the example.

He indicated that the second performance example was relevant to category "A," Teaching Others. He thought the soldier's actions in the example were a little higher than moderately effective, so he wrote "5" in the blank to the left of the example.

### Other Notes

There are too many performance examples to place in just one questionnaire. This version of the questionnaire contains performance examples that are common to any position on an SF team (i.e., not MOS specific) and performance examples relevant to 18C, Engineer, tasks. Other versions of the questionnaire contain other MOS specific performance examples.

The details of the performance examples have been altered in order to safeguard the identity of SF personnel.

**EXAMPLE PERFORMANCE EXAMPLE BOOKLET PAGE**

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (See below)
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1.   B          5  

An airborne school was being run for foreign nationals using the American jump school standard for pull-ups. However, not one of the foreign nationals could do more than 3 pull-ups. This SF soldier lowered the standard without making it look like a major adjustment was being made. The students were able to build up to over 3 pull-ups and complete the airborne training.

2.   A          5  

This 18B attended a SERE course. This 18B saw the need for survival training within his own team and came up with a week's training plan for movement and daily procedures. This 18B also developed a standardized survival kit for the team. The team conducted survival training and used the survival kit for a period of 7 days.

3.   B          2  

An SF team was working with host nation counterparts. During the usual siesta time, a host nation soldier made reservations for the host soldiers and the American contingency at a restaurant. This SF soldier said he did not like the local food and started whining, saying that he wanted to eat at a McDonalds. This SF soldier was reprimanded for insulting the host nation soldiers.

4.   C          6  

During a military gathering, this SF soldier was sitting at a table with a Marine Corps commander when they were joined by a Spanish speaking officer. The two officers were trying to communicate, but neither could speak the other person's language. This SF soldier offered to translate for both individuals. The offer was accepted and the officers were able to productively exchange ideas.

5.   J          7  

During a training mission, it was discovered that all the water in the area was poisoned. The nearest location for alternate water was 4 miles away and the team members were dehydrated. This SF soldier directed the other team members to wait in the area while he went to get safe water. This SF soldier went the 4 miles to get the water and brought enough for everyone back. All the team members were rehydrated and were able to continue with the mission.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness





## SF Job Performance Category Definitions

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**M. Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating; using navigational techniques and skills to move to target.

**N. Being Safety Conscious.** Handling, storing, and disposing of hazardous equipment and materials properly; following safety guidelines and instructions in all training and operational contexts; monitoring others to ensure they observe SOP when using weapons and other potentially dangerous equipment and materials; reacting to safety violations and consequences to minimize potential adverse effects.

**O. Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.

**P. Handling Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; handling excesses or shortages of supplies; coordinating with others to share resources; finding the source of administrative problems; using computers.

**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; creating or transferring classified information using approved equipment or methods.

**T. Employing Demolitions Techniques.** Emplacing mines or charges in appropriate area(s); using firing systems correctly and clearing misfires appropriately, electric and non-electric; creating demolitions material when necessary and appropriate.

**U. Constructing for Mission-Related Requirements.** Improving the environment of operations through construction; building necessary structures; coordinating and supervising construction; using material from the environment to replace or substitute for material not otherwise available; following appropriate safety procedures; demonstrating knowledge of a variety of rigging devices (e.g., A-frame).

**V. Calculating Mission-Related Requirements.** Determining water supply requirements; computing accurate measurements for construction; correctly calculating charges, timing of demolition events; determining appropriate location for mission requirements; accounting for regional, seasonal, or weather effects on calculations.

**W. Developing and Using Target Folders.** Acquiring information regarding target areas; recognizing when necessary target folder information is missing, out-of-date, or seasonally affected; identifying key targets through the use of satellite photographs, maps, and intelligence material.

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
---	--

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

The Special Forces team was sent to Africa where the surrounding environment was harsh and unsanitary. This 18C built a shower for the entire company to use from materials he scavenged from the area. The detachment members were able to clean themselves and maintain a more sanitary lifestyle.

This 18C was in charge of the team's demolitions training. This 18C displayed excellent knowledge of calculating charges and had the class participate in step-by-step procedures to develop the same. Training was achieved with no injuries or waste of material.

The police gave this 18C numerous types of chemicals. This 18C did not store the materials properly, leaving them where others could find them, and did not tell anyone about the situation in which they arrived. A couple of soldiers found the chemicals and began to experiment with them, making what they would be black powder and causing serious potential danger.

This 18C was tasked to prime military explosives and to construct a ring main. The 18C's supervisor instructed him to arm each mine, including the anti-tank mines. This 18C did not arm one of the anti-tank mines. A misfire occurred with that mine.

The battalion needed 5.56 rounds to conduct a range but had failed to forecast for the rounds. This SF soldier went to external sources to secure rounds. The unit was able to conduct the training.

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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6. \_\_\_\_\_

This 18C was in charge of an 18C class that had just set off an explosive charge on the range. The class was then told to check their charges but not to touch anything. This 18C noticed that a student was about to pick up a mortar round. This 18C instructed the student to put down the charge and leave the range. No one was hurt.

7. \_\_\_\_\_

A phone call came into the team room and the resulting conversation indicated that communications equipment needed to be picked up as soon as possible. This 18E overheard the conversation, generated the proper request, and was heading out the door to pick up the equipment before the phone was hung up. The task was accomplished as quickly as possible.

8. \_\_\_\_\_

While in a pre-combat (conflict preparation) environment, the King of Saudi Arabia visited the confinement area and the detachment members attended a meal. This SF soldier demonstrated an understanding and awareness of the culture and fit in with the host's situation. The King and his entourage were impressed by the soldier's understanding of the culture and language and by the zeal with which the soldier demonstrated the desire to work with the host nation.

9. \_\_\_\_\_

The battalion team leaders and team sergeants had not been putting forth documents that met all of higher command's requirements for clarity and conciseness. This officer developed an accurate format for such documents. This battalion now has few, if any, significant problems in this area.

10. \_\_\_\_\_

This 18C was to disarm a U.S. anti-personnel mine in a hasty protective minefield. Upon entering the mine field and probing, the soldier located the mine. This 18C felt around the sides of the mine for booby traps, but did not find any before removing it. The mine went off knocking out the 18C's front teeth and blasting sand into his eyes.

1  
Low  
Effectiveness

2

3

4  
Moderate  
Effectiveness

5

6

7  
High  
Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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11. \_\_\_\_\_

Two team members were always fighting with each other. Once the entire ODA was embarrassed in a bar because of these two team members. This team sergeant had the team form a circle, placed the trouble makers in the middle, tied their hands together and removed their shoes. The two team members fought until they lay on the ground out of breath; the men are now the best of friends.

12. \_\_\_\_\_

The detachment was conducting small boat operations off the Maine coast. This 18C was tossed overboard due to engine problems and high seas. This 18C kept himself afloat while giving instructions on how to repair the engine to those left in the boat. The engine was repaired, the 18C was recovered, and the mission was completed without further incident.

13. \_\_\_\_\_

An SF NCO was serving as the primary instructor. This soldier did not rehearse his material with anyone. Two minutes into the POI, this SF NCO forgot his train of thought, walked off stage, and never came back. The assistant instructor jumped in and tap danced through the POI.

14. \_\_\_\_\_

This SF NCO was instructing students on how to properly clear a room after breaching a door. The firing device was activated, but the explosive system did not go off. This NCO told the students to remain in their positions until they received an all clear from him. The NCO inspected the explosive system, noted it was ignited, and tried to clear from the area. The explosive charge went off and the NCO sustained minor cuts from the flying debris; no one else was hurt.

15. \_\_\_\_\_

During an operation, the team needed to transport several heavy items a great distance. This team engineer noticed a farm with broken-down equipment in the field. He developed a system to transport the items by rearranging the wheels and some of the metal pipes. The mission was completed on time.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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16. \_\_\_\_\_

The team was conducting PT on a day-to-day basis. This team sergeant was incapable of doing many physical activities, and in the process held the team back many times from conducting effective physical training. The team did not utilize PT time effectively and was in poor physical shape.

17. \_\_\_\_\_

This 18C was instructing host nation forces in engineering skills. This 18C asked the participants to help him with his Spanish as he taught them about demolitions, obstacles, and mines. This 18C improved in his language skills while the host nation forces became familiar with the basic engineering skills.

18. \_\_\_\_\_

An SF ODA was tasked with teaching a foreign SF unit technical mountain climbing skills. Although the US SF team had several hundred thousand dollars worth of high speed equipment, they knew the other SF team would never see such equipment. This SF soldier taught the foreign students using cheap, fabricated equipment such as large nuts and bolts on ropes as pieces for protection. The fabricated equipment was cheap, easy to obtain, and very effective -- making the technical mountain climbing techniques applicable to these foreign students.

19. \_\_\_\_\_

During a FID mission, this 18C was tasked to conduct counter-booby trap training for host country forces. He was very experienced in this area but didn't always follow standard safety procedures in handling explosives. While performing a demonstration, he inadvertently made an electrical connection which caused an explosive squib to go off in his face. He suffered 2nd degree burns and temporary blindness.

1 Low Effectiveness      2      3      4 Moderate Effectiveness      5      6      7 High Effectiveness

18C [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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20. \_\_\_\_\_

A team sergeant was very insecure about his authority. He would complain to the ODA, claiming that the team leader was doing his job. This team leader confronted the team sergeant and told him to quit sniveling to the ODA and start acting like a team sergeant. This team leader told him to do his job and the ODA would back him 100%. The team sergeant changed his attitude and proceeded to do his job.

21. \_\_\_\_\_

This 18C was to calculate the amount of lumber and hardware that was needed to build movable housing for a deployment. This 18C calculated the amount of material necessary correctly, allowing no waste or shortcomings. The mission was a success.

22. \_\_\_\_\_

The team had a demolition mission but their firing system was not operating. This 18C was able to construct a field expedient firing device. The mission was a success.

23. \_\_\_\_\_

The unit commander liked to have periodic unit formations to talk to his soldiers and tell them how things were going inside and outside the unit. The general information put out was beneficial because it educated the separate sub-units on the major projects with which other units were involved. This unit commander occasionally released classified information, however, to people who had no need to either know or discuss it where passers-by could hear. There was an overall negative impact on the unit OPSEC.

24. \_\_\_\_\_

An SF team was serving as lead patrol from point A to point B. This SF soldier was responsible for setting the route from the patrol base to the objective. This SF soldier got the patrol lost in a swamp for 2 hours during the night. The patrol missed the target time and the mission was a failure.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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25. \_\_\_\_\_

This 18C needed to obtain transport for his detachment in a foreign country. He used his knowledge of the host country's language to talk to a truck driver. This 18C obtained the truck driver for his unit and the detachment was able to travel to and from necessary locations easily.

26. \_\_\_\_\_

During a combat assault on a hot land zone, this SF soldier was told to fire in a certain direction even though there were friendly personnel on his side of the land zone. This SF soldier fired his weapon in such a manner as to avoid the friendlies. None of the friendly personnel were hurt.

27. \_\_\_\_\_

An SF soldier was demonstrating the tactics used in selecting a mortar sight. This SF instructor used real life experiences to point out the good and bad ways to do the task. An easy learning environment was created.

28. \_\_\_\_\_

The detachment was tasked with moving across a river at night without being seen by enemy forces. There were a number of bridges in the area that might have been under enemy observation. This SF soldier organized and executed a river crossing operation by poncho raft. The detachment crossed the river unobserved.

29. \_\_\_\_\_

This 18C was tasked to construct a wire fortification around a platoon-sized element in preparation for an attack by an OPFOR of unknown size. This 18C determined the necessary logistical requirements and coordinated for and supervised the construction of the wire obstacles. The platoon was able to successfully repel a company-sized element of OPFOR from the platoon-sized defensive perimeter.

1  
Low  
Effectiveness

2

3

4

Moderate  
Effectiveness

5

6

7  
High  
Effectiveness



Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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30. \_\_\_\_\_

This 18C was to locate and deactivate a mine during a practical exercise on mine/counter-mine operation techniques. This 18C found the first two of five anti-handling devices, but then did not perform the remaining techniques in the order he should have followed. This 18C was killed by the mine.

31. \_\_\_\_\_

This SF soldier was to conduct night movement with host nation forces. This SF soldier showed the host nation soldiers the night vision devices before the movement. This SF soldier explained how the devices would be used for link-up and during the movement. The amount of time required for the movement was cut down as the soldiers knew how to use the equipment.

32. \_\_\_\_\_

A reconnaissance element was to link up with the remainder of the SF team. This team leader decided that the reconnaissance element should move from a prominent piece of terrain to link up with the team, rather than the team meeting the reconnaissance element at the prominent point. Link up took longer than expected as did the amount of time taken to reach the objective.

33. \_\_\_\_\_

The 18C on the team purchased a 1911 .45 caliber pistol. The 18C asked this senior 18B how to disassemble the weapon. This 18B told the 18C that he was the tactician on the team and that he did not mess with small weapons. The 18D on the team disassembled the weapon and team members lost respect for the 18B.

34. \_\_\_\_\_

A squad of indigenous personnel was being led by an NCO in the wrong direction. This SF soldier stopped the NCO, informed him of the error, and took over the lead. The squad was taken to the correct location.

1  
Low  
Effectiveness

2

3

4

Moderate  
Effectiveness

5

6

7  
High  
Effectiveness

18C [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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35. \_\_\_\_\_

This SF soldier was tasked with creating a moving target for live fire training. He planned a moving live fire range complete with vehicle and enemy personnel, in a heavily wooded area. He devised, directed, and organized the construction of the targets, with very little logistical support from the unit. A complete range was built for day and night ambushes with moving targets in an area of the woods that had not previously been used; several units used it for training.

36. \_\_\_\_\_

During a company level live fire exercise for a hasty ambush, there was a very bad storm with lightning striking very close to and on the range. This 18C primed a claymore mine electrically before the movement 800 meters out from the objective. Personnel were endangered given the static electricity that resulted.

37. \_\_\_\_\_

During a training mission, an SF soldier was to crimp a B-cap as part of a ring-main. The soldier was terrified of explosives and could not make himself crimp the cap. When this 18C asked if all caps were crimped, the soldier responded in the affirmative. As the fuse igniters were pulled, this 18C noticed that one charge was not crimped and crimped the cap before going up the range. This 18C pulled aside the soldier, talked to him to give him some confidence, and sent him down the range to try again. The soldier crimped the cap appropriately.

38. \_\_\_\_\_

This newly arrived SF soldier almost drowned on a swim test. Realizing that his swimming ability was weak, this SF soldier spent hours practicing swimming after duty. This SF soldier is now a member of the scuba team.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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39. \_\_\_\_\_

This SF NCO was required to calculate the "amount of explosives required" to destroy a bridge embutement. This SF NCO made several errors of addition and subtraction. Consequently, the team carried 60 extra pounds of explosives over long and mountainous terrain.

40. \_\_\_\_\_

The ODA was on an area reconnaissance to look for foot or vehicle movement. The terrain was very steep, rugged, and dangerous. This 18C used his land navigation skills to maneuver the team through the most level terrain. The team was saved a lot of unnecessary movement through rugged terrain, preventing soldiers from sustaining injury.

41. \_\_\_\_\_

An SF commo sergeant had prepared classes on the use of the radio for a group of soldiers in a third world country. Although he had been informed that these personnel were well educated, upon arrival he found that they had little or no education. This SF commo sergeant reorganized his classes to the level of the audience. The soldiers were trained and came away with a positive attitude.

42. \_\_\_\_\_

An SF team was participating in a day and night land navigation exercise. This NCO did not participate for medical reasons. This NCO therefore took his own time to cache a large bucket of chicken and soda for his detachment at a contact site late at night. The team received a high rating and the morale during and after the exercise increased.

43. \_\_\_\_\_

The team was conducting a DA mission on a railroad bridge and part of their equipment was compromised prior to the interdiction of the target. This 18C produced the necessary demolitions materials from a very austere environment. The mission was accomplished.

1  
Low  
Effectiveness

2

3

4  
Moderate  
Effectiveness

5

6

7  
High  
Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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44. \_\_\_\_\_

This Special Forces soldier was sitting in a bar talking with another soldier. To impress some females that were sitting nearby, this SF soldier talked about a sensitive mission. This got back to the unit and the CID almost launched an investigation on the soldier.

45. \_\_\_\_\_

The 2nd division RTA needed an opening to start a CALFX; they gave the team different types of explosive ammo. They wanted an explosion to start the exercise. This 18C added 200 lbs. of C-4, 150 lbs. of TNT, 200 lbs. of Bangalore Torpedo, and 50 lbs of mines. There was a big boom, which left a big crater and impressed the Thai trainees.

46. \_\_\_\_\_

The new battalion commander wanted to receive weekly training briefs with the use of slides and other equipment. This 18C utilized his computer skills to assist in producing the slide show and briefing. The presentation was accepted by the battalion commander.

47. \_\_\_\_\_

A night insertion was planned for a sensitive mission. This officer failed to get the necessary maps for route planning to the pilots until take-off time. The pilots had to plan at night on the flight strip and one of the 3 elements was inserted 8 kilometers south of the intended landing zone.

48. \_\_\_\_\_

This 18C was tasked to teach host nation soldiers about the G3 rifle assembly/disassembly and was given two months to prepare. This 18C did not ask for guidance from his two 18Bs and only picked up the weapon once prior to giving his class. During class, this 18C did not know how to take the bolt apart and had to ask for assistance on how to disassemble the bolt and perform a functions check. The soldiers of the host nation thought the 18B was incompetent.

1                      2                      3                      4                      5                      6                      7  
Low                      Moderate                      High  
Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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49. \_\_\_\_\_

This 18C was assigned a task of providing a water source to refugees who were living in a valley. This 18C went into the surrounding hills, located an underground water source, and ran piping from the source to the village. The villagers had clean drinking water.

50. \_\_\_\_\_

This 18C needed to wire a building in which the team was living. This 18C did not know the basic principles of electricity. This 18C made some bad connections in the lights. The lights burned out causing a break in security.

51. \_\_\_\_\_

This NCO was stationed in Germany for 4 1/2 years. This soldier taught himself to read, write, and speak German during his first tour without formal instruction. He passed his language test with an original rating of 1+/2.

52. \_\_\_\_\_

During a field training exercise, a soldier experienced dehydration and extreme heat exhaustion due to high heat and humidity. This 18B cooled the soldier with water, loosened his clothing, administered an IV, and arranged for evacuation. The heat casualty was effectively treated.

53. \_\_\_\_\_

This 18C was tasked to make improvised hand grenades. He assembled one and needed to perform a test shot. However, this 18C was working in an unauthorized campsite that could not be viewed by passers-by. Still, this 18C pulled the pin on the grenade and threw it over his shoulder. It went over a berm and nearly struck a CSM who was walking by. The 18C was verbally reprimanded on the spot.

54. \_\_\_\_\_

An SF team was training an indigenous force. This SF soldier did not like any of the other team members and kept to himself when he was not conducting training. The indigenous soldiers could sense the tension and lost some of their confidence in the team.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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55. \_\_\_\_\_

While in a Middle Eastern country, this SF soldier was stopped at a stop sign awaiting cross traffic to clear. A local civilian rear-ended the soldier's car. [The civilian's brakes had failed on the wet road.] The local police stated that the accident would not have happened if the SF soldier had not been in their country. The SF soldier convinced the civilian to sign a statement saying that indeed the civilian was at fault. Thus, no charges were brought against the SF soldier and the vehicle was repaired.

56. \_\_\_\_\_

A new NCO took over as supply sergeant within a team. This supply sergeant found a locker which many team members were using to keep spare items and turned everything over that was in the locker. When the soldiers returned to the locker to reclaim their equipment, they found it was not there and each of them was charged over \$100.

57. \_\_\_\_\_

During the mission planning phase of a field training exercise, this 18C was given photographs and target information and was tasked to calculate the amount of demolitions the ODA would need to carry into the operation. This 18C grossly underestimated the amount of explosive needed in order to keep the ODA from having to carry heavy rucksacks. The ODA was unable to complete its mission to standard.

58. \_\_\_\_\_

This 18C needed to construct and emplace a bridge connecting a base camp and the LZ/DZ that was used to receive supplies. Other team members pointed out that he was planning to build the bridge below the high water mark. This 18C would not listen to input from anyone. It rained and the bridge washed away.

59. \_\_\_\_\_

An 18C conducting training for the U.N. in Pakistan purchased mine fuses for training aids at a smugglers bazaar. This 18C took these live fuses to the team house and tried to disarm a fuse with a knife. The fuse blew up, taking three fingers off his hand.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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60. \_\_\_\_\_

During a deployment for training in a foreign country, this 18C became particularly close with a platoon among the indigenous forces. This 18C started to show favoritism to that platoon during training by always sitting them in front for classes, allowing them to go first during practical exercises, and giving them first shot at limited training resources (e.g., ammunition). The rest of the indigenous forces were aware of the favoritism and became annoyed, hurting rapport and training effectiveness.

61. \_\_\_\_\_

The ODA was given a difficult demolition mission during the battalion evaluation and this detachment engineer was given the mission to plan the actions on the objective. All the detachment members were giving their advice on how to conduct the mission. Finally, this engineer told everybody to leave so he could figure out a plan. Although the plan the engineer came up with seemed too simple to work, the target was destroyed in under half of the minimum estimate from the battalion staff.

62. \_\_\_\_\_

This 18C was giving a class on demolitions techniques to indigenous personnel, teaching them how to use TNT. This 18C gave the block of instruction very quickly and left out some safety precautions such as safe distances and the handling of blasting caps. The soldier was warned about his mistakes and removed from the instructor's role.

63. \_\_\_\_\_

During off-hours, this SF soldier would take off in a rental vehicle to take care of personal business. The others would wait hours for him to return with the vehicle. When this SF soldier returned, he was not bothered that certain members of the ODA were upset. This SF soldier was ostracized from the rest of the element during deployment.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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64. \_\_\_\_\_

A team was tasked to blow up a vehicle bridge on a training exercise with charges prepared and cut prior to deployment. The target folder was sketchy and indicated a simple truss bridge, but, when the team got to it, this 18C realized the load bearing members were heavy I beams closely spaced under the road bed. While hanging from the supports in total darkness, this 18C mentally recalculated and then recut his explosives to cause the bridge to fall by twisting. The charges were judged to be adequate to accomplish the mission by the exercise controllers.

65. \_\_\_\_\_

While conducting mounted operations, this detachment developed one more flat tire than they had spare tires; they didn't have a tire plug kit. This SF soldier carved a tire plug out of a piece of mesquite and used gasket sealer to help seal the plug into the tire tread. The tire held air and the detachment continued the mission.

66. \_\_\_\_\_

This 18B attended a SERE course. This 18B saw the need for survival training within his own team and came up with a week's training plan for movement and daily procedures. This 18B also developed a standardized survival kit for the team. The team conducted survival training and used the survival kit for a period of 7 days.

67. \_\_\_\_\_

Two 18Cs were placed to observe a patrol of foreign soldiers. One of the soldiers climbed a tree to get a better view of the target and fell out of the tree. This 18C splinted the host nation soldier's leg and directed the indigenous forces on how to make a stretcher. He then directed the soldiers to the hospital. The event increased the indigenous force's confidence in the SF.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



18C [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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68. \_\_\_\_\_

During a mission to destroy a radio tower, the intel-analyst studied aerial photographs of the tower and gave his estimate to the engineer of the measurements of the legs of the tower. This engineer designed his explosive charges based on the information given to him, failing to take into account the information was only an estimate. The tower legs were much larger than estimated and the charges too small. The tower was damaged but still standing and operational.

69. \_\_\_\_\_

This 18C was scheduled for deployment for an indeterminate amount of time. He did not get his personal affairs in order before leaving. The colonel had to recall this 18C to the U.S. to take care of the personal problems after the 18C's wife created a scene at the colonel's office; the team was short one person for the duration of the mission.

70. \_\_\_\_\_

During deployment, this 18C was demonstrating alternative means to initiate bangalore torpedoes. He forgot to bring his reference manual to the site, and used too many wraps of detonating cord on the end of the torpedo. The resulting charge shattered the torpedo without setting it off, so he had to use most of the remaining explosive set aside for training to clear the misfire from the site.

71. \_\_\_\_\_

This 18C was working on field fortifications, building wire obstacles. The soldier had excess rolls of wire left to be put back on the truck. This 18C pick up a roll of consenteina wire and threw it onto the truck. The wire caught on the soldier's arm and he had to get 14 stitches.

1                      2                      3                      4                      5                      6                      7  
 Low                                                                Moderate                                           High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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72. \_\_\_\_\_

This 18C was in charge of 25 indigenous soldiers. The group was waiting for demolitions equipment to arrive. While waiting, this 18C had the indigenous soldiers go over some drill and ceremony techniques they had learned earlier that day. The indigenous commander observed the group practicing and was happy with the professional training that was consistently given by the SF team.

73. \_\_\_\_\_

This 18B was tasked to carry the communication sergeant's gear as the 18E had been injured. This 18B had to catch up to the team and he carried the extra gear for a long distance. The communications equipment and men made it to the link-up point at the prescribed time.

74. \_\_\_\_\_

A soldier was causing problems for the whole platoon by showing up late and failing to complete his work. The platoon was being punished because of him, but the soldier told them he did not care. This platoon sergeant decided to have a class on hand-to-hand, having the trouble-maker "volunteer." Rapport between the platoon sergeant and the platoon strengthened.

75. \_\_\_\_\_

During FID operations in Kuwait, an SF A-detachment was training a Kuwaiti SF company in MONT operations, with the detachment's senior engineer teaching special breaching demolitions. This SF soldier trained one Kuwaiti soldier who spoke English and had passable demolitions knowledge in special breaching techniques. Together, they were able to train one man per squad in the construction and use of these techniques.

76. \_\_\_\_\_

This 18C was instructing students on demolitions during cold weather. Some burn barrels were on to provide warmth. This 18C found a container that had some type of black powder in it. This 18C got rid of the powder by emptying it into the burn barrels. The fire ignited the black substance and the NCO lost 2 fingers and half of one palm.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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77. \_\_\_\_\_

This 18C was tasked to construct targets for a live fire exercise. The support structures for each target were not included in the material provided to assemble the targets. This 18C used natural materials from the immediate environment to replace the material not included. The targets were constructed well enough to withstand rotorwash from 4 helicopters and hundreds of rounds of small arms fire.

78. \_\_\_\_\_

This 18C was conducting cross-training with the detachment on electrical and non-electrical firing devices. He started at the basic level and worked with team members individually when necessary until all team members were proficient. After the training, the whole team was able to set up electrical and non-electrical firing devices.

79. \_\_\_\_\_

An SF team was given a mission to sever an oil pipe line. Although it was January, they were given a folder depicting the target in the spring. This 18C requested an update on the target and discovered that the pipeline was covered by four feet of snow. The team waited to complete the mission.

80. \_\_\_\_\_

During cross-training for the battalion, this 18C noticed that one of the soldiers was stuffing cheese charges from an 81mm mortar into a grenade prior to priming it with detonating chord. This 18C stopped the soldier and removed the cheese charges from the grenade. A possibly serious accident was averted.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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81. \_\_\_\_\_

This 18C was the team S-4 and kept track of the team's organic equipment. The records from the prior leadership were ineffective and out-of-date. This 18C completely organized all end items by hand receipts to include team and individual issue. This 18C then established an SOP that covered garrison and packing for deployment and helped identify where everything was, where everything should be loaded, and who was responsible for what (e.g., commo gear...). The SOP enabled the team to cut down on loading time and made accountability easier.

82. \_\_\_\_\_

This 18E was instructed to burn used sensitive material and crush the ashes to make them unintelligible. This 18E did not crush the ashes. The team sergeant sprayed hair spray on the ashes, and was able to read a burnt page that held together.

83. \_\_\_\_\_

This NCO graduated from the basic Spanish course. This SF NCO did not work to maintain his proficiency with Spanish. When sent to a Spanish-speaking country to participate in a company exercise, it took longer for this NCO to complete tasks and the indigenous forces were not receptive to him.

84. \_\_\_\_\_

A team was moving toward a target. This patrol leader determined the distance to the target on the map to be a few kilometers, without taking into account the steep terrain or thick vegetation. The patrol missed the time on target.

85. \_\_\_\_\_

Live fire training was to be given to foreign nationals in patrolling and in immediate action drills. This SF sergeant was tasked with making the training more realistic. This SF sergeant improvised an economical pop-up target even though the country had very few resources available. The pop-up targets were excellent training aids and enhanced training.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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86. \_\_\_\_\_

An SF team was conducting demolitions training on a range. The non-electric firing system was hit and the team was moved to a safe distance. This 18C waited the prescribed time for the time fuse (10 minutes) and then moved down range to check on the material. The 18C pulled off both blasting caps and reinserted new caps and a new time fuse. As the 18C started to walk away, the caps he had removed exploded. The team lost faith in the 18C's ability.

87. \_\_\_\_\_

The SF team was on a deployment. Provide Comfort, working in one of the refugee camps along the Turkish/Iraqi border. This SF soldier never missed a day walking through the camp to check on the children and the sick. He also participated in tea time, customary in the region, and shared his cigarettes. This soldier's actions improved relations with the Kurdish people in the camp and in the surrounding area.

88. \_\_\_\_\_

This SF ODA was on the range preparing a demolition ambush; all members had received instruction. A thumbs-up was given and the charge was initiated. After detonation, it was determined that a hand grenade had misfired. This 18C ordered the range cleared. Although the range was not clear, this 18C pulled the pin on another grenade and set it beside the misfire. Two personnel were struck by flying shrapnel.

89. \_\_\_\_\_

In preparation for an upcoming deployment, this 180A told the team that it was part of his standard operation procedure for every man to bring some extra comfort items with him (e.g., laundry soap, shampoo, toothpaste, canned food, clothes). During the deployment, the 180A organized the team to distribute these items to some of the local people. Rapport was established between the team members and the indigenous forces and people.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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90. \_\_\_\_\_

This 18C was training host nation forces in the use of basic demolitions. While organizing demolitions materials in the holding area, this 18C stored blasting caps directly on top of an open box of C-4. The 18C was reprimanded in front of the team and host nation personnel.

91. \_\_\_\_\_

An SF company was deployed overseas on an operational mission and was located in a staging base planning missions. This SF soldier frequently called home and told his wife about numerous classified activities. The wife told other individuals and the information reached the SF unit. Morale was lowered but no corrective measures were taken.

92. \_\_\_\_\_

During a search and reconnaissance mission, a 2-man element was sent to observe an objective from a closer point. Prior to departure, the element was provided with a radio and advised to use it only in an emergency or if observed by the enemy. This SF soldier took control of the radio and put it into his butt pack. This SF soldier did not secure the radio for ready access. When the element was compromised, it could not make radio contact due to the location of the radio.

93. \_\_\_\_\_

This 18E was working at a base station overseas. During the close out of the base station, a portion of a crypto pad that this 18E had said was destroyed was found under his chair. He was given written counseling and constantly supervised.

94. \_\_\_\_\_

This SF team member had no medical training. While a medic was treating a medical emergency (heat casualty), this team member tried to get him to stop treatment so that the medic could operate a computer to get a routine report out. The medic ignored the team member and now has complete contempt for him.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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95. \_\_\_\_\_

During deployment to a foreign country, this 18B was tasked to teach a class in Spanish about certain weapons. This 18B did not speak Spanish very well. This 18B spent many hours after duty practicing Spanish with a local indigenous person. He was able to teach the class.

96. \_\_\_\_\_

This 18C was placing and setting non-electric charges on a ring main. This 18C threw a roll of tape across the ring main. The 18C could have hit a piece of sensitized detonation cord and killed the class; the 18C was re-educated.

97. \_\_\_\_\_

Prior to this SF soldier's deployment overseas, another soldier approached him and asked to trade a piece of controlled military equipment with him. This SF soldier felt he was put in an uncomfortable position, but he did not make the trade. The soldier maintained his honor.

98. \_\_\_\_\_

This 18C was giving instructions to students at a demolitions range. This 18C did not give clear instructions on the firing sequence. A student pulled the firing device too soon as the time of detonation was not known.

99. \_\_\_\_\_

This SF soldier was operating heavy equipment without proper safety restraints. The SF soldier was speeding in the vehicle, missed a turn, and ran off road. The vehicle turned over killing the soldier.

100. \_\_\_\_\_

On a demo range firing demo with non-electric firing system, this 18C was tasked to construct a non-electric firing system with an 8 minute fuse. While figuring the burn rate, the 18C failed to convert the burn rate correctly. The charges were placed and ignited and personnel walked back from the range safe distance, but the charges blew two minutes early. No one was hurt, but the 18C was counseled for failing to check system computations.

1  
Low  
Effectiveness

2

3

4

Moderate  
Effectiveness

5

6

7  
High  
Effectiveness

18C [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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101. \_\_\_\_\_

This SF soldier was told to go to Camp A to start training and was given no other specific information. This soldier got to the camp, assessed the situation, made an outline of what he saw as weak, and started training. Camp A has been trained on their weak areas.

102. \_\_\_\_\_

While this SF soldier was on a rucksack march, he noticed a soldier from another unit go down from heat injury. This SF soldier administered quick first aid by pulling an IV out and giving it to the injured soldier. This SF soldier had another soldier flag down a car for help in getting the injured soldier to the hospital. The individual was saved from heat injury.

103. \_\_\_\_\_

This senior 18C was in charge of the student demolitions range. After most of the students left the range, this 18C decided to get rid of some chemicals he had left from earlier classes. This 18C poured the chemicals on the ground and put a ULI knot in the mound. The gas and oil on the range ignited the mound of chemicals. Luckily, the chemicals just burned and did not detonate; instructors and students had to run for cover.

104. \_\_\_\_\_

This SF soldier was buying some fertilizer from a hardware store for a mission. This SF soldier revealed the intent of usage for the fertilizer to an unauthorized host nation civilian while in the store. The team did not trust this soldier with security material anymore.

105. \_\_\_\_\_

A team was going on a training exercise to blow up a satellite antenna using live demo. Infiltration was to be by helicopter. The 18C decided to save time by priming the charges, using electrical blasting caps, in flight. This created an extremely hazardous situation for the team.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



18C [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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106. \_\_\_\_\_

While in a foreign country, the A team got lost. This team member was able to communicate with a local in the native language. The local gave the team directions to the area they wanted to visit.

107. \_\_\_\_\_

While training guerrilla forces, this SF soldier realized he was losing their attention. This SF soldier began to speak in Spanish with a Korean accent. The guerrilla forces laughed so hard that they started paying attention again.

108. \_\_\_\_\_

An airborne school was being run for foreign nationals using the American jump school standard for pull-ups. However, not one of the foreign nationals could do more than 3 pull-ups. This SF soldier lowered the standard without making it look like a major adjustment was being made. The students were able to build up to over 3 pull-ups and complete the airborne training.

109. \_\_\_\_\_

This 18C was tasked to lead a patrol against a surface-to-air missile (SAM) site. The target was not where it was supposed to be. This 18C adapted his plan and briefed the detachment members on the new one. The raid was successful.

110. \_\_\_\_\_

A team was conducting a live fire night ambush under observation from command elements. The team initiated the ambush with claymores then continued with small arms fire. After the cease fire was called, this 18C inspected demolitions and gave the "all clear," missing an unexploded live claymore. When they moved to the objective for an AAR, the grader notified everyone of the live mine and had it disarmed.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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111. \_\_\_\_\_ While on deployment to Hawaii, travelling with range control exercise thermal gale, this SF soldier noticed another soldier laying beside the road. This SF soldier stopped his vehicle, rushed to the aid of the soldier, noticed he was suffering from heat stroke, and immediately began to administer first aid -- initiating an IV. The SF soldier saved the injured soldier's life.
112. \_\_\_\_\_ Two C-130s in trail formation on a jump exercise had two jumpmasters per aircraft. The trail aircraft did not offset and fly above the first aircraft; jumpers were about to exit the first aircraft. This SF jumpmaster let the jumpers exit before the plane properly cleared the air. The second aircraft plowed into the jumpers, cutting the parachutes of the individuals, who then fell to their deaths.
113. \_\_\_\_\_ A team was responsible for setting up and running a drop zone for a HALO infiltration. The drop zone sergeant set up panels during the day and the bean bag lights at night. He put up both backwards. After being told how to perform the task correctly, he incorrectly set up the bean bag lights for the night infiltration. The HALO jumpers hit the ground at approximately 20-30 miles per hour. Luckily, no one was hurt.
114. \_\_\_\_\_ This 18B was tasked to give indirect fire training to the team. This 18B did not know the tasks. This 18B used the weekend to study the material and become proficient enough to give the training. The training was conducted to standard.
115. \_\_\_\_\_ At a Kurdish refugee camp, there were 150,000 refugees and very few interpreters for a two-month time period. This 18B decided to find a way to communicate with the refugees, so he found an English-speaking Kurd and created a dictionary for all the SF soldiers to use. By the end of the mission, he and the rest of the unit could speak with the refugees and better ease their suffering.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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116. \_\_\_\_\_

Selected team members were tasked to train host nation soldiers. This SF soldier who was not assigned a training class assisted others by making copies, obtaining supplies, drawing charts, and listening to practice classes. The instructors for these classes could concentrate more on the quality of their classes instead of having to spend time on details. Classes were given on time and handouts were available to students.

117. \_\_\_\_\_

While training for certification/validation, this 18C was emplacing an M18A1 claymore mine. This 18C refused to receive even a brief explanation of the task. This 18C emplaced the weapon with the front pointing towards him. The 18C received a "no go" at that station and was harassed by his teammates for several years.

118. \_\_\_\_\_

A group of SF soldiers were static in a hide site observing an enemy position when all of a sudden it was compromised. Quickly, this 18B grabbed the radio, called in fire on the advancing enemy assault force, and called for an emergency exfiltration. The team was able to distract and destroy the enemy so the SF soldiers could escape.

119. \_\_\_\_\_

This SF soldier was to teach a basic demolitions class to foreign officers. This SF soldier did not have any training aids. This SF soldier used the resources available to make the necessary training aids to teach the course, cutting down trees with explosives to teach calculations. The training aids were instrumental in getting the training across to the students.

120. \_\_\_\_\_

The team was conducting demolitions training while on FID. This 18C miscalculated the length of a time fuse. The charge went off early and endangered everyone in the area.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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121. \_\_\_\_\_

This 18C was planning to demonstrate how to arm an M19 mine and activate it using an M142 firing device. This 18C planned to detonate the mine using the pull-release on the 142, while laying in a shallow depression not more than 15 meters from the mine. The range NCOIC stopped him.

122. \_\_\_\_\_

This 18E was on a field training exercise. This 18E dropped his classified material and left it behind. This caused his team extra days in the field and lost training time.

123. \_\_\_\_\_

SF soldiers were command firing 3.75 inch rockets. After being reminded, this 18C still failed to remove the boar riding safety pin. The rocket failed to detonate and the 18C had to locate and destroy the misfire.

124. \_\_\_\_\_

This SF NCO was given 30 days notice that he was to infiltrate an SF team onto a beach and spend 24 hours on the island with them. This NCO failed to bring his own food to the field. The team members had to share their food with him.

125. \_\_\_\_\_

During a mountain assault in white sands, this 18C was tasked to secure a safety line. Because this 18C was unsure of how to tie the appropriate knots, the safety line was not tied. Two soldiers fell 100 feet to their death when the main line broke.

126. \_\_\_\_\_

This 18C was watching an indigenous soldier disarm an anti-tank mine. This 18C stopped the indigenous soldier from removing the mine because he did not check for booby traps. A booby trap was found and the 18C was commended.

127. \_\_\_\_\_

This 18C needed to show the host nation commander how to improve his defense and protect his soldiers. This 18C built a terrain model to scale of a host nation camp to show the commander where to emplace bunkers and guard posts. The host nation commander had the modifications started on the camp.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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128. \_\_\_\_\_

This team leader had primary responsibility for the day-to-day operations of the team. This team leader filled out all required reports, records, and schedules ahead of time. This team leader also provided the 18A with information for mission planning before the 18A requested it. The administrative tasks for the detachment as a whole were more manageable and effective.

129. \_\_\_\_\_

This 18C was placed as an S-4 on an A-team. All team equipment was placed under his control. This 18C either lost or stole several items from the team equipment. The team had to purchase new items.

130. \_\_\_\_\_

This 18C was told that the team would be in a basic wooden building with all the necessary comfort items while on deployment. When the team arrived in the host nation, the team found that there was no latrine, no doors, no windows or screens, and no showers in the building. This 18C went to town and bought supplies and borrowed tools. This 18C completed the necessary construction to get the team moved in and comfortable. The team was accommodated appropriately.

131. \_\_\_\_\_

This 18C was teaching host nation personnel on demolitions safety. During a training ambush, the students counted the number of explosions but were unsure of the count. This 18C waited an appropriate amount of time and checked the kill zone for grenades that had not detonated. A grenade misfire was found and cleared.

132. \_\_\_\_\_

While deployed in a foreign country, this SF soldier went out drinking. This SF soldier got into a fight with a local civilian. This caused tension between SF and the local populace.

1 Low Effectiveness      2      3      4 Moderate Effectiveness      5      6      7 High Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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133. \_\_\_\_\_ This SF soldier had the mission of reporting back intelligence on threat vehicles in a specified location. This SF soldier prepared for the mission by reviewing his threat vehicles and preparing his equipment. The SF soldier acquired intelligence on threat vehicles.
134. \_\_\_\_\_ This team member wanted to learn another language instead of Korean. He put up quite a fuss until he found out that people were going to Sogan University in Korea; he bumped out someone else who wanted to go. He did not apply himself and came back to the team without a rating or any workable knowledge of the language. A slot that could have been taken by someone who truly wanted to learn was wasted.
135. \_\_\_\_\_ This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.
136. \_\_\_\_\_ This 18C needed to construct and emplace a bridge connecting a base camp and the land zone/drop zone was used to receive supplies and create a chokepoint/control access. This 18C built the bridge below the water high/flood level mark. It rained and the bridge washed away, leaving the team stranded away from its supplies (which were eventually stolen by locals).
137. \_\_\_\_\_ This 18C, who was range NCOIC, was observing a class on how to arm an M19AT mine and activate it using an M142 firing device. When he realized that the instructor planned to detonate the mine from a shallow depression 15 meters away, this 18C discontinued the class. He informed the instructor that needless endangerment on the range was not permissible.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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138. \_\_\_\_\_

This 18C was packing a resupply of food for his team. This 18C did not know how to pack the resupply bundle properly, but proceeded to pack it without asking for help. This 18C had to go back and repack the bundle taking more time than necessary.

139. \_\_\_\_\_

An 18C was given the job to help the 18E come up with the number of batteries the detachment would have to carry for the upcoming field exercise. Using math and his knowledge of electricity, this 18C was able to tell his team sergeant not only how many batteries to carry, but also how much energy would be used by the batteries every time the 18E transmitted and/or received a message, and almost exactly how many receives/transmits each battery could make. Due to his work, the ODA was able to stay in the field longer than planned without having to carry or request additional unnecessary batteries.

140. \_\_\_\_\_

While in Africa, this team sergeant was told to meet with the indigenous colonel at 0530. This team sergeant, upon arriving at the colonel's tent, was informed that it was the host nation's tradition that the eldest in the village eat goat's eyes; the team sergeant was the oldest and was to receive this great honor. This team sergeant ate the goats eyes. The colonel was pleased and impressed as he knew this was not something Americans usually ate, particularly before coffee.

141. \_\_\_\_\_

A simulated artillery attack for VIPs had been practiced, tested, and double-checked. During the live fire exercise, the simulation charges did not explode. After the exercise, this 18C inspected the electrical firing system and found nothing wrong. The 18C retried the system and it worked. At the next live fire, instead of using the electrical system, the 18C used a manual system and it worked the first time.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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142. \_\_\_\_\_

During ARTEP, an ODA was required to pick up a cache of C-rations and water. This SF soldier was tasked to recover the cache at night from the desert floor with little or no landmarks by which to navigate. This SF soldier used resection to locate and recover the cache. The guerilla forces were impressed with the ODA's abilities which enhanced the success of the mission.

143. \_\_\_\_\_

This 18C was tasked to construct a rope bridge across a river. He coordinated the team to span the river with one 120 foot rope and three snap links per man. The team successfully crossed the river, keeping all team equipment and team members dry.

144. \_\_\_\_\_

A team was extremely well trained and prepared in all areas but that of language proficiency. This team leader ordered that only Spanish would be spoken during the workday among team members. This team leader made a game out of it, making anyone who was caught speaking English do push-ups. The team greatly increased its capability to communicate in conversational Spanish.

145. \_\_\_\_\_

This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.

146. \_\_\_\_\_

The detachment was conducting desert survival OCONUS. Water procurement in the area was a major problem. This 18B talked with the locals about how they had procured the water in the area. The detachment learned new water procurement methods.

1 Low Effectiveness      2      3      4 Moderate Effectiveness      5      6      7 High Effectiveness



18C [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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147. \_\_\_\_\_ During a team cross country run/swim, this 18B noticed that certain soldiers were having difficulties swimming. This 18B, who was a strong swimmer, fell to the rear of the formation to help the weak swimmers. Everyone completed the run/swim in a good time.
148. \_\_\_\_\_ During a sensitive mission, the detachment was required to split into 3 elements. One element sustained a non-life threatening, but painful injury to one of its members. This element had no 18D. This 18B had carried a medical kit with him on the mission. This 18B treated the injury, where a poisonous plant had entered the soldier's leg and broken off internally, by numbing the area surrounding the wound and extracting the plant. The wounded soldier was able to continue with the mission.
149. \_\_\_\_\_ An 18C was explaining the M21 anti-tank mine to civilian language instructors, explaining how the tilt rod works to make the mine explode. This 18C noticed that an instructor was using a tilt rod and fuse that were live, not ones used for practice. This 18C stopped the individual before he bent the tilt rod in front of 5 civilians. No one was hurt and the tilt rod and fuse were replaced with training versions.
150. \_\_\_\_\_ This 18C was tasked with the removal of a hasty protective minefield. This 18C stepped on a mine. This 18C did not turn away from the sound of the click, but looked at it instead. The 18C took a piece of the training mine in his head.
151. \_\_\_\_\_ This 18C was tasked to paint the inside of the team room. This 18C took measurements of the room to determine its area. The 18C determined how much paint was needed to cover the room.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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152. \_\_\_\_\_

The detachment was given short notice of a FID mission. The 18C, acting as the S-4, submitted all the supply and equipment requests necessary for the mission and found that several of the items were not available before the deployment date. This 18C started with one box of styrofoam coffee cups and two boxes of fax paper and began trading with other units. After two days, this 18C had acquired all the items the detachment needed. The detachment had all the supplies necessary to accomplish the mission.

153. \_\_\_\_\_

An SF team leader went to recon a SAM-2 site. This 18C asked whether a radar control van was on the site and the team leader said there was not one present. Once this 18C got to the target area, he identified the presence of a radar control van. He changed his method of engagement immediately. The proper destruction of the SAM-2 site was accomplished.

154. \_\_\_\_\_

A company needed target folders for its training missions. This SF soldier got aerial photos of objects, measurements, and ground photos, including infrared shots. The company performed well as it had in-depth target folders.

155. \_\_\_\_\_

An A-team was asked to train CQB to indigenous personnel. No CQB range was available so this 18C purchased material and built one. CQB training went on as scheduled.

156. \_\_\_\_\_

A range was planned to conduct BRM with the M16. Upon getting to the range, it was found that ammunition was not available. This 18B did not cancel training, but had the team members switch to dry firing training instead. Good training was conducted despite the lack of ammunition.

1  
Low  
Effectiveness

2

3

4

Moderate  
Effectiveness

5

6

7  
High  
Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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157. \_\_\_\_\_

This 18D was on patrol with the SF team. The weather was very bad and motivation amongst the team members was low. This 18D kept a good attitude and took charge of the situation, making a conscientious effort to motivate the others. Team morale increased and the mission was completed.

158. \_\_\_\_\_

The team was training in medical treatment procedures. One of the tasks was to start an IV. This SF soldier could not find a vein in which to stick the IV needle after 2 or 3 tries on two individuals. This SF soldier was given extra training on inserting needles properly using fruit as a target.

159. \_\_\_\_\_

This SF soldier was tasked to mark a drop zone with flare at its north end for a military free fall jump. This SF soldier placed the flare at the north end of a different airfield. The jumpers landed in trees off the drop zone, one jumper sprained an ankle, and several parachutes were damaged during recovery.

160. \_\_\_\_\_

This new 18C was instructing non-electric firing systems in demolitions training. This 18C handed an 18B what he thought was some time fuse (but was really detonating cord) and an igniter and told him to time a burn off the time fuse. When after three tries the 18B could not get the fuse to light, another trainee noticed that it was detonating cord, not fuse. This 18C felt stupid for incorrectly identifying the cord; the detonating cord could have been touched off by the 18B applying heat and pressure.

161. \_\_\_\_\_

While operating a jeep in the jungle, far from any roads, an indigenous soldier became a heat injury. This 18C took charge as there was no medic on site. This 18C initiated an IV and treated the soldier. He also directed his medivac to the nearest road. The injured soldier was treated successfully.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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162. \_\_\_\_\_ During relocation of the ODA's team room and equipment, the team was told to move in three days to the new location. Only three team members were present and this one team member was in language school. This 18B went to language school daily for eight hours then helped the team relocate, often working until 11:30 pm. He helped construct working areas and a lounge in the team room on his "off" time. The team and all equipment were moved in three days.
163. \_\_\_\_\_ During a large scale exercise, this 18C was tasked to provide the S-2 intelligence brief. This 18C examined the information provided to him based on past experience and prior knowledge and established a course of action for his brief. This 18C was able to provide the correct information in a timely manner although not formally trained as an intelligence officer.
164. \_\_\_\_\_ This SF engineer was tasked to construct a kill house for close quarters combat. The 18C checked plans for construction, observed other houses that had been built, and came up with his own plan for the house. The design and construction of the house was far superior to any other observed, resulting in an outstanding training facility.
165. \_\_\_\_\_ An SF soldier was driving in a foreign country late at night in a military vehicle. This SF soldier accidentally drove down a one-way street. The SF soldier reversed and hit a civilian car. This SF soldier pretended not to notice and drove away. The vehicles sustained minimal damage; the individual was never caught.
166. \_\_\_\_\_ A team was deployed in an area occupied by conventional forces. The team was out of fuel for its vehicle and was unable to obtain any through its supply chain. This team member took some fuel from a nearby conventional unit. The conventional unit felt this team member had stolen the fuel and did not supply the team with needed help later on.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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167. \_\_\_\_\_

This 18C was performing a target analysis on a bridge in preparation for a training exercise. He was given an improperly prepared target folder; it had only partial information. This 18C made every effort to obtain critical dimensions from the supporting agency. The agency did not provide the information and consequently, the 18C was unable to calculate demolition charges accurately.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

## SF Job Performance Category Definitions

**A. Teaching Others.** Conveying knowledge and skill to others; establishing an atmosphere conducive to learning; presenting material in an orderly fashion; tailoring material to the target audience's needs and capabilities; obtaining audience interest and involvement; using handouts, aids, tools, or kits; constructively guiding and correcting others; finding appropriate ways around language barriers.

**B. Building and Maintaining Effective Relationships with Indigenous Populations.** Demonstrating respect for and engaging in behavior appropriate to indigenous culture, values, and customs; developing rapport with indigenous people and building respect for SF.

**C. Handling Difficult Interpersonal or Intercultural Situations.** Circumventing unnecessary disputes, de-escalating tensions, and resolving disputes effectively; maintaining composure when threatened, angered, or intimidated; using non-verbal communication skills to effectively interpret and resolve interpersonal or situational problems; preventing arguments and conflicts.

**D. Using and Enhancing Language Skills.** Learning native language to enhance performance on missions, not having to rely on others to make up for language shortcomings; practicing language; taking opportunities to speak with HN civilians; translating and checking others' translation for accuracy.

**E. Troubleshooting and Solving Problems.** Finding novel ways to use the resources at hand to solve a problem (e.g., making an antenna out of garbage); producing solutions that are resourceful, insightful, or imaginative; producing solutions that are workable and practical.

**F. Decision Making.** Making sound decisions in a timely fashion; taking others' ideas and advice into account; making decision that use time, personnel, equipment, and tactics effectively; accounting for policy or procedure in decisions; acting swiftly and decisively when needed; remaining composed and task-oriented in making decisions under stress.

**G. Planning for Missions.** Developing sound mission plans; drawing on the expertise and advice of team members; anticipating potential problems and planning to overcome them; weighing consequences of alternate approaches; modifying plans when needed; assessing team readiness to identify gaps in knowledge/skills needed for mission.

**H. Preparing for Missions.** Determining resources needed to complete mission; determining equipment needs and preparing, checking, packing, and maintaining mission-related equipment; checking availability of resources at mission location; informing team members of preparation activities and responsibilities; making necessary personal preparations; conducting briefbacks.

**I. Contributing to the Team Effort and Morale.** Meeting team expectations for individual performance and interpersonal behavior; facilitating team performance through individual-level efforts; enhancing new and existing team members' skills and readiness; helping to constructively resolve intra-team disputes and personality clashes; motivating others; building team spirit through personal interactions.

**J. Showing Initiative and Extra Effort.** Putting forth the effort to produce high-quality work in a timely fashion; putting work priorities ahead of personal interests; actively pursuing self-improvement goals; seeking challenges; volunteering for demanding tasks or extra responsibility; taking initiative; presenting a positive image of SF.

**K. Displaying Honesty and Integrity.** Adhering to laws or rules of conduct; knowing when to put aside personal beliefs to follow policy requirements/SOPs, but taking a more difficult, morally correct course of action when appropriate; owning up to own mistakes; being truthful and genuine with others.

**L. Confronting Physical and Environmental Challenges.** Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically stressful or unfamiliar situations; preparing physically for challenge, emphasizing endurance over physical strength; overcoming demanding environmental conditions to rescue someone.

**M. Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating; using navigational techniques and skills to move to target.

**N. Being Safety Conscious.** Handling, storing, and disposing of hazardous equipment and materials properly; following safety guidelines and instructions in all training and operational contexts; monitoring others to ensure they observe SOP when using weapons and other potentially dangerous equipment and materials; reacting to safety violations and consequences to minimize potential adverse effects.

**O. Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.

**P. Handling Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; handling excesses or shortages of supplies; coordinating with others to share resources; finding the source of administrative problems; using computers.

**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; creating or transferring classified information using approved equipment or methods.

**T. Employing Demolitions Techniques.** Emplacing mines or charges in appropriate area(s); using firing systems correctly and clearing misfires appropriately, electric and non-electric; creating demolitions material when necessary and appropriate.

**U. Constructing for Mission-Related Requirements.** Improving the environment of operations through construction; building necessary structures; coordinating and supervising construction; using material from the environment to replace or substitute for material not otherwise available; following appropriate safety procedures; demonstrating knowledge of a variety of rigging devices (e.g., A-frame).

**V. Calculating Mission-Related Requirements.** Determining water supply requirements; computing accurate measurements for construction; correctly calculating charges, timing of demolition events; determining appropriate location for mission requirements; accounting for regional, seasonal, or weather effects on calculations.

**W. Developing and Using Target Folders.** Acquiring information regarding target areas; recognizing when necessary target folder information is missing, out-of-date, or seasonally affected; identifying key targets through the use of satellite photographs, maps, and intelligence material.

# Job Analysis of Special Forces Jobs:

## Performance Example Questionnaire

Version: Engineer [B]

### Privacy Act Statement

This is an experimental personnel data collection activity conducted by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (e.g., name) are requested, they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

Although your participation is voluntary, we encourage you to provide complete and accurate information in the interests of the research. There will be no effect on you for not providing all or any part of the information.



## Job Analysis of Special Forces Jobs: Performance Example Questionnaire

### Project Purpose

The overall goal of the SF Job Analysis is to gather information that will aid in the development of new SF performance measures. This goal requires two types of information--information about the individual attributes (e.g., interpersonal skills, judgment ability) requisite to SF performance and information about the field performance of SF Jobs.

### Project Summary

The SF Job Analysis has been well-supported by the 1st, 3rd, 5th, 7th, and 10th SFG[A]. In total, 175 NCOs, officers, and warrant officers have provided:

- judgments about 30 individual attributes (e.g., judgment and decision making ability, non-verbal communication ability, endurance, motivation)
- judgments about task areas relevant to SF MOS, and
- descriptions of *performance examples* (scenarios that describe a situation, an SF individual's behavior in that situation, and the outcome of the individual's actions).

The participants provided 1,767 *performance examples* which were organized into 40 *SF performance categories*. For simplicity, the performance categories were grouped into 14 major SF roles. Names of the categories and roles are provided in Figure 1. Definitions of some of the categories are on pages 6 and 7 and on the back page of your questionnaire.

### Questionnaire Purpose

This questionnaire has two purposes: (1) to ensure that the *performance categories* adequately reflect the content of the *performance examples* and (2) to obtain judgments about the effectiveness of different behaviors that are represented in the *performance examples*.

Your judgments, along with those of other respondents, will be used to develop SF performance measurement instruments. Your participation in this effort is, therefore, very important. Thank you for your time and consideration.

Figure 1. Role	SF Roles and Performance Categories Based on Performance Examples Performance Category(ies)	
Teacher	A.	Teaching Others
Diplomat	B.	Building and Maintaining Effective Relationships with Indigenous Populations
	C.	Handling Difficult Interpersonal or Intercultural Situations
	D.	Using and Enhancing Own Language Skills
Problem Solver	E.	Troubleshooting and Solving Problems
	F.	Decision Making
Planner	G.	Planning for Missions
	H.	Preparing for Missions
Team Player	I.	Contributing to the Team Effort and Morale
Professional	J.	Showing Initiative and Extra Effort
	K.	Displaying Honesty and Integrity
Soldier/ Survivor	L.	Confronting Physical and Environmental Challenges
	M.	Navigating in the Field
	N.	Administering First Aid and Treating Casualties
	O.	Being Safety Conscious
Administrator	P.	Handling Administrative Duties
	Q.	Handling Classified Information and Materials
Weapons Expert	R.	Operating and Maintaining Direct-Fire Weapons
	S.	Employing Indirect-Fire Weapons and Techniques
Engineer	T.	Employing Demolitions Techniques
	U.	Constructing for Mission-Related Requirements
	V.	Calculating Mission-Related Requirements
	W.	Developing and Using Target Folders
Communi- cations Expert	X.	Maintaining Communication Equipment
	Y.	Complying with Communication Procedures and Policies
	Z.	Assembling, Operating, and Disassembling Accurately Configured Equipment
	AA.	Using Cryptic Message Format to Make Communications
Medic	BB.	Evaluating and Treating Non-Emergency Medical Conditions and Injuries
	CC.	Determining and Administering Medications and Dosages
	DD.	Obtaining/Maintaining Medical Records and Treatment Histories
	EE.	Ensuring Standards of Health-Related Facilities, Conditions, and Procedures
	FF.	Responding to Accident and Life-Threatening Situations and Conditions
	GG.	Performing or Assisting Doctor in Surgical Procedures
	HH.	Conducting Laboratory Tests/Procedures
Military Advisor	II.	Advising HN/G Counterparts
	JJ.	Conducting Cooperative Operations with HN, G, or Conventional Forces
Leader	KK.	Considering Subordinates
	LL.	Providing Direction
	MM.	Gaining the Respect and Confidence of Subordinates
	NN.	Developing Others

Shading indicates categories that are not covered in this version of the questionnaire.

## Questionnaire Instructions

This booklet contains about 150 short performance examples. Each example describes an SF soldier's actions in a particular situation. We would like you to make two judgments about each performance example. Please follow these three steps:

- (1) *Read the performance categories defined on pages 6 and 7 carefully.* These performance categories are also listed on the last page of your questionnaire. *Tear off the last page of your questionnaire.* You will need to refer it as you make your judgments. *It is critical that you develop a good understanding of the performance categories before you get started.* If you make any handwritten notes about the performance categories, please return them with your completed questionnaire. We will consider all notes in the next revision of definitions.
- (2) Read the first performance example and decide which performance category it is relevant to. Write the letter "A," "B,".... etc. that indicates which category the performance example reflects in the blank to the right of the example
- (3) Now, each performance example has one main character--this NCO, this 18B, etc. Consider how effective the individual's behavior was in the incident. Use the seven point rating scale shown at the bottom of the next page (1 = low effectiveness to 7 = high effectiveness) to make your judgments.

An example of some completed judgments appears on the following page. This respondent read the first performance example and decided that it was relevant to category "B," Building and Maintaining Effective Relationships with Indigenous Populations. He felt that the SF soldier's actions in the example were a little higher than moderately effective, so he wrote a "5" in the appropriate blank to the left of the example.

He indicated that the second performance example was relevant to category "A," Teaching Others. He thought the soldier's actions in the example were a little higher than moderately effective, so he wrote "5" in the blank to the left of the example.

### Other Notes

There are too many performance examples to place in just one questionnaire. This version of the questionnaire contains performance examples that are common to any position on an SF team (i.e., not MOS specific) and performance examples relevant to 18C, Engineer, tasks. Other versions of the questionnaire contain other MOS specific performance examples.

The details of the performance examples have been altered in order to safeguard the identity of SF personnel.

**EXAMPLE PERFORMANCE EXAMPLE BOOKLET PAGE**

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (See below)
---	--

1.   B          5  

An airborne school was being run for foreign nationals using the American jump school standard for pull-ups. However, not one of the foreign nationals could do more than 3 pull-ups. This SF soldier lowered the standard without making it look like a major adjustment was being made. The students were able to build up to over 3 pull-ups and complete the airborne training.

2.   A          5  

This 18B attended a SERE course. This 18B saw the need for survival training within his own team and came up with a week's training plan for movement and daily procedures. This 18B also developed a standardized survival kit for the team. The team conducted survival training and used the survival kit for a period of 7 days.

3.   B          2  

An SF team was working with host nation counterparts. During the usual siesta time, a host nation soldier made reservations for the host soldiers and the American contingency at a restaurant. This SF soldier said he did not like the local food and started whining, saying that he wanted to eat at a McDonalds. This SF soldier was reprimanded for insulting the host nation soldiers.

4.   C          6  

During a military gathering, this SF soldier was sitting at a table with a Marine Corps commander when they were joined by a Spanish speaking officer. The two officers were trying to communicate, but neither could speak the other person's language. This SF soldier offered to translate for both individuals. The offer was accepted and the officers were able to productively exchange ideas.

5.   J          7  

During a training mission, it was discovered that all the water in the area was poisoned. The nearest location for alternate water was 4 miles away and the team members were dehydrated. This SF soldier directed the other team members to wait in the area while he went to get safe water. This SF soldier went the 4 miles to get the water and brought enough for everyone back. All the team members were rehydrated and were able to continue with the mission.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness



## SF Job Performance Category Definitions (18C)

**A. Teaching Others.** Conveying knowledge and skill to others; establishing an atmosphere conducive to learning; presenting material in an orderly fashion; tailoring material to the target audience's needs and capabilities; obtaining audience interest and involvement; using handouts, aids, tools, or kits; constructively guiding and correcting others; finding appropriate ways around language barriers.

**B. Building and Maintaining Effective Relationships with Indigenous Populations.** Demonstrating respect for and engaging in behavior appropriate to indigenous culture, values, and customs; developing rapport with indigenous people and building respect for SF.

**C. Handling Difficult Interpersonal or Intercultural Situations.** Circumventing unnecessary disputes, de-escalating tensions, and resolving disputes effectively; maintaining composure when threatened, angered, or intimidated; using non-verbal communication skills to effectively interpret and resolve interpersonal or situational problems; preventing arguments and conflicts.

**D. Using and Enhancing Language Skills.** Learning native language to enhance performance on missions, not having to rely on others to make up for language shortcomings; practicing language; taking opportunities to speak with HN civilians; translating and checking others' translation for accuracy.

**E. Troubleshooting and Solving Problems.** Finding novel ways to use the resources at hand to solve a problem (e.g., making an antenna out of garbage); producing solutions that are resourceful, insightful, or imaginative; producing solutions that are workable and practical.

**F. Decision Making.** Making sound decisions in a timely fashion; taking others' ideas and advice into account; making decision that use time, personnel, equipment, and tactics effectively; accounting for policy or procedure in decisions; acting swiftly and decisively when needed; remaining composed and task-oriented in making decisions under stress.

**G. Planning for Missions.** Developing sound mission plans; drawing on the expertise and advice of team members; anticipating potential problems and planning to overcome them; weighing consequences of alternate approaches; modifying plans when needed; assessing team readiness to identify gaps in knowledge/skills needed for mission.

**H. Preparing for Missions.** Determining resources needed to complete mission; determining equipment needs and preparing, checking, packing, and maintaining mission-related equipment; checking availability of resources at mission location; informing team members of preparation activities and responsibilities; making necessary personal preparations; conducting briefbacks.

**I. Contributing to the Team Effort and Morale.** Meeting team expectations for individual performance and interpersonal behavior; facilitating team performance through individual-level efforts; enhancing new and existing team members' skills and readiness; helping to constructively resolve intra-team disputes and personality clashes; motivating others; building team spirit through personal interactions.

**J. Showing Initiative and Extra Effort.** Putting forth the effort to produce high-quality work in a timely fashion; putting work priorities ahead of personal interests; actively pursuing self-improvement goals; seeking challenges; volunteering for demanding tasks or extra responsibility; taking initiative; presenting a positive image of SF.

**K. Displaying Honesty and Integrity.** Adhering to laws or rules of conduct; knowing when to put aside personal beliefs to follow policy requirements/SOPs, but taking a more difficult, morally correct course of action when appropriate; owning up to own mistakes; being truthful and genuine with others.

**L. Confronting Physical and Environmental Challenges.** Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically stressful or unfamiliar situations; preparing physically for challenge, emphasizing endurance over physical strength; overcoming demanding environmental conditions to rescue someone.

**M. Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating; using navigational techniques and skills to move to target.

**N. Being Safety Conscious.** Handling, storing, and disposing of hazardous equipment and materials properly; following safety guidelines and instructions in all training and operational contexts; monitoring others to ensure they observe SOP when using weapons and other potentially dangerous equipment and materials; reacting to safety violations and consequences to minimize potential adverse effects.

**O. Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.

**P. Handling Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; handling excesses or shortages of supplies; coordinating with others to share resources; finding the source of administrative problems; using computers.

**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; creating or transferring classified information using approved equipment or methods.

**T. Employing Demolitions Techniques.** Emplacing mines or charges in appropriate area(s); using firing systems correctly and clearing misfires appropriately, electric and non-electric; creating demolitions material when necessary and appropriate.

**U. Constructing for Mission-Related Requirements.** Improving the environment of operations through construction; building necessary structures; coordinating and supervising construction; using material from the environment to replace or substitute for material not otherwise available; following appropriate safety procedures; demonstrating knowledge of a variety of rigging devices (e.g., A-frame).

**V. Calculating Mission-Related Requirements.** Determining water supply requirements; computing accurate measurements for construction; correctly calculating charges, timing of demolition events; determining appropriate location for mission requirements; accounting for regional, seasonal, or weather effects on calculations.

**W. Developing and Using Target Folders.** Acquiring information regarding target areas; recognizing when necessary target folder information is missing, out-of-date, or seasonally affected; identifying key targets through the use of satellite photographs, maps, and intelligence material.

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
---	--

1. \_\_\_\_\_

During a training exercise, this 18C and the host nation personnel noticed a number of grenades were leaking. This 18C was asked to destroy the grenades because they were unstable and a hazard. This 18C followed his training and took all safety precautions in destroying the grenades. The grenades were destroyed properly and a safety hazard was averted.

2. \_\_\_\_\_

This SF soldier was evaluating pistol marksmanship on a shoot and move range. This SF soldier was following a host nation soldier closely through the course, failing to pay attention to prescribed safety rules. When the host nation soldier was changing magazines, his pistol discharged--shooting this SF soldier in the chest and killing him.

3. \_\_\_\_\_

This 18C was teaching about breaching charges to foreign soldiers. This 18C made several lengths of sensitized detonation chord which he then looped around his neck while he continued to give the class. This 18C endangered himself and the students around him and was not allowed to teach any more classes.

4. \_\_\_\_\_

For a DA mission, this 18C was tasked to identify key targets for interdiction. He spent four days in isolation studying satellite photos, maps, and intelligence traffic. Due to the thoroughness of his effort, he was able to narrow down the options for direct action targets to three choices.

5. \_\_\_\_\_

This 18E was tasked with navigating his team toward the objective rally point. This 18E misplotted the azimuth, ending up 15 degrees off point. The team sergeant had someone else take the responsibility for land navigation.

---

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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6. \_\_\_\_\_

This 18C was tasked to remove a hasty protective minefield. As a guide led him around, this 18C strayed into the minefield, looked down, and stepped onto the pressure firing device of a mine. The training mine exploded and launched a projectile that crushed his forehead.

7. \_\_\_\_\_

During planning for an extensive covert operation, this SF soldier developed an intricate escape and evasion plan. He designed the plan to cover every contingency and briefed every member of the ODA completely so that no one had questions. Although a couple of team members were compromised, the majority of the team was able to escape safely with all sensitive intelligence and equipment.

8. \_\_\_\_\_

On a recent deployment to Korea during the winter, the temperatures were freezing and there was snow. This weapons sergeant drove on through the bad weather to keep the patrol going until the objective was reached. The team reached the objective on time.

9. \_\_\_\_\_

The detachment was preparing for an OCONUS mission. For the purpose of planning, classified material was being used. The 18B observed the detachment commander storing confidential material in his desk. This 18B advised the commander that all material classified as confidential and higher must be stored in a safe. The classified material was safeguarded.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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10. \_\_\_\_\_

This team member was instructed to conduct a reconnaissance of a possible MSS for an SR mission. The terrain was very rocky and mountainous, the temperature was in excess of 100 degrees, and this soldier was infilled with a 70 pound rucksack. After making it to the reconnaissance area and half way back, this SF soldier ran out of water. The individual pushed on until he had to stop to prevent possible heat injury. This SF soldier then gave himself an IV and was able to make it to the exfiltration site. The mission was completed.

11. \_\_\_\_\_

On a demolitions range, this 18C allowed team members to bury M-14 AP (toe poppers), but he forgot to remind them to mark the locations. This 18C then told individuals to start the time delays on other charges. Nobody knew where it was safe to walk and time fire was burning on other charges. All individuals were in great danger exiting the down range area.

12. \_\_\_\_\_

During a FID mission, this 18B was instructing host nation NCOs and officers in offensive operations. It was very hot. During the classroom portion of the instruction, this 18B made the objective of each attack a Pepsi truck. During the field exercise, this 18B emplaced two coolers filled with Pepsi at the objective. When the students arrived, they "captured" the Pepsi. Rapport was strengthened, the classroom and field portions of training were tied together, and the lesson was driven home.

13. \_\_\_\_\_

As a deployment was nearing its end, the detachment was very low on ammunition. The situation was not looking good for team training to be conducted. This 18B went out to other units searching for those who had excess ammunition or for those who would be willing to give some ammunition up. The detachment was able to conduct the team training and everyone received instruction as planned.

1  
Low  
Effectiveness

2

3

4  
Moderate  
Effectiveness

5

6

7  
High  
Effectiveness

18C [B]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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14. \_\_\_\_\_

This 18C was working as part of an advisory staff for a mechanized unit. This 18C recommended to the detachment commander that he place a number of anti-tank obstacles at selected sites in his area of operation. This 18C failed to consider the seasonal change that had occurred since the intelligence photos he had reviewed were taken. The SF advisory staff lost credibility with the mechanized unit.

15. \_\_\_\_\_

While preparing for an airborne insertion into the desert, the detachment was having problems with the A-21 cargo container. The size of the container was going to be a problem given the size of the drop zone and the number of personnel who were to follow the container. This 18B devised a roller skid that would quickly eject the cargo container. The detachment successfully infiled in only one pass.

16. \_\_\_\_\_

This 18B was tasked to inspect and issue night vision devices. The 18B forgot to put batteries in the devices. The night vision devices did not work.

17. \_\_\_\_\_

This 18C was tasked to design and construct a facility that could be used as a blast container for explosive charges up to two kilos. He was given several dozen 4" x 4"s, 100 car tires, 50' of chain link fence, and various other construction materials. This 18C constructed a barrier that would absorb any shrapnel produced but that did not take into account gas overpressure. The net designed to trap projectiles was thrown approximately 50'. The soldier spent the next weekend policing the range and reconstructing the demolitions pit.

18. \_\_\_\_\_

This 18B was tasked to have the map chest and manual shelf organized for a command inspection. This 18B organized the map chest and manual shelf. The inspector noticed that the map case was filed to its highest standard and the 18B was awarded an MSM for his actions.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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19. \_\_\_\_\_

While deployed in Africa, the team was staying in a villa that had been supplied by the host nation. Caretakers also were provided who did various odds and ends around the villa at no charge. At the end of the stay, the team took up a fund to give each caretaker some money to thank them. This SF soldier said he had no money. This SF soldier later returned from shopping and showed everyone the purse he had bought for his wife. The team members now question the soldier's credibility.

20. \_\_\_\_\_

An A-team was deployed in South East Asia to train on FID. This 18C failed to take proper medication for malaria. The 18C became sick and had to be sent to the hospital.

21. \_\_\_\_\_

The team was placed into an extended movement corridor with limited food and water, and had to move 20-25 miles per day on foot for six days. This 18A had placed most of his training emphasis on being able to lift weights and run a 10K rather than extended cross country walking with rucksacks. This 18A developed extensive blisters and became dehydrated while on the move. He was evacuated on the third day due to his condition.

22. \_\_\_\_\_

The Special Forces team was instructed to dig a bunker for protection inside the perimeter. The soil was extremely hard and compacted. This 18C instructed the team to use waste water throughout each day to loosen the soil so it would be easier to dig in each morning. As the soil was wet, the digging process was shortened considerably.

23. \_\_\_\_\_

This 18C was responsible for destroying 100mm and 120mm artillery rounds. He moved the targeted rounds into an abandoned underground bunker from the above-ground site where they were located and detonated. The underground detonation prevented shrapnel from being projected through the air.

1  
Low  
Effectiveness

2

3

4

Moderate  
Effectiveness

5

6

7  
High  
Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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24. \_\_\_\_\_

This 18C was pre-planning for a DA training exercise. This SF engineer researched the vital statistics of the target from open source material. He was able to realistically plan for demolition and placement of charges to destroy the target.

25. \_\_\_\_\_

Members of an SF detachment were drinking at an Air Force sports pub and were involved in some good humored inter-service joking. This officer grabbed a female by the shirt after she said "where you going little guy," breaking her necklace. This officer had previously warned his team members about such behavior. This officer was counselled.

26. \_\_\_\_\_

During the set-up of an electrical firing system, this 18C hooked up the power source before completing the wire splices in the system. This SF soldier then left his M34BM and went down the line to continue splicing wires, leaving the system hooked to the power source. The 18C was counseled and reprimanded for the danger in which he placed his life.

27. \_\_\_\_\_

18Cs were conducting demolitions training. This 18C was running behind in his charge construction and, as he was in a rush, failed to conduct a test burn when constructing his firing system. The system detonated 1 minute and 45 seconds prematurely; luckily, no one was hurt.

28. \_\_\_\_\_

During a practice isolation, the detachment was planning its infiltration. The maps needed for this were not available from the S-2. At the completion of the exercise, the detachment found that they had the maps but had not been able to find them due to confusion in the filing system. This 18B took all the maps, charts, and overheads and created a simple, comprehensive filing and marking system. The detachment was able to find and use its assets.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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29. \_\_\_\_\_

This 18C was tasked to give demolitions training to the team prior to allowing team members to use the demolitions on the range. The demolitions were not permitted to be taken into the team room. This 18C bought a cloth line and wood (2" x 2" and 2" x 4") at the store. This 18C drilled holes at each end of each piece of wood and spray painted the wood green. He then used these materials as substitutes for TNT, C-4, and detonation cord. The 18C gave an outstanding class and his team did a great job when they got to the range.

30. \_\_\_\_\_

While on deployment, the need for safe drinking water for 100,000 personnel was evidenced by the high incidence of diarrhea. The team 18C was tasked to construct a system of water delivery that would prevent contamination of water. This 18C contacted a civilian relief agency who supplied 500 yds of 4" plastic pipe. He sank this into a natural spring, ran the pipe down hill and through the camp, punching holes every 50' and installing spigots. Consequently, sick call went from 500+ per day down to less than 100 per day.

31. \_\_\_\_\_

During a field exercise, the team was practicing using improvised munitions. This 18C taught the rest of the detachment various improvised methods of initiating demolitions that were not found in the SF manuals or taught at school. The team was motivated by the training.

32. \_\_\_\_\_

A soldier became dehydrated when participating in an obstacle course. This 18B gave an IV to the injured soldier even though he did not know what he was doing. The soldier recovered, but the 18B was given a negative spot report.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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33. \_\_\_\_\_

This 18C was deployed to a foreign country. This 18C was honest and open with the indigenous people. It was obvious to all that this 18C really enjoyed being in the country and that he really liked the people. The indigenous people were sorry to see him leave.

34. \_\_\_\_\_

During construction of a school in a foreign country, the locals presented this SF soldier with various resourceful construction techniques using improvised tools. The SF soldier did not agree with the local methods of construction and refused their input. The school was not finished in time because the locals resented the soldier's response.

35. \_\_\_\_\_

While performing land navigation training, this SF NCO stumbled upon a heat exhausted team member. This NCO pulled the soldier into the shade, loosened his clothing, initiated an IV, applied water, treated him for shock, and evacuated the member. The injured soldier is still alive.

36. \_\_\_\_\_

An 18C was tasked to construct a tank obstacle to prevent access down a main supply route. It was decided that a fertilizer charge would be used to blow a pit open. This 18C failed to properly calculate the required material and did not use enough explosives. As a result, the hole was not deep or large enough. This 18C spent the rest of the day digging the hole with a shovel.

37. \_\_\_\_\_

This 18C was tasked to remove a tree stump from a landing zone. This 18C had an electrical wire and a blasting machine, but did not have an electrical cap. This 18C did have a non-electrical cap, 7.62 rods, tape, and a flash bulb. This 18C used the electrical system to set off the flashbulb, which set off the black powder he removed from the 7.62 rods, which ignited the non-electric cap, which blew up the TNT. The stump was removed and the team gained confidence in the 18C.

1

Low  
Effectiveness

2

3

4

Moderate  
Effectiveness

5

6

High  
Effectiveness

7

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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38. \_\_\_\_\_

A direct action mission was given to a detachment to blow up a timber trestle bridge. The target folder was a year old. This 18C requested an updated photo, but none was available. This 18C figured that the bridge would have been repaired or at least reinforced by this time. This 18C requested enough demolitions material to accomplish the mission even in the case of steel or concrete reinforcement and planned for a reconnaissance of the target prior to destruction. The bridge had been reinforced with steel I beams and the mission was accomplished.

39. \_\_\_\_\_

An A-team was deployed overseas with no demolitions equipment although demolitions training was on the schedule. This 18C bought chemicals in the local town and made demolitions material. Demolitions training went on as scheduled.

40. \_\_\_\_\_

This team leader was informed that a cache of antitank mines in the team's area of operations should be destroyed as they were in hostile hands. The team leader would not allow the team to destroy the mines, saying it was not politically correct for the leaders' careers. Three Canadian vehicles hit mines and the team's medic died after hitting mines on the road.

41. \_\_\_\_\_

This 18C was tasked to construct mechanical targets. He constructed the targets but then realized that they could not be removed from the building because they were too large to fit through the door. This 18C thought about removing a wall of the building. This 18C then realized he could disassemble the targets and reassemble them outside. The targets were used outside.

1  
Low  
Effectiveness

2

3

4  
Moderate  
Effectiveness

5

6

7  
High  
Effectiveness



<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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42. \_\_\_\_\_

During Desert Shield/Desert Storm, a company's sitmap was established weekly or as events occurred. This SF soldier updated the company's sitmap on the enemy situation. Any time the company's sitmap was updated, he returned to the ODA and updated the ODA verbally. The company's sitmap was up-to-date.

43. \_\_\_\_\_

This 18C was tasked to ensure a proper anchoring system was installed in order to provide stability to the structure where students were training. This 18C miscalculated the proper depth of the "dead man" anchoring system given the soil conditions. This 18C did not coordinate with local experts to gain an understanding of the soil type. Training time was lost when the anchoring system had to be replaced to ensure student safety.

44. \_\_\_\_\_

This 18C was tasked to do a route reconnaissance of a critical main supply route and to evaluate the type and amount of repair material needed to open the road for use by tractor-trailers. He measured, sketched, and documented all critical problem areas. This 18C made a detailed reconstruction plan and even developed plans for temporary detours to avoid impeding civilian traffic flow. Consequently, the company was able to accomplish in several weeks what was expected to take several months.

45. \_\_\_\_\_

This 18C was preparing for an ambush. This 18C placed the claymore mines along a north to south road, facing north. The emplacement should also have been from east to west as the enemy could have come from either direction. The soldier was verbally corrected and corrective action was taken before the enemy came.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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46. \_\_\_\_\_

An ODA was tasked to recon a railroad bridge and write up a target folder. The team moved into position to provide observation and cover. During the night, this 18C slipped into the stream above the bridge. Using a small tree as cover, this 18C swam to the bridge to get all the critical information needed and swam back downstream to link up again with the team. The target folder was completed and handed over to the conventional forces who then conducted a raid; the mission was a success.

47. \_\_\_\_\_

An Air Force C-130 airplane had been struck by a UH-53 helicopter during ground refueling operations on a joint training exercise. The C-130 caught fire, the emergency exit bells sounded, and the soldiers who were on board the C-130 started to exit. This senior NCO inside the burning aircraft realized that the soldiers were starting to panic. He stood up and in a strong and reassuring tone directed the soldiers to their appropriate exits, and was one of the last soldiers off the burning aircraft. All soldiers were evacuated without serious injury.

48. \_\_\_\_\_

This SF soldier was tasked to design and build a new compass course. The present compass course was laid out, but the relatively short distance between the points did not allow for the use of a map to determine the exact azimuth and distance from point to point. This SF soldier used the pythagorean theorem to mathematically determine the exact azimuth and distance between points. The compass course was revised appropriately and used to teach students.

49. \_\_\_\_\_

Several SF teams were training in a very bad snowstorm. This SF officer decided to cancel the training. Instead of keeping the soldiers at the training sight in the local barracks, the SF officer ordered the soldiers to drive 30 miles in the storm to the other barracks. One vehicle flipped over killing a medic, injuring 5 other soldiers, and destroying the vehicle.

1  
Low  
Effectiveness

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4  
Moderate  
Effectiveness

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7  
High  
Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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50. \_\_\_\_\_

During a joint exercise with foreign forces, an SF officer got into an argument at the Tactical Operations Center on the issue of where the troops should be fed lunch. This was of no significance from a tactical standpoint. This officer threw a handful of papers in the air, stormed out, and ripped a sink out of the wall in the latrine (water came gushing out of the wall). The foreign division commander called the corps commander and the officer was reprimanded.

51. \_\_\_\_\_

A team was training on the demolitions range. This 18C was charged with picking up demolitions for the range. The 18C forgot to pick up blasting caps. The team wasted training time waiting for the caps to arrive.

52. \_\_\_\_\_

An SF company was sent to assist with Haitian refugees. The refugees only spoke French Creole. This SF soldier went to great pains to learn Creole as there are no Creole-French dictionaries. The SF soldier learned the language in 2 weeks and was able to establish a good working relationship with the refugees.

53. \_\_\_\_\_

This 18C was tasked to dispatch a storage truck to transport the team to the range. The 18C did not pull PMCs on the vehicle. The truck broke down on the way to the range and a day was wasted.

54. \_\_\_\_\_

This 18C was to train his team on the use of a carver matrix. This 18C was out of the country and did not have the proper books to prepare the class. This 18C was unable to settle disagreements that arose about how the numbers were used in the rating of the carver as he had not anticipated that he would need his books. The class was not successful.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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55. \_\_\_\_\_

An 18C was tasked to present field expedient demolitions cross training (on incendiaries) to the team. While explaining the quantities of different liquids needed to make a delayed fire bomb, this 18C did not take into account that plastic containers would be dissolved by the chemicals they contained. There was a spontaneous explosion resulting from premature mixing of chemicals. No injuries were sustained.

56. \_\_\_\_\_

This 18C was tasked to run demolitions training on a rainy day. This 18C brought a poorly functioning firing device to the range, resulting in several misfires. The misfires had to be cleared, endangering personnel.

57. \_\_\_\_\_

This SF soldier was learning about firing systems. The soldier used a detonating chord for a time fuse. No harm was done as fuse ignitors cannot detonate detonation chords.

58. \_\_\_\_\_

The team needed to carry a certain amount of water on infiltration. This SF soldier came up with the idea to carry 5 gallon cans on stretchers to the cache site. The stretcher was more weight than had been bargained for and never made it to the actual site.

59. \_\_\_\_\_

A bar of case hardened steel had never been cut although repeated tries had been made. This 18C calculated the appropriate charge to cut the steel using a C-4 diamond. This 18C then added 50% to his calculated amount of explosives. The steel was effectively destroyed.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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60. \_\_\_\_\_

While conducting training for his ODA on electrical firing systems, this 18C was tasked to ensure that all range safety requirements were followed. When this 18C took his ODA down range to place their charges, he left the power source connected to the firing wire. This 18C had to be reminded by another ODA member to go back and remove the power source before attempting to hook up the charges. No one was injured, but this 18C had difficulty in gaining the trust and confidence of the team.

61. \_\_\_\_\_

This 18C was a breacher with an assault element during a counter-terrorism operation. This 18C emplaced a charge on the door at the breach point. Once the count down was given, the charge did not correspond with the count. Consequently, the team was late getting through the breach point.

62. \_\_\_\_\_

This 18C was tasked to drive a 2 1/2 ton truck to the rifle range. This 18C was upset that he was not asked to go with the advance party in the rental car. This 18C deliberately drove the truck erratically, hitting the brakes hard and dumping the clutch, making the ride very uncomfortable for passengers. The soldier was counseled on his attitude and behavior as an NCO.

63. \_\_\_\_\_

An element was conducting surveillance on a target during flintlock; intelligence sources reported that the target was lightly guarded. This 18C had primary means of destruction with platter charges. He decided to use a light anti-tank weapon as an alternate means of destruction when the team found out that the target was actually guarded by a reinforced platoon. The target experienced 75% instead of 90% destruction, but it was out of action for the required time and the element was not compromised.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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64. \_\_\_\_\_

This 18C was conducting training on U.S. mines. This 18C demonstrated the use of an M21 as a platter charge by removing the booster and breaking the plastic shell with a blasting cap, exposing the platter and explosives. The detachment members were made aware of the use of the M21 mine as a platter charge.

65. \_\_\_\_\_

This 18C was tying a firing device with a time fuse on a ring main; another person was tying on the other portion of the ring main for dual prime. On the count of 5, this 18C and the other team member were to pull firing devices simultaneously. However, this 18C did not pull the safety from the device until other team member (who had already pulled his) told him to do so. Consequently, detonation was late.

66. \_\_\_\_\_

This SF soldier was responsible for land navigation techniques, with an estimated time of arrival of 12 midnight. This SF soldier did not arrive until 8 am. He could not use his azimuth or his map appropriately and had gotten lost. The soldiers who were waiting for him were resentful, affecting team morale.

67. \_\_\_\_\_

This 18C was giving a class on demolitions, specifically addressing firing systems and military explosives. During the hands-on portion of the class, this 18C instructed the team members to fill ammunition cans with demolitions material and put a couple of blasting caps into the cans. Personnel were needlessly endangered.

68. \_\_\_\_\_

This 18C was detailed with obtaining construction material to build simulated placements in host nation training. This 18C was unable to obtain some of the material that he requested. Instead of letting someone in charge know about the deficit in material, this 18C started working on other tasks. The deficit was discovered in a spot check and the material was ordered again.

1  
Low  
Effectiveness

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4  
Moderate  
Effectiveness

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6

7  
High  
Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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69. \_\_\_\_\_

During OCONUS military operations in urban terrain (MOUT) training, this 18B saw an explosion in an indigenous soldier's hand. The 18D was on another range and this 18B did not have any bandages. This 18B used an indigenous soldier's T-shirt to stop the bleeding. The bleeding was stopped until the 18D arrived to suture the wound and treat for infection.

70. \_\_\_\_\_

This 18C was tasked to determine the water requirement for each man for training in the desert. The team was to be resupplied every 5 days. This 18C computed the amount of time spent in the desert, the daily movement of the team, and the weather conditions to come up with the amount of water needed per man. No team member ran out of water prior to resupply and the team knew the necessary size and number of containers to be brought to the area.

71. \_\_\_\_\_

This 18C was in charge of blowing up a wooden bridge during a team field training exercise. While the demolitions team was emplacing charges and tying into a ring main, this 18C hit his head on a cross beam, dropping his hat and weapon; he immediately recovered his gear and completed the dual primed firing system. The bridge was blown into toothpicks.

72. \_\_\_\_\_

The staff had oversupplied the unit with explosives for a FID mission. This 18C brought support personnel down range to blow up explosives. Due to one poorly crimped camp and a faulty time fuse, a misfire occurred. The 18C followed procedures, solved the problem, and detonated the charge. Excess explosives were eliminated.

1  
Low  
Effectiveness

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Moderate  
Effectiveness

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6

7  
High  
Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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73. \_\_\_\_\_

An ODA was to link up with a submarine at sea, during hours of darkness, via CH-47 helicopter. The team would helo-cast with all equipment, weapons, and rucksacks averaging 80 lbs. each. This SF soldier had an almost consuming fear of water and was a weak swimmer. Though terribly afraid of jumping into the water at night, this soldier maintained an attitude of enthusiasm, offered words of encouragement and motivation to other team members who were nervous or apprehensive, and saw to it that the other weak swimmers had a strong swim-buddy assigned to them (even though he was without one). He was the first to exit the aircraft to show the others how to overcome their fears. All members successfully exited the aircraft and were recovered by the sub without incident or loss of equipment.

74. \_\_\_\_\_

This SF NCO was tasked to carry military explosives in his rucksack to be used in target destruction as part of a field training exercise. This SF soldier was unsure of the effects that high altitude would have on the explosives and so removed them from his rucksack prior to making a jump. This NCO left the explosives on the aircraft. The mission could not be completed according to plan and the NCO received a written reprimand.

75. \_\_\_\_\_

This 18C was asked to ensure that he knew how to build an A-Frame for the ODA's mountaineer training exercise. This 18C did not know what an A-Frame was. The team sergeant instructed the 18C to present a 4 hour class on knots and lashings. This 18C did the necessary research and gave an outstanding class. The 18C learned what an A-Frame was and the whole team benefitted.

76. \_\_\_\_\_

This 18C was responsible for conducting a reconnaissance of the team's area of operations. This 18C did a map reconnaissance and never went to the area itself to see if the team could be supported with the essential elements to survive. The area could not support the team with water and water had to be trucked in.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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77. \_\_\_\_\_ This SF soldier was in charge of deployments to various locations in the Pacific. This soldier made it possible for the ODAs to train while he coordinated everything from travel orders, supplies, equipment, requests for drop zone orders, food, quarters, etc. There were no problems with deployments.
78. \_\_\_\_\_ This 18C was to explode some enemy equipment that had been left on a raid site. This 18C was to calculate a 30 second time fuse. This 18C miscalculated the amount of time for the fuse, allowing 50 seconds before the explosion. The 18C was counseled and received extra training.
79. \_\_\_\_\_ This 18C was giving demolitions training to host nation forces and local civilians, specifically addressing road cratering. A farmer described to the 18C how the technique could help him in building an irrigation ditch. This 18C spent the next class showing the farmer and the other students how to use the technique for the purpose of building an irrigation ditch. The rapport between the SF team and the indigenous forces and people was greatly enhanced.
80. \_\_\_\_\_ During a hand grenade range, this SF soldier did not know whether or not he had pulled the pin on a grenade. This 18C cleared everyone off the range and went out to clear the misfire of the hand grenade. The SF engineer noticed the pin was still on the grenade, put it back on line, pulled the pin, and re-threw the grenade. The range did not have to be closed for range control to clear the misfire.
81. \_\_\_\_\_ While in the local town, a drunk began to insult a team member. This SF soldier walked way from the confrontation. A major incident was avoided.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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82. \_\_\_\_\_

During an OCONUS FID mission, it was determined that a ditch was necessary outside the village to improve drainage in the area. The detachment 18C calculated and placed the charges necessary to blast the ditch, but did not observe the minimum safe firing distance for personnel in the open. When the charge was initiated, several large dirt clods were launched in the air. One of the dirt clods hit the village chief rendering him unconscious and severely damaging the rapport developed with the local civilians.

83. \_\_\_\_\_

This 18C was in charge of making a bridge classification. The team had to move construction equipment over this bridge to a different location. This 18C turned in a false classification to his senior engineer, misrepresenting the capabilities of the bridge. A jeep loaded with equipment fell into the creek.

84. \_\_\_\_\_

While on a deployment in South America, a captain's camp was overthrown by terrorists. This officer instructed the 18E to destroy all communications equipment and SOI in the camp and take only one radio and antenna. Later after the team members had evacuated the camp and were secured, the 18E used the emergency crypto system to transmit their status to higher HQ using the contingency plan.

85. \_\_\_\_\_

This 18C was teaching demolition procedures to foreign nationals. One task was to test the firing circuit and M47 firing device. This 18C did not place a live blasting cap under the sandbag while testing in front of the students. Although the cap did not go off, proper safety procedures for the training context were not followed.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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86. \_\_\_\_\_

This 18C was conducting demolition training for some ROTC cadets. During the training, one of the cadets asked this 18C how an artillery simulator operated. This 18C responded that the cadet would never need to know such information unless he was an expert in demolitions, but that he would show him. This 18C cut open the simulator with a buck knife. When the 18C was halfway through the simulator, it ignited severely burning him. The 18C was nonoperational for 3 months.

87. \_\_\_\_\_

This 18C was setting up booby traps for the enemy in likely avenues of approach. This 18C used 2 pieces of Coca-Cola cans attached to wires connected to a power source and a bouncing Betty to make the booby traps. The booby traps were almost undetectable and killed a squad of aggressors.

88. \_\_\_\_\_

This SF soldier was sent to coordinate lodging, transportation, and training sites for an arriving team. This SF soldier failed to complete his mission as he did not take coordinates, arrange for transportation, or get the training sites. The team lost several training days as they were forced to make the arrangements.

89. \_\_\_\_\_

This 18C went on the advanced party to supervise the construction of temporary structures for the team members to live in. This 18C did not ensure that the electrical fixtures were properly protected from the rain. The first time it rained, the team members could not touch any of the doors or light switches.

90. \_\_\_\_\_

While deployed in Africa, an SF medic told this team leader not to use untreated water or ice. This team leader disregarded the advice and drank a soda with ice made locally. The team leader had severe diarrhea, was treated for parasitic infestation, and was counseled.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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91. \_\_\_\_\_ This 18C was responsible for locating a site for and emplacing a cache of water and rations for an ODA that would be moving through the desert area in about 2 weeks. This 18C used movement tables to locate an area that would be easy to identify on the map and ground. The team was on their last quart of water when they came to the area. They were able to easily find the cache and to continue with their mission.
92. \_\_\_\_\_ The ODA was short of food and still a few days away from exfil. With the food supply low, this 18E ran an antenna lead to a nearby tree noted to harbor a hefty squirrel population. He placed a small amount of peanut butter on the wire to attract squirrels' attention, then keyed the transmitter and shocked the squirrels when they had the peanut butter in their mouths, stunning them long enough to have someone hastily retrieve the squirrels. The ODA was able to have sufficient food for a couple of extra days.
93. \_\_\_\_\_ This 18C was teaching timing systems to host nation personnel using a time fuse. This 18C made his timing system at about 7 o'clock that morning and fired the system about noon. The change in temperature made the charge fire a lot faster and the explosion caught everyone off guard.
94. \_\_\_\_\_ This 18C was given a task to employ the space available for a team room in the most effective way. This 18C blueprinted the room and provided for each of the 12 team members' needs for space. The plan was put to use and the SF team was able to conduct planning, training, isolation, etc. in the space.
95. \_\_\_\_\_ This SF engineer was gathering and checking his equipment while preparing to train a demolition course. He checked a Chinese personnel mine with an American test without understanding the electrical system of the Chinese mine. Due to the electrical difference, the mine detonated--killing the engineer.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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96. \_\_\_\_\_ This 18C was instructing host nation forces in mine/countermine operations. This 18C instructed the forces in laying, recording, removing and identifying U.S. and foreign mines. The survivability of the host nation forces was enhanced, as was their defense of their borders.
97. \_\_\_\_\_ This 18C was aware of the limited funds available to the unit and of the necessary frequency of demolitions training within the unit. This 18C started a test shot photo album of all the shots that he fired, recording the target material and dimensions with the demolition type and formula used. Consequently, a reference source for test shots was available on file for the detachment's use.
98. \_\_\_\_\_ The team was training HN forces in basic skills using an interpreter while this 18C, the team's best linguist, observed. This 18C found several cases where the interpreter did not fully understand what was said but told the HN troops what he thought was being said. The 18C corrected the misinformation. The students got the right information.
99. \_\_\_\_\_ During an OCONUS FID deployment, this 18C became friendly with a local farmer. The farmer identified numerous large trees on his property that he needed removed but did not have the means to do so. This 18C suggested to his team sergeant that the calculation and placement of timber charges be added to the training schedule and that the students remove the trees. The students received additional hands-on experience in the use of demolitions and the rapport between SF personnel and local area civilians was improved.

1                      2                      3                      4                      5                      6                      -  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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100. \_\_\_\_\_

The team was completing the required 20-mile read march segment of the annual certification exercise. This 53-year old 180A completed the march twice. He earned the respect of the other younger team members.

101. \_\_\_\_\_

This 18C was in charge of making an A-frame rigging device while on a mountain operation; the frame is designed to haul up equipment. This 18C did not remember to tie a safety knot to his security knot. This 18C also did not tie his square knot tight enough to hold the load. The A-frame did not hold the load of the equipment and had to be rebuilt.

102. \_\_\_\_\_

During a winter, FTX a medic was having trouble keeping the IV solution from freezing up. This medic placed the IV solution in the heat packet that comes in the new MREs. By adding water to this packet, the IV solution heated up and kept the solution from freezing.

103. \_\_\_\_\_

This 18C was tasked to give a class on the M142 firing device to host nation forces. This 18C forgot the sequence in which the pins should be removed from the firing device. The firing device went off and the 18C hurt his hand. The class was discouraged and the 18C's team-mates no longer trusted him.

104. \_\_\_\_\_

This 18C was to task out certain classes for an upcoming mission to his junior. This 18C let the junior engineer pick the classes about which he was most knowledgeable so that he could give the best instruction possible. This 18C interacted with the junior to confirm or deny information that should be included in the classes. The junior 18C was able to do a good job and he developed greater respect for his senior.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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105. \_\_\_\_\_

This 18C was instructing on expedient charges, using detonating chord and special knots. This 18C daisy-chained ten claymore mines using detonating chord. This 18C then placed the sliding uly knots on the outside of the claymores instead of prying the backs off and placing them inside. The detonating chord did not detonate the claymores, it just blew them apart. The instructor had to close the range until all claymore fragments were found.

106. \_\_\_\_\_

An ODA was deploying on a strategic reconnaissance mission for 3 days with long movements. This 18C only brought 2 quarts of waters with him and then drank that 2 quarts 6 hours into the mission. The soldier became severely dehydrated and had to rely on other soldiers' supplies. The mission had to be called to an administrative halt.

107. \_\_\_\_\_

A team was conducting a demolition operation to take down a 40-foot tower and commo. This 18C used specific demo charges for cutting steel and computed where and how much to place on target. This 18C found he needed less total material than had been used by other teams to attempt the operation. The team succeeded where four others had failed.

108. \_\_\_\_\_

A team took part in a pre-deployment language train-up. One member attended only three days of training and during those three days he refused to participate in the group. Four weeks later, when this team member was giving a class in Spanish, he could not pronounce words properly and was not able to get his point across. The HN soldiers laughed at him and later failed a practical exercise on his class.

109. \_\_\_\_\_

This 18C was working at a field training site. This 18C coordinated and supervised the operations of several heavy equipment crews in upgrading the range facilities. The comprehensive operation was completed in one day and the training facility was improved.

1  
Low  
Effectiveness

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Moderate  
Effectiveness

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High  
Effectiveness

18C [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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110. \_\_\_\_\_

This 18C had to conduct bridge reconnaissance while the enemy was guarding the bridge. It was the middle of winter and about 20 degrees at night. This 18C took off all his clothes and swam about 200 meters to get under the bridge and measure critical dimensions. The mission was a success; the bridge was totally demolished.

111. \_\_\_\_\_

This 18C was performing a safety inspection of a training site after an explosion had occurred. This 18C discovered a charge that had not exploded. This 18C used all appropriate standard operating procedures and detonated the hazard. The safety hazard was removed and the soldier received an on-the-spot commendation from his team leader.

112. \_\_\_\_\_

This SF soldier was to burn or destroy classified material that was mixed in with non-classified material. This individual removed the non-classified material and posted a sign asking others not to throw non-classified material with classified trash. The personnel re-routed their non-classified trash.

113. \_\_\_\_\_

This 18C chose a site next to a river for the team's stay during a deployment for training. This 18C failed to take the rainy season into account. The camp site was flooded during the last two weeks of the mission. The detachment had to relocate and lost some equipment.

114. \_\_\_\_\_

A school house was to be constructed while the team was in El Salvador. This 18C ordered the wrong size and quantity of roofing material. The building of the school was set back 3 or 4 days.

---

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



18C [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO. officer, or warrant officer in the incident? (1=low to 7=high)</p>
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115. \_\_\_\_\_

This 18C was training foreign soldiers in electric and non-electric systems using improvised missions as primary charges. During the first non-electric charge, an object cut the electric firing wire. This 18C went step-by-step through the electric misfire procedures and connected the broken wire. The class was successfully completed.

116. \_\_\_\_\_

A team was participating in a battalion emergency deployment readiness exercise (EDRE) in isolation. This team leader was working on the courses of action. After briefing the courses of action, and being told to work on another, he failed to modify the course of action and continued to do things the way he wanted to. The team failed the briefback and was put into isolation for another week.

117. \_\_\_\_\_

While on an exercise in a third world country, this 18C discovered that the local population lacked an adequate water supply although a water pumping station had recently been installed. This 18C retraced the piping that went from the water station to the pump and discovered that a portion of it had been crushed by a vehicle. This 18C repaired the pipe. The team gained the respect of the local populace.

118. \_\_\_\_\_

This 18C was teaching about cratering charges when a misfire occurred below ground. This 18C put a 45 pound shape charge over the cratering charge and ignited it. The shape charge set off the cratering charge and the misfire was cleared.

119. \_\_\_\_\_

As an instructor on a field training site, this 18C was responsible for developing and implementing special demolitions techniques. This 18C calculated, placed, and detonated a special demolitions device, cutting a one meter square hole in the roof of a WWII-era building, while standing 2 meters away. The capabilities of both the special demolitions equipment and the instructor were successfully demonstrated.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18C [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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120. \_\_\_\_\_ This SF team was conducting a search and reconnaissance mission during a JRTC rotation. This 18C correctly identified key routes (choke points) in the area of operation. The team was able to occupy positions that allowed them to give critical, time-sensitive information to higher headquarters.
121. \_\_\_\_\_ This 18C was sent to obtain measurement of a bridge and to determine the best places for and appropriate types of charges. This 18C did not take any measuring devices or writing material with him. The 18C could not remember all of the measurements and alternate plans had to be made.
122. \_\_\_\_\_ This 18C was to cross-train his team in advanced and expedient demolitions. This 18C needed to train himself to be a subject matter expert and to ensure that he had all the materials required for the class. This 18C prepared his classes in such a way that he relied heavily on his manuals. This 18C completed the training, but was reprimanded for not committing more to memory or to notes.
123. \_\_\_\_\_ Some host nation soldiers gave this 18C some grenades they had found on the border. This 18C attempted to disarm the grenades by removing the detonators and sawing into them. The 18C was verbally reprimanded for a safety violation by the company commander.
124. \_\_\_\_\_ A team was crossing a rope bridge at recon school. This soldier said he could swim. When he slipped and fell into the water, he had to activate his vest, and float downstream to a safety boat. He was safe.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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125. \_\_\_\_\_

A class was given to an A-team on how to operate KY-57 by an 18E so all members of the team would be able to send SITREP in the absence of an 18E. This SF soldier was reading a book during the class and did not pay attention. When told to listen-up, he replied he already know this stuff. Two weeks later, this soldier had to send SITREP without an 18E and could not remember the procedures. He ended up clearing the fills and missing contact time.

126. \_\_\_\_\_

This team member was deployed to the Middle East several times, where he was personally offended by several of the local customs. This left-handed team member ate goat and rice with his right hand, was sprayed with perfume, and held hands with the counterparts. He continued to have good rapport with the local representatives of the host nation forces.

127. \_\_\_\_\_

The team was executing the battalion's endurance event. During a river crossing, this 18C made a rig which got a big wooden dummy across the river effectively and in a timely manner. The team accomplished its mission.

128. \_\_\_\_\_

This 18C was on a construction site for the host nation. This 18C was in charge of the equipment. This 18C forgot to clean the concrete off some of his tools after conducting a job. The equipment was damaged and unoperational for a couple of days.

129. \_\_\_\_\_

Six SF soldiers were setting up a gin pole. Before attempting to set the main pole in the hole using a backbone, this 18C set up a leverage system using blocks of tackle and local trees to raise the main pole. The task was made really simple to perform.

1  
Low  
Effectiveness

2

3

4  
Moderate  
Effectiveness

5

6

7  
High  
Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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130. \_\_\_\_\_ This SF soldier was sent to conduct reconnaissance of a target area for Army Rangers. This SF soldier acquired pictures of the target area so that they could be developed and placed in a panoramic picture set-up. The Ranger unit was ecstatic with the view and clarity of the target area; their ability to infiltrate the area was greatly improved.
131. \_\_\_\_\_ A team was conducting a training exercise involving helo cast ups. This individual exited the helo immediately following the boat and entered the water. The flotation device failed and he could neither swim nor save himself. He drowned.
132. \_\_\_\_\_ During a FID deployment, this team member was unable to adapt to the harsh conditions and became withdrawn. He refused to accept the cultural diversity and was a liability to the mission. This team member was redeployed to the rear and the detachment continued the mission minus one individual.
133. \_\_\_\_\_ A team was to limit the usage of a bridge. This SF soldier miscalculated the amount of charge needed. The bridge was destroyed instead of only limiting its usage.
134. \_\_\_\_\_ An SF team stopped in Panama on its way back to the U.S. The team was notified that their aircraft had mechanical problems and would be delayed for 48 hours. Another aircraft was available in 4 hours that could transport personnel but no equipment. This SF soldier volunteered to stay in Panama until the plane was fixed and then ride with the equipment. The team leader praised this SF soldier for volunteering to stay.
135. \_\_\_\_\_ A team was deploying on a reconnaissance mission. This 18E falsely stated all equipment had been tested. The team was deployed with bad equipment and vital information was denied to the assault force for 18 hours.

---

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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136. \_\_\_\_\_ This soldier was in charge of a work detail that was days behind schedule. This soldier made the HN soldiers work on Sundays despite the fact that HN soldiers only had Sundays to visit family members. The HN forces' morale hit rock bottom, their work became sloppy, and they came close to refusing to work anymore at all until they were promised all Sundays off.
137. \_\_\_\_\_ During an FTX, the detachment was experiencing poor communications. This experienced senior 18E offered concise advice to the detachment 18E on how to improve commo. Commo improved.
138. \_\_\_\_\_ Target analysis was being conducted by several teams. This 18C provided more information on size, capacity, distance, and structure strength to his team than was given to other teams. This 18C's team presented a better target analysis and display than the other teams.
139. \_\_\_\_\_ While in a host country training indigenous soldiers, an NCO picked up an unsupervised weapon belonging to an Arab. After making his point, the NCO wouldn't return the weapon, creating a tense situation. This SF soldier saw this situation, intervened and told the first NCO that he could destroy the team's credibility (without causing him to lose face with the Arabs). He also told the Arabs it was just a drill and started telling jokes in one of the region's languages. The situation was diffused in a matter of seconds.
140. \_\_\_\_\_ This 18C was to get rid of remaining demolition materials. This 18C took the demo materials and went into a valley that was too close to a HN village; he did not coordinate what he was doing with HN personnel. He blew out the windows in the local village. As a result of this 18C's actions, the 18A had to be very diplomatic with the HN officer to smooth out the problem.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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141. \_\_\_\_\_

Equipment needed to be turned in for service. This 18E did not clear crypto out of the equipment. Material was seen by unauthorized personnel.

142. \_\_\_\_\_

An SF NCO leading a dismounted patrol realized that the map reconnaissance was wildly inaccurate due to the age of the map. This SF NCO made major deviations from the planned route, navigating on the move. The SF NCO got the patrol to its target within the window and the mission was accomplished.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

## SF Job Performance Category Definitions (18C)

**A. Teaching Others.** Conveying knowledge and skill to others; establishing an atmosphere conducive to learning; presenting material in an orderly fashion; tailoring material to the target audience's needs and capabilities; obtaining audience interest and involvement; using handouts, aids, tools, or kits; constructively guiding and correcting others; finding appropriate ways around language barriers.

**B. Building and Maintaining Effective Relationships with Indigenous Populations.** Demonstrating respect for and engaging in behavior appropriate to indigenous culture, values, and customs; developing rapport with indigenous people and building respect for SF.

**C. Handling Difficult Interpersonal or Intercultural Situations.** Circumventing unnecessary disputes, de-escalating tensions, and resolving disputes effectively; maintaining composure when threatened, angered, or intimidated; using non-verbal communication skills to effectively interpret and resolve interpersonal or situational problems; preventing arguments and conflicts.

**D. Using and Enhancing Language Skills.** Learning native language to enhance performance on missions, not having to rely on others to make up for language shortcomings; practicing language; taking opportunities to speak with HN civilians; translating and checking others' translation for accuracy.

**E. Troubleshooting and Solving Problems.** Finding novel ways to use the resources at hand to solve a problem (e.g., making an antenna out of garbage); producing solutions that are resourceful, insightful, or imaginative; producing solutions that are workable and practical.

**F. Decision Making.** Making sound decisions in a timely fashion; taking others' ideas and advice into account; making decision that use time, personnel, equipment, and tactics effectively; accounting for policy or procedure in decisions; acting swiftly and decisively when needed; remaining composed and task-oriented in making decisions under stress.

**G. Planning for Missions.** Developing sound mission plans; drawing on the expertise and advice of team members; anticipating potential problems and planning to overcome them; weighing consequences of alternate approaches; modifying plans when needed; assessing team readiness to identify gaps in knowledge/skills needed for mission.

**H. Preparing for Missions.** Determining resources needed to complete mission; determining equipment needs and preparing, checking, packing, and maintaining mission-related equipment; checking availability of resources at mission location; informing team members of preparation activities and responsibilities; making necessary personal preparations; conducting briefbacks.

**I. Contributing to the Team Effort and Morale.** Meeting team expectations for individual performance and interpersonal behavior; facilitating team performance through individual-level efforts; enhancing new and existing team members' skills and readiness; helping to constructively resolve intra-team disputes and personality clashes; motivating others; building team spirit through personal interactions.

**J. Showing Initiative and Extra Effort.** Putting forth the effort to produce high-quality work in a timely fashion; putting work priorities ahead of personal interests; actively pursuing self-improvement goals; seeking challenges; volunteering for demanding tasks or extra responsibility; taking initiative; presenting a positive image of SF.

**K. Displaying Honesty and Integrity.** Adhering to laws or rules of conduct; knowing when to put aside personal beliefs to follow policy requirements/SOPs, but taking a more difficult, morally correct course of action when appropriate; owning up to own mistakes; being truthful and genuine with others.

**L. Confronting Physical and Environmental Challenges.** Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically stressful or unfamiliar situations; preparing physically for challenge, emphasizing endurance over physical strength; overcoming demanding environmental conditions to rescue someone.

**M. Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating; using navigational techniques and skills to move to target.

**N. Being Safety Conscious.** Handling, storing, and disposing of hazardous equipment and materials properly; following safety guidelines and instructions in all training and operational contexts; monitoring others to ensure they observe SOP when using weapons and other potentially dangerous equipment and materials; reacting to safety violations and consequences to minimize potential adverse effects.

**O. Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.

**P. Handling Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; handling excesses or shortages of supplies; coordinating with others to share resources; finding the source of administrative problems; using computers.

**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; creating or transferring classified information using approved equipment or methods.

**T. Employing Demolitions Techniques.** Emplacing mines or charges in appropriate area(s); using firing systems correctly and clearing misfires appropriately, electric and non-electric; creating demolitions material when necessary and appropriate.

**U. Constructing for Mission-Related Requirements.** Improving the environment of operations through construction; building necessary structures; coordinating and supervising construction; using material from the environment to replace or substitute for material not otherwise available; following appropriate safety procedures; demonstrating knowledge of a variety of rigging devices (e.g., A-frame).

**V. Calculating Mission-Related Requirements.** Determining water supply requirements; computing accurate measurements for construction; correctly calculating charges, timing of demolition events; determining appropriate location for mission requirements; accounting for regional, seasonal, or weather effects on calculations.

**W. Developing and Using Target Folders.** Acquiring information regarding target areas; recognizing when necessary target folder information is missing, out-of-date, or seasonally affected; identifying key targets through the use of satellite photographs, maps, and intelligence material.



# Job Analysis of Special Forces Jobs:

Performance Example Questionnaire

Version: Medical Sergeant [A]

## Privacy Act Statement

This is an experimental personnel data collection activity conducted by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (e.g., name) are requested, they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

Although your participation is voluntary, we encourage you to provide complete and accurate information in the interests of the research. There will be no effect on you for not providing all or any part of the information.

## Job Analysis of Special Forces Jobs: Performance Example Questionnaire

### Project Purpose

The overall goal of the SF Job Analysis is to gather information that will aid in the development of new SF performance measures. This goal requires two types of information--information about the individual attributes (e.g., interpersonal skills, judgment ability) requisite to SF performance and information about the field performance of SF Jobs.

### Project Summary

The SF Job Analysis has been well-supported by the 1st, 3rd, 5th, 7th, and 10th SFG[A]. In total, 175 NCOs, officers, and warrant officers have provided:

- judgments about 30 individual attributes (e.g., judgment and decision making ability, non-verbal communication ability, endurance, motivation)
- judgments about task areas relevant to SF MOS, and
- descriptions of *performance examples* (scenarios that describe a situation, an SF individual's behavior in that situation, and the outcome of the individual's actions).

The participants provided 1,767 *performance examples* which were organized into 40 *SF performance categories*. For simplicity, the performance categories were grouped into 14 major SF roles. Names of the categories and roles are provided in Figure 1. Definitions of some of the categories are on pages 6 and 7 and on the back page of your questionnaire.

### Questionnaire Purpose

This questionnaire has two purposes: (1) to ensure that the *performance categories* adequately reflect the content of the *performance examples* and (2) to obtain judgments about the effectiveness of different behaviors that are represented in the *performance examples*.

Your judgments, along with those of other respondents, will be used to develop SF performance measurement instruments. Your participation in this effort is, therefore, very important. Thank you for your time and consideration.

Figure 1. Role	SF Roles and Performance Categories Based on Performance Examples	Performance Category(ies)
Teacher	A.	Teaching Others
Diplomat	B.	Building and Maintaining Effective Relationships with Indigenous Populations
	C.	Handling Difficult Interpersonal or Intercultural Situations
	D.	Using and Enhancing Own Language Skills
Problem Solver	E.	Troubleshooting and Solving Problems
	F.	Decision Making
Planner	G.	Planning for Missions
	H.	Preparing for Missions
Team Player	I.	Contributing to the Team Effort and Morale
Professional	J.	Showing Initiative and Extra Effort
	K.	Displaying Honesty and Integrity
Soldier/ Survivor	L.	Confronting Physical and Environmental Challenges
	M.	Navigating in the Field
	N.	Administering First Aid and Treating Casualties
	O.	Being Safety Conscious
Administrator	P.	Handling Administrative Duties
	Q.	Handling Classified Information and Materials
Weapons Expert	R.	Operating and Maintaining Direct-Fire Weapons
	S.	Employing Indirect-Fire Weapons and Techniques
Engineer	T.	Employing Demolitions Techniques
	U.	Constructing for Mission-Related Requirements
	V.	Calculating Mission-Related Requirements
	W.	Developing and Using Target Folders
Medic	X.	Evaluating and Treating Non-Emergency Medical Conditions and Injuries
	Y.	Determining and Administering Medications and Dosages
	Z.	Obtaining/Maintaining Medical Records and Treatment Histories
	AA.	Ensuring Standards of Health-Related Facilities, Conditions, and Procedures
	BB.	Responding to Accident and Life-Threatening Situations and Conditions
	CC.	Performing or Assisting Doctor in Surgical Procedures
Communications Expert	DD.	Conducting Laboratory Tests/Procedures
	EE.	Maintaining Communication Equipment
	FF.	Complying with Communication Procedures and Policies
	GG.	Assembling, Operating, and Disassembling Accurately Configured Equipment
Military Advisor	HH.	Using Cryptic Message Format to Make Communications
	II.	Advising HN/G Counterparts
Leader	JJ.	Conducting Cooperative Operations with HN, G, or Conventional Forces
	KK.	Considering Subordinates
Leader	LL.	Providing Direction
	MM.	Gaining the Respect and Confidence of Subordinates
	NN.	Developing Others

Shading indicates categories that are not covered in this version of the questionnaire.

## Questionnaire Instructions

This booklet contains about 150 short performance examples. Each example describes an SF soldier's actions in a particular situation. We would like you to make two judgments about each performance example. Please follow these three steps:

- (1) *Read the performance categories defined on pages 6 and 7 carefully.* These performance categories are also listed on the last page of your questionnaire. *Tear off the last page of your questionnaire.* You will need to refer it as you make your judgments. *It is critical that you develop a good understanding of the performance categories before you get started.* If you make any handwritten notes about the performance categories, please return them with your completed questionnaire. We will consider all notes in the next revision of definitions.
- (2) Read the first performance example and decide which performance category it is relevant to. Write the letter "A," "B,".... etc. that indicates which category the performance example reflects in the blank to the right of the example
- (3) Now, each performance example has one main character--this NCO, this 18B, etc. Consider how effective the individual's behavior was in the incident. Use the seven point rating scale shown at the bottom of the next page (1 = low effectiveness to 7 = high effectiveness) to make your judgments.

An example of some completed judgments appears on the following page. This respondent read the first performance example and decided that it was relevant to category "B," Building and Maintaining Effective Relationships with Indigenous Populations. He felt that the SF soldier's actions in the example were a little higher than moderately effective, so he wrote a "5" in the appropriate blank to the left of the example.

He indicated that the second performance example was relevant to category "A," Teaching Others. He thought the soldier's actions in the example were a little higher than moderately effective, so he wrote "5" in the blank to the left of the example.

### Other Notes

There are too many performance examples to place in just one questionnaire. This version of the questionnaire contains performance examples that are common to any position on an SF team (i.e., not MOS specific) and performance examples relevant to 18D, Medic, tasks. Other versions of the questionnaire contain other MOS specific performance examples.

The details of the performance examples have been altered in order to safeguard the identity of SF personnel.

**EXAMPLE PERFORMANCE EXAMPLE BOOKLET PAGE**

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (See below)
---	--

1.   B          5  

An airborne school was being run for foreign nationals using the American jump school standard for pull-ups. However, not one of the foreign nationals could do more than 3 pull-ups. This SF soldier lowered the standard without making it look like a major adjustment was being made. The students were able to build up to over 3 pull-ups and complete the airborne training.

2.   A          5  

This 18B attended a SERE course. This 18B saw the need for survival training within his own team and came up with a week's training plan for movement and daily procedures. This 18B also developed a standardized survival kit for the team. The team conducted survival training and used the survival kit for a period of 7 days.

3.   B          2  

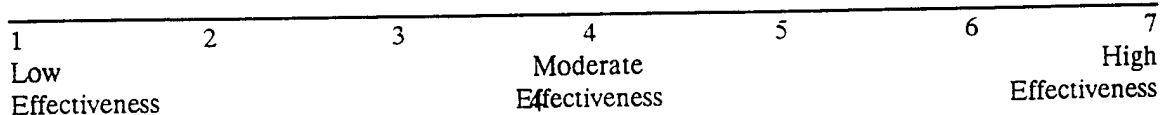
An SF team was working with host nation counterparts. During the usual siesta time, a host nation soldier made reservations for the host soldiers and the American contingency at a restaurant. This SF soldier said he did not like the local food and started whining, saying that he wanted to eat at a McDonalds. This SF soldier was reprimanded for insulting the host nation soldiers.

4.   C          6  

During a military gathering, this SF soldier was sitting at a table with a Marine Corps commander when they were joined by a Spanish speaking officer. The two officers were trying to communicate, but neither could speak the other person's language. This SF soldier offered to translate for both individuals. The offer was accepted and the officers were able to productively exchange ideas.

5.   J          7  

During a training mission, it was discovered that all the water in the area was poisoned. The nearest location for alternate water was 4 miles away and the team members were dehydrated. This SF soldier directed the other team members to wait in the area while he went to get safe water. This SF soldier went the 4 miles to get the water and brought enough for everyone back. All the team members were rehydrated and were able to continue with the mission.





## SF Job Performance Category Definitions

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**L. Confronting Physical and Environmental Challenges.** Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically stressful or unfamiliar situations; preparing physically for challenge, emphasizing endurance over physical strength; overcoming demanding environmental conditions to rescue someone.

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**N. Being Safety Conscious.** Handling, storing, and disposing of hazardous equipment and materials properly; following safety guidelines and instructions in all training and operational contexts; monitoring others to ensure they observe SOP when using weapons and other potentially dangerous equipment and materials; reacting to safety violations and consequences to minimize potential adverse effects.

**O. Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.

**P. Handling Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; handling excesses or shortages of supplies; coordinating with others to share resources; finding the source of administrative problems; using computers.

**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; creating or transferring classified information using approved equipment or methods.

**X. Evaluating and Treating Non-Emergency Medical Conditions and Injuries.** Investigating and evaluating symptoms to appropriately identify causes of common conditions that occur in a variety of field environments or everyday contexts; following SOP to treat symptoms or underlying causes of diseases and illnesses; monitoring progress and changes in condition to ensure patient improvement or recovery.

**Y. Determining and Administering Medications and Dosages.** Taking specific information about patient into account in prescribing/administering type and dosage level of medications; administering immunizations to prepare for missions or prevent adverse effects; ensuring security of drugs; following guidelines or using references to calculate dosages; preparing medications/supplies for missions in light of unique mission circumstances.

**Z. Obtaining/Maintaining Medical Records and Treatment Histories.** Questioning patient to establish medical history; recording outcomes of examinations and tests; recording diagnoses, treatments administered, and any prescribed medications..

**AA. Ensuring Standards of Health-Related Facilities, Conditions, and Procedures in the Field.** Testing and monitoring environmental conditions to ensure safety of others; providing guidance to HN in preventive medicine procedures; establishing facilities or procedures for medical treatment, sanitation, and disease prevention.

**BB. Responding to Accident and Life-Threatening Situations and Conditions.** Managing injuries of accident victims before evacuation; evaluating conditions of multiple victims to ensure various first aid procedures are administered in priority order; calming and reassuring patients during treatment; following SOP in stressful situation.

**CC. Performing or Assisting Doctor in Surgical Procedures.** Following SOP when preparing patients for, assisting in, or performing surgical procedures; closely monitoring patients' vital signs and keeping doctor informed during surgery; applying surgical skills to improve patient condition and chances of recovery.

**DD. Conducting Laboratory Tests/Procedures.** Using laboratory methods and techniques to establish causes of diseases or conditions; reading or interpreting test results or X-rays to determine appropriate course of treatment; running follow-up tests to monitor progress or improvement.



Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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1. \_\_\_\_\_

A physician examined a soldier with a high fever, and put him into an ice bath and on an IV with a high rate of infiltration. Vital signs taken over the following hour showed the soldier's condition was worsening. This SF medic was asked to observe and immediately determined the problem, shut down the IV, and administered a diuretic. The patient's vital signs shortly improved and remained within normal limits; he avoided a life-threatening condition and completely recovered.

2. \_\_\_\_\_

On a deployment overseas, a soldier was having ear pain/problems. A junior medic examined the ear, diagnosed an ear infection, and asked the senior medic to look. This senior medic said there was no infection and gave no treatment. Later, green stuff started running out of the soldier's ear and he was in a lot of pain.

3. \_\_\_\_\_

The team had prepared for deployment on a mission that would last for three days. On the third day, the mission was extended an additional eight days and the team was left with few rations and little water. This team medic was able to quickly give instruction on survival techniques and the gathering of food and water. There were no ill effects and the mission was accomplished.

4. \_\_\_\_\_

This SF soldier was in charge of planning the route of march for a team. This SF soldier planned what he thought was a good route around features such as tall mountains and lakes. This SF soldier forgot to look at the contour interval used and the type of map; the map used a ratio of 1:25,000. The team would have had to go through very deep ravines.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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5. \_\_\_\_\_

During a practice isolation, the detachment was planning its infiltration. The maps needed for this were not available from the S-2. At the completion of the exercise, the detachment found that they had the maps but had not been able to find them due to confusion in the filing system. This 18B took all the maps, charts, and overheads and created a simple, comprehensive filing and marking system. The detachment was able to find and use its assets.

6. \_\_\_\_\_

This 18D was working in the troop medical clinic preparing a patient for the removal of an ingrown toenail. The PA asked this 18D to anesthetize the patient's big toe. This 18D had the patient sit with his foot dangling over the edge of the table, rather than lie down on the table. When he injected the patient's toe, the patient passed out and fell, hitting his head on the floor. He required sutures on his head.

7. \_\_\_\_\_

A "G" base that had just been constructed was over-flown by an unknown aircraft. This SF team commander had everyone move to the alternate location. The team was safe.

8. \_\_\_\_\_

During a static line jump, a soldier fractured his femur. This medic in the drop zone set his leg and stabilized him for the evacuating helicopter. The patient arrived at the hospital ready for x-ray and emergency surgery.

9. \_\_\_\_\_

This SF NCO had a different opinion from that of the team sergeant. This NCO became angry as he felt he was right and started to get belligerent. The NCO was given a counseling statement.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

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10. \_\_\_\_\_

This 18D needed to request a medication for a respiratory condition for a detachment member. He classified the drug incorrectly and requested the inappropriate drug at a dosage and duration well above the safe level. When a medical supervisor reviewed the request, he noticed the error and ensured the patient was put on the proper medication.

11. \_\_\_\_\_

Mortar training from the U.S. team was expected by foreign nationals, but no range was available. This SF soldier insisted that a farmer's field could be used as the impact area, even though this was not standard procedure. Live fire training was conducted and students gained more from a live fire exercise.

12. \_\_\_\_\_

An 18C was placed to observe a patrol of foreign soldiers. One of the soldiers climbed a tree to get a better view of the target and fell out of the tree. This 18C splinted the host nation soldier's leg and directed the indigenous forces on how to make a stretcher. He then directed the soldiers to the hospital. The event increased the indigenous force's confidence in the SF.

13. \_\_\_\_\_

This SF soldier was deployed to a foreign country. This soldier had no relevant language training and had to learn the language. This soldier studied the language, asking questions of native speakers and schooled speakers on the team. This SF soldier learned the language, was more effective on his job, and was of greater use to the team.

14. \_\_\_\_\_

An SF team was given a mission requiring air infiltration and a foot march to the target. This team leader, without studying the area and conducting reconnaissance of the operational environment, decided to recover cached water along the route. The team ran out of water before they got to the cache and had to have water flown in, risking compromise of the mission.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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15. \_\_\_\_\_
- A commo inspection was upcoming and the 18E was told to insure all his paperwork was in order. This 18E went over all of his maintenance forms thoroughly and, to the best of his knowledge, filled them out correctly. He received a commendable report on the inspection.
16. \_\_\_\_\_
- A team was preparing to deploy to Saudi Arabia. This team member gathered information from every available source and constantly dispensed it to the team to keep them informed. As a result, the team members felt that they could handle anything required by higher command because they were well informed.
17. \_\_\_\_\_
- A civil affairs team was deployed to act as liaison between the civilian populace and the military. During a meeting with a local organization to coordinate security for a mobile clinic, this team's 18D asked if they needed any medical help. When the offer was accepted, he went to all the coalition doctors and asked for volunteers. The volunteers staffed three mobile clinics per week for the next four months.
18. \_\_\_\_\_
- A small child had received second and third degree burns on one arm and had received treatment from the local witch doctor. This medic saw her about one week after the injury and provided care according to the U.S. standard, but ignored local superstitions and beliefs. He removed the plants the witch doctor had applied to the burns and did not perform "rites" or follow any of the local wisdom. The child did not return for follow-up care.
19. \_\_\_\_\_
- A man entered the clinic with jaundice. This 18D did a lot of reading in different manuals to determine the correct diagnosis and how to treat the problem. The diagnosis was made and treatment started.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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20. \_\_\_\_\_

This 18C, new to SF and only with the team for six months, was given the mission to plan and conduct a 20-day demolition POI. This 18C reviewed previous lesson plans from other teams, reviewed the training request from the Thai Army, prepared the POI, and cross-trained his team to the level needed to conduct classes. Training was completed in Thailand without injury or loss of equipment.

21. \_\_\_\_\_

An ODA was participating in medical training at the detachment level. This 18D was assigned to observe an 18B initiate an IV on an 18C during a practical exercise. This 18D turned away and started arguing with another team member about the importance of IV training. While unsupervised, the 18B started the IV, but could not remember whether he had flushed the tubing of air before starting the fluid drip. The 18C was evacuated to the hospital for evaluation, due to the possibility of an air embolus.

22. \_\_\_\_\_

This 18D came across a group of people standing around an unconscious person in a park. He checked the person over, noticed the medic alert tag on the wrist, sent someone to call EMS, and administered first aid for a diabetic condition. The person recovered immediately, avoiding a life-threatening situation.

23. \_\_\_\_\_

An SF team was tasked with providing marksmanship training but did not have an 18B at the training site. One of the team members had a greater understanding of marksmanship and so he was tasked with instructing. This instructor set up training using past experiences and props (e.g., balloons, siloets, sand bags, etc.). The SF team was provided with the proper environment in which to learn and all the newly trained individuals were able to fire their weapons effectively.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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24. \_\_\_\_\_ A team leader was tasked to write a mission concept for a sensitive overseas deployment. Against regulations, the team leader wrote the classified concept on his own personal computer. He was relieved for the improper safeguarding of sensitive classified material.
25. \_\_\_\_\_ A one-year old male child arrived at the clinic with respiratory distress. This 18D started the patient on low flow oxygen through the nasal cannula. He started an IV with a scalp vein needle but then spent precious time trying to calculate the dose required for a child from the dose required for adults. This 18D then decided that the equipment and medications he needed to treat the child were not available. The patient was evacuated to another clinic and treated there.
26. \_\_\_\_\_ The ODA was conducting soft duck operations in the Atlantic Ocean. This SF soldier, who had received limited nautical navigation instruction, was responsible for navigation. Despite no land references, this soldier guided the coxain to the exact BLS during night conditions. The mission was a success.
27. \_\_\_\_\_ This 18D was told he did not properly secure some narcotic medications, this 18D continued to leave medication in the open for free access. Later, 96 tablets were found to be missing.
28. \_\_\_\_\_ The detachment was preparing for a live fire assault on a fortified position. This SF soldier disrupted the training exercise by showing up late and failing to perform his assigned duties. The entire platoon was punished with extra PT due to his actions.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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29. \_\_\_\_\_

SF medics were sent to a flooded area to conduct a medical exercise. This 18D knew the language very well and was constantly accompanying doctors to serve as a translator, even after duty hours. This 18D was asked to see many patients and saved at least three children due to his ability to communicate and establish rapport with the parents.

30. \_\_\_\_\_

During a hospital rotation, a patient came in with a fever of unknown origin, and after running tests, the doctor couldn't figure out the etiology and sent him home. This SF medic got a personal history from the patient, found out he'd been to India, and identified the parasite. The doctor then ran tests, confirmed malaria, and treated the patient.

31. \_\_\_\_\_

This 18B was tasked to teach encrypt/decrypt to the team. This 18B gathered information from manuals and other SF soldiers. The 18B taught an excellent class and the class objectives were met.

32. \_\_\_\_\_

An SF medic on a clinical practice rotation in an emergency room examined a child complaining of nausea and vomiting. When the child vomited all over the office, this medic decided the child might be dehydrated, prescribed an IV, and admitted the child with a doctor's confirmation for one day. The child recovered from viral enteritis without complication from dehydration.

33. \_\_\_\_\_

While serving in an observation position, an SF soldier was shot in the face when the position came under fire. This medic on site administered first aid, stopping the bleeding and inserting an IV. The soldier was moved to a hospital where his treatment was continued by this medic; the soldier's life was saved.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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34. \_\_\_\_\_

This 18B did not know how to speak the host country language. This SF soldier used a small dictionary in his spare time to pick up the language. This 18B was able to help his team members communicate with the guerrilla forces.

35. \_\_\_\_\_

In a combat environment, an 18D was faced with a profusely bleeding patient with multiple associated war wounds. This 18D approached the patient with confidence, worked quickly, and made decisions about treatment. The patient survived and was stable for transportation.

36. \_\_\_\_\_

This NCO was tasked to serve as part of a light weapons and small unit tactics committee. This SF NCO was assigned a block of instruction to be given to foreign nationals and given 2 months to prepare and rehearse his classes. One hour prior to the time scheduled for delivering training, this NCO informed the NCO in charge of the committee that he "just couldn't do it." The NCOIC had to give the instruction without preparation.

37. \_\_\_\_\_

A female prostitute complained of itching in the pubic region and had shaved off her hair thinking she had lice. This 18D observed red bumps scattered throughout the mons pubis and made the clinical diagnosis of scabies. He treated her with lindane cream and advised her to contact previous sexual partners so that they too could be treated. Her condition was resolved within a week.

38. \_\_\_\_\_

A team was in an area where the food could be purchased locally and then slaughtered. This 18D inspected animals prior to purchase, then slaughtered them and conducted detailed inspections of the major organs for diseases, parasitic infestation, and any other abnormalities prior to approving that it could be safely consumed. The team was able to get its food locally.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



18D [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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39. \_\_\_\_\_ The unit was conducting a navigation and evasion exercise. The opposing force was patrolling the roads on foot and in vehicles. The exercise was being conducted on an individual basis. This officer chose to walk on the roads rather than cross-country. The officer was captured 3 times, twice in the same location. This officer failed the exercise and in real life would have been killed or captured.
40. \_\_\_\_\_ The unit commander liked to have periodic unit formations to talk to his soldiers and tell them how things were going inside and outside the unit. The general information put out was beneficial because it educated the separate sub-units on the major projects with which other units were involved. This unit commander occasionally released classified information, however, to people who had no need to either know or discuss it where passers-by could hear. There was an overall negative impact on the unit OPSEC.
41. \_\_\_\_\_ The ODA was on an area reconnaissance to look for foot or vehicle movement. The terrain was very steep, rugged, and dangerous. This 18C used his land navigation skills to maneuver the team through the most level terrain. The team was saved a lot of unnecessary movement through rugged terrain, preventing soldiers from sustaining injury.
42. \_\_\_\_\_ This 18D found a very badly injured halo jumper. This 18D performed lifesaving measures and arranged for evacuation. Although the jumper was paralyzed by the accident, his life was saved.
43. \_\_\_\_\_ This SF NCO was sitting on his bunk playing with his pistol (BP-35). This NCO was told repeatedly to stop playing with his weapon. Shortly thereafter, the NCO accidentally fired the pistol. His team sergeant was hit in the back, permanently paralyzing him from the chest down.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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44. \_\_\_\_\_

A parade was scheduled. It was put out that the appropriate uniform to be worn in the parade consisted of BDUs and black boots that had been spit-shined. This SF soldier came to the parade in jungle boots. This soldier stated that he did not think it would make a difference what boots he wore and that he was planning to stay in the back of the formation anyway. The soldier was replaced with another individual wearing the correct boots and was counseled at a later date.

45. \_\_\_\_\_

A three-man SF element was positioned to watch a known crossing point along the U.S./Mexican border in support of a counterdrug operation. A civilian car pulled up and one occupant started walking towards the SF soldiers. This SF soldier noticed mannerisms consistent with aggressive and threatening behavior, positioned his weapon, and when the civilian reached behind him, swung his weapon to cover the civilian and said "Show me your hands." He lifted up the civilian's shirt and noticed a BHP in his waistband, then told him to leave the area. The civilian left, averting a potential deadly encounter.

46. \_\_\_\_\_

An S-3 for the forward operating base was tasked to plan a mission for three ODAs. This S-3 took 12 hours to develop a Mitask that was substandard. The ODA's planning was compressed and the mission was hurt.

47. \_\_\_\_\_

After climbing a volcano in Central America, 90% of two teams came down with a dry, persistent, nonproductive cough. This 18D diagnosed the condition as high altitude bronchitis caused by the cold dry air and the heavy mouth breathing used on the volcano. This 18D treated the coughs symptomatically with cough suppressants and recommended saunas to moisten the team members' lungs. The coughs were resolved within two days.

1  
Low  
Effectiveness

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Moderate  
Effectiveness

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6

7  
High  
Effectiveness

18D [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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48. \_\_\_\_\_

A senior company medic was responsible for medical treatment of 50 support personnel on a month-long winter deployment. This medic established a daily post-training sick call and treated an average of ten personnel per day for various illnesses and orthopedic injuries. Minor illnesses were effectively treated and serious conditions/illnesses were referred to higher medical authorities.

49. \_\_\_\_\_

A soldier had followed a physician's treatment of antifungal therapy. When the condition worsened, he went to an SF medic. The SF medic examined him and determined that the soldier was suffering from a bacterial-related condition and treated it accordingly. The soldier had a good outcome and developed more respect for SF medic abilities.

50. \_\_\_\_\_

During off-hours, this SF soldier would take off in a rental vehicle to take care of personal business. The others would wait hours for him to return with the vehicle. When this SF soldier returned, he was not bothered that certain members of the ODA were upset. This SF soldier was ostracized from the rest of the element during deployment.

51. \_\_\_\_\_

A team member came in to be treated. This 18D began to apply Solu-Cortef to the face of a team member who was using Retin A on his face. Several other 18Ds had to tell him this was an unwise treatment so that he would not cause further injury to the team member.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

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52. \_\_\_\_\_

While working with law enforcement and two team members, this 18E had to climb an extremely hazardous mountain with a 100-pound ruck. He was very fatigued. This 18E volunteered for extended radio watch, rather than assigning each man a specific radio watch time. He tried to stay up all night but fell asleep for eight hours and missed eight contacts. As a result of the lost contact for eight hours, an emergency plan had to be implemented.

53. \_\_\_\_\_

This 18B was assigned the task of destroying sensitive materials in order to sterilize the detachment's isolation area. Some of the material was recorded on plastic viewgraph film, requiring that it be completely burned. This 18D did not ensure the materials were completely burned. The intelligence sergeant checked the burn barrel and discovered that some mission-related information could still be gleaned from the film; this 18D was counseled and given corrective training.

54. \_\_\_\_\_

A soldier asked this SF soldier to trade a protective mask for whatever item he could get in trade for it overseas. This SF soldier said he would not trade a piece of military equipment for any reason. This SF soldier did not break regulations.

55. \_\_\_\_\_

While in the local town, a drunk began to insult a team member. This SF soldier walked away from the confrontation. A major incident was avoided.

56. \_\_\_\_\_

While on a mission to aid Kurds, this 18D treated everyone from babies to the elderly. This 18D also helped ensure that a shot program was initiated and went down into the village every day to treat Kurds. This built an incredible amount of rapport with the Kurds. One family adopted him as their own.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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57. \_\_\_\_\_

While on an OCONUS mission, classified messages were left unsecured and unattended after an ODA left their forward location and moved back to a rear area. This SF soldier, upon arrival at the rear area, established that the messages were missing after speaking with the team leader about their location. This soldier returned to the forward location and recovered the messages. The confidentiality of the materials was not compromised.

58. \_\_\_\_\_

The weapons sergeant was suffering from a viral URI, stayed in his room for three days without telling anyone, and became dehydrated. This 18D noticed he hadn't seen the weapons sergeant over the 4-day weekend, found him in a weakened state in his room, checked his vitals, ran tests, and ruled out a bacterial infection clinically. He started an IV, gave him Tylenol, etc. The weapons sergeant recovered quickly.

59. \_\_\_\_\_

On a deployment, this soldier was told to set up a rifle range for live training. He had no materials for setting up the range. The SF soldier went to the landfill and got materials and also looked behind department stores for cardboard boxes to use for target. The training was a success.

60. \_\_\_\_\_

While in a host country training indigenous soldiers, an NCO picked up an unsupervised weapon belonging to an Arab. After making his point, the NCO wouldn't return the weapon, creating a tense situation. This SF soldier saw this situation, intervened and told the first NCO that he could destroy the team's credibility (without causing him to lose face with the Arabs). He also told the Arabs it was just a drill and started telling jokes in one of the region's languages. The situation was diffused in a matter of seconds.

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Effectiveness

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Moderate  
Effectiveness

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Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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61. \_\_\_\_\_ This SF soldier was participating in a water jump exercise into extremely cold water. After following the rubber aircraft out of the aircraft, this soldier continued swimming despite the distance and cold; he reached the raft, put it into operative condition, and picked up the fellow jumpers in the water. The training mission was completed.
62. \_\_\_\_\_ While deployed in a foreign country, this SF soldier went out drinking. This SF soldier got into a fight with a local civilian. This caused tension between SF and the local populace.
63. \_\_\_\_\_ An officer who could not stand to have anything go wrong or get out of his control was responsible for a warfare scenario. When communications went down and none of the opposing forces had captured any of the teams, he got mad and kicked a hole in the wall. He caused damage and lost the respect of the team.
64. \_\_\_\_\_ During a vehicle movement on a major highway in a host nation, a group of SF soldiers came upon an accident scene; two regular Army medics were upset, running around, and alarming the victims. This SF medic assigned onlookers to be litter bearers, splinted the fractures, initiated IVs, and talked to victims and onlookers to calm them down. The host nation troops felt confident in the SF medic's abilities.
65. \_\_\_\_\_ An ODA was deployed in a cold weather area. Multiple team members began developing cough, congestion, chest pain, and fatigue. This medic performed physical exams and administered medications. The team members' conditions did not deteriorate and the ODA was able to complete its mission.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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66. \_\_\_\_\_ During a deployment, a village mother took her infant to see an SF medic. The medic diagnosed a severe eye infection and cold, prescribed the appropriate medication, and monitored the child for a day until totally recovered. The village chief overwhelmingly accepted the SF detachment.
67. \_\_\_\_\_ Two teams were deployed overseas to conduct basic infantry training for a battalion at a remote location. This 18D spent his spare time working at the battalion dispensary providing dental treatment for the soldiers. Many of the soldiers received dental treatment for the first time in their lives.
68. \_\_\_\_\_ An awards dinner was being given for host nation generals at a foreign base. This SF soldier refused to give a toast in honor of the host nation general. The foreign officers were angry and distrust developed between the SF team and the host nation personnel.
69. \_\_\_\_\_ This medic was returning home from work and witnessed an automobile accident where a man was hit by a car. He retrieved his medical bag and treated the victim until the ambulance arrived. He intervened and supervised the loading when the ambulance crew tried to improperly move the injured man before splinting fractures. The injured man recovered and commended the medic.
70. \_\_\_\_\_ This 18E was to give a communications class. He had developed a lesson plan and was familiar with the task. This 18E skipped about from one subject to another and rarely asked if anyone had any questions. The class was highly ineffective.

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1                      2                      3                      4                      5                      6                      7  
 Low                                                                Moderate                                                                                     High  
 Effectiveness                                                                Effectiveness                                                                Effectiveness

18D [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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71. \_\_\_\_\_

This 18D was responsible for the team's food consumption during a deployment. He discussed and performed a physical exam of each cow's heart, lungs, eyes, nose, mouth, and feces while the cow was alive. This 18D then euthanized each cow and looked at the lungs, heart, liver, spleen, and intestines for parasites or abnormalities. Food free of diseases was available for the team's survival.

72. \_\_\_\_\_

This ODA was tasked to conduct a small boat infiltration into a target area. The team was transported on a large Coast Guard cutter to a release point approximately 10 miles from the shore. Approximately 90 percent of the ODA was becoming sea sick. This SF soldier, who was not feeling sick, entered one of the two boats that was lowered into the water, worked for 20 minutes to get the boat to started, and went on the mission. The mission was a success and the team received recognition for overcoming tremendous obstacles.

73. \_\_\_\_\_

This 18D was told by a doctor to start an IV. He cleaned the site, applied a tourniquet, and inserted the IV. The IV did not run. A second medic determined the problem was that the tourniquet was still on.

74. \_\_\_\_\_

Seven of eleven team members became ill (vomiting and diarrhea) while deployed, although the HN water supply had been checked and purified. This junior 18D first rechecked the water supply, then widened his search to include an inspection of the meat packing ice, finding that the ice was not being treated prior to being frozen. He had the procedures changed and continued to treat the team. Within a week, all team members were healthy and able to continue the mission.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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75. \_\_\_\_\_

During a battalion-sized ARTEP, this senior NCO was sent to monitor and evaluate the SF operations base. This SF NCO made an honest but critical evaluation, even though he knew it would be an unpopular point of view. The superiors of the evaluated unit questioned his loyalty to the unit.

76. \_\_\_\_\_

A man suffered multiple injuries when a grenade exploded in his hands: both of his hands were blown off and he had penetrating and lacerating wounds over his entire body. This 18D worked for five hours with an indigenous doctor performing multiple procedures to stabilize and then manage the wounds. The patient's life-threatening wounds were stabilized enough to send him to a medical facility 50 miles away.

77. \_\_\_\_\_

Members of an SF detachment were drinking at an Air Force sports pub and were involved in some good humored inter-service joking. This officer grabbed a female by the shirt after she said "where you going little guy," breaking her necklace. This officer had previously warned his team members about such behavior. This officer was counselled.

78. \_\_\_\_\_

This SF team leader was given a direct action mission. This team leader led his team to the target and found 2 platoons of the enemy there instead of just one squad. This team leader did not pull back, but continued with the hit on the target. Many SF casualties resulted.

79. \_\_\_\_\_

A group was examining a chest X-ray with a group in a hospital, this 18D noticed something unusual that the rest of the group had not identified. This 18D pointed out that the left lung was not fully inflated. The patient's doctor was notified that his patient had a collapsed lung that he failed to identify, and the 18D was commended for his attention to detail.

1  
Low  
Effectiveness

2

3

4  
Moderate  
Effectiveness

5

6

7  
High  
Effectiveness

18D [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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80. \_\_\_\_\_

This 18D was overseas, off-duty, and downtown with his friends in a bar. This 18D went to buy himself another soda as he was the designated driver. A local person came up to the 18D and tried to start trouble, calling him some profane names. This 18D smiled and walked away. The team did not get into an altercation and the team members felt the 18D had done the right thing.

81. \_\_\_\_\_

This NCO was training Kuwaiti soldiers vehicular patrolling. The Kuwaitis were not taking the training seriously, using it as a joy ride. This SF NCO used a remote control demonstration to illustrate "what if" scenarios. He showed different techniques and procedures of traveling. The Kuwaitis were interested in the demonstration. The Kuwaitis began to realize the seriousness of the situation and the implications of not learning.

82. \_\_\_\_\_

This 18D was ending a long UW training exercise. A team member was stung or bit by an unidentified insect. This 18D examined the team member and found his condition worsening. He identified the problem as anaphylactic shock and gave him Benadryl and Epinephrine. The team member was monitored throughout the night and recovered 100%.

83. \_\_\_\_\_

This 18D witnessed a car accident where one person had an open fracture of the femur. Although he did not have a traction splint, he applied traction to the leg. When a regular splint was applied, he released traction and the bone ends were displaced again.

84. \_\_\_\_\_

This 18E was tasked to give a class on setting up an ANC-PRC 119 in FM mode and on constructing a field expedient 292. This 18E only brought one radio to the class, no materials to construct a 292, and no visual aids. The students did not get to see or learn how to make a 292 and received no "hands-on" training on the radio.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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85. \_\_\_\_\_

An 18D was deployed on a team to South America to provide treatment to civilians at three remote locations. The country's government planned to spend \$250,000 on medical supplies for the three aid stations. This 18D determined the list of supplies that should be purchased, advised the team sergeant on the sources for obtaining the supplies, and developed a training program to teach civilians how to use the supplies. The detailed planning helped in establishing the aid stations.

86. \_\_\_\_\_

A composite team of males and females, the majority of whom were not SF, were on an evasion exercise. Exercise instructions said not to use bridges. The team was confronted with a river in flood stage. This SF NCO was placed in charge. This SF NCO made a short reconnaissance of the river bank and found a road bridge. The SF NCO led the team over the bridge on the basis of its being the safest route. The team safely crossed the river and accomplished the mission.

87. \_\_\_\_\_

An 18D received an indigenous child with a fishing hook in his left eye. This 18D obtained a history, applied a bandage and arranged for transportation to a local hospital. This 18D remained calm and reassured the child and parents. The patient was transported to the capital for treatment.

88. \_\_\_\_\_

Selected team members were tasked to train host nation soldiers. This SF soldier who was not assigned a training class assisted others by making copies, obtaining supplies, drawing charts, and listening to practice classes. The instructors for these classes could concentrate more on the quality of their classes instead of having to spend time on details. Classes were given on time and handouts were available to students.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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89. \_\_\_\_\_

A group of SF soldiers were static in a hide site observing an enemy position when all of a sudden it was compromised. Quickly, this 18B grabbed the radio, called in fire on the advancing enemy assault force, and called for an emergency exfiltration. The team was able to distract and destroy the enemy so the SF soldiers could escape.

90. \_\_\_\_\_

While a team was returning to the U.S. on a C-130, a team member complained of not being able to urinate. This medic started an I.V. The team member attempted an intra-pubic stick and the medic finally catheterized him. This resolved the problem.

91. \_\_\_\_\_

A woman came to the ER with symptoms of pain, cramping, distention, and a foul odor emanating from her vagina. This SF medic examined her and found a month-old tampon impacted under the cervix. He removed it, performed curettage with copious amounts of saline solution, and prescribed some antibiotics. The woman felt much better.

92. \_\_\_\_\_

While on a field training exercise in a forest, a soldier fell out of a tree and caught his hand on a broken branch; the entire right palm and thumb were avulsed. This 18D stopped the bleeding, covered the wound, radioed for assistance, and treated the soldier for shock until medical assistance arrived. The soldier recovered and regained full use of his thumb.

93. \_\_\_\_\_

While on survival training, this NCO observed a fellow detachment member shaking out of control. This NCO identified that the fellow soldier was experiencing hypothermia. This SF NCO got the soldier as warm as he could, treated him for shock, and called for the soldier's evacuation. The patient was removed from the cold to the hospital.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

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94. \_\_\_\_\_

A team was fast roping out of a helicopter and one team member sustained a neck injury. This 18D did not follow proper C-spine precautions: he grabbed the team member by the shoulder and dragged him out from under the helicopter. Fortunately, no serious problems occurred as a result of his action.

95. \_\_\_\_\_

While in a third world country, this SF soldier was the only American soldier who accompanied a group of local medical personnel to a remote village some distance from the ODA training site. The group was gone for 7 days. This SF soldier independently demonstrated extensive medical knowledge to the group and to the people in the village. A follow-on medical MTT was requested by the host nation.

96. \_\_\_\_\_

This 18B was tasked to have the map chest and manual shelf organized for a command inspection. This 18B organized the map chest and manual shelf. The inspector noticed that the map case was filed to its highest standard and the 18B was awarded an MSM for his actions.

97. \_\_\_\_\_

During battalion downhill ski training, the instructor for the beginner group fell and dislocated his shoulder; his radio did not work. This 18D came upon the injured instructor, improvised a ski-litter, secured his dislocation, and moved him down the mountain to the ambulance on call in the parking lot. It was later found that the arm was broken as well as dislocated, and further trauma had been avoided by securing, rather than reducing, the dislocation.

98. \_\_\_\_\_

A soldier fell during a training exercise and punctured his eye with a metal object. This 18D prescribed Demerol for the pain. The patient's nausea increased, leading to increased intrathoracic pressure and retinal detachment.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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99. \_\_\_\_\_

During Operation Provide Comfort, a refugee's leg was amputated due to diabetes. This 18D treated the festering wounds on the refugee's leg stump continually for two weeks. Due to his treatment, the stump healed and the man required no further amputation.

100. \_\_\_\_\_

A civilian was brought into the clinic after a car accident. This 18D on duty assessed the man, immobilized the head and neck, cleaned and bandaged the wounds and transported the patient 25 miles for X-rays. The man recovered from his injuries.

101. \_\_\_\_\_

The detachment was attempting to establish rapport with foreign troops. All methods of diplomacy were failing. This 18B moved out of the team house and moved in with the foreign troops. Rapport was established.

102. \_\_\_\_\_

A senior engineer was supervising a construction project. The senior engineer had to leave for about 2 weeks and left this junior sergeant with explicit instructions for project completion. This junior 18C was unable to think or act without his senior engineer's guidance. The senior engineer returned to find that no work had been done in his absence.

103. \_\_\_\_\_

Two SF soldiers were sent on a recon in the Panama jungle. They had to move fast and the temperature was very high. One soldier suffered heat injury. This SF soldier treated the other, although he had no medical background. The injured soldier recovered and the mission was completed.

104. \_\_\_\_\_

A soldier was injured by an explosive while handling what he thought was an inert mine. This medic remained calm despite the carnage, cleared an airway, and did a cut-down to start an IV. The soldier died due to massive injuries but it was good hands-on training for the medic.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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105. \_\_\_\_\_

During a FID train-up phase, this SF soldier was tasked to identify the needs, develop, and be prepared to institute a medical POI for an OCONUS mission. This soldier researched subject areas, assigned classes, and submitted logistical requirements seven days prior to suspense. Although he did not end up using the POI, other detachments used it on three occasions with great success.

106. \_\_\_\_\_

This 18D had to interview a psychiatric patient and try to draw blood from her to get lab work completed. This 18D listened to her talk for an hour and then explained why the blood was needed. Finally she agreed to have the blood taken and the diagnosis was confirmed from the lab work.

107. \_\_\_\_\_

During an actual combat mission, the UH-ID was receiving heavy ground fire. It was relayed to the air crew that friendly indigenous troops were in the field of fire. The order was given to the gunner to ignore this and provide fire. This 18B heard the order and asked for it to be repeated to be sure that he was in fact being told to fire on friendly troops. This 18B shifted his fire in the mean time so that it affected no one. The order had in fact been a mistake.

108. \_\_\_\_\_

There was to be an 0800 formation. This SF soldier instructed the teams to be in the parking lot of a local school for formation. As there were three parking lots, SF personnel were scattered all over.

109. \_\_\_\_\_

While driving into a small town, an A team was fired upon. This team leader told the team not to return fire and to wait it out to see where the confusion lay. The local army apparently knew nothing about the team's scheduled arrival. This team leader discussed the situation with the local army and explained why the team was there. The locals received medical treatment for the women and children.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

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110. \_\_\_\_\_ A new medic was running sick call with this senior medic for students in SF training. A student complained of burning in his stomach, so the new medic treated him. This senior medic told the new medic to give the student Thorazine. The student slept for 18 hours, with danger to his well-being; the new medic never listened to the senior medic again.
111. \_\_\_\_\_ This 18C was working with host nation personnel in an arms room. The arms room contained many old weapons, grenades, and arms from various countries. This 18C started playing with the mines. Although he was told to stop playing with the mines as they were live, this 18C continued -- saying that the mines were not live. This 18C then started to take one of the mines apart. The host nation armorer banned the 18C from the arms room for endangering the lives of the personnel.
112. \_\_\_\_\_ This SF NCO was on an SR mission requiring SATCOM, 4 days of water requirements (4 gallons), observation equipment, a hideshow kit, and so on. This SF NCO realized that the 18E had a very heavy load of equipment. This NCO took half of the 18E's equipment, sharing the load. This lifted the 18E's spirits and helped the team accomplish the mission.
113. \_\_\_\_\_ This 18D examined an indigenous man who had cut his foot in half with an axe. This 18D calmly administered emergency first aid. He then treated the man for about a month, giving medications, daily nursing care, and follow-up treatment. The man's foot healed with full range of motion.
114. \_\_\_\_\_ This 18D was checking for range of shoulder motion on a patient with a history of dislocated shoulder. After taking the medical history, he pushed the arm anteriorly to check the patient's story and dislocated the shoulder. The patient reset the shoulder himself.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



18D [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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115. \_\_\_\_\_

While conducting DA FTX, the SF detachment was required to carry surface swimming equipment in addition to normal field gear. This SF soldier did not carry his assigned equipment. This was not due to physical inability. The detachment arrived on target without critical equipment.

116. \_\_\_\_\_

It usually takes several days or weeks to go to a line fire range because of problems in scheduling ranges and ammunition requests. This senior 18B was able to coordinate with a friend in another battalion to get five men out to a live fire range. As a result, the five men all zeroed and qualified with M16A2.

117. \_\_\_\_\_

An SF soldier had what he called a "legitimate war trophy" that obviously had nothing to do with the war and had belonged to a civilian. This younger SF soldier pointed out to the soldier that he was stealing. The war trophy was given to a local church.

118. \_\_\_\_\_

The SF company deployed to a foreign country to perform special operations missions. Living and working space (tents) were at a premium and did not allow for a medical aid tent. This company medic forcefully told the commander that it was necessary to have a medical tent. A tent was allocated and used to handle minor medical procedures and provide laboratory practice for the 18Ds.

119. \_\_\_\_\_

This medic was working with a dentist during a tooth extraction. The dentist told the medic not to show the patient the pliers to be used for the extraction. This medic did not hide the pliers well enough, and the patient saw the tool. The patient got out of the chair, left the clinic, and did not return.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

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120. \_\_\_\_\_

This 18D was deployed with an advance party for an overseas training exercise. This 18D noticed that the host-nation trucks transporting water were also used to transport fuel. He advised the advance party members not to drink the water. The NCOIC made other arrangements for water and none of the advance party members got sick.

121. \_\_\_\_\_

A team member became very ill (nausea, vomiting, diarrhea, high temperature) while deployed in Central America. This 18D was busy socializing with the local females and did not monitor or treat the team member; he left him alone and virtually unattended for four days. The team member went into septic shock due to a burst appendix. The injured soldier spent four weeks in a hospital and three months on convalescent leave.

122. \_\_\_\_\_

A training mission was being conducted in very steep mountains. The team members were carrying rucksacks weighing about 85 pounds. This SF soldier kept falling behind as he could not keep up with the other team members. This SF soldier required that the team members stop and wait for him many times during the mission. The time on target was almost missed and there were no eyes on the target because of the length of time it took to get there.

123. \_\_\_\_\_

During a mission planning phase, this 18B was responsible for threat assessment. This 18B found that the enemy was an overwhelming force that the team would not be able to handle. The mission was canceled and many lives were spared.

124. \_\_\_\_\_

This 18D was giving IV training for his team. The 18D did not drain the air out of the IV line before inserting the needle into the patient's arm. All the air from the IV line went into the patient's vein.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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125. \_\_\_\_\_

A pregnant (in active labor) foreign national woman entered an SF treatment facility with her husband and mother. Although she was having difficulty in labor, due to cultural differences the SF medic was not able to either talk directly to or physically touch the woman. This SF medic used his knowledge of the language and indirectly used instruments through the woman's clothing to determine that she was having a breech delivery. He notified an OB/GYN physician and assisted in further treatment. A healthy baby was delivered.

126. \_\_\_\_\_

On a deployment to Thailand, an 18C was having back pain. This 18D was the only individual present with medical knowledge above the basic level. This 18D gave the injured soldier an IV of the wrong medication and left the 18C with the IV still in him. The medication given to the 18C caused a psychiatric disorder and the soldier spent a month in the hospital.

127. \_\_\_\_\_

During a class on IV techniques, a student was having problems understanding the mechanics of starting an IV injection. This 18D used some spare medical tubing, adhesive moleskin, and foam rubber and created a false arm with veins. The student was able to visualize the needle emplacement and the mechanics (physiology) involved and complete the task.

128. \_\_\_\_\_

On his own, this medic arranged a program with hospital staff so that he could work after-duty hours in the post hospital emergency room. This medic screened patients and assisted doctors; they relied on him to supervise junior enlisted E.R. staff in medical procedures. He received more exposure to hospital operations and trauma-type injuries and gained experience in supervising others.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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129. \_\_\_\_\_

This SF soldier sprained his ankle during a mission while carrying a commo ruck. There was no possible way for him to be evacuated because of the surrounding terrain. This SF soldier switched the commo ruck with one that was lighter and obtained a strong limb to use as a cane. The soldier walked until he reached a place where he could be picked up by the medivac.

130. \_\_\_\_\_

A patient required an injection of a drug. This 18D misplaced the decimal point while calculating the dosage. A reduced amount of the drug was given and the patient had to be retreated for his illness.

131. \_\_\_\_\_

This SF soldier wanted to make up his workout routine but was not sure what to focus on. This SF soldier conducted research on what is needed to accomplish each mission and decided that physical endurance was the most important physical ability. This SF soldier got in shape.

132. \_\_\_\_\_

An ODA was conducting its annual dive requalification with this 18D serving as Dive Medical Technician. This 18D did not assess the experience and comfort level of the divers before they made a 120-foot dive in a dark lake nor did he make recommendations to the team sergeant about who should or should not dive. One inexperienced diver panicked and surfaced too quickly, lost consciousness, and required treatment.

133. \_\_\_\_\_

A soldier suffered heat stroke. This 18D immediately took the patient's blood pressure and temperature, assessed the extent of the soldier's condition, doused him with water, started an IV, and evacuated him to the TMC. The soldier recovered without permanent injury after being evacuated to the hospital.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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134. \_\_\_\_\_

Prior to working in Korea, this team sergeant had been to language classes. When in the Korean CLP (Community Language Program), he put in extra work to improve his language ability. He was able to communicate with and relate better to the Koreans.

135. \_\_\_\_\_

This team leader had primary responsibility for the day-to-day operations of the team. This team leader filled out all required reports, records, and schedules ahead of time. This team leader also provided the 18A with information for mission planning before the 18A requested it. The administrative tasks for the detachment as a whole were more manageable and effective.

136. \_\_\_\_\_

This 18C was teaching an indigenous soldier how to use a circular saw. Another 18C disagreed with him on the saw's use and the two soldiers started arguing. This 18C did not watch over the circular saw or turn it off. The circular saw fell on the indigenous soldier's head and killed him; an international incident resulted.

137. \_\_\_\_\_

This officer was deployed in a foreign country and went out for the evening with some of the guys. This officer got drunk and gave the car keys to one of the guys he saw in the bar without informing the other soldiers. The car was lost and it took several hours for the others to find it.

138. \_\_\_\_\_

A patient requested a rectal exam, complaining of pain. This 18D discovered an ano/rectal fistula. Since he could not remember the significance, he went home and looked it up, discovered it was life-threatening, and contacted IT for follow-up with a PA/Dr. The patient had surgery.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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139. \_\_\_\_\_

A group of students was instructed on setting up a landing zone/pickup point for stoll aircraft. They were informed of all hazards and told to remain alert because the exercise was conducted in the dark. This individual, despite acting as security, disregarded the instructions and fell asleep on the landing zone path. He was crushed by the wheel of an aircraft and died.

140. \_\_\_\_\_

While on an OCONUS FID mission, this SF soldier did not have the materials necessary to conduct the mission. The SF soldier used the resources he had on hand and in the environment to complete the mission. A cost-effective answer was found to the problem.

141. \_\_\_\_\_

A team member went to this 18D and complained about a possible STD. He was concerned because he was returning to the U.S. (and his wife) in 142days. This 18D took a sample and cultured it, identified the organism, and successfully treated the team member. No cross-contamination occurred.

142. \_\_\_\_\_

This junior NCO was given duties as a team sergeant even though another member of the team outranked him. This junior NCO used the input of the senior NCO at all times. The senior NCO felt his opinions were important and the team's moral remained intact.

143. \_\_\_\_\_

An SF soldier was tasked for a reconnaissance mission during a training exercise overseas. This soldier got lost, despite having a major highway to use as a reference. The soldier didn't return at the scheduled time, foot search parties couldn't find him, and a helicopter recovered him about 4 km from the main highway. He suffered severe dehydration and nearly caused the team to miss exfiltration.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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144. \_\_\_\_\_

A senior NCO who had previous ankle problems twisted his ankle during an endurance event for certification. This medic examined the ankle and found the injury to be minor, but thought that the NCO would cause more serious injury to it (and possible permanent damage) if allowed to continue the event. He evacuated the NCO to prevent more damage, and stuck to his decision despite the NCO's protests. The NCO's ankle healed and he was able to participate in follow-on missions.

145. \_\_\_\_\_

An ODA was conducting a land navigation exercise for a company size element during periods of extremely warm weather. This 18E was on radio watch in case any emergencies arose and so he could pass messages to and from range control. This 18E wandered away from his station and forgot about his assigned radio duties. While he was gone, an individual came running in to the team's position to report two heat injuries he'd been unable to report over the radio. The treatment for the heat casualty victims was delayed by two hours; the 18E was relieved of his duties.

146. \_\_\_\_\_

During a field operation, an A team was to be deployed to train guerrilla forces for approximately five weeks in the jungle. This 18D gave basic instructions to the guerrilla forces to build some deep-pit latrines with banana-leaf partitions and bamboo-hole covers; he also instructed them to consolidate all trash in one remote burn pit. The conditions were clean and sanitary with fewer insects and rodents; there were no infections from poor field sanitation.

147. \_\_\_\_\_

A patient had multiple cavities on his tooth. This 18D attempted a maxillary block with outdated Xylocaine. An effective level of anesthesia was not achieved and the decayed tooth could not be extracted.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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148. \_\_\_\_\_

The detachment was planning for a reconnaissance mission. There was to be a point element to detect, avoid, and engage the enemy before the main body was discovered. The plan for engaging the enemy was getting nowhere. This 18B suggested that silenced weapons be carried by the point element. This gave the point element more time to move away before getting decisively engaged by the enemy's main body.

149. \_\_\_\_\_

The team was conducting long range patrolling and basic infantry tactics training for foreign soldiers under extremely hot weather conditions. This SF soldier conducted training day after day in the heat and rough terrain, while maintaining a superior physical appearance, posture, and professional attitude. A greater level of respect for the abilities of U.S. troops was developed.

150. \_\_\_\_\_

A water treatment facility was constructed in a refugee camp. A rumor was circulating that Iraqi agents had contaminated or poisoned the water, causing mass hysteria to break out in the camp. This SF medic assessed the situation, tested the water with a doctor, and convinced the elders that the water was not contaminated. The refugees drank the water and the cases of dehydration continued to decrease.

151. \_\_\_\_\_

While in a host nation, this SF soldier with no medical training witnessed a boy being hit by a car. This SF soldier went to the boy's aid, maintaining control of the situation until medical help arrived. The boy was cared for properly.

152. \_\_\_\_\_

This 18D was working in the clinic and noticed a patient performing a self-catheterization incorrectly. This 18D politely stopped the patient, told him how and why the procedure was wrong, performed the procedure correctly for him, and instructed him on correct procedure. The patient learned how to perform catheterization correctly.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



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153. \_\_\_\_\_

While on deployment, a member of the detachment was responsible for making radio communication with higher headquarters late at night. Because of sleep requirements, this could have prevented the soldier from conducting other activities during training hours. This SF soldier volunteered to help the individual with demonstrations and other tasks that he was to perform as much as possible. The tasks were completed with little aggravation.

154. \_\_\_\_\_

At halo school, a soldier had a partial malfunction of his parachute and fell quickly to the ground from a moderate altitude. This 18D arrived on the scene and evaluated the soldier, finding a fractured right ankle and left leg posteriorly dislocated at the knee. When a Physicians Assistant arrived, he treated the injuries identified by the 18D.

155. \_\_\_\_\_

During a communication FTX, a soldier reported to this medic with tooth pain and a severe headache. This medic examined the patient and discovered tooth decay. He administered treatment, medications, and forwarded the soldier for dental care. The soldier experienced little discomfort, received proper care and returned to the exercise without any further problems.

156. \_\_\_\_\_

An indigenous soldier came to an 18D because he could not hear out of his right ear. The 18D found the ear to be full of dirt and wax. The 18D slowly cleaned out the soldier's ear over a period of several hours. The soldier was able to hear again.

157. \_\_\_\_\_

This team member was the point man on patrol while conducting a long cross-country movement. This point man became disoriented, then used resection to locate his position. He got his team to the pickup zone on time.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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158. \_\_\_\_\_

A soldier complained of nausea and behaved as if confused. After taking vitals and getting a second opinion, this 18D decided the soldier was a malingerer and sent him back to the barracks. The soldier then vomited and was evacuated to the hospital; his condition was diagnosed to be due to an environmental condition not covered in medic school.

159. \_\_\_\_\_

During a field training exercise, the team received a message that gave a different attack time than that layed out in isolation planning. When confirmation of the new time was given, this SF officer did not pass on the new information to the team members. The attack took place at the wrong time and the team was compromised.

160. \_\_\_\_\_

During a training exercise with host country soldiers in building/room clearing, an SF soldier was hit in the head by a large brick, causing a laceration to his head. The host country soldiers were very upset by the bleeding. This 18D cleaned and bandaged the wound and returned him to his training platoon. The host country soldiers gained confidence in the 18D and other soldiers.

161. \_\_\_\_\_

A patient in her first pregnancy was dilated to 10cm in the delivery room. The doctor and this medic did not pay attention to the patient. The baby almost dropped to the floor.

162. \_\_\_\_\_

During a search and reconnaissance mission, a 2-man element was sent to observe an objective from a closer point. Prior to departure, the element was provided with a radio and advised to use it only in an emergency or if observed by the enemy. This SF soldier took control of the radio and put it into his butt pack. This SF soldier did not secure the radio for ready access. When the element was compromised, it could not make radio contact due to the location of the radio.

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1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

18D [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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163. \_\_\_\_\_

This 18D was the drop zone medic covering a parachute jump. A member of his company was knocked unconscious on the jump. This 18D did not initiate basic first aid -- no I.V.s and no oxygen. The soldier went into anoxia-induced seizures and had to be hospitalized for several days.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

## SF Job Performance Category Definitions (18D)

**A. Teaching Others.** Conveying knowledge and skill to others; establishing an atmosphere conducive to learning; presenting material in an orderly fashion; tailoring material to the target audience's needs and capabilities; obtaining audience interest and involvement; using handouts, aids, tools, or kits; constructively guiding and correcting others; finding appropriate ways around language barriers.

**B. Building and Maintaining Effective Relationships with Indigenous Populations.** Demonstrating respect for and engaging in behavior appropriate to indigenous culture, values, and customs; developing rapport with indigenous people and building respect for SF.

**C. Handling Difficult Interpersonal or Intercultural Situations.** Circumventing unnecessary disputes, de-escalating tensions, and resolving disputes effectively; maintaining composure when threatened, angered, or intimidated; using non-verbal communication skills to effectively interpret and resolve interpersonal or situational problems; preventing arguments and conflicts.

**D. Using and Enhancing Language Skills.** Learning native language to enhance performance on missions, not having to rely on others to make up for language shortcomings; practicing language; taking opportunities to speak with HN civilians; translating and checking others' translation for accuracy.

**E. Troubleshooting and Solving Problems.** Finding novel ways to use the resources at hand to solve a problem (e.g., making an antenna out of garbage); producing solutions that are resourceful, insightful, or imaginative; producing solutions that are workable and practical.

**F. Decision Making.** Making sound decisions in a timely fashion; taking others' ideas and advice into account; making decision that use time, personnel, equipment, and tactics effectively; accounting for policy or procedure in decisions; acting swiftly and decisively when needed; remaining composed and task-oriented in making decisions under stress.

**G. Planning for Missions.** Developing sound mission plans; drawing on the expertise and advice of team members; anticipating potential problems and planning to overcome them; weighing consequences of alternate approaches; modifying plans when needed; assessing team readiness to identify gaps in knowledge/skills needed for mission.

**H. Preparing for Missions.** Determining resources needed to complete mission; determining equipment needs and preparing, checking, packing, and maintaining mission-related equipment; checking availability of resources at mission location; informing team members of preparation activities and responsibilities; making necessary personal preparations; conducting briefbacks.

**I. Contributing to the Team Effort and Morale.** Meeting team expectations for individual performance and interpersonal behavior; facilitating team performance through individual-level efforts; enhancing new and existing team members' skills and readiness; helping to constructively resolve intra-team disputes and personality clashes; motivating others; building team spirit through personal interactions.

**J. Showing Initiative and Extra Effort.** Putting forth the effort to produce high-quality work in a timely fashion; putting work priorities ahead of personal interests; actively pursuing self-improvement goals; seeking challenges; volunteering for demanding tasks or extra responsibility; taking initiative; presenting a positive image of SF.

**K. Displaying Honesty and Integrity.** Adhering to laws or rules of conduct; knowing when to put aside personal beliefs to follow policy requirements/SOPs, but taking a more difficult, morally correct course of action when appropriate; owning up to own mistakes; being truthful and genuine with others.

**L. Confronting Physical and Environmental Challenges.** Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically stressful or unfamiliar situations; preparing physically for challenge, emphasizing endurance over physical strength; overcoming demanding environmental conditions to rescue someone.

**M. Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating; using navigational techniques and skills to move to target.

**N. Being Safety Conscious.** Handling, storing, and disposing of hazardous equipment and materials properly; following safety guidelines and instructions in all training and operational contexts; monitoring others to ensure they observe SOP when using weapons and other potentially dangerous equipment and materials; reacting to safety violations and consequences to minimize potential adverse effects.

**O. Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.

**P. Handling Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; handling excesses or shortages of supplies; coordinating with others to share resources; finding the source of administrative problems; using computers.

**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; creating or transferring classified information using approved equipment or methods.

**X. Evaluating and Treating Non-Emergency Medical Conditions and Injuries.** Investigating and evaluating symptoms to appropriately identify causes of common conditions that occur in a variety of field environments or everyday contexts; following SOP to treat symptoms or underlying causes of diseases and illnesses; monitoring progress and changes in condition to ensure patient improvement or recovery.

**Y. Determining and Administering Medications and Dosages.** Taking specific information about patient into account in prescribing/administering type and dosage level of medications; administering immunizations to prepare for missions or prevent adverse effects; ensuring security of drugs; following guidelines or using references to calculate dosages; preparing medications/supplies for missions in light of unique mission circumstances.

**Z. Obtaining/Maintaining Medical Records and Treatment Histories.** Questioning patient to establish medical history; recording outcomes of examinations and tests; recording diagnoses, treatments administered, and any prescribed medications.

**AA. Ensuring Standards of Health-Related Facilities, Conditions, and Procedures in the Field.** Testing and monitoring environmental conditions to ensure safety of others; providing guidance to HN in preventive medicine procedures; establishing facilities or procedures for medical treatment, sanitation, and disease prevention.

**BB. Responding to Accident and Life-Threatening Situations and Conditions.** Managing injuries of accident victims before evacuation; evaluating conditions of multiple victims to ensure various first aid procedures are administered in priority order; calming and reassuring patients during treatment; following SOP in stressful situation.

**CC. Performing or Assisting Doctor in Surgical Procedures.** Following SOP when preparing patients for, assisting in, or performing surgical procedures; closely monitoring patients' vital signs and keeping doctor informed during surgery; applying surgical skills to improve patient condition and chances of recovery.

**DD. Conducting Laboratory Tests/Procedures.** Using laboratory methods and techniques to establish causes of diseases or conditions; reading or interpreting test results or X-rays to determine appropriate course of treatment; running follow-up tests to monitor progress or improvement.

# Job Analysis of Special Forces Jobs:

Performance Example Questionnaire

Version: Medical Sergeant [B]

## Privacy Act Statement

This is an experimental personnel data collection activity conducted by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (e.g., name) are requested, they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

Although your participation is voluntary, we encourage you to provide complete and accurate information in the interests of the research. There will be no effect on you for not providing all or any part of the information.

## Job Analysis of Special Forces Jobs: Performance Example Questionnaire

### Project Purpose

The overall goal of the SF Job Analysis is to gather information that will aid in the development of new SF performance measures. This goal requires two types of information--information about the individual attributes (e.g., interpersonal skills, judgment ability) requisite to SF performance and information about the field performance of SF Jobs.

### Project Summary

The SF Job Analysis has been well-supported by the 1st, 3rd, 5th, 7th, and 10th SFG[A]. In total, 175 NCOs, officers, and warrant officers have provided:

- judgments about 30 individual attributes (e.g., judgment and decision making ability, non-verbal communication ability, endurance, motivation)
- judgments about task areas relevant to SF MOS, and
- descriptions of *performance examples* (scenarios that describe a situation, an SF individual's behavior in that situation, and the outcome of the individual's actions).

The participants provided 1,767 *performance examples* which were organized into 40 *SF performance categories*. For simplicity, the performance categories were grouped into 14 major SF roles. Names of the categories and roles are provided in Figure 1. Definitions of some of the categories are on pages 6 and 7 and on the back page of your questionnaire.

### Questionnaire Purpose

This questionnaire has two purposes: (1) to ensure that the *performance categories* adequately reflect the content of the *performance examples* and (2) to obtain judgments about the effectiveness of different behaviors that are represented in the *performance examples*.

Your judgments, along with those of other respondents, will be used to develop SF performance measurement instruments. Your participation in this effort is, therefore, very important. Thank you for your time and consideration.

**Figure 1. SF Roles and Performance Categories Based on Performance Examples**  
**Role Performance Category(ies)**

Teacher	A.	Teaching Others	
Diplomat	B.	Building and Maintaining Effective Relationships with Indigenous Populations	
	C.	Handling Difficult Interpersonal or Intercultural Situations	
	D.	Using and Enhancing Own Language Skills	
Problem Solver	E.	Troubleshooting and Solving Problems	
	F.	Decision Making	
Planner	G.	Planning for Missions	
	H.	Preparing for Missions	
Team Player	I.	Contributing to the Team Effort and Morale	
Professional	J.	Showing Initiative and Extra Effort	
	K.	Displaying Honesty and Integrity	
Soldier/ Survivor	L.	Confronting Physical and Environmental Challenges	
	M.	Navigating in the Field	
	N.	Administering First Aid and Treating Casualties	
	O.	Being Safety Conscious	
Administrator	P.	Handling Administrative Duties	
	Q.	Handling Classified Information and Materials	
Weapons Expert	R.	Operating and Maintaining Direct-Fire Weapons	
	S.	Employing Indirect-Fire Weapons and Techniques	
Engineer	T.	Employing Demolitions Techniques	
	U.	Constructing for Mission-Related Requirements	
	V.	Calculating Mission-Related Requirements	
	W.	Developing and Using Target Folders	
Medic	X.	Evaluating and Treating Non-Emergency Medical Conditions and Injuries	
	Y.	Determining and Administering Medications and Dosages	
	Z.	Obtaining/Maintaining Medical Records and Treatment Histories	
	AA.	Ensuring Standards of Health-Related Facilities, Conditions, and Procedures	
	BB.	Responding to Accident and Life-Threatening Situations and Conditions	
	CC.	Performing or Assisting Doctor in Surgical Procedures	
DD.	DD.	Conducting Laboratory Tests/Procedures	
	Communi- cations	EE.	Maintaining Communication Equipment
		FF.	Complying with Communication Procedures and Policies
	Expert	GG.	Assembling, Operating, and Disassembling Accurately Configured Equipment
HH.		Using Cryptic Message Format to Make Communications	
Military Advisor	II.	Advising HN/G Counterparts	
	JJ.	Conducting Cooperative Operations with HN, G, or Conventional Forces	
Leader	KK.	Considering Subordinates	
	LL.	Providing Direction	
	MM.	Gaining the Respect and Confidence of Subordinates	
	NN.	Developing Others	

Shading indicates categories that are not covered in this version of the questionnaire.



## Questionnaire Instructions

This booklet contains about 150 short performance examples. Each example describes an SF soldier's actions in a particular situation. We would like you to make two judgments about each performance example. Please follow these three steps:

- (1) *Read the performance categories defined on pages 6 and 7 carefully.* These performance categories are also listed on the last page of your questionnaire. *Tear off the last page of your questionnaire.* You will need to refer it as you make your judgments. *It is critical that you develop a good understanding of the performance categories before you get started.* If you make any handwritten notes about the performance categories, please return them with your completed questionnaire. We will consider all notes in the next revision of definitions.
- (2) Read the first performance example and decide which performance category it is relevant to. Write the letter "A," "B,".... etc. that indicates which category the performance example reflects in the blank to the right of the example
- (3) Now, each performance example has one main character--this NCO, this 18B, etc. Consider how effective the individual's behavior was in the incident. Use the seven point rating scale shown at the bottom of the next page (1 = low effectiveness to 7 = high effectiveness) to make your judgments.

An example of some completed judgments appears on the following page. This respondent read the first performance example and decided that it was relevant to category "B," Building and Maintaining Effective Relationships with Indigenous Populations. He felt that the SF soldier's actions in the example were a little higher than moderately effective, so he wrote a "5" in the appropriate blank to the left of the example.

He indicated that the second performance example was relevant to category "A," Teaching Others. He thought the soldier's actions in the example were a little higher than moderately effective, so he wrote "5" in the blank to the left of the example.

### Other Notes

There are too many performance examples to place in just one questionnaire. This version of the questionnaire contains performance examples that are common to any position on an SF team (i.e., not MOS specific) and performance examples relevant to 18D, Medic, tasks. Other versions of the questionnaire contain other MOS specific performance examples.

The details of the performance examples have been altered in order to safeguard the identity of SF personnel.

**EXAMPLE PERFORMANCE EXAMPLE BOOKLET PAGE**

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (See below)
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1.   B          5  

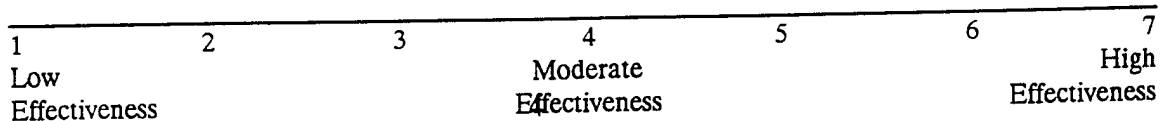
An airborne school was being run for foreign nationals using the American jump school standard for pull-ups. However, not one of the foreign nationals could do more than 3 pull-ups. This SF soldier lowered the standard without making it look like a major adjustment was being made. The students were able to build up to over 3 pull-ups and complete the airborne training.
  
2.   A          5  

This 18B attended a SERE course. This 18B saw the need for survival training within his own team and came up with a week's training plan for movement and daily procedures. This 18B also developed a standardized survival kit for the team. The team conducted survival training and used the survival kit for a period of 7 days.
  
3.   B          2  

An SF team was working with host nation counterparts. During the usual siesta time, a host nation soldier made reservations for the host soldiers and the American contingency at a restaurant. This SF soldier said he did not like the local food and started whining, saying that he wanted to eat at a McDonalds. This SF soldier was reprimanded for insulting the host nation soldiers.
  
4.   C          6  

During a military gathering, this SF soldier was sitting at a table with a Marine Corps commander when they were joined by a Spanish speaking officer. The two officers were trying to communicate, but neither could speak the other person's language. This SF soldier offered to translate for both individuals. The offer was accepted and the officers were able to productively exchange ideas.
  
5.   J          7  

During a training mission, it was discovered that all the water in the area was poisoned. The nearest location for alternate water was 4 miles away and the team members were dehydrated. This SF soldier directed the other team members to wait in the area while he went to get safe water. This SF soldier went the 4 miles to get the water and brought enough for everyone back. All the team members were rehydrated and were able to continue with the mission.





## SF Job Performance Category Definitions (18D)

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**CC. Performing or Assisting Doctor in Surgical Procedures.** Following SOP when preparing patients for, assisting in, or performing surgical procedures; closely monitoring patients' vital signs and keeping doctor informed during surgery; applying surgical skills to improve patient condition and chances of recovery.

**DD. Conducting Laboratory Tests/Procedures.** Using laboratory methods and techniques to establish causes of diseases or conditions; reading or interpreting test results or X-rays to determine appropriate course of treatment; running follow-up tests to monitor progress or improvement.

18D [B]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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1. \_\_\_\_\_ This 18D was presented with a 26-year old male complaining of pain of the lower leg and foot that had lasted about three months and that increased with activity. This 18D X-rayed the foot, found nothing, then treated the soldier for tendinitis. This soldier later returned to the clinic and was treated for a boot-top stress fracture.
  
2. \_\_\_\_\_ During a live fire exercise, a farmer's water buffalo was injured. This medic on the scene performed a quick assessment, removed foreign bodies and monitored the animal. The animal recovered, enabling the farmer to support his family.
  
3. \_\_\_\_\_ During a sensitive mission, a night insertion was planned. A three man element was inserted 8 kilometers south of the intended landing zone. The next day, this team leader was able to determine the team's approximate location on the ground using terrain features and distances traveled. The team notified the command element of their location and they were picked up and re-inserted in the correct location. The mission was a success.
  
4. \_\_\_\_\_ During the Gulf War the team was stationed with a Kuwaiti brigade. This SF team member adjusted to the culture of the Arabs. He learned to eat using his right hand only and did not show offense when greeting a Kuwaiti male who wanted to kiss on the cheek or hold hands. The greater understanding of the culture helped the team integrate into the Kuwaiti brigade.
  
5. \_\_\_\_\_ This senior 18D was sent to a major SF training camp to serve as a medical supervisor. Three subordinate medic slots were not assigned due to shortages. This 18D estimated the requirements, planned for the logistics and ordered the logistical base, requested and received the budget, and helped establish the evacuation net. The camp had a system of proper medical care and evacuation for all SF students in the field.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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6. \_\_\_\_\_ A man went into cardiac arrest while on a helicopter. This 18D worked in a tight, awkward position to perform CPR on the patient while the helicopter was in motion. The man's vital signs were restored.
7. \_\_\_\_\_ A fifty-year-old male arrived at the clinic with a snakebite. He had placed human feces over the snake bite. This 18D was initially confused, then he treated the patient while ignoring the feces and keeping what he felt about the situation to himself. The patient survived.
8. \_\_\_\_\_ This 18D was managing a clinic in Turkey. Several children were seen by the Turkish doctors for loss of vision and spacities of the eyes but were not treated. This 18D saw several of these children at his clinic and immediately recognized the condition as Trachoma, which he had seen in Senegal. The children were treated, regained their sight, and rapport with the refugees was greatly increased.
9. \_\_\_\_\_ This soldier was deployed to Thailand to work in a combined U.S./Thai headquarters with senior Thai officers. He didn't know any of the Thai language, which made it difficult to have a working rapport with the Thai officers. This soldier learned enough of the language from a Thai civilian (who spoke excellent English) to greet the Thai officers in the morning. The Thai officers appreciated his effort and he developed a more comfortable working relationship with them.
10. \_\_\_\_\_ A company was deploying OCONUS. This medic did not check on the endemic diseases present in the country, and did not find out the strain of malaria present before treating everyone with an anti-malarial drug. Although no one contracted malaria, this medic had treated everyone with the wrong drug.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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11. \_\_\_\_\_

Team members deployed in Peru started suffering from high altitude sickness. This 18D did not have the proper medication to treat the team members so he treated them with a local cure (coco tea) made from the leaves of the coco plant. The team members recovered and completed the mission.

12. \_\_\_\_\_

This SF soldier planned and directed the calls for fire and close air support (with various A-10, F-15, F-16 and F-1 Mirage aviation assets) for multi-service, multi-unit training during overseas deployment. He insured that interoperability worked well by orchestrating the entire scenario for day and night operations. Consequently, the aviation units and SF teams were able to train up quickly.

13. \_\_\_\_\_

This SF soldier placed a high emphasis on hard work. This SF soldier would come into work on weekend days to start on work for the following week. When finished, this SF soldier would water the grass and re-wax the floors on the way out if he left footprints on the floor. The team had the best looking building and was proud of it. The team knew they would have to follow this soldier's standards when he left.

14. \_\_\_\_\_

A soldier was struggling in a fast flowing river after diving in and cracking his head on a rock. This SF team member saw the problem and got in to help. He struggled against the current and brought the soldier back to shore. The soldier fully recovered because of the strong swimming by this SF team member.

15. \_\_\_\_\_

This 18D examined a female patient with extensive vaginal bleeding. He determined that the bleeding was uterine, packed the vagina with gauze, tamponaded the bleeding, and transported the patient to a nearby Ob/Gyn doctor who was able to perform a D&C. The patient was fine and came back to thank the 18D.

1  
Low  
Effectiveness

2

3

4  
Moderate  
Effectiveness

5

6

7  
High  
Effectiveness



18D [B]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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16. \_\_\_\_\_

This 18D was supervising a very busy clinic in a developing nation and was instructing his weapons sergeant in dentistry. The 18D was called away to see an injured child. This 18D told the weapons sergeant to continue with the removal of the tooth. Without supervision, the weapons sergeant used too much force and broke the tooth. The patient had to undergo three hours of painful root removal.

17. \_\_\_\_\_

This medic saw a soldier with a sinus problem during sick call. This 18D had never conducted an EENT exam before, but proceeded to examine the soldier and found nothing significant. When the physician reviewed the patient, he found symptoms of sinusitis, gave the proper medications, and required that the medic give a briefing on EENT exams and sinusitis.

18. \_\_\_\_\_

Two SF A teams deployed to Honduras to provide basic infantry training to a Honduran battalion at a remote site. This 18D spent his spare time working at the battalion's dispensary providing dental care for the Honduran soldiers. Many of the Honduran soldiers received dental treatment for the first time in their lives.

19. \_\_\_\_\_

A new team member arrived on a team. This SF officer told the new member how to behave to make the team more effective. This SF officer also told the new member not to call each other by rank as everyone knows what rank they all are. Team members understood the importance of team unity.

20. \_\_\_\_\_

A patient was having ear pain and requested an examination. This 18D examined the ears, discovered large amounts of hardened wax, and attempted to dig out the wax with the broken end of a stick. When the patient reported to another 18D for pain about 12 hours later, there was blood in the canals and signs of lacerations. The patient was seen by a doctor and later recovered.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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21. \_\_\_\_\_

A man arrived at the clinic with extremely severe respiratory distress. He was very anxious due to hypoxia, making it impossible to get a physical exam done. This 18D prepared for the possibility that the man might stop breathing and assembled all the equipment he might need. When the patient needed it, this 18D was able to calmly insert an ET tube and begin artificial respiration on the patient.

22. \_\_\_\_\_

The mayor of a small village in Honduras threw a party for the A team that had been there for two months. This team member had too much to drink and attempted to talk the mayor's sixteen-year old daughter into dancing with him. When she declined, he grabbed her and dragged her, kicking and screaming, onto the dance floor. After he released her, the party ended and the team instantly lost all rapport they had built over the previous two months.

23. \_\_\_\_\_

A patient sustained a gunshot wound to his thigh that shattered the femur. This 18D performed prompt surgical treatment, which included a complete amputation of the injured leg. The skin closure was skillful and neat, with no further harm to the patient.

24. \_\_\_\_\_

This soldier (with no training in classified document handling) was destroying exercise-related documents that had instructions stating "Destroy at end of exercise." He did not complete a destruction certificate or keep a log of the documents he destroyed. Another individual (trained in handling these documents) had to make a determination about what was destroyed and make logs showing accountability.

25. \_\_\_\_\_

This 18D noticed that a team member had a persistent cough for three days. The team member thought the cough was due to having the flu several weeks earlier. This 18D examined him and determined the cough was caused by a bacterial infection and gave him an antibiotic. The cough disappeared after several days.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

18D [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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26. \_\_\_\_\_

During hospital rotations, this 18D was on duty in the E.R. when a gunshot wound patient was admitted. Although he had never before performed it on a female patient, this 18D catheterized the patient without assistance. All treatment was done appropriately and the patient was resuscitated.

27. \_\_\_\_\_

This 18B was responsible for weapons training in an African country. Upon arrival, it was discovered that there were no ranges. This 18B talked to the 18C and the supply sergeant on the team about getting the equipment to build a range and developing a plan for its construction. The range was built and the host nation was able to acquire the materials to make more ranges.

28. \_\_\_\_\_

A soldier driving a vehicle had rolled it over and the steering wheel had crushed his chest. An SF medic used available materials to treat this chest trauma casualty: he placed a chest tube and one way valve using a regular pipe and a finger cut from a rubber glove. The injured soldier survived and fully recovered.

29. \_\_\_\_\_

This SF soldier recovered unauthorized mines during a deployment. The SF soldier improperly stored the anti-personnel mines in a drawer in the team room, planning to use them as training aids. An explosion occurred, resulting in the death of a soldier.

30. \_\_\_\_\_

This 18D was driving down the freeway with his family, saw smoke up ahead, and then a car on the side of the road in flames. This 18D stopped, got his aid bag, dragged the unconscious victim from the car, and gave him medical care until an ambulance came. The victim lived.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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31. \_\_\_\_\_

During a training mission, it was discovered that all the water in the area was poisoned. The nearest location for alternate water was 4 miles away and the team members were dehydrated. This SF soldier directed the other team members to wait in the area while he went to get safe water. This SF soldier went the 4 miles to get the water and brought enough back for everyone. All the team members were rehydrated and were able to continue with the mission.

32. \_\_\_\_\_

An ODA was conducting pre-scuba training. During an exercise a soldier came to the surface breathing very rapidly and was brought to this junior 18D. This 18D tried to calm the patient by placing him on oxygen. The patient became disoriented and had tingling in his hands; a senior 18D came and took the hyperventilating patient off the oxygen.

33. \_\_\_\_\_

This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.

34. \_\_\_\_\_

During waterborne operations with a NATO country, an SF soldier was severely injured while diving. The host nation was not prepared to provide relief for the SF soldier. This 18D took charge of the situation by providing first aid and directing the rescue and relief of the injured diver. The diver died but the 18D demonstrated his skill and training while working under stress.

35. \_\_\_\_\_

This 18D was OCONUS at an isolated site with no other medical support available. He used the wrong treatment on a soldier with cellulitis of the lower leg. The soldier became septic, was hospitalized for three weeks, and almost lost his leg.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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36. \_\_\_\_\_

On an OCONUS mission, this SF soldier was training foreign soldiers in tactical maneuvers. During the course of the training, this soldier made statements that these people were stupid, dirty, and not trainable. The foreign soldiers overheard his comments, their morale dropped, and the mission failed in this soldier's area.

37. \_\_\_\_\_

During an OCONUS Medical HCA mission, this 18D planned immunization, sanitation, and hygiene programs. This 18D gave immunizations to selected host country civilian personnel, and gave classes in general sanitation and personal hygiene to selected civilian communities. The national government got help with their programs and the community became more aware of diseases related to poor sanitation and personal hygiene.

38. \_\_\_\_\_

This 18D noticed a team member slip, fall, and grab at his leg. This 18D kept others away and examined the injured team member. He determined the leg was broken, splinted it, and moved him onto a stretcher and into a shelter to wait for the ambulance. Further injury to the leg was prevented.

39. \_\_\_\_\_

A detachment on a night-time training mission walked through a field of grain that was about four and a half feet tall and that had been treated with a combination pesticide/herbicide. This 18D initiated treatment for three team members for allergic reaction. They were transported to the hospital, given blood analysis, and treated for organo-phosphate poisoning (nerve agent).

40. \_\_\_\_\_

This 18D came upon a woman with a severe laceration to her left arm at the site of a multiple auto accident. This 18D put a tourniquet above and below the injury site, thus applying a pressure dressing. The woman had a loss of circulation in the distal extremity and had to have more extensive repair than would otherwise have been necessary.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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41. \_\_\_\_\_

This 18D dislocated his shoulder in a ski accident during winter training about 60 miles from the nearest clinic. The 91A at the ski site did not know how to reduce a dislocation, so this 18D talked the 91A through the procedure. The 18D's pain was reduced, making the 60 mile trip to the nearest doctor unnecessary.

42. \_\_\_\_\_

This soldier was tasked to teach surround and search procedures to HN forces. Although he possessed the technical skills to do the job himself, this soldier was not able to speak Spanish well enough to make his instructions clear to soldiers. A translator had to be assigned to the soldier, which took up valuable training time.

43. \_\_\_\_\_

The new battalion commander wanted to receive weekly training briefs with the use of slides and other equipment. This 18C utilized his computer skills to assist in producing the slide show and briefing. The presentation was accepted by the battalion commander.

44. \_\_\_\_\_

This 18C was the team S-4 and kept track of the team's organic equipment. The records from the prior leadership were ineffective and out-of-date. This 18C completely organized all end items by hand receipts to include team and individual issue. This 18C then established an SOP that covered garrison and packing for deployment and helped identify where everything was, where everything should be loaded, and who was responsible for what (e.g., commo gear...). The SOP enabled the team to cut down on loading time and made accountability easier.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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45. \_\_\_\_\_

The team was in a remote mountainous area. Team policy was to remain parked and ready to move at a moment's notice, especially during daylight hours. A helicopter came close and hovered overhead. This SF soldier had not maintained his equipment in immediate evacuate mode and pulled a red smoke grenade while attempting to secure his rucksack. The team location was compromised, resulting in hasty withdrawal and compromise of the mission.

46. \_\_\_\_\_

During team mountain training, an SF soldier was unable to physically climb a training platform without aid. He knew basic mountain climbing techniques but he was physically unprepared. He modified his P.T. program to improve his physical condition and didn't quit. On the next mountain training exercise, he easily climbed and maneuvered around the training platform.

47. \_\_\_\_\_

An ODA was teaching basic rappelling to a group of soldiers from an artillery unit. During the training, a soldier shattered his ankle half way down a 75-foot rappel. This 18D coordinated the initial rescue by organizing personnel to prepare an IV and medications, constructed a litter, and called for evacuation. The 18D then climbed down and stabilized the ankle, placed the patient on his back, and pulled him back up. The patient was treated and evacuated from a potentially dangerous situation with minimal discomfort and suffering.

48. \_\_\_\_\_

When a company was conducting an airborne operation, one individual landed in the trees and got a stick in his eye while still hanging from the tree. This 18D was notified and went to the casualty. This 18D calmed down the semi-shocked patient, treated the injury quickly, and evacuated the patient to the ER while reassuring him that he wouldn't lose the eye. The patient was treated with minimal injury to the eye.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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49. \_\_\_\_\_

This 18B was tasked to give foreign weapons training to the team and to a mortar squad. This 18B got the rest of the team in on the training by letting each member prepare a class of instruction on a designated weapon. The mortar squad was impressed by the knowledge of the whole team, the team members learned by participating, and the training was a success.

50. \_\_\_\_\_

This 18D was on a training exercise transporting wounded soldiers by helicopter. Without prior training in taking vitals during transportation, this 18D figured out how to obtain blood pressure in a high noise environment by putting the cuff on and watching the needle. He was able to monitor blood pressure during transportation.

51. \_\_\_\_\_

A soldier injured his leg during an airborne operation in a location where evacuation to a hospital would take a lot of time. This medic looked at the closed fracture and evaluated the benefits of immobilizing the leg vs. trying to set the bone prior to splinting the fracture. He decided to immobilize the leg and evaluate. The soldier had shattered the leg into at least ten separate bone fragments, requiring surgery.

52. \_\_\_\_\_

A student in SERE training developed a combat, stress-like syndrome. This 18D was called when the student was locked in classic body position. This 18D removed the student from the cause of stress, identified himself as a friendly U.S. medic, gave him warm fluids, rubbed his tingling arms and legs, and talked to him in a father-to-son way. The student recovered within two to four hours and was reinserted into the situation with no further problems.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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53. \_\_\_\_\_

During a training exercise, a local severely injured his hand. This medic countermanded the orders of several ranking individuals and treated the injury in spite of several senior personnel trying to overrule him. The local regained partial use of his hand.

54. \_\_\_\_\_

During an ODA's annual dive requalification, a diver with minimal experience was on a 120-foot dive in a dark lake when he panicked. This 18D, the Dive Medical Technician for the dive, saw the diver shoot to the surface at a very fast pace, grunt, lose consciousness, and begin to sink. This 18D grabbed him, pulled him into the boat, and initiated treatment for an unconscious diver. The diver regained consciousness.

55. \_\_\_\_\_

This senior 18D was giving a class on IV insertion when a volunteer inserting an IV into another soldier fainted. The class was more concerned about the person who fainted than the class itself. This 18D pulled out some ammonia inhalant to revive the individual. The tension of the class was relieved and the training continued.

56. \_\_\_\_\_

A patient was complaining of lethargy. This 18D performed a quick medical exam and identified several signs of congestive heart failure that had not been identified by the doctor: shortness of breath, distended neck veins, pitting edema, and positional dyspnea. The patient was quickly hospitalized.

57. \_\_\_\_\_

During a surgical trainup, this demo man (acting as the assistant surgeon) was asked to debride a wound. He nicked an artery and the wound immediately filled up with blood. He threw up his hands, asked what to do, and became rattled. The medic assistant put hemostats and gauze over the bleeding site and the procedure continued.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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58. \_\_\_\_\_

This 18D was covering HALO school jumps. There was a mid-air entanglement that caused two jumpers to fall 200 feet. This 18D recovered, treated, and talked to the soldiers while he treated them. Later, doctors said that the treatment saved their lives, one said he would have died if the 18D had not talked to him, and the 18D was recommended for a soldier's medal.

59. \_\_\_\_\_

The leader of a team participating in a joint exercise in Thailand had complained of stomach pain and diarrhea for five days. This 18D examined him, took a medical history, determined he had an amoebic dysentery relapse, and treated him with medications. The commander recovered fully; confidence in the 18D was established.

60. \_\_\_\_\_

A soldier went to this SF medic (instead of the hospital) over a period of several days complaining of chills and night sweats. This medic did not take a personal/medical history and advised him that it was just a cold and to take aspirin. The soldier went to the hospital, where he was diagnosed with malaria as a result of his recent return from a malaria area.

61. \_\_\_\_\_

This 18D was providing medical training on lab animals to other medics. An experimental anesthesia was to be used, but no doctor was available for support. This 18D was not familiar with the drug but used it anyway. The lab animal being used died from an overdose.

62. \_\_\_\_\_

This 18D was called to see an HN civilian for a follow-up on a previous illness. When asked what the illness was, the patient said "the smilin' mighty Jesus." Instead of blowing it off, this 18D talked to the patient in his language, asked to see the medication, and asked him to describe the symptoms. The patient finally produced a scrap of paper with the diagnosis of spinal meningitis; the exam was completed and proper protective measures were taken.

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1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

18D [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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63. \_\_\_\_\_

An ODA was given the mission to conduct a search and reconnaissance mission for a training exercise. They infiltrated by air and began their movement to the search and reconnaissance site. This SF soldier's job was rear security and counter-tracking. The SF soldier cleared the tracks. The enemy was not able to track the element.

64. \_\_\_\_\_

An SF team was tasked to give instruction on basic land navigation and movement techniques to Park Service personnel. This 18C suggested using only the equipment available to the Park Service personnel, rather than military equipment that was unobtainable, and suggested that Park Service Personnel demonstrate their typical techniques prior to starting the actual classes. The Park Service personnel were involved and interested in all phases of the classes, and each group learned as much as it taught.

65. \_\_\_\_\_

During a dive operation off the North Atlantic coast line, a diver slipped and fell off the dock into the icy water before he had put his regulator into his mouth. This 18D noticed the problem right away and instructed someone to stick the regulator into his mouth. The diver immediately calmed down; a near-drowning incident was averted and the dive was continued.

66. \_\_\_\_\_

The company deployed to the Middle East and all medics were advised to treat the water. This senior medic did not test or treat the water, based on the word from the host country that the water was 100% potable. Everyone drank the water and 90% of the company got severe diarrhea, preventing them from training with the host country. When tested, the water was found to be contaminated with bacteria.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [B]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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67. \_\_\_\_\_ This 18D was examining a youth complaining of shortness of breath and fatigue. This 18D was going to treat for flu-like syndrome after hearing abnormal lung sounds. After being examined by a doctor, the patient was diagnosed as having rheumatic heart disease; this 18D learned to always seek higher level care when available.
68. \_\_\_\_\_ This 18D was administering an inhalation anesthesia. He did not check the patient's vital signs every five minutes. The patient went into cardiac arrest; this 18D began CPR but the patient still died.
69. \_\_\_\_\_ During a pre-scuba course, one of the students started to hyperventilate during a confidence exercise. The student was pulled from the pool to be given medical attention. This medic was on call and noticed that the soldier's fingers and toes were curled and suspected a possible seizure might be occurring. He gave the individual a paper bag to breathe into. The student's respiration rate slowed down, preventing a potential seizure.
70. \_\_\_\_\_ An 18D at SERE observed that one instructor was unable to take himself out of the role of POW camp worker; he became angry and upset all the time and spoke with the accent required for his role. This 18D reported what he saw to the psychiatrist and expressed his concern for the individual. Unfortunately, very little action was taken. The instructor killed himself three months later.
71. \_\_\_\_\_ A soldier deployed to Thailand got stomach cramps, nausea, headaches, and a general run-down condition from eating the local food. This 18D had the choice of treating him on-site or evacuating him to another location. He questioned the soldier, gave him antibiotics, placed him on bed rest, and monitored his condition. The soldier got better in 24 hours.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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72. \_\_\_\_\_

While deployed in a foreign country, a local person came to the team's bivouac and asked for help in treating a laceration on his horse. This 18D grabbed his aid bag and took the team members present along to use it as a training opportunity. He instructed the team members in how to sew up the laceration. The horse lived, the team received some valuable hands-on training, and the incident helped in establishing rapport with the indigenous population.

73. \_\_\_\_\_

This 18D was OCONUS treating patients and observed a local trying to find something wrong with himself in order to be treated by the 18D. The local finally stated that he had a headache. This 18D knew it wasn't true, but gave him one large pink pill (Motrin, 400 mg.) because he didn't want to insult or embarrass the local. This treatment made the local happy and helped the 18D establish rapport with him.

74. \_\_\_\_\_

The team deployed to a malaria endemic area. Anti-malarial medication was available that had unpleasant side-effects that made the team not want to take the medication. This 18D took the medication himself and physically observed the other team members take it to ensure compliance. The team members took the medication that had been prescribed for them.

75. \_\_\_\_\_

A team was deployed to the Caribbean islands. This junior medic walked barefoot and ate local foods not cooked completely. He contracted schistosomiasis and was doubled up with cramps and diarrhea. The senior medic had to treat him with drugs.

76. \_\_\_\_\_

During a health civic action, this medic was to evaluate a child. He couldn't understand the child and no translator was available. He completed a thorough physical exam, noting movements, reflexes, and facial expressions of the child. The medic made a correct diagnosis of appendicitis and was able to evacuate the child, thus saving her life.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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77. \_\_\_\_\_

A student was injured by some fragments from an explosive device. This 18D surgically removed the fragments but did not sterilize the operative site. The patient developed a secondary infection in the surgical site.

78. \_\_\_\_\_

This SF individual was HALO jumpmaster on a 18,000', night, combat equipment (CE), O<sub>2</sub> jump. This SF jumpmaster hesitated on his decision to give the "Go" command. The team missed the DZ by 1 1/2 kilometers and some members got hung up in the trees.

79. \_\_\_\_\_

During a training exercise, this 18D was serving with a FID team advising a platoon of foreign nationals. This 18D came upon some U.S. casualties, read their casualty cards, examined them, treated them with the supplies on hand, instructed foreign nationals to move them to the road for pick-up, and went back to the platoon to continue in his role as advisor for the attack. Although he treated the initial wounds, the conditions were not managed and the casualties "died of wounds" according to the exercise rules.

80. \_\_\_\_\_

A detachment went to the local medical facility to receive immunizations, incorporating team medical training. After everyone had been given needed immunizations, the 18A instructed the detachment to go to lunch. This 18D demanded that the team stay put for the required 20 minutes to rule out any allergic reactions. Less than five minutes later, an 18E went into anaphylactic shock from his rabies vaccination and had to be hospitalized. The 18A went back to his own work and left the team operations to the NCOs.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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81. \_\_\_\_\_

An 18C was disarming an MV2 57 fuse when it exploded in his hands. When this 18D living down the hall heard the explosion, he rushed down the hall and had the 18C's hands bandaged and the bleeding under control in less than three minutes. The 18C was treated promptly.

82. \_\_\_\_\_

An operations sergeant directed this 18C to navigate the detachment through mountainous terrain during a winter non-tactical movement. The operations sergeant recommended a fast route over the terrain on a trail plainly marked on the map and on the ground. This 18C said he understood the instructions, then led the detachment in another direction on a different trail to a point 25km from the intended endpoint. The operations sergeant had the team navigate all night to get back to the right location and teach the 18C a navigation lesson.

83. \_\_\_\_\_

During a training exercise, some indigenous and SF soldiers had been drinking heavily one night. Early the next morning, one Thai soldier began vomiting blood and became unconscious. The Thai soldiers woke this 18D; he treated the soldier and evacuated him to a hospital. The soldier was returned to duty three days later with no performance restrictions.

84. \_\_\_\_\_

During R&R time on a deployment in Korea, three soldiers were finding their way back from downtown and became lost. This soldier, who had forgotten most of the Korean he had taken three years earlier, managed to communicate with a civilian bystander to get directions. The soldiers got back to base camp on time.

85. \_\_\_\_\_

This SF soldier found classified material while cleaning the team room. This SF soldier stored the classified material in a foot locker. The material was found during an inspection.

1  
Low  
Effectiveness

2

3

4  
Moderate  
Effectiveness

5

6

7  
High  
Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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86. \_\_\_\_\_

An 18-year-old patient was stung by a bee and in respiratory distress. This 18D started an IV Antecubital and started to give him 1ml of 1:1000 Epinephrine through an IV route. When told by a second 18D that the dose and dilution were wrong, this 18D couldn't remember how to calculate the new dose. The second 18D had to give the correct dosage.

87. \_\_\_\_\_

During a military gathering, this SF soldier was sitting at a table with a Marine Corps commander when they were joined by a Spanish speaking officer. The two officers were trying to communicate, but neither could speak the other person's language. This SF soldier offered to translate for both individuals. The offer was accepted and the officers were able to productively exchange ideas.

88. \_\_\_\_\_

During physical training, a soldier made a sarcastic remark about the HN personnel. This SF soldier removed the soldier from the training area and pointed out his inappropriate behavior and the consequences of that behavior. The soldier stopped making negative comments.

89. \_\_\_\_\_

This 18D was attending a Christmas party off post at a restaurant when a team member told him that a man was dying in the restroom. This 18D ran to the restroom and found an elderly man apparently suffering a heart attack; he began CPR and mouth-to-mouth, and revived the man. The civilian paramedics took the man to the hospital and the 18D received praise for his efforts.

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1                      2                      3                      4                      5                      6                      7  
 Low                                                                Moderate                                                                                                          High  
 Effectiveness                                           Effectiveness                      Effectiveness



18D [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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90. \_\_\_\_\_
- An SF company was deployed in a country overseas where no US support facilities were present other than the US Embassy and Consulate. The company's 18D established an aid station to provide a comprehensive sick call and initial emergency medicine capability. The other company soldiers were confident that if they were sick or injured, there would be an adequate facility to which they could be taken.
91. \_\_\_\_\_
- A patient was diagnosed with malaria. This 18D prescribed medication based on his recall of pharmacology; he prescribed about ten times the recommended dosage. The supervisor caught the mistake before the drug regimen was started. He counseled this 18D and advised him to use a drug book.
92. \_\_\_\_\_
- This 18D saw a patient complaining of diarrhea. This 18D did not perform physical or laboratory tests. The patient almost died from appendicitis.
93. \_\_\_\_\_
- This 18D was the senior medic for a team in the field during a training exercise. He did not carry any medical supplies in his aid bag and refused to treat any minor problems. Although the team leader and team sergeant overlooked it, others felt he was avoiding his duties.
94. \_\_\_\_\_
- A small child came into the clinic with respiratory distress. This 18D weighed the child, calculated the dosage, and diluted the medications to be administered to the child. The child was medicated properly and was brought out of respiratory distress.
95. \_\_\_\_\_
- On a scuba operation deployment, some team members got colds. This 18D had brought the wrong bag (bandages, not medications) with him; the other bag was at the rear. The individuals with colds could not be given medication and were not able to dive that day, resulting in a loss of operational ability.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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96. \_\_\_\_\_

This medic accompanied a support company on a raid during winter environmental training in a mountainous area. The temperatures were below zero and it was windy. One support soldier arrived at the ORP complaining of dizziness, shortness of breath, and coldness. This medic evaluated the soldier, kept him in the ORP, put him in his own sleeping bag (remaining in the cold himself), and stayed with him until the raid was over, then evacuating him to lower altitude. The soldier was evacuated back to base camp.

97. \_\_\_\_\_

During a UW mission in Thailand, an 18D had 100 local guerrillas on sick call every day. He had limited resources for medical treatment. With help from a local soldier, this 18D used bamboo for splints, litter poles, and a temporary drug/supply case. The mission was successful, with no untreated injuries or illnesses.

98. \_\_\_\_\_

This captain was tasked to conduct mountain training and was leading the company up a very steep trail into the mountains. The 18E had a lot of weight (about 100 pounds) in his ruck sack and became very tired quickly. This captain put the ruck on his own back and carried it up the rest of the way, refusing help even though others offered. He made it to the top and didn't appear to be tired.

99. \_\_\_\_\_

A soldier overheated during a physical performance event. This 18D told him to lay down in the back of the truck but did not take his temperature. The soldier's body temperature exceeded 108 degrees and he had to be hospitalized.

100. \_\_\_\_\_

An NCO on deployment complained of a numb tongue and had difficulty speaking. This medic did not recognize the symptoms as the beginnings of a neurologic condition and did not seek higher medical authority. The NCO was evacuated from the field when his condition worsened; he was diagnosed with Bell's Palsy.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

18D [B]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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101. \_\_\_\_\_

A team was deployed in an area occupied by conventional forces. The team was out of fuel for its vehicle and was unable to obtain any through its supply chain. This team member took some fuel from a nearby conventional unit. The conventional unit felt this team member had stolen the fuel and did not supply the team with needed help later on.

102. \_\_\_\_\_

A patient came to see this 18D for "jock itch." This 18D did a fungal scraping and correctly diagnosed tenia cruris. The patient was cured.

103. \_\_\_\_\_

An SF soldier broke his leg while rock climbing. Although the break was minor, it still needed a cast. This SF medic placed the cast improperly and put the foot in the wrong position. The tendons in the leg became sore over time and the man suffered from tendinitis.

104. \_\_\_\_\_

During hospital rotations, an 18D was ordered by a physician to catheterize a female soldier patient. She was alone in the exam room and the ER was too busy to afford a female chaperone. This 18D approached the young female soldier in a respectful manner, explained the procedure, and offered a female chaperone if she desired. She later expressed gratitude and positive comments to the physician about the 18D's maturity and professionalism.

105. \_\_\_\_\_

Selected individuals were sent to serve as an advanced party that would set up a base of operations. This SF soldier failed to procure vehicles and training areas and forgot to sign for CLV supplies (ammunition, etc.). Time was wasted in accomplishing the advanced party's mission.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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106. \_\_\_\_\_

While attached to Egyptian forces during Desert Storm, this 18D found out that the Egyptians did not know how to use the nerve agent auto-injector. This 18D set up classes on the proper use of auto injectors and other basic NBC-related classes. This prepared the Egyptians for NBC agents and established better rapport because they valued the 18D's knowledge in medical matters.

107. \_\_\_\_\_

During an OCONUS training exercise, two SF soldiers had been stabbed, one in the leg and one in the neck. This 18D stopped the bleeding and dressed the leg wound. For the neck wound, he initiated IVs and applied a dressing without ascertaining internal bleeding, taking a blood pressure reading. The soldier with the leg wound was evacuated and lived; the one with the neck wound died within four hours.

108. \_\_\_\_\_

An SF medic working with foreign nationals received an important government official as a patient. The patient and medic could not communicate in each others' languages. The medic used sign language and his knowledge of the foreign national's culture and background to determine that the patient had a worm problem. He took appropriate action to remedy the situation, and also established good relations with the host nation.

109. \_\_\_\_\_

A team was conducting an operation within a short time frame that required a long movement, using rubber boats that had to be paddled and then pulled along the bank when the current was too strong. It was expected that this could not be accomplished and a backup plan was ready. This team member paddled and pulled his boat continuously despite the strong current. He made it to the objective in time. The ambush operation was executed.

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1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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110. \_\_\_\_\_

This 18C was tasked to provide a briefback. This 18C did not follow the specified briefing format, trying instead to brief off the top of his head. The 18C skipped some areas and mentioned other areas twice. The team did not appear ready to conduct the mission.

111. \_\_\_\_\_

On a mission in Africa, the pharmacy exhausted its supply of human worm medicine but still had a case of veterinary worm medicine. This senior 18D purchased a mortar and pestle, ground up the medication, broke down the dosage, put it in powdered milk, and used it on the personnel. The animal medication was adapted to personnel in sufficient supply to complete the mission.

112. \_\_\_\_\_

A soldier complained to a medic about contracting frostbite in Louisiana, where it had not been below 32 degrees since the previous year. This medic performed a complete medical check and wrote up the records. The soldier was sent back to duty.

113. \_\_\_\_\_

A small airplane landed at an airfield and a woman got out and walked into the propeller. Her entire chest area and side of her head were cracked open; she was losing blood fast. This medic stopped the other medical personnel at the scene from throwing her in an ambulance and rushing her to the hospital. He applied immediate first aid and stopped some of the bleeding before transporting her. Her life was saved; she would have bled to death without immediate treatment.

114. \_\_\_\_\_

The team was attempting to build rapport with and win the confidence of an indigenous force. The team leader could not make the indigenous force's leader like him, although he made great efforts to make the individual happy. This warrant officer jumped in and got the two leaders to better understand and accept each other. The team was able to build rapport with the indigenous force.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)	
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- 115. \_\_\_\_\_      \_\_\_\_\_
 

A medic came upon an accident scene. A person was lying in the road covered by coats, with his leg (severed below the knee) in his view. This medic picked up the severed leg and put it out of sight of the patient. This reduced the patient's anxiety.
- 116. \_\_\_\_\_      \_\_\_\_\_
 

A medic was doing follow-up wound care and a dressing change on a motorcycle accident victim. The wound care was painful for the victim. This medic continually talked about how stupid it was to ride motorcycles. The wound healed, but the talk caused the patient mental anguish.
- 117. \_\_\_\_\_      \_\_\_\_\_
 

A cache of 84 antitank mines was found in Somalia. This 18C strongly suggested to the team leader that the mines should be destroyed because they were in the hands of hostile Somalis and posed a direct threat to the U.S. and Canadian forces in the area. This advice was supported and the mines were destroyed.
- 118. \_\_\_\_\_      \_\_\_\_\_
 

A team received a late notice JCET and had one week to prepare a 45-day POI. This team member was "volunteered" to prepare the POI. He spent extremely late nights and early mornings preparing the POI, in addition to completing his normal work assignments and instructing other team members on POI production. The POI was completed on time.
- 119. \_\_\_\_\_      \_\_\_\_\_
 

During a routine exercise a soldier was stung by a bee. The man was allergic to bee stings. This SF medic gave the man three shots from the bee sting kit instead of a lesser amount. The man had difficulty breathing and chest pain from too much epinephrine; an excess of this could have caused a heart attack.

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1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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120. \_\_\_\_\_ A man reported to the ER complaining of a pain in his penis. This medic assessed the condition as paraphimosis (foreskin stuck behind head of penis), applied ice, started an IV, administered valium and demerol (as instructed by the doctor), cleaned the area, and applied topical antibiotics. The patient was relieved of pain and was referred to surgery for circumcision.
121. \_\_\_\_\_ A patient complained of malaria. This medic drew blood and prepared for the lab test. He looked at the slide and incorrectly determined that malaria was not present. The patient was not treated for his condition.
122. \_\_\_\_\_ While in Africa, the detachment was sharing a host nation meal with French-speaking indigenous personnel. This 18E asked for butter in French. The soldier misspoke the word and the host nation personnel thought he had said he was leaving. This 18E lost a little of his credibility with the indigenous forces.
123. \_\_\_\_\_ This senior medic working in the battalion surgeon's office was responsible for immunizations. He gave immunizations without checking either expiration dates or the shelf life of the medicines. Several individuals in the battalion became very sick.
124. \_\_\_\_\_ The battalion team leaders and team sergeants had not been putting forth documents that met all of higher command's requirements for clarity and conciseness. This officer developed an accurate format for such documents. This battalion now has few, if any, significant problems in this area.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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125. \_\_\_\_\_

An SF soldier had gotten an object stuck in his ear during a field training exercise. This medic tried to pull the object out, although he lacked the proper medical tools and adequate light to perform the task. This medic inadvertently pushed the object further into the ear. The soldier was in more pain and the object caused more damage; he had to be treated by doctors at the hospital.

126. \_\_\_\_\_

A patient was receiving care for an injury. This medic did not document his treatments. At a later time, medical care had to be delayed in order to determine the patient's history.

127. \_\_\_\_\_

During a three-month deployment in Africa, this senior 18D was responsible for supervising two junior 18Ds. After a long day of training, the two medics refused to bandage a child's cut and referred him to the local army base clinic. When this senior 18D was notified, he treated the child and counseled the two 18Ds about rapport with foreign nations. The 18Ds were reminded of their responsibilities.

128. \_\_\_\_\_

A team was on a FID mission for 70+ days. At times when no one wanted to get out to train, this soldier injected humor and reminded team members of the mission in such a way that everyone wanted to work all night. As a result, it was the best FID team and also had fun while accomplishing the mission.

129. \_\_\_\_\_

This SF NCO was tasked to jumpmaster his team with 2 days notice. This NCO did not properly JMPI his jumpers, did not put out necessary jump information, and did not conduct his 30 second outside-air safety check. The NCO's jumpers were nervous and lost confidence in his ability.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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130. \_\_\_\_\_

A man came in with a snake bite which he had covered in human feces and wrapped in leaves. This 18D cleaned off the wound, put on a clean dressing and started the man on antibiotics. The man was spared a possible secondary infection resulting from his personal treatment.

131. \_\_\_\_\_

This medic was treating a child who had multiple cuts from a dog attack. The child was scared and screaming while the medic attempted to suture him. This medic injected too much local anesthesia. Although the child was monitored and nothing serious happened, the injection was potentially toxic.

132. \_\_\_\_\_

This 18B was tasked to locate a point on a map to exfiltrate. The 18B could not find the point. The team missed exfiltration.

133. \_\_\_\_\_

This 18D observed that the HN battalion had no procedures for field sanitation for 600 in a field perimeter, and over 30% had dysentery symptoms. This 18D politely suggested field sanitation, latrine, and wash facilities to the HN adjutant, then obtained materials and supervised team members and HN soldiers in building field showers, wash basins, and latrine facilities. The dysentery cases dropped off to less than 10% battalion-wide.

134. \_\_\_\_\_

A soldier fell off a 75-foot tower and broke his back and right leg on impact. This 18D who was on-site had left the training facility with the ambulance to make a "soda" run. The soldier laid on the ground untreated for over an hour until the 18D returned.

135. \_\_\_\_\_

A patient with an injury would not allow a doctor to look at him. This 18D established rapport with him, demonstrating his maturity and demeanor. The patient allowed the 18D to treat him, which solved his medical problem and led to better relations.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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136. \_\_\_\_\_

During a weekend of skydiving, a soldier ran into a wind sock on the DZ. This team medic conducted a manipulation exam, gave him Motrin, and told him to get an X-ray later in the week. Three weeks later the soldier had 50cc of blood extracted and the X-ray showed a fracture of the tibia plateau. The soldier was placed in a brace for three weeks, with the possibility of surgery.

137. \_\_\_\_\_

During a deployment to the Caribbean, this 18D walked by and noticed a man that had been robbed and stabbed through the lung. He retrieved his medical equipment from the base camp, placed an occlusive dressing to the puncture wound, started an I.V., and arranged for transportation. The man was taken to the local hospital and then released.

138. \_\_\_\_\_

During a three day land navigation exercise, an SF soldier lost his map heading to his final point. It was about 0100 on a very dark night and he was approximately three kilometers from his prior point. This student made his way back to the prior point in two hours, using the hill tops to orient himself. The student was able to overcome a difficult situation.

139. \_\_\_\_\_

One night during the time this 18D was on hospital rotation, he was out partying and stopped by the ER to meet some friends. The doctor was working on a trauma patient's leg fractures. When asked by the doctor (who didn't realize he was drunk) to assist in K-wire insertion in the bones of the leg so that traction could be applied, this 18D said he would assist. This 18D didn't align the K-wires properly and drilled two or three times to get the wires in straight. The patient was very traumatized.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18D [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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140. \_\_\_\_\_

This junior 18B was told to clear out his locker, rucksack, and duffle bag of all non-authorized equipment and contraband in preparation for a walk through inspection of the company's team rooms. This 18B took all of the extra personal field gear, unused explosives, bullets, and pyrotechnics that he had failed to properly turn in and put it all in the pack drawer of his wall locker. He stuffed a few items on top of them so they would not be noticeable. The 18B was counselled in writing because his team sergeant found the items during a pre-inspection.

141. \_\_\_\_\_

An 18D was in the team room with the engineer discussing a growth on the engineer's neck. The engineer put a lot of pressure on the medic to remove the growth. The medic went ahead and removed the growth, using equipment that was not sterile and improper suture material. The engineer has a large scar, and the 18D knew to not make that mistake again.

142. \_\_\_\_\_

The detachment was preparing for a live fire assault on a fortified position. This SF soldier disrupted the training exercise by showing up late and failing to perform his assigned duties. The entire platoon was punished with extra PT due to his actions.

143. \_\_\_\_\_

This 18D was riding in a convoy going through a village while deployed in Africa. A small child ran between two parked vehicles into the road and was hit by the vehicle the medic was in. This medic assessed the child, determined she had a broken arm, and informed the parents of the location of the nearest clinic. The child was treated successfully.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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144. \_\_\_\_\_

While this 18D was at home, the hysterical 14-year-old son of his friend called the 18D to say he had been bitten by his pet rattlesnake. This 18D got the child's mother to calm him down and wash the wound while he collected his gear and got to their house. He then put a restricting band on the child, observing there were actually bites on the palm and one finger. After two weeks in the hospital, the child was discharged, missing only the tip of one finger.

145. \_\_\_\_\_

This soldier was in charge of a work detail that was days behind schedule. This soldier made the HN soldiers work on Sundays despite the fact that HN soldiers only had Sundays to visit family members. The HN forces' morale hit rock bottom, their work became sloppy, and they came close to refusing to work anymore at all until they were promised all Sundays off.

146. \_\_\_\_\_

This SF soldier was tasked to work individually to produce operational information. This SF soldier researched, developed, and wrote a standard operating procedure for operations to be conducted by Special Forces in the future. SOP was developed in areas that had never been addressed.

147. \_\_\_\_\_

This 18D was in charge of administering the anesthesia (IV) to a patient. Instead of administering the required 1-2 mm of the drug, he accidentally administered 12 mm of the drug. The patient's breathing slowed below the recommended amount and the patient had to be bagged for an hour.

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1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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148. \_\_\_\_\_

During an overseas deployment, all American soldiers were required to eat in a foreign dining facility. This 18D and preventative medicine NCO went to the dining facility for an inspection. This 18D was constructive in assisting the natives with increasing the standards of the sanitation but did so without making comments that would offend them. The standards markedly increased and intestinal disease incidence remained at a very minimum.

149. \_\_\_\_\_

This soldier was in an escape and survival situation. He could not be evacuated due to the difficulty of the terrain. He constructed a shelter, built a fire without matches, and trapped and cooked game. He was able to survive until three days later when he was rescued and evacuated.

150. \_\_\_\_\_

This Special Forces soldier was tasked to teach a class and was given two weeks prior notice. This SF soldier began to prepare for the class at 0900 on the day the class was scheduled. The class began late and the SF soldier read the material out of the manual.

151. \_\_\_\_\_

A team was tasked to deploy to Africa to teach classes for three months. This team member divided the class tasking list according to abilities and issued classes to individuals, then assisted them in getting equipment and contacting people for help. The team had more than enough training material and felt a sense of accomplishment for the efficiency involved in preparing the training.

152. \_\_\_\_\_

An SF company was trying to get its equipment cleared through a foreign country's customs that was very restrictive. This SF soldier, who did not know anything about the customs process, became very insulting and loud when he realized that some of the equipment was being impounded. The customs officials walked away and had to be bribed just to return.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

18D [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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153. \_\_\_\_\_

While on an OCONUS mission to Africa, a detachment member suffered from severe diarrhea. This 18D gave him an antimotility medication to stop the diarrhea. The patient really had amebiasis; the amoeba invaded the mucosa and caused diverticulitis which greatly prolonged the recovery period.

154. \_\_\_\_\_

This 18D was assisting a veterinarian in an operation on a horse. This 18D left the horse unattended for approximately 10 minutes. During this time, the horse stopped breathing and died; the U.S. government paid for the horse.

155. \_\_\_\_\_

A soldier was tasked to set up commo via SATCOM with a team in the field. This soldier chose to sleep and did not even attempt to make commo. When this soldier said that he tried, another soldier with him disputed his statement, saying he simply slept all night. Commo was not made with the team in field.

156. \_\_\_\_\_

This SF team was conducting maritime operations training in a kleeper. The kleeper flipped over in the waves ejecting the team into the water. This SF soldier was not a good swimmer and was not able to support himself in the water. The other team members brought him to shore, sending him to the hospital as he had swallowed a lot of water.

157. \_\_\_\_\_

This SF soldier was tasked to destroy classified materials. This SF soldier moved directly to the shredder without speaking to anyone. The classified materials were destroyed.

158. \_\_\_\_\_

On a recent deployment to Korea during the winter, the temperatures were freezing and there was snow. This weapons sergeant drove on through the bad weather to keep the patrol going until the objective was reached. The team reached the objective on time.

1 Low Effectiveness      2      3      4 Moderate Effectiveness      5      6      7 High Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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159. \_\_\_\_\_

This 18E went out of the base camp to make contact with the base station using HF equipment; he took two locals with him to provide security on site. Prior to departing the area, the 18E checked the areas where the locals were providing security, and found pocket litter pertaining to sensitive activities that would be performed at a later time. He delivered the pocket litter to his intelligence and team sergeant. The two locals were informants working for the opposition under duress conditions.

160. \_\_\_\_\_

This 18E was on a field training exercise. This 18E dropped his classified material and left it behind. This caused his team extra days in the field and lost training time.

161. \_\_\_\_\_

During R&R on a training exercise, some soldiers were playing basketball when one sustained a severe ankle injury. This 18D evaluated the injury, wrapped it, administered pain medication and returned the soldier to duty with a two-week physical profile requiring no future evaluations. The soldier was debilitated by the injury for five weeks and then permanently disabled because a necessary surgical procedure was delayed for that time.

162. \_\_\_\_\_

During Operation Provide Comfort, numerous refugees relied on horses for transportation. A helicopter landed near an area with concertina wire, startling a horse so that it bolted and got stuck in the wire. This SF medic helped get the horse out of the wire and put stitches on the bleeding spots. His actions helped in gaining rapport with the Kurds and the horse was able to be used again in one week.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

## SF Job Performance Category Definitions (18D)

**A. Teaching Others.** Conveying knowledge and skill to others; establishing an atmosphere conducive to learning; presenting material in an orderly fashion; tailoring material to the target audience's needs and capabilities; obtaining audience interest and involvement; using handouts, aids, tools, or kits; constructively guiding and correcting others; finding appropriate ways around language barriers.

**B. Building and Maintaining Effective Relationships with Indigenous Populations.** Demonstrating respect for and engaging in behavior appropriate to indigenous culture, values, and customs; developing rapport with indigenous people and building respect for SF.

**C. Handling Difficult Interpersonal or Intercultural Situations.** Circumventing unnecessary disputes, de-escalating tensions, and resolving disputes effectively; maintaining composure when threatened, angered, or intimidated; using non-verbal communication skills to effectively interpret and resolve interpersonal or situational problems; preventing arguments and conflicts.

**D. Using and Enhancing Language Skills.** Learning native language to enhance performance on missions, not having to rely on others to make up for language shortcomings; practicing language; taking opportunities to speak with HN civilians; translating and checking others' translation for accuracy.

**E. Troubleshooting and Solving Problems.** Finding novel ways to use the resources at hand to solve a problem (e.g., making an antenna out of garbage); producing solutions that are resourceful, insightful, or imaginative; producing solutions that are workable and practical.

**F. Decision Making.** Making sound decisions in a timely fashion; taking others' ideas and advice into account; making decision that use time, personnel, equipment, and tactics effectively; accounting for policy or procedure in decisions; acting swiftly and decisively when needed; remaining composed and task-oriented in making decisions under stress.

**G. Planning for Missions.** Developing sound mission plans; drawing on the expertise and advice of team members; anticipating potential problems and planning to overcome them; weighing consequences of alternate approaches; modifying plans when needed; assessing team readiness to identify gaps in knowledge/skills needed for mission.

**H. Preparing for Missions.** Determining resources needed to complete mission; determining equipment needs and preparing, checking, packing, and maintaining mission-related equipment; checking availability of resources at mission location; informing team members of preparation activities and responsibilities; making necessary personal preparations; conducting briefbacks.

**I. Contributing to the Team Effort and Morale.** Meeting team expectations for individual performance and interpersonal behavior; facilitating team performance through individual-level efforts; enhancing new and existing team members' skills and readiness; helping to constructively resolve intra-team disputes and personality clashes; motivating others; building team spirit through personal interactions.

**J. Showing Initiative and Extra Effort.** Putting forth the effort to produce high-quality work in a timely fashion; putting work priorities ahead of personal interests; actively pursuing self-improvement goals; seeking challenges; volunteering for demanding tasks or extra responsibility; taking initiative; presenting a positive image of SF.

**K. Displaying Honesty and Integrity.** Adhering to laws or rules of conduct; knowing when to put aside personal beliefs to follow policy requirements/SOPs, but taking a more difficult, morally correct course of action when appropriate; owning up to own mistakes; being truthful and genuine with others.

**L. Confronting Physical and Environmental Challenges.** Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically stressful or unfamiliar situations; preparing physically for challenge, emphasizing endurance over physical strength; overcoming demanding environmental conditions to rescue someone.



**M. Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating; using navigational techniques and skills to move to target.

**N. Being Safety Conscious.** Handling, storing, and disposing of hazardous equipment and materials properly; following safety guidelines and instructions in all training and operational contexts; monitoring others to ensure they observe SOP when using weapons and other potentially dangerous equipment and materials; reacting to safety violations and consequences to minimize potential adverse effects.

**O. Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.

**P. Handling Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; handling excesses or shortages of supplies; coordinating with others to share resources; finding the source of administrative problems; using computers.

**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; creating or transferring classified information using approved equipment or methods.

**X. Evaluating and Treating Non-Emergency Medical Conditions and Injuries.** Investigating and evaluating symptoms to appropriately identify causes of common conditions that occur in a variety of field environments or everyday contexts; following SOP to treat symptoms or underlying causes of diseases and illnesses; monitoring progress and changes in condition to ensure patient improvement or recovery.

**Y. Determining and Administering Medications and Dosages.** Taking specific information about patient into account in prescribing/administering type and dosage level of medications; administering immunizations to prepare for missions or prevent adverse effects; ensuring security of drugs; following guidelines or using references to calculate dosages; preparing medications/supplies for missions in light of unique mission circumstances.

**Z. Obtaining/Maintaining Medical Records and Treatment Histories.** Questioning patient to establish medical history; recording outcomes of examinations and tests; recording diagnoses, treatments administered, and any prescribed medications..

**AA. Ensuring Standards of Health-Related Facilities, Conditions, and Procedures in the Field.** Testing and monitoring environmental conditions to ensure safety of others; providing guidance to HN in preventive medicine procedures; establishing facilities or procedures for medical treatment, sanitation, and disease prevention.

**BB. Responding to Accident and Life-Threatening Situations and Conditions.** Managing injuries of accident victims before evacuation; evaluating conditions of multiple victims to ensure various first aid procedures are administered in priority order; calming and reassuring patients during treatment; following SOP in stressful situation.

**CC. Performing or Assisting Doctor in Surgical Procedures.** Following SOP when preparing patients for, assisting in, or performing surgical procedures; closely monitoring patients' vital signs and keeping doctor informed during surgery; applying surgical skills to improve patient condition and chances of recovery.

**DD. Conducting Laboratory Tests/Procedures.** Using laboratory methods and techniques to establish causes of diseases or conditions; reading or interpreting test results or X-rays to determine appropriate course of treatment; running follow-up tests to monitor progress or improvement.

# Job Analysis of Special Forces Jobs:

Performance Example Questionnaire

Version: Communications Sergeant [A]

## Privacy Act Statement

This is an experimental personnel data collection activity conducted by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (e.g., name) are requested, they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

Although your participation is voluntary, we encourage you to provide complete and accurate information in the interests of the research. There will be no effect on you for not providing all or any part of the information.

## Job Analysis of Special Forces Jobs: Performance Example Questionnaire

### Project Purpose

The overall goal of the SF Job Analysis is to gather information that will aid in the development of new SF performance measures. This goal requires two types of information--information about the individual attributes (e.g., interpersonal skills, judgment ability) requisite to SF performance and information about the field performance of SF Jobs.

### Project Summary

The SF Job Analysis has been well-supported by the 1st, 3rd, 5th, 7th, and 10th SFG[A]. In total, 175 NCOs, officers, and warrant officers have provided:

- judgments about 30 individual attributes (e.g., judgment and decision making ability, non-verbal communication ability, endurance, motivation)
- judgments about task areas relevant to SF MOS, and
- descriptions of *performance examples* (scenarios that describe a situation, an SF individual's behavior in that situation, and the outcome of the individual's actions).

The participants provided 1,767 *performance examples* which were organized into 40 *SF performance categories*. For simplicity, the performance categories were grouped into 14 major SF roles. Names of the categories and roles are provided in Figure 1. Definitions of some of the categories are on pages 6 and 7 and on the back page of your questionnaire.

### Questionnaire Purpose

This questionnaire has two purposes: (1) to ensure that the *performance categories* adequately reflect the content of the *performance examples* and (2) to obtain judgments about the effectiveness of different behaviors that are represented in the *performance examples*.

Your judgments, along with those of other respondents, will be used to develop SF performance measurement instruments. Your participation in this effort is, therefore, very important. Thank you for your time and consideration.

Figure 1. Role	SF Roles and Performance Categories Based on Performance Examples Performance Category(ies)
Teacher	A. Teaching Others
Diplomat	B. Building and Maintaining Effective Relationships with Indigenous Populations
	C. Handling Difficult Interpersonal or Intercultural Situations
	D. Using and Enhancing Own Language Skills
Problem Solver	E. Troubleshooting and Solving Problems
	F. Decision Making
Planner	G. Planning for Missions
	H. Preparing for Missions
Team Player	I. Contributing to the Team Effort and Morale
Professional	J. Showing Initiative and Extra Effort
	K. Displaying Honesty and Integrity
Soldier/ Survivor	L. Confronting Physical and Environmental Challenges
	M. Navigating in the Field
	N. Administering First Aid and Treating Casualties
	O. Being Safety Conscious
Administrator	P. Handling Administrative Duties
	Q. Handling Classified Information and Materials
Weapons Expert	R. Operating and Maintaining Direct-Fire Weapons
	S. Employing Indirect-Fire Weapons and Techniques
Engineer	T. Employing Demolitions Techniques
	U. Constructing for Mission-Related Requirements
	V. Calculating Mission-Related Requirements
	W. Developing and Using Target Folders
Medic	X. Evaluating and Treating Non-Emergency Medical Conditions and Injuries
	Y. Determining and Administering Medications and Dosages
	Z. Obtaining/Maintaining Medical Records and Treatment Histories
	AA. Ensuring Standards of Health-Related Facilities, Conditions, and Procedures
	BB. Responding to Accident and Life-Threatening Situations and Conditions
	CC. Performing or Assisting Doctor in Surgical Procedures
DD. Conducting Laboratory Tests/Procedures	
Communi- cations Expert	EE. Maintaining Communication Equipment
	FF. Complying with Communication Procedures and Policies
	GG. Assembling, Operating, and Disassembling Accurately Configured Equipment
	HH. Using Cryptic Message Format to Make Communications
Military Advisor	II. Advising HN/G Counterparts
	JJ. Conducting Cooperative Operations with HN, G, or Conventional Forces
Leader	KK. Considering Subordinates
	LL. Providing Direction
	MM. Gaining the Respect and Confidence of Subordinates
	NN. Developing Others

Shading indicates categories that are not covered in this version of the questionnaire.

## Questionnaire Instructions

This booklet contains about 150 short performance examples. Each example describes an SF soldier's actions in a particular situation. We would like you to make two judgments about each performance example. Please follow these three steps:

- (1) *Read the performance categories defined on pages 6 and 7 carefully.* These performance categories are also listed on the last page of your questionnaire. *Tear off the last page of your questionnaire.* You will need to refer it as you make your judgments. *It is critical that you develop a good understanding of the performance categories before you get started.* If you make any handwritten notes about the performance categories, please return them with your completed questionnaire. We will consider all notes in the next revision of definitions.
- (2) Read the first performance example and decide which performance category it is relevant to. Write the letter "A," "B,"... etc. that indicates which category the performance example reflects in the blank to the right of the example
- (3) Now, each performance example has one main character--this NCO, this 18B, etc. Consider how effective the individual's behavior was in the incident. Use the seven point rating scale shown at the bottom of the next page (1 = low effectiveness to 7 = high effectiveness) to make your judgments.

An example of some completed judgments appears on the following page. This respondent read the first performance example and decided that it was relevant to category "B," Building and Maintaining Effective Relationships with Indigenous Populations. He felt that the SF soldier's actions in the example were a little higher than moderately effective, so he wrote a "5" in the appropriate blank to the left of the example.

He indicated that the second performance example was relevant to category "A," Teaching Others. He thought the soldier's actions in the example were a little higher than moderately effective, so he wrote "5" in the blank to the left of the example.

### Other Notes

There are too many performance examples to place in just one questionnaire. This version of the questionnaire contains performance examples that are common to any position on an SF team (i.e., not MOS specific) and performance examples relevant to 18E, Communication Sergeant, tasks. Other versions of the questionnaire contain other MOS specific performance examples.

The details of the performance examples have been altered in order to safeguard the identity of SF personnel.

**EXAMPLE PERFORMANCE EXAMPLE BOOKLET PAGE**

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (See below)
---	--

1.   B          5  

An airborne school was being run for foreign nationals using the American jump school standard for pull-ups. However, not one of the foreign nationals could do more than 3 pull-ups. This SF soldier lowered the standard without making it look like a major adjustment was being made. The students were able to build up to over 3 pull-ups and complete the airborne training.

2.   A          5  

This 18B attended a SERE course. This 18B saw the need for survival training within his own team and came up with a week's training plan for movement and daily procedures. This 18B also developed a standardized survival kit for the team. The team conducted survival training and used the survival kit for a period of 7 days.

3.   B          2  

An SF team was working with host nation counterparts. During the usual siesta time, a host nation soldier made reservations for the host soldiers and the American contingency at a restaurant. This SF soldier said he did not like the local food and started whining, saying that he wanted to eat at a McDonalds. This SF soldier was reprimanded for insulting the host nation soldiers.

4.   C          6  

During a military gathering, this SF soldier was sitting at a table with a Marine Corps commander when they were joined by a Spanish speaking officer. The two officers were trying to communicate, but neither could speak the other person's language. This SF soldier offered to translate for both individuals. The offer was accepted and the officers were able to productively exchange ideas.

5.   J          7  

During a training mission, it was discovered that all the water in the area was poisoned. The nearest location for alternate water was 4 miles away and the team members were dehydrated. This SF soldier directed the other team members to wait in the area while he went to get safe water. This SF soldier went the 4 miles to get the water and brought enough for everyone back. All the team members were rehydrated and were able to continue with the mission.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness



## SF Job Performance Category Definitions

- A. Teaching Others.** Conveying knowledge and skill to others; establishing an atmosphere conducive to learning; presenting material in an orderly fashion; tailoring material to the target audience's needs and capabilities; obtaining audience interest and involvement; using handouts, aids, tools, or kits; constructively guiding and correcting others; finding appropriate ways around language barriers.
- B. Building and Maintaining Effective Relationships with Indigenous Populations.** Demonstrating respect for and engaging in behavior appropriate to indigenous culture, values, and customs; developing rapport with indigenous people and building respect for SF.
- C. Handling Difficult Interpersonal or Intercultural Situations.** Circumventing unnecessary disputes, de-escalating tensions, and resolving disputes effectively; maintaining composure when threatened, angered, or intimidated; using non-verbal communication skills to effectively interpret and resolve interpersonal or situational problems; preventing arguments and conflicts.
- D. Using and Enhancing Language Skills.** Learning native language to enhance performance on missions, not having to rely on others to make up for language shortcomings; practicing language; taking opportunities to speak with HN civilians; translating and checking others' translation for accuracy.
- E. Troubleshooting and Solving Problems.** Finding novel ways to use the resources at hand to solve a problem (e.g., making an antenna out of garbage); producing solutions that are resourceful, insightful, or imaginative; producing solutions that are workable and practical.
- F. Decision Making.** Making sound decisions in a timely fashion; taking others' ideas and advice into account; making decision that use time, personnel, equipment, and tactics effectively; accounting for policy or procedure in decisions; acting swiftly and decisively when needed; remaining composed and task-oriented in making decisions under stress.
- G. Planning for Missions.** Developing sound mission plans; drawing on the expertise and advice of team members; anticipating potential problems and planning to overcome them; weighing consequences of alternate approaches; modifying plans when needed; assessing team readiness to identify gaps in knowledge/skills needed for mission.
- H. Preparing for Missions.** Determining resources needed to complete mission; determining equipment needs and preparing, checking, packing, and maintaining mission-related equipment; checking availability of resources at mission location; informing team members of preparation activities and responsibilities; making necessary personal preparations; conducting briefbacks.
- I. Contributing to the Team Effort and Morale.** Meeting team expectations for individual performance and interpersonal behavior; facilitating team performance through individual-level efforts; enhancing new and existing team members' skills and readiness; helping to constructively resolve intra-team disputes and personality clashes; motivating others; building team spirit through personal interactions.
- J. Showing Initiative and Extra Effort.** Putting forth the effort to produce high-quality work in a timely fashion; putting work priorities ahead of personal interests; actively pursuing self-improvement goals; seeking challenges; volunteering for demanding tasks or extra responsibility; taking initiative; presenting a positive image of SF.
- K. Displaying Honesty and Integrity.** Adhering to laws or rules of conduct; knowing when to put aside personal beliefs to follow policy requirements/SOPs, but taking a more difficult, morally correct course of action when appropriate; owning up to own mistakes; being truthful and genuine with others.
- L. Confronting Physical and Environmental Challenges.** Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically stressful or unfamiliar situations; preparing physically for challenge, emphasizing endurance over physical strength; overcoming demanding environmental conditions to rescue someone.



**M. Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating; using navigational techniques and skills to move to target.

**N. Being Safety Conscious.** Handling, storing, and disposing of hazardous equipment and materials properly; following safety guidelines and instructions in all training and operational contexts; monitoring others to ensure they observe SOP when using weapons and other potentially dangerous equipment and materials; reacting to safety violations and consequences to minimize potential adverse effects.

**O. Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.

**P. Handling Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; handling excesses or shortages of supplies; coordinating with others to share resources; finding the source of administrative problems; using computers.

**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; creating or transferring classified information using approved equipment or methods.

**EE. Maintaining Commo Equipment.** Determining equipment and supply requirements for missions; monitoring equipment maintenance through proper documentation; inspecting and repairing equipment to the best of one's knowledge.

**FF. Following Communication Policies and Procedures.** Planning and preparing all aspects of communication requirements before all missions; guaranteeing communication procedures are to standard and when needed initiates alternative procedures during missions; coordinating communication efforts after mission to ensure readiness for following missions.

**GG. Assembling and Operating Commo Equipment.** Applying knowledge within occupational specialty to configure and operate equipment; relying on information learned instead of equipment manuals; managing equipment problems.

**HH. Using Proper Cryptic Message Format** - Sending and receiving messages; maintaining motor skills necessary to send/receive messages; applying appropriate level of security to encrypt/decrypt messages.

18E [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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1. \_\_\_\_\_

An 18E wanted a light, portable, handheld system in lower VHF range to communicate with O.P. over 20 miles away. While at his checkpoint, this 18E built a 292 and installed an antenna on the PRC-126 (local radio). O.P. followed his initiative, using KL-43C for secure device and contact was established. Communications were maintained night and day in a secure manner.

2. \_\_\_\_\_

A detachment commander conducted his initial inventory of assigned team equipment and was shocked by the poor condition in which the equipment was maintained. This detachment commander established a maintenance/recovery SOP. The detachment equipment is now 100% mission-ready.

3. \_\_\_\_\_

During an exercise with host nation forces, an 18E was sending in a morse code net using Q and Z signals. This 18E was unable to perform timely message transfer because he did not know Q and Z signals. This 18E had to be retrained and there was negative contact with the host nation forces.

4. \_\_\_\_\_

During a battalion train-up, an 18E was required to teach emergency cryptographic systems. This 18E developed his own POI and made simplistic charts for instructions. The entire battalion was trained on the systems, thereby enhancing its capabilities.

5. \_\_\_\_\_

An SF soldier was required to give a slide presentation to a senior officer. This soldier did not check the slides prior to the briefing and the spelling was grossly incorrect. Before the presentation, this individual told some crude jokes. The senior officer made several comments on the misspelled words and the whole presentation made all involved look less than professional.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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6. \_\_\_\_\_

This detachment member realized the need to conduct vehicle modifications. The detachment member applied his welding background and welded all necessary parts to the vehicles without having been directed to do so. The detachment was able to mount crew-served weapons systems on its vehicles, thus enhancing its combat capabilities.

7. \_\_\_\_\_

During a mission requiring long range HF communications between the Middle East and United States, an 18E worked on his own to make long- range HF communications. The probability of making communications were low with small windows of opportunity. This 18E designed and constructed field expedient antennas such as arrays and log period basically with a bunch of wire that would typically take a wrench to set up. The group was able to communicate using voice a few times.

8. \_\_\_\_\_

This 18E was responsible for maintaining the battalion's radios in good working order. This 18E was lax about doing regular PMCS and had not checked out the radios since returning from the last deployment. When the battalion deployed for a major training exercise (which involved extensive communications requirements), several radios did not operate -- delaying establishment of communications.

9. \_\_\_\_\_

On an OCONUS DFT, the detachment came under simulated artillery attack in the open in a snowy environment. One member received simulated wounds and needed to be carried. This 18D saw that no one could lift the wounded man into an appropriate carry, so he lifted and carried him himself for approximately 300 meters. The detachment was able to escape the area of attack with the wounded man.

1  
Low  
Effectiveness

2

3

4

Moderate  
Effectiveness

5

6

7  
High  
Effectiveness

18E [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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10. \_\_\_\_\_

A Special Forces company was deployed to JRTC to act as an AOB in a battalion field training exercise. This SF soldier who was tasked to plan the mission found that the required actions were changed several times. This SF soldier successfully made the required changes using his own ideas and those of his subordinates. Everything was accomplished.

11. \_\_\_\_\_

This SF soldier was giving a class in cycle of operations to a group of students. This SF soldier gathered training aids to help with his class and related the cycle of operations to everyday actions. The soldiers had a good working knowledge of the cycle of operations.

12. \_\_\_\_\_

This 18C was the team S-4 and kept track of the team's organic equipment. The records from the prior leadership were ineffective and out-of-date. This 18C completely organized all end items by hand receipts to include team and individual issue. This 18C then established an SOP that covered garrison and packing for deployment and helped identify where everything was, where everything should be loaded, and who was responsible for what (e.g., commo gear...). The SOP enabled the team to cut down on loading time and made accountability easier.

13. \_\_\_\_\_

An 18E was supposed to give a block of instruction on the TSEC KY 57. This 18E did not know how to operate this piece of communications equipment. He could not give this block of instruction and had to be retrained.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18E [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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14. \_\_\_\_\_

During an exercise prior to an SR deployment the base station was having trouble making SATCOM checks with the teams. The 18E at the base station went through his team to ensure his radio was working properly but was not having any luck. Eventually, an 18B checked the antenna system and found a loose connection was causing the problem. This 18E was so focused on the technical operation of the radio that he had failed to thoroughly check the entire system. With the help of the 18B, the 18E was able to communicate.

15. \_\_\_\_\_

Contact had to be made with range control to open a drop zone, located on the far edge of the post. A 292 antenna group had been erected, but a communications path was not established. This communications chief directed two soldiers in the construction of a field-expedient vertical half-rhombic antenna, attaching it to the 292 antenna mast using old wire found on the DZ. A strong communications path was established with range control.

16. \_\_\_\_\_

A detachment was deployed to Korea to provide a support element for a joint U.S. and Korean exercise. When the convoy arrived at its destination, this SF soldier could not locate his baggage. This SF soldier became irate and yelled at the Korean private driver. The Korean NCO repeatedly struck the private for his mistake even though the baggage was later located. The other drivers saw that the bag was recovered and, seeing no apology from the SF soldier, lost a lot of respect for the U.S. forces.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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17. \_\_\_\_\_

An 18E attempted to make an unscheduled contact using a SATCOM radio, KY-57 secure device, and a DMDG. The message in the DMDG was in plain text since a secure device would scramble the message. After two hours of continuously attempting to make contact via SATCOM unsuccessfully, the 18E decided to use an HF system to transmit his message. The 18E set up the HF system, obtained the appropriate frequency and transmitted the message using the DMDG. He failed to check the message in the DMDG and transmitted the message in plain text without properly encrypting the message prior to transmission. Operational information was transmitted in the clear that could have compromised the ODAs location.

18. \_\_\_\_\_

This 18E was sent out to make communications for the day from the A-team's position. The 18E used the wrong one-time pad to send his message. Communication was not made and the team did not receive the resupply requested.

19. \_\_\_\_\_

This SF soldier was to complete a certification. He did not test his compass before starting, and travelled unnecessary miles before he realized his compass was sticking. He failed his first test.

20. \_\_\_\_\_

The senior 18E was tasked with being the team sergeant for the first time to conduct a mission that required linking up with sixty guerrillas. During isolation, this 18E planned a DA mission against a multiple-building target with a platoon of OPFOR on the target. The mission was a complete success.

21. \_\_\_\_\_

At the School of the Americas, this 18D was assigned to evaluate each member of an El Salvadoran squad of NCOs on his patrol leading skills. At the conclusion of the 3-day field exercise, this 18D gave all members of the patrol a grade of 100%. The NCOs were not properly evaluated.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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22. \_\_\_\_\_

A team leader was tasked to write a mission concept for a sensitive overseas deployment. Against regulations, the team leader wrote the classified concept on his own personal computer. He was relieved for the improper safeguarding of sensitive classified material.

23. \_\_\_\_\_

This soldier was tasked to install an OE-316/TSC-99 antenna group during an overseas training exercise. The TSC-99 unit was being used as the base operations radio station. Under this soldier's supervision, the antenna was assembled and installed improperly and damaged. Another antenna had to be brought in, delaying base operation for several hours and delaying deployment of the teams.

24. \_\_\_\_\_

Because the detachment had not been dropped at the correct landzone, it had to make an unplanned crossing of an inland waterway to get to its objective. This SF soldier was able to swim across the waterway. The detachment was able to reach its objective without incident.

25. \_\_\_\_\_

A team was operating in the mountains with only a two days supply of water. After no resupply, the team was out of water and there was no potable water source in the area. This 18D had packed a water filter kit that some teams had been given to evaluate. He extracted a one-day supply of water from a mud hole. The team was able to continue the mission for an additional day without compromise.

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1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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26. \_\_\_\_\_

The team was in a remote mountainous area. Team policy was to remain parked and ready to move at a moment's notice, especially during daylight hours. A helicopter came close and hovered overhead. This SF soldier had not maintained his equipment in immediate evacuate mode and pulled a red smoke grenade while attempting to secure his rucksack. The team location was compromised, resulting in hasty withdrawal and compromise of the mission.

27. \_\_\_\_\_

A US ODA and a host nation ODA trained and executed a night live fire raid. A host nation soldier and a US soldier who had become friends both performed the raid in an outstanding manner. The host nation soldier had limited capability in English. This SF NCO put his arm around his host nation friend and said "you are one bad m..f." The host nation soldier understood the words but not the context and had to be physically restrained by his team leader. Rapport was permanently, negatively affected with the host nation ODA.

28. \_\_\_\_\_

This 18E unsuccessfully made repeated attempts to make HF communication with Ft. Bragg. The 18E insisted that the frequencies for transmission must be incorrect for that time period. He tried several different types of antennas, moved his transmission site to optimize transmission, and asked for input and suggestions from other team members with more experience. Finally the base station was contacted by telephone and informed of the 18Es opinion of the frequencies being used. The base station re-checked the calculations for determining frequencies and determined that the 18E was correct: the team then made all scheduled contacts and changes were made to the base station SOP.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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29. \_\_\_\_\_ During a training exercise, message encryption/decryption was required. This 18E forgot to bring the encrypt/decrypt pads and did not check with the COMSEC custodian about receiving the pads. This 18E received a verbal reprimand for not complying with policy.
30. \_\_\_\_\_ A local field problem required the making of a commo shot. The B team was utilizing the wrong antenna. This 18E had to construct four different antennas before finally making contact. The commo shot was made.
31. \_\_\_\_\_ Although SF personnel write a message using crypto-text to produce the code, this SF soldier developed the capability to listen to the code while looking at the crypto-text and simultaneously write down the decrypted message. He eliminated the time consuming task of writing the encrypted text, decrypting the message, and then writing the plain text message.
32. \_\_\_\_\_ An A detachment was responsible for collecting and forwarding intelligence on the enemy during the Gulf war. This 18E experimented with several HF antennas in order to ensure back-up communications would be available if needed. At the outbreak of hostilities, the satellite channels were so jammed with traffic that no one could pass intelligence reports. This 18E hooked up the HF radio to the HF antenna he had constructed. Timely intelligence was sent to headquarters.
33. \_\_\_\_\_ After the team jumped into Korea, the PSC-7 was damaged and would work only intermittently. This senior commo sergeant took apart the face plate to try to determine if there was an obvious deficiency. He found a broken contact pin on the power switch and bridged the gap with some tin foil. The "fix" (though unauthorized) allowed the team to make satellite communication.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18E [A]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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34. \_\_\_\_\_

On an OCONUS training exercise, an 18E with the battalion's signal detachment was responsible for rapidly establishing satellite communications with Ft. Campbell. This 18E had forgotten how to properly load the uplink and downlink frequencies into the satellite radio. Satellite communications were not established rapidly.

35. \_\_\_\_\_

An A team was training host nation forces in the desert. The battalion was spread out over a large area and had fewer radios than needed. This 18E went into abandoned tanks and APCs and removed the radio sets. He worked on them and repaired enough to send out one radio with each company. The team was able to communicate with each other at all times.

36. \_\_\_\_\_

This officer was tasked to conduct a site survey to JRTC for the company forward operating base. Upon arriving at JRTC, this officer learned that no ammunition had been coordinated for the rotation. This officer did not work out the problem with higher headquarters. The company had no ammunition at the beginning of JRTC rotation.

37. \_\_\_\_\_

An 18E was on a communications exercise and was being evaluated on his ability to send/receive manual morse code. This individual was originally an 18B and had not received any formal 18E/morse code training. As this individual did not have the skills necessary to receive morse code at the speed transmitted, he used a tape recorder so he could play back the message as often as necessary until he had a complete message. The 18E had a 100% receive score at the end of the exercise and carried out all instructions contained in the messages.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18E [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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38. \_\_\_\_\_

This 18E was establishing a communications net with SATCOM as the main method of communications and HF (PRC-70) as the back-up method. The SATCOM failed, reverted to HF communications, and the 18E received a series of "Q & Z" signals, asking him questions. This 18E did not know the "Q & Z" signals received, and had to look them up in the manual. There were long delays in communicating, tying up the HF net and causing long hours for the 18E and the base station.

39. \_\_\_\_\_

During a winter, FTX a medic was having trouble keeping the IV solution from freezing up. This medic placed the IV solution in the heat packet that comes in the new MREs. By adding water to this packet, the IV solution heated up and kept the solution from freezing.

40. \_\_\_\_\_

Prior to deployment, it was determined that there may be a requirement for manual morse code. This 18E did not practice copying or sending code prior to deployment. During the deployment, this 18E needed to receive manual morse code but was unable to copy the message. The team did not receive vital information.

41. \_\_\_\_\_

During desert training, a new 18E installed radios in vehicles. This 18E failed to connect one antenna cable to the radio on the team sergeant's vehicle. No communication was established that night with that element.

42. \_\_\_\_\_

The Special Forces unit was sent to assist the Haitian refugees. The Haitians did not like it when the soldiers spoke French because it was the language used by the government officials. Within one week, this Special Forces soldier learned French Creole, which was spoken by the Haitians. This assisted in much smoother operations and improved morale among the Haitians.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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43. \_\_\_\_\_

A team was doing an ARTEP with a unit stationed out of state. This 18E left all crypto for his unit at his home station. The exercise was delayed four days.

44. \_\_\_\_\_

During a joint foreign training exercise after isolation, everybody's equipment was divided up equally. The mountainous terrain made travel difficult. This SF soldier, who had "sprained his ankle" in several previous training exercises, sprained his ankle again and his equipment had to be distributed among the other team members. Team morale suffered because the other team members suspected that this SF soldier might be faking the sprained ankle.

45. \_\_\_\_\_

The new battalion commander wanted to receive weekly training briefs with the use of slides and other equipment. This 18C utilized his computer skills to assist in producing the slide show and briefing. The presentation was accepted by the battalion commander.

46. \_\_\_\_\_

This warrant officer was trying to plan training concepts while remaining under a specific budgeted amount. This warrant officer used creativity and innovation to plan a full week of training and still stay under the budget. The mission was complete.

47. \_\_\_\_\_

A mission was given to a team at JRTC for an ARTEP to rescue a downed pilot. Intelligence reports gave no information on the size of the force and very little information regarding the terrain. This 18A planned the mission using the little information they had. This 18A ensured the battalion commander that the mission would be a success because he thought that was what the commander wanted to hear, instead of rejecting the mission until more information was received. The team failed.

1                      2                      3                      4                      5                      6                      7  
Low                      Moderate                      High  
Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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48. \_\_\_\_\_

A detachment infiltrated into an exercise by C-130 aircraft. Once on the ground, this SF soldier realized the plane did not drop them where they had planned to be dropped. This soldier oriented the team on the ground, located them on the map, and moved them out. The mission was a success once they overcame the problem of unfamiliar terrain.

49. \_\_\_\_\_

SF team leader was commanding the team through a survival, evade, and escape exercise. This SF team leader decided to make contact with local indigenous personnel for possible survival and escape assistance. The detachment was set up in a secure safe house and through a series of secure assets, the detachment was returned to friendly lines.

50. \_\_\_\_\_

This 18D, who was in Pakistan, knew the Pashtu language and owned some of the regional clothes. He was invited to dinner at an Afghan instructor's house. This 18D wore the local garb and sat on the floor eating with his hands, as was the custom. A visiting Pakistani neighbor mistook him for an Afghan because he was not able to fit in so well.

51. \_\_\_\_\_

Isolation was being conducted for a mission. This SF officer assigned team members staff tasks that were outside their area of expertise. The team members were forced to see mission planning from a different angle.

52. \_\_\_\_\_

An A-team was requesting extraction from a beach site. An LST-5 SATCOM radio was being used to talk to a submarine at antenna depth. The 18E used line-of-site with the satellite antenna and was unable to keep the antenna on azimuth because it is a directional antenna. The satellite antenna was damaged due to salt-water spray and the 18E received several RF burns from the uninsulated antenna. Commo with the sub was sporadic until the LOS antenna was used.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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53. \_\_\_\_\_

An ODA was deployed CONUS under field conditions on a training mission for 13 days. Commo was not required on a daily basis. Three days into field, after moving base camp two times for a total distance of approximately nine kilometers, this 18E discovered he had misplaced his one time pads. He thoroughly searched his personal equipment and could not locate the pads. The 18E did not then notify his team sergeant, but assumed the other 18E had the pads. On the following day, when a commo link was required using crypto, the 18E finally told the team sergeant he had lost the pads. The team failed to make commo when required and the crypto pads could not be recovered due to distance.

54. \_\_\_\_\_

During ARTEP, an ODA was required to pick up a cache of C-rations and water. This SF soldier was tasked to recover the cache at night from the desert floor with little or no landmarks by which to navigate. This SF soldier used resection to locate and recover the cache. The guerilla forces were impressed with the ODA's abilities which enhanced the success of the mission.

55. \_\_\_\_\_

While deployed on an exercise requiring communications, the communications equipment did not work. This 18E had failed to inspect the communications equipment prior to deployment. This 18E received a reprimand for not following maintenance policy.

56. \_\_\_\_\_

This detachment commander felt some of the detachment members were not working hard enough. During isolation before a deployment, this 18A stated very seriously that all the NCOs were unprofessional. then stood up and stormed out of the room. After talking to the team sergeant, he agreed that it had been the wrong thing to do but didn't say that to the detachment. This ruined the morale of the detachment and made the team sergeant's job more difficult.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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57. \_\_\_\_\_

Prior to deployment it was determined that FM commo would be used with training sites from headquarters. An RC-292 jungle antenna was requested and not available. This 18E grabbed his field-expedient RC-292 antenna and packed it with his gear. The FM base station was able to communicate with all training sites.

58. \_\_\_\_\_

A detachment was on a deployment in Iraq. This SF soldier picked up a 300-400 word vocabulary of Iraqi Kurdish within three weeks. This soldier could communicate with camp refugees.

59. \_\_\_\_\_

This team leader had primary responsibility for the day-to-day operations of the team. This team leader filled out all required reports, records, and schedules ahead of time. This team leader also provided the 18A with information for mission planning before the 18A requested it. The administrative tasks for the detachment as a whole were more manageable and effective.

60. \_\_\_\_\_

An SF company was trying to get its equipment cleared through a foreign country's customs that was very restrictive. This SF soldier, who did not know anything about the customs process, became very insulting and loud when he realized that some of the equipment was being impounded. The customs officials walked away and had to be bribed just to return.

61. \_\_\_\_\_

An SF team was doing an evaluated endurance event, moving a long distance with a lot of equipment. This team member realized that the team was moving too slow and tried to motivate the team by taking the lead and giving words of encouragement. The team completed the endurance event within the time standard.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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62. \_\_\_\_\_

An SF NCO leading a dismounted patrol realized that the map reconnaissance was wildly inaccurate due to the age of the map. This SF NCO made major deviations from the planned route, navigating on the move. The SF NCO got the patrol to its target within the window and the mission was accomplished.

63. \_\_\_\_\_

Operating as part of a Combat Support Counter-Terrorism (CSCT) in Korea, this 18E had planned to use lithium batteries to power the PRC-70s. On day two of the exercise, the power cable failed (another power cable was not available) and the 18E was forced to use pieces of wire and safety pins to make contact between the radio and the batteries. The connection was not positive and shorted out his supply of batteries half way through the FTX. To maintain ammo, the 18E had to leave the field site to get a resupply of batteries.

64. \_\_\_\_\_

The team was deployed on a real world search and reconnaissance mission. This Special Forces soldier deployed to the field without a good working knowledge of the radios. Once in the field, this SF soldier lost the fill for the crypto device. The team could not establish communications with higher HQ for information or evacuation.

65. \_\_\_\_\_

This 18E was scheduled to take the SQT test. He began studying months in advance. This 18E scored 100% on the test and was placed in a position of greater responsibility.

66. \_\_\_\_\_

An 18E was to assist in the assembly of the "Hermes Loop" antenna system in support of the TSC-99 operation. This 18E placed lithium grease on the connectors of the nitrogen-filled antenna cables. The antenna system malfunctioned and the ODAs in the field were not able to communicate with the base station.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness



18E [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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67. \_\_\_\_\_

Three team members were going through pre-scuba and were in the middle of the second (last) week of the very physically taxing course. During cross overs, one team member had a bad cramp in his hamstring and could only cross the pool on the bottom using his hands. This team member saw him, dove down to help, and lifted him up on the wall, using up his own few seconds of breathing time and risking a reprimand from the instructor for letting go of the wall. This team member gained the respect of the rescued team member.

68. \_\_\_\_\_

An A detachment deployed on an SR training exercise with a primary communications means of HF wing PRC-70s, manual CW, and one-time pads. The senior 18E forgot the one-time pads, leaving them in the isolation area. Although the team utilized the alternate crypto system to encode/decode message traffic, they were looked upon poorly for leaving their crypto behind and unsecured.

69. \_\_\_\_\_

This 18E was responsible for maintaining his skill level at sending and receiving manual morse code. When an officer decided to use his 18E's skills at morse code, he directed that all commo be done in this manner. This 18E was out-of-practice with code and was so slow that his transmissions could not be correctly copied at headquarters. Communications totally broke down, forcing communication to be made by voice.

70. \_\_\_\_\_

An 18B was off duty at a local restaurant. This 18B observed a civilian having a heart attack and administered CPR until the emergency medical services arrived. The man lived.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18E [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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71. \_\_\_\_\_

Selected team members were tasked to train host nation soldiers. This SF soldier who was not assigned a training class assisted others by making copies, obtaining supplies, drawing charts, and listening to practice classes. The instructors for these classes could concentrate more on the quality of their classes instead of having to spend time on details. Classes were given on time and handouts were available to students.

72. \_\_\_\_\_

During an exercise there was complete base station failure of the AN/TSC-99. This 18E immediately started to send 20 group call ups via morse code. 90% comms was maintained with outlying stations until AN/TSC-99 was brought back online.

73. \_\_\_\_\_

An 18E just out of the Q-course was assigned to an A-team, without the benefit of a senior comms sergeant to mentor him. He was not familiar with the radio equipment used by the team or with the base operating procedures for the battalion. This 18E arranged to meet with the B-team comms sergeant to learn radio and maintenance procedures. He became familiar with all the company and battalion radio procedures and SOPs.

74. \_\_\_\_\_

An SF team was on a mission in which they needed to reach a target by a certain time. This team member was very out of shape and moved slower than was acceptable. The team was forced to move much slower and they did not reach the target in time.

75. \_\_\_\_\_

This 18E was sent to an A-team right out of the Q course. He did not know the team's equipment or the base operating procedures for the battalion. This 18E established a maintenance program and became familiar with the team's radio equipment. This 18E was able to perform as expected.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18E [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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76. \_\_\_\_\_

This SF NCO was on an SR mission requiring SATCOM, 4 days of water requirements (4 gallons), observation equipment, a hidesite kit, and so on. This SF NCO realized that the 18E had a very heavy load of equipment. This NCO took half of the 18E's equipment, sharing the load. This lifted the 18E's spirits and helped the team accomplish the mission.

77. \_\_\_\_\_

While on a counter narcotics mission, an ODA did not have an 18E. The SR mission had to maintain a push to make commo at all times. This 18D took charge of all communications, including AM/FM and SATCOM radios. He encrypted/decrypted all messages and sent them through burst transmission. The ODA maintained commo with the B team for the entire mission.

78. \_\_\_\_\_

This senior SF NCO was tasked with preparing an operations order. This SF soldier completed the writing order without thinking about basic security considerations and gave it to the team. The operation did not take place and the soldier was told to write the operations order again.

79. \_\_\_\_\_

While deployed on an OCONUS FID mission, the team sergeant instructed all detachment members on the speed limit when operating tactical vehicles off the road. This detachment member went over the speed limit and hit a large sharp rock that could have been avoided at the proper speed. The vehicle's front tire had a catastrophic failure, requiring the team to use one of only two spares they had.

80. \_\_\_\_\_

The detachment was deployed to a forward site OCONUS and was required to maintain communication with headquarters by SATCOM. During infiltration, the antenna was broken. This 18E built a replacement antenna out of two broomsticks and some house wire. SATCOM communications was established with headquarters.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18E [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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81. \_\_\_\_\_

During the preparation of an ambush, an 18B noticed that this 18C was putting a potentially dangerous explosive device with an ineffective detonating device. The 18B told this 18C not to put the two together as he would get blown up. This 18C said he would try something else, but actually went back to what he had been doing and was blown up as he triggered his own detonating device.

82. \_\_\_\_\_

A Special Forces team was deployed in the field. This team leader allowed the unit to drink alcohol while in the field. The unit did not get caught.

83. \_\_\_\_\_

A detachment was operating in a remote location in South East Asia and the length of operation was extended. An AN/PRC-70 was being carried and the 18E had issued an extra 70 rechargeable batteries to team members to carry. The detachment had urgent intelligence pass approximately 12 days into the operation. The batteries were brought out, but all were dead and the only recharge available was solar. This 18E used a phone with alligator clips that he always carried, found a phone line approximately 6 kilometers distant, spliced into a line, spoke with a local operator then to an overseas operator, and finally to base station at FOB. The intelligence was reported in a timely manner and the mission was completed.

84. \_\_\_\_\_

An 18E was to give a class on computing and applying time zone indicators. This 18E, in the allotted time of one hour, was not able to correctly teach the students on the subject matter. He was slow in presenting the material and was not prepared. This 18E was removed from his teaching position and not allowed to lead or supervise students.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18E [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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85. \_\_\_\_\_ An 18E on deployment to Thailand occupying the billets, noticed the lights did not work and the fans were not running. After accomplishing his assigned tasks, on his own accord, this 18E investigated the problem and rewired the billets. There was electricity for the lights and fans.
86. \_\_\_\_\_ While deployed in a foreign country, this SF soldier went out drinking. This SF soldier got into a fight with a local civilian. This caused tension between SF and the local populace.
87. \_\_\_\_\_ The team was conducting training overseas with translators provided by the host nation. One day there was a substitute for the usual translator and this team member, who spoke the language, noticed that the new interpreter was not accurately translating the class. This team member notified the team sergeant and then replaced the translator. The course continued on schedule with its content translated correctly.
88. \_\_\_\_\_ An SF team was training a regular Army unit in demolitions. Several bangalores were placed under a wire obstacle and individually detonated, resulting in a grass fire on the range. While the brush fire was being fought, this 18C noticed that one of the bangalores had been cut off and was in the fire that the SF and Army soldiers were fighting while waiting for fire trucks. The 18C immediately moved all personnel to a safe distance from the explosive. When the fire was contained, the 18C and his junior sergeant safely destroyed the mine.
89. \_\_\_\_\_ During a deployment, a team was responsible for maintaining all sensitive items. This 18E did not do a proper check and later noticed that his crypto was missing, even though he had been reporting all sensitive items accounted for. He had the team locked down, conducting a search in order to find the missing items. The sensitive items were found and the 18E was given a letter of reprimand.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18E [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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90. \_\_\_\_\_ This SF NCO was told not to handle large anti-tank hand grenades. The NCO picked one up anyway and chucked it down a bunker. The NCO blew up the bunker and himself and had to be evacuated, leaving the split team short-handed.
91. \_\_\_\_\_ This 18E was teach a class on the PRC 104. This 18E did not acquire all the materials needed for the class. This 18E also did not develop a full understanding of the material he was to teach. The class did not go well and the students did not learn the material they were supposed to learn.
92. \_\_\_\_\_ During a joint foreign training exercise, this 18E was supposed to make communications from the outstation to the base station using the AN/PRC-70 as the primary means and the KAL-43 and SATCOM as the secondary means. This 18E attempted to make commo with the AN/PRC-70 a couple of times using the same type of antenna from the same location without success. This 18E then went to his alternate means using the KAL-43 in conjunction with the foreign lines which were unsecured instead of reconfiguring the antenna and radio. Communication was established through ineffective means.
93. \_\_\_\_\_ An ODA was deployed on a search and reconnaissance mission. They were tasked to dig a reinforced hide site and to relay all information to the MSS. This team member decided to change the construction plans and construct the door of the hide site with poncho and leaves. An enemy soldier stepped on the hide site door and fell into the hide site; the team was compromised and had to escape and evade.
94. \_\_\_\_\_ An 18E was on a field training exercise. He was required to make commo but found that the antenna was broken. This 18E figured out the antenna length and used a barbed wire fence to make commo over a 1000 mile distance. Thus, commo was maintained.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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95. \_\_\_\_\_

This SF officer was given classified documents pertaining to his area of operation while preparing for an OCONUS mission. He attended a briefing and then got up, walked out, and left the classified documents in the office where the briefing was held. This officer was informed about leaving the papers and instructed to ensure he accounted for all documents.

96. \_\_\_\_\_

This soldier was told to recon an area and meet the team at a given location. Although this soldier had a map and compass, he became lost and could not find the team. The mission had to be cancelled so that the rest of the team could locate the lost soldier.

97. \_\_\_\_\_

The team was training African host nation forces in light infantry tactics. The live fire range was covered with dud mortar rounds. The SF team marked the dud rounds and instructed the indigenous forces not to touch them. This SF soldier decided he would like to keep an inert 120mm mortar for a door stop and took one back to his tent. The indigenous forces saw the soldier take the mortar and reported him to their colonel. The soldier was counseled on safety and had to make a personal apology to the host nation troops.

98. \_\_\_\_\_

An 18E was responsible for teaching basic antenna theory to a host country. While teaching classes his transition was inconsistent and out of sequence. As a result, the host nation students became frustrated and inattentive.

1                      2                      3                      4                      5                      6                      7  
Low                      Moderate                      High  
Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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99. \_\_\_\_\_

An 18E was tasked to train his team on the procedures to determine the proper 120 group call-up. This 18E thoroughly reviewed the procedures, drew up simplistic charts to aid his call and presented the information accurately without any undue information. He also conducted classroom exercises, and field exercises with another post. The team was fully trained on 120 group call-up, sending and receiving burst transmissions, and antenna construction.

100. \_\_\_\_\_

An 18E was to perform a radio check with the base station prior to deploying on a training exercise. This 18E used a whip antenna with the radio set instead of the antenna wire he would have used to construct an antenna while in the field. This 18E was not able to make commo as the antenna wire had a break in the radiating element.

101. \_\_\_\_\_

An 18E transmitted 20-group call up but did not install Special Operations code in correct group. Because he forgot where to place special code, he did not send the message. This 18E was written up for mission failure.

102. \_\_\_\_\_

While in a host country training indigenous soldiers, an NCO picked up an unsupervised weapon belonging to an Arab. After making his point, the NCO wouldn't return the weapon, creating a tense situation. This SF soldier saw this situation, intervened and told the first NCO that he could destroy the team's credibility (without causing him to lose face with the Arabs). He also told the Arabs it was just a drill and started telling jokes in one of the region's languages. The situation was diffused in a matter of seconds.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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103. \_\_\_\_\_

Ordnance was found by a team while overseas. The team's 18C strongly advised this team leader that each ordnance piece had to be individually charged (because it would not sympathetically detonate) but that the team did not have enough demolitions material to place a charge on each separate piece. This team leader said to "do it anyway." The explosion launched several unexploded projectiles towards the team at a high rate of velocity.

\_\_\_\_\_

This weapons sergeant was tasked with requesting the range for a weapons-firing exercise. He did not follow up on the request to be sure the range was scheduled. Two weeks later -- the day before the range exercise -- it was discovered that range control had never received the request because it had never left the company; the team lost out on training time.

104. \_\_\_\_\_

While deployed in Africa, an 18C was in an NCO club drinking beer with indigenous NCOs. This 18C was accosted by another soldier who was drunk and belligerent. This 18C immediately disengaged himself and reported the incident. The drunk soldier was counseled.

105. \_\_\_\_\_

The detachment was preparing for an OCONUS mission and for planning purposes they were using classified material. An 18B was in an officer's vicinity when the officer was supposed to be safeguarding classified material. This 18B observed the officer place the confidential material in his desk rather than in his safe. This 18B lectured the officer about the proper procedure for classified material storage. The material was stored appropriately.

106. \_\_\_\_\_

This SF soldier was tasked to work individually to produce operational information. This SF soldier researched, developed, and wrote a standard operating procedure for operations to be conducted by Special Forces in the future. SOP was developed in areas that had never been addressed.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18E [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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107. \_\_\_\_\_

A team was extremely well trained and prepared in all areas but that of language proficiency. This team leader ordered that only Spanish would be spoken during the workday among team members. This team leader made a game out of it, making anyone who was caught speaking English do push-ups. The team greatly increased its capability to communicate in conversational Spanish.

108. \_\_\_\_\_

An 18E was responsible for establishing communication for a team deployment. This 18E failed to conduct an operational check of his equipment prior to departure. The equipment was inoperable and the team was unable to provide adequate communication, resulting in an unsatisfactory rating.

109. \_\_\_\_\_

Classes were being given to Kenyan soldiers on field expedient shelters. It was a forest environment with a great deal of rain. As night fell, the Kenyans refused to sleep in the shelters. This SF team leader questioned the senior Kenyan NCO who showed him a nearby path created the previous night by elephants. The SF leader noted the large uprooted trees and crushed vegetation and had the SF personnel move out of the shelters also. Everyone was safe.

110. \_\_\_\_\_

An ODA was deployed on a search and reconnaissance mission. They needed to make communication with higher HQ but could not get through. This commo sergeant dressed in civilian clothes and walked through a populated area so he could get to some higher ground. The commo sergeant made contact with higher HQ and the ODA was given a good rating.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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111. \_\_\_\_\_

A team was packing mission-essential equipment for an upcoming mission. This team sergeant directed the way in which the equipment would be packed without asking other team members for guidance. He had them pack badly needed equipment which should have been at the top at the bottom. As a result, the team spent a lot of unnecessary time unpacking and re-packing.

112. \_\_\_\_\_

An A-team received several new members unfamiliar with emergency crypto. This new 18E was tasked with training emergency crypto; he was not familiar with it. This 18E used a variety of training aids such as practice sheets, butcher blocks, and several types of emergency crypto systems that were very easy to remember. The instructions were clear, easy to understand, and effective. This 18E effectively cross-trained the entire detachment in several types of emergency crypto.

113. \_\_\_\_\_

This 18B was put in charge of an SR team for a 5 day mission; one of the team members was an 18C who taught hide site construction. This 18B put the 18C in charge of communications and personally took charge of the hide site construction. When the 18C tried to make suggestions, this 18B told the 18C that he was in charge and that was the end of it. The hide site was constructed poorly and built in an inappropriate site.

114. \_\_\_\_\_

An 18Z ordered information from base through his 18E. This 18E exhausted all types of radio and antenna configurations that the jungle and high mountainous terrain would allow. This 18E then tuned his radio to "CW" continuous wave and transmitted his message by morse code, using his hand mike as he did not have a code key. Radio contact was made and, seconds later, base responded via code.

1                      2                      3                      4                      5                      6                      7  
Low                      Moderate                      High  
Effectiveness                      Effectiveness                      Effectiveness

18E [A]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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115. \_\_\_\_\_

While in Saudi Arabia, a host country soldier had said that he was a rappel master but then fell while rapelling. This 18D made fun of the soldier. When it was discovered that the soldier had broken his arm, the 18D took him to the local hospital to set and cast the arm; he still lost rapport with the host country because he had made fun of the soldier.

116. \_\_\_\_\_

While deployed on an SR mission at NTC, the detachment's primary means of communication was secure SATCOM voice/data using an LST-5 radio and a KY-57 secure device. The 18E on this detachment failed to properly test all the equipment prior to infiltration. The detachment had to repair the KY-57 in the field, thereby sending a late angus initial infiltration report.

117. \_\_\_\_\_

An ODA was deployed to a third world country where English was not spoken. No interpreters were available. This 18E initiated the use of Q and Z signals with the communication specialist from the host nation army. The team was able to train and communicate with the host nation army.

118. \_\_\_\_\_

This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.

119. \_\_\_\_\_

This 18E lost a tool box and tools for which he was responsible. Instead of reporting the missing items and then paying for them through the Army, this 18E decided to purchase the missing items himself in the civilian market. When an inventory was called for, this 18E borrowed a tool box and tools from another company to display to the company commander as his own as he had not yet bought all the material lost. This 18E is being investigated for filing a false report with the commander.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

## SF Job Performance Category Definitions (18E)

**A. Teaching Others.** Conveying knowledge and skill to others; establishing an atmosphere conducive to learning; presenting material in an orderly fashion; tailoring material to the target audience's needs and capabilities; obtaining audience interest and involvement; using handouts, aids, tools, or kits; constructively guiding and correcting others; finding appropriate ways around language barriers.

**B. Building and Maintaining Effective Relationships with Indigenous Populations.** Demonstrating respect for and engaging in behavior appropriate to indigenous culture, values, and customs; developing rapport with indigenous people and building respect for SF.

**C. Handling Difficult Interpersonal or Intercultural Situations.** Circumventing unnecessary disputes, de-escalating tensions, and resolving disputes effectively; maintaining composure when threatened, angered, or intimidated; using non-verbal communication skills to effectively interpret and resolve interpersonal or situational problems; preventing arguments and conflicts.

**D. Using and Enhancing Language Skills.** Learning native language to enhance performance on missions, not having to rely on others to make up for language shortcomings; practicing language; taking opportunities to speak with HN civilians; translating and checking others' translation for accuracy.

**E. Troubleshooting and Solving Problems.** Finding novel ways to use the resources at hand to solve a problem (e.g., making an antenna out of garbage); producing solutions that are resourceful, insightful, or imaginative; producing solutions that are workable and practical.

**F. Decision Making.** Making sound decisions in a timely fashion; taking others' ideas and advice into account; making decision that use time, personnel, equipment, and tactics effectively; accounting for policy or procedure in decisions; acting swiftly and decisively when needed; remaining composed and task-oriented in making decisions under stress.

**G. Planning for Missions.** Developing sound mission plans; drawing on the expertise and advice of team members; anticipating potential problems and planning to overcome them; weighing consequences of alternate approaches; modifying plans when needed; assessing team readiness to identify gaps in knowledge/skills needed for mission.

**H. Preparing for Missions.** Determining resources needed to complete mission; determining equipment needs and preparing, checking, packing, and maintaining mission-related equipment; checking availability of resources at mission location; informing team members of preparation activities and responsibilities; making necessary personal preparations; conducting briefbacks.

**I. Contributing to the Team Effort and Morale.** Meeting team expectations for individual performance and interpersonal behavior; facilitating team performance through individual-level efforts; enhancing new and existing team members' skills and readiness; helping to constructively resolve intra-team disputes and personality clashes; motivating others; building team spirit through personal interactions.

**J. Showing Initiative and Extra Effort.** Putting forth the effort to produce high-quality work in a timely fashion; putting work priorities ahead of personal interests; actively pursuing self-improvement goals; seeking challenges; volunteering for demanding tasks or extra responsibility; taking initiative; presenting a positive image of SF.

**K. Displaying Honesty and Integrity.** Adhering to laws or rules of conduct; knowing when to put aside personal beliefs to follow policy requirements/SOPs, but taking a more difficult, morally correct course of action when appropriate; owning up to own mistakes; being truthful and genuine with others.

**L. Confronting Physical and Environmental Challenges.** Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically stressful or unfamiliar situations; preparing physically for challenge, emphasizing endurance over physical strength; overcoming demanding environmental conditions to rescue someone.

**M. Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating; using navigational techniques and skills to move to target.

**N. Being Safety Conscious.** Handling, storing, and disposing of hazardous equipment and materials properly; following safety guidelines and instructions in all training and operational contexts; monitoring others to ensure they observe SOP when using weapons and other potentially dangerous equipment and materials; reacting to safety violations and consequences to minimize potential adverse effects.

**O. Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.

**P. Handling Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; handling excesses or shortages of supplies; coordinating with others to share resources; finding the source of administrative problems; using computers.

**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; creating or transferring classified information using approved equipment or methods.

**EE. Maintaining Commo Equipment.** Determining equipment and supply requirements for missions; monitoring equipment maintenance through proper documentation; inspecting and repairing equipment to the best of one's knowledge.

**FF. Following Communication Policies and Procedures.** Planning and preparing all aspects of communication requirements before all missions; guaranteeing communication procedures are to standard and when needed initiates alternative procedures during missions; coordinating communication efforts after mission to ensure readiness for following missions.

**GG. Assembling and Operating Commo Equipment.** Applying knowledge within occupational specialty to configure and operate equipment; relying on information learned instead of equipment manuals; managing equipment problems.

**HH. Using Proper Cryptic Message Format -** Sending and receiving messages; maintaining motor skills necessary to send/receive messages; applying appropriate level of security to encrypt/decrypt messages.

# Job Analysis of Special Forces Jobs:

Performance Example Questionnaire

Version: Communications Sergeant [B]

## Privacy Act Statement

This is an experimental personnel data collection activity conducted by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (e.g., name) are requested, they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

Although your participation is voluntary, we encourage you to provide complete and accurate information in the interests of the research. There will be no effect on you for not providing all or any part of the information.

## Job Analysis of Special Forces Jobs: Performance Example Questionnaire

### Project Purpose

The overall goal of the SF Job Analysis is to gather information that will aid in the development of new SF performance measures. This goal requires two types of information--information about the individual attributes (e.g., interpersonal skills, judgment ability) requisite to SF performance and information about the field performance of SF Jobs.

### Project Summary

The SF Job Analysis has been well-supported by the 1st, 3rd, 5th, 7th, and 10th SFG[A]. In total, 175 NCOs, officers, and warrant officers have provided:

- judgments about 30 individual attributes (e.g., judgment and decision making ability, non-verbal communication ability, endurance, motivation)
- judgments about task areas relevant to SF MOS, and
- descriptions of *performance examples* (scenarios that describe a situation, an SF individual's behavior in that situation, and the outcome of the individual's actions).

The participants provided 1,767 *performance examples* which were organized into 40 *SF performance categories*. For simplicity, the performance categories were grouped into 14 major SF roles. Names of the categories and roles are provided in Figure 1. Definitions of some of the categories are on pages 6 and 7 and on the back page of your questionnaire.

### Questionnaire Purpose

This questionnaire has two purposes: (1) to ensure that the *performance categories* adequately reflect the content of the *performance examples* and (2) to obtain judgments about the effectiveness of different behaviors that are represented in the *performance examples*.

Your judgments, along with those of other respondents, will be used to develop SF performance measurement instruments. Your participation in this effort is, therefore, very important. Thank you for your time and consideration.



Figure 1. Role	SF Roles and Performance Categories Based on Performance Examples Performance Category(ies)	
Teacher	A.	Teaching Others
Diplomat	B.	Building and Maintaining Effective Relationships with Indigenous Populations
	C.	Handling Difficult Interpersonal or Intercultural Situations
	D.	Using and Enhancing Own Language Skills
Problem Solver	E.	Troubleshooting and Solving Problems
	F.	Decision Making
Planner	G.	Planning for Missions
	H.	Preparing for Missions
Team Player	I.	Contributing to the Team Effort and Morale
Professional	J.	Showing Initiative and Extra Effort
	K.	Displaying Honesty and Integrity
Soldier/ Survivor	L.	Confronting Physical and Environmental Challenges
	M.	Navigating in the Field
	N.	Administering First Aid and Treating Casualties
	O.	Being Safety Conscious
Administrator	P.	Handling Administrative Duties
	Q.	Handling Classified Information and Materials
Weapons Expert	R.	Operating and Maintaining Direct-Fire Weapons
	S.	Employing Indirect-Fire Weapons and Techniques
Engineer	T.	Employing Demolitions Techniques
	U.	Constructing for Mission-Related Requirements
	V.	Calculating Mission-Related Requirements
	W.	Developing and Using Target Folders
Medic	X.	Evaluating and Treating Non-Emergency Medical Conditions and Injuries
	Y.	Determining and Administering Medications and Dosages
	Z.	Obtaining/Maintaining Medical Records and Treatment Histories
	AA.	Ensuring Standards of Health-Related Facilities, Conditions, and Procedures
	BB.	Responding to Accident and Life-Threatening Situations and Conditions
	CC.	Performing or Assisting Doctor in Surgical Procedures
	DD.	Conducting Laboratory Tests/Procedures
Communi- cations Expert	EE.	Maintaining Communication Equipment
	FF.	Complying with Communication Procedures and Policies
	GG.	Assembling, Operating, and Disassembling Accurately Configured Equipment
	HH.	Using Cryptic Message Format to Make Communications
Military Advisor	II.	Advising HN/G Counterparts
	JJ.	Conducting Cooperative Operations with HN, G, or Conventional Forces
Leader	KK.	Considering Subordinates
	LL.	Providing Direction
	MM.	Gaining the Respect and Confidence of Subordinates
	NN.	Developing Others

Shading indicates categories that are not covered in this version of the questionnaire.

## Questionnaire Instructions

This booklet contains about 150 short performance examples. Each example describes an SF soldier's actions in a particular situation. We would like you to make two judgments about each performance example. Please follow these three steps:

- (1) *Read the performance categories defined on pages 6 and 7 carefully.* These performance categories are also listed on the last page of your questionnaire. *Tear off the last page of your questionnaire.* You will need to refer it as you make your judgments. *It is critical that you develop a good understanding of the performance categories before you get started.* If you make any handwritten notes about the performance categories, please return them with your completed questionnaire. We will consider all notes in the next revision of definitions.
- (2) Read the first performance example and decide which performance category it is relevant to. Write the letter "A," "B,".... etc. that indicates which category the performance example reflects in the blank to the right of the example
- (3) Now, each performance example has one main character--this NCO, this 18B, etc. Consider how effective the individual's behavior was in the incident. Use the seven point rating scale shown at the bottom of the next page (1 = low effectiveness to 7 = high effectiveness) to make your judgments.

An example of some completed judgments appears on the following page. This respondent read the first performance example and decided that it was relevant to category "B," Building and Maintaining Effective Relationships with Indigenous Populations. He felt that the SF soldier's actions in the example were a little higher than moderately effective, so he wrote a "5" in the appropriate blank to the left of the example.

He indicated that the second performance example was relevant to category "A," Teaching Others. He thought the soldier's actions in the example were a little higher than moderately effective, so he wrote "5" in the blank to the left of the example.

### Other Notes

There are too many performance examples to place in just one questionnaire. This version of the questionnaire contains performance examples that are common to any position on an SF team (i.e., not MOS specific) and performance examples relevant to 18E, Communication Sergeant, tasks. Other versions of the questionnaire contain other MOS specific performance examples.

The details of the performance examples have been altered in order to safeguard the identity of SF personnel.

**EXAMPLE PERFORMANCE EXAMPLE BOOKLET PAGE**

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (See below)
---	--

1.   B          5  

An airborne school was being run for foreign nationals using the American jump school standard for pull-ups. However, not one of the foreign nationals could do more than 3 pull-ups. This SF soldier lowered the standard without making it look like a major adjustment was being made. The students were able to build up to over 3 pull-ups and complete the airborne training.

2.   A          5  

This 18B attended a SERE course. This 18B saw the need for survival training within his own team and came up with a week's training plan for movement and daily procedures. This 18B also developed a standardized survival kit for the team. The team conducted survival training and used the survival kit for a period of 7 days.

3.   B          2  

An SF team was working with host nation counterparts. During the usual siesta time, a host nation soldier made reservations for the host soldiers and the American contingency at a restaurant. This SF soldier said he did not like the local food and started whining, saying that he wanted to eat at a McDonalds. This SF soldier was reprimanded for insulting the host nation soldiers.

4.   C          6  

During a military gathering, this SF soldier was sitting at a table with a Marine Corps commander when they were joined by a Spanish speaking officer. The two officers were trying to communicate, but neither could speak the other person's language. This SF soldier offered to translate for both individuals. The offer was accepted and the officers were able to productively exchange ideas.

5.   J          7  

During a training mission, it was discovered that all the water in the area was poisoned. The nearest location for alternate water was 4 miles away and the team members were dehydrated. This SF soldier directed the other team members to wait in the area while he went to get safe water. This SF soldier went the 4 miles to get the water and brought enough for everyone back. All the team members were rehydrated and were able to continue with the mission.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness



## SF Job Performance Category Definitions

**A. Teaching Others.** Conveying knowledge and skill to others; establishing an atmosphere conducive to learning; presenting material in an orderly fashion; tailoring material to the target audience's needs and capabilities; obtaining audience interest and involvement; using handouts, aids, tools, or kits; constructively guiding and correcting others; finding appropriate ways around language barriers.

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**M. Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating; using navigational techniques and skills to move to target.

**N. Being Safety Conscious.** Handling, storing, and disposing of hazardous equipment and materials properly; following safety guidelines and instructions in all training and operational contexts; monitoring others to ensure they observe SOP when using weapons and other potentially dangerous equipment and materials; reacting to safety violations and consequences to minimize potential adverse effects.

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**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; creating or transferring classified information using approved equipment or methods.

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**FF. Following Communication Policies and Procedures.** Planning and preparing all aspects of communication requirements before all missions; guaranteeing communication procedures are to standard and when needed initiates alternative procedures during missions; coordinating communication efforts after mission to ensure readiness for following missions.

**GG. Assembling and Operating Commo Equipment.** Applying knowledge within occupational specialty to configure and operate equipment; relying on information learned instead of equipment manuals; managing equipment problems.

**HH. Using Proper Cryptic Message Format -** Sending and receiving messages; maintaining motor skills necessary to send/receive messages; applying appropriate level of security to encrypt/decrypt messages.

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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1. \_\_\_\_\_

The ODA was deployed to Fort Chaffee for a FID mission. A PRC-77 would not transmit, causing communication difficulties between the ODA and the ODB. This 18E took the PRC-77, removed the cover, opened the transmit section of the radio, and reseated the squelch solenoid switch, thus repairing the radio. The ODA was once again able to establish communication with the ODB.

2. \_\_\_\_\_

An A-team on deployment had to give classes to their Thai counterparts. Although they normally had translators during these classes, this 18E was told the night before giving his class that there would not be a translator. He stayed up most of the night with a Thai dictionary, translated his class into Thai, and practiced giving his class. The next day he was able to give the entire class in Thai and the students learned the needed information.

3. \_\_\_\_\_

This 18E went out of the base camp to make contact with the base station using HF equipment; he took two locals with him to provide security on site. Prior to departing the area, the 18E checked the areas where the locals were providing security, and found pocket litter pertaining to sensitive activities that would be performed at a later time. He delivered the pocket litter to his intelligence and team sergeant. The two locals were informants working for the opposition under duress conditions.

4. \_\_\_\_\_

A drop zone party was on the ground setting up the DZ for personnel. The radio antenna was not effective in transmitting to range control to open the drop zone approximately ten minutes before time on target (jumptime). This 18E hurriedly constructed a field-expedient antenna which was pulled up in a tree. The DZ was opened on time and the airborne operation was completed as scheduled.

1  
Low  
Effectiveness

2

3

4  
Moderate  
Effectiveness

5

6

7  
High  
Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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5. \_\_\_\_\_

While operating a jeep in the jungle, far from any roads, an indigenous soldier became a heat injury. This 18C took charge as there was no medic on site. This 18C initiated an IV and treated the soldier. He also directed his medevac to the nearest road. The injured soldier was treated successfully.

6. \_\_\_\_\_

During a combined operation to rescue U.S. citizens held in Grenada, a marine helicopter (CH-40) transported soldiers from Point Sacinas to an objective area located next to the beach. Upon landing, the helicopter struck a palm tree and had to be abandoned. The crew chief failed to bring or destroy the communications equipment in the abandoned helicopter. The helicopter was destroyed by Air Force aircraft, totally destroying the helicopter and commo equipment.

7. \_\_\_\_\_

Individuals were conducting night beach landings in Central America from a Rubber Boat 15; the weather and sea were not ideal and were very dangerous, care and safety were paramount. Hours of planning were conducted prior to the mission. This SF soldier shut down the engines approximately 200 feet from the breaker wall (knowing that this was inappropriate). The engine would not restart and the boat slammed into the wall, causing injuries and loss of equipment.

8. \_\_\_\_\_

A team was preparing for an SR mission and was short one 18E. The detachment trained an 18B as the second 18E. This 18B working as the second 18E was to stay at the lager site, while the 18E was to go on the SR team. This 18B, while operating a SATCOM radio set, lost communication with the FOB. The 18B went through his checklist for trouble-shooting and after several hours finally learned that the male portion of the co-ax cable had broken off inside the SATCOM radio. The team regained communication with the FOB and the team's mission was successful.

1                      2                      3                      4                      5                      6                      7

Low                      Moderate                      High

Effectiveness                      Effectiveness                      Effectiveness



<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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9. \_\_\_\_\_

During an exercise, communications via SATCOM was not established for 72 hours. This 18E opened up radios and reset internal frequencies of SATCOM. Communications was reestablished.

10. \_\_\_\_\_

This 18E was to select a transmission site and construct a doublet antenna during a field exercise. This 18E placed his transmission site and antenna by a road which could have been used by the OPFOR as a high avenue of approach. He had to be told his site selection was an error and to move his antenna to a more concealed site. Detection by the OPFOR patrol that actually passed by a few hours later was avoided.

11. \_\_\_\_\_

In preparing for an overseas deployment, it was suggested to the detachment commander that the commo gear be cross-loaded on the aircraft in accordance with SOP. This commander chose to leave all commo gear on one aircraft. The aircraft with all the commo gear broke down at a layover en route. Half of the unit arrived without the ability to communicate with anyone until that plane arrived about six days later.

12. \_\_\_\_\_

An indigenous soldier needed medical attention and no medic was available. This 18E put out a call on SATCOM worldwide and was able to contact an SF medic. Guidance was given and the soldier received the required medical attention.

13. \_\_\_\_\_

An 18E was testing and evaluating antenna systems that would be effective for his operational areas. This 18E became angry, uncooperative, and basically gave up. His supervisor told him to calm down and return to work as the 18E walked away. This 18E began walking away and rudely replied that he would not continue. His supervisor remained calm and collected and told the 18E to take his gear with him.

1  
Low  
Effectiveness

2

3

4  
Moderate  
Effectiveness

5

6

7  
High  
Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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14. \_\_\_\_\_

During a joint training mission where FM communications were difficult, a unit left behind their RC-292 antenna. This SF soldier from a neighboring unit took down the antenna system and took it to be used by his detachment. The team's FM communications became more effective.

15. \_\_\_\_\_

This 18B who had not conducted any research was tasked to determine a route to move his team to an extraction point. An 18A told the 18B that the route he had determined would take longer than their allotted time and to use another route instead. This 18B used the route that he had determined without informing the 18A. The entire team completed the movement, with plenty of time to spare.

16. \_\_\_\_\_

A team without an 18E had a replacement come in the night before an exercise. This replacement 18E did not inspect the communications equipment and did not notice that an essential piece was missing. The 18E was unable to make communications during the exercise.

17. \_\_\_\_\_

An SF A-detachment conducting SR operations during an NTC rotation was charged with sending real time information as soon as possible by SATCOM primary and HF secondary. This SF soldier responsible for communications to higher headquarters did not anticipate the SATCOM going down during a critical time of reporting. This SF soldier was not prepared with HF communications. A 1 hour lull in the delivery of critical information was created.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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18. \_\_\_\_\_

Six U.S. and six host nation forces were acting as a combined unit during a training exercise in a host nation. Tension between these two groups developed after an international incident. This team sergeant was serving as an evaluator/observer and intervened by separating the groups for a cool-down period and talking people into calming down. Tension was reduced for awhile.

19. \_\_\_\_\_

During airborne school for foreign troops, this instructor was unable to speak Spanish. To compensate, he used signs and gestures and a positive, energetic style in his instruction. The trainees comprehended the training, and he was actually thought to be a better instructor than others who could speak the language.

20. \_\_\_\_\_

This 18C was the acting 18E on a training exercise in Australia. This 18C made commo contacts twice daily for 10 days using different antennas as needed to send bursts from distances up to 300 miles. The team had 100% contact with higher command during training.

21. \_\_\_\_\_

During a Company Direct Action (CODA) isolation, this 18E was responsible for communication planning, commo equipment accountability, and performance checks. This 18E laid out the equipment to be cross loaded, RTs, antennas, and batteries. He prepared a list of equipment and matched it to the names of the persons responsible for carrying the items. After issuing the equipment, the 18E left the packing of the equipment to the individuals carrying the items. This 18E did not conduct a final inspection. One piece of satellite equipment brought to the field was damaged on infiltration due to improper loading.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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22. \_\_\_\_\_

An ODA was on a field training exercise. This 18E was to receive a Blind Transmission Broadcast (BTB) although both the DMDGs he had brought on the ground with him were broken after infiltration. This 18E's morse code speed (15 groups per minute) was not what it should have been. He was unable to copy the message and the detachment was unable to get the message sent.

23. \_\_\_\_\_

An 18E was tasked to instruct his ODA on antenna construction. This 18E researched his manuals and asked around to ensure there had been no changes in the procedures. He trained his detachment very effectively and efficiently on antenna construction.

24. \_\_\_\_\_

During combat operations, communications were being disrupted by jamming on net frequencies. This 18E worked out a matrix of frequencies to be used as alternates when jamming occurred. Communications became effective.

25. \_\_\_\_\_

An 18E needed to relay SITREP to higher headquarters. This 18E could not reach them so he called another outstation to confirm if higher was on line. They were not, so this 18E relayed traffic to the outstation. Traffic was passed on to higher later that day.

26. \_\_\_\_\_

This 18E was tasked to choose a team to conduct a site survey. He chose a site survey team without including an engineer. When the team was sent out to identify locations for demolitions training, they selected an unsuitable site, and demolition training had to be delayed until a new site could be identified and authorized for use.

1  
Low  
Effectiveness

2

3

4  
Moderate  
Effectiveness

5

6

7  
High  
Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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27. \_\_\_\_\_

This SF soldier was complaining about his lack of knowledge about the computer in the team room. This SF soldier stayed in the team room until midnight for two nights and then for part of the weekend to learn how to use the computer. This SF soldier learned how to operate a computer using every system.

28. \_\_\_\_\_

An Air Force C-130 airplane had been struck by a UH-53 helicopter during ground refueling operations on a joint training exercise. The C-130 caught fire, the emergency exit bells sounded, and the soldiers who were on board the C-130 started to exit. This senior NCO inside the burning aircraft realized that the soldiers were starting to panic. He stood up and in a strong and reassuring tone directed the soldiers to their appropriate exits, and was one of the last soldiers off the burning aircraft. All soldiers were evacuated without serious injury.

29. \_\_\_\_\_

During a field training exercise, an 18C who was cross-trained as an 18E was tasked to be a commo man for an ODA. He didn't read his encrypt and decrypt pads and used the encrypt pad for decrypt and vice versa. The ODA failed to make commo for 72 hours and received low marks on its ARTEP.

30. \_\_\_\_\_

Members of an SF detachment were drinking at an Air Force sports pub and were involved in some good humored inter-service joking. This officer grabbed a female by the shirt after she said "where you going little guy," breaking her necklace. This officer had previously warned his team members about such behavior. This officer was counselled.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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31. \_\_\_\_\_

One week prior to deployment, the team was issued an AN/PRC-132. The 18E received a class on putting the radio into operation. However, this 18E neglected to read the specification sheet that outlined the radios capabilities. During the field exercise, the 18E was able to make his scheduled contacts with the base station located 180 miles away, but failed to make contact on the voice net with outstations located only 5 miles away. The radio worked well in the high frequency range but was incapable of comms in the VHF range because it was an AM transmitter only.

32. \_\_\_\_\_

An 18E had selected a site and made communications with higher headquarters. This 18E then sat down on his rucksack and started eating his MRE rather than leaving the site. The soldier was corrected and had to give a class on the proper procedures.

33. \_\_\_\_\_

This 18E was responsible for sending HF radio traffic from the team to higher headquarters during an SR mission. This 18E set up his antenna with the wrong lengths of wire out. He then decided to raise the height of the antenna and also lengthened the wire further. The radio was further out of tune and he could not make comms with higher levels to pass on the SR information.

34. \_\_\_\_\_

While deployed in Malaysia, a team member took offense to a Malaysian trying to hold his hand and touch him while talking to him. This team member pushed him away, lectured him on not touching him, and inferred that he was gay. Rapport decreased because word got around to the other troops.

35. \_\_\_\_\_

This 18B was tasked with coming up with a defensive alert plan. This 18B did not brief anyone on the alert plan. There was chaos in the unit because nobody knew what was going on or where the enemy activity was located.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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36. \_\_\_\_\_ A unit received radios without the proper power supply. This SF soldier experimented with alternate power sources and adapted cables to work on the new radios. The new equipment was issued and used.
37. \_\_\_\_\_ The detachment was planning for a reconnaissance mission. There was to be a point element to detect, avoid, and engage the enemy before the main body was discovered. The plan for engaging the enemy was getting nowhere. This 18B suggested that silenced weapons be carried by the point element. This gave the point element more time to move away before getting decisively engaged by the enemy's main body.
38. \_\_\_\_\_ A link up operation was to take place between two ODAs using time, place, and radio authentication. This SF soldier failed to properly authenticate three times. One ODA aborted the linkup.
39. \_\_\_\_\_ During an operation in the desert, this 18E had to establish commo with the Advanced Operating Base using PRC-70. Commo was hard to achieve because the water table was very low plus there was a lack of vegetation. The 18E constructed a slant antenna using team member rifles as anchor points which were raised over individuals' heads. He also dug a hole and had everyone urinate in it, then coiled his reflective wire into it. Commo was established.
40. \_\_\_\_\_ An instructor was giving a class on proper set-up and operation of the TSEC/KY-57 with an AN/PRC-77 radio. During the class, the instructor (11B) stated that he really did not know how to operate the TSEC/KY-57. Secure communications between the two radio sets did not occur.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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41. \_\_\_\_\_

The SF team was isolated for long periods of time. This 18E kept his mouth shut about some annoying quirks demonstrated by his fellow team members. This allowed harmony to prevail in some odd situations.

42. \_\_\_\_\_

Four team members were infilled to a drop zone before the aircraft had to cancel jump operations due to hazardous weather conditions. This SF soldier evaluated the situation and determined that he had the resources to accomplish the mission despite the loss of seven team members. Unable to contact higher headquarters to confer, this SF soldier decided to conduct the mission. The mission was successful and the training exercise considered a success.

43. \_\_\_\_\_

This 18B was working with Syrian coalition forces. An SF detachment had previously failed to establish rapport. This 18B suggested that his team wear Khaffe (head wraps) and the national flag and buttons of the president. The team established a good working relationship with the Syrians.

44. \_\_\_\_\_

The ODA was conducting soft duck operations in the Atlantic Ocean. This SF soldier, who had received limited nautical navigation instruction, was responsible for navigation. Despite no land references, this soldier guided the coxain to the exact BLS during night conditions. The mission was a success.

45. \_\_\_\_\_

This 18E had to make a commo shot during a field problem but had left his generator crank behind. This 18E thought of another way to send the message. A good commo shot was made.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness



<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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46. \_\_\_\_\_

The team was being deployed in the states for a JTF mission for at least four months. This team member tried to obtain an operation that would make him non-deployable, even though it wasn't an emergency and could wait until his return. He didn't get the operation, was deployed anyway, and later received a negative EER.

47. \_\_\_\_\_

This SF soldier was responsible for evaluating a team during a training exercise. This SF soldier never came in contact with the team, having his "helpers" stay on the ground to do his job. When it came time for giving the after action report, this SF soldier did not have a proper account of how the team performed and the team's evaluation was worthless.

48. \_\_\_\_\_

Communications with higher HQ were disrupted, after moving into a new defensive position during combat operations. This 18E determined the new location was preventing contact, then repositioned himself outside the safety of the perimeter to act as a relay in re-establishing communications. Communications were maintained.

49. \_\_\_\_\_

An 18E was to send a burst transmission to another team. After several unsuccessful attempts, he started to troubleshoot the system. This 18E was told by the other 18E that he had heard nothing and he was failing to key the hand mike. The hand set was keyed and the burst was sent.

50. \_\_\_\_\_

This SF soldier was driving through a residential area on the way to work and came upon a traffic accident. A motorcycle lay on the ground, a car was on fire, a man and a woman were lying next to the car bleeding. He immediately accelerated to the site, jumped out of his vehicle, and administered first aid until the paramedics arrived. The soldier was credited with saving the man's life.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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51. \_\_\_\_\_

During a FID operation, the ODA was tasked to maintain commo via PRC-70 while training was being conducted with AOB. This 18E went to the middle of the training site and constructed numerous antennas. When unable to establish commo, he reported to the team sergeant. When asked if he had tried another site, he replied that he had not. This 18E was instructed to try on top of a hill 300 miles away; commo was established.

52. \_\_\_\_\_

This NCO was training Kuwaiti soldiers on vehicular patrolling. The Kuwaitis were not taking the training seriously. This NCO drew on a chalkboard the location of vehicles in a movement formation and lectured the Kuwaitis. The Kuwaitis completely lost interest and did not learn.

53. \_\_\_\_\_

An A team was located at a border station, collecting intelligence on the enemy across the way. They had to transmit their reports by both satellite and HF radio systems. However, there weren't two high points on which to attach each end of a doublet antenna. This 18E saw a single light pole and hoisted the midpoint of the doublet antenna to the top of the pole and extended each leg out and downward, making an inverted "V." The 18E successfully made two HF contacts each day for 105 days.

54. \_\_\_\_\_

An 18E was loading an aircraft when an officer came to him and asked him to talk with the ODA on the drop zone using his SATCOM radio. This 18E quickly removed his radio and put it into operation. He immediately established commo with the ODA observing the drop zone for the officer.

55. \_\_\_\_\_

This SF soldier was training at night. When he encountered a water hazard in the dark, he became disoriented and could not find land. He drowned.

1  
Low  
Effectiveness

2

3

4  
Moderate  
Effectiveness

5

6

7  
High  
Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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56. \_\_\_\_\_

This 18B was tasked to have the map chest and manual shelf organized for a command inspection. This 18B organized the map chest and manual shelf. The inspector noticed that the map case was filed to its highest standard and the 18B was awarded an MSM for his actions.

57. \_\_\_\_\_

A soldier was looking for an alternate power source for radio equipment. This SF soldier connected the radio to a battery without testing the output. As a result, there was damage done to the radio equipment.

58. \_\_\_\_\_

In order to communicate with higher headquarters, there was a requirement to use two antennas which required reconstructing daily. This 18E rigged and tested both antennas to one connector. This tuned the radio frequencies and resulted in commo that no longer required twice-daily construction of antennas.

59. \_\_\_\_\_

A team was on a mission to blow up an abandoned bridge. This team leader asked for very little information about the bridge and made many assumptions based on hearsay. The team blew up a functioning bridge by mistake.

60. \_\_\_\_\_

An A team had a lot of intelligence to report each day by radio. The team leader wrote up very long reports which would have taken too long to transmit over the busy radio net. This 18E had prior experience as a technical editor and secretly edited all of the team leader's reports before transmitting them. He was able to shorten the reports by about 80% without changing the intent or content. All reports were transmitted in a much shorter time.

1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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61. \_\_\_\_\_ An 18A was in a situation where crypto was compromised in the HN hotel. He had to use emergency crypto, but could not remember how to use emergency crypto or where to start the message. As a result, this 18A had to be given a lot more training in using the emergency cryptography system.
62. \_\_\_\_\_ This 18C was tasked to be on a committee assigned to teach a demolitions course. Part of the course involved a field problem. This 18C wrote an operations order that was so complete that 4 teams working in different locations could understand what was to be done and when. The target of interest was hit and the field mission was a success.
63. \_\_\_\_\_ An 18E was sent on a mission to recon an exfiltration DZ and was to report the status of the DZ to the team. The 18E did not use the proper crypto and transmitted in the open. The OPFOR intercepted the message and set up an ambush for the team as they approached the DZ.
64. \_\_\_\_\_ During airborne operation, all radios in the marshalling area failed to operate. This 18E began troubleshooting all systems: he found and fixed one of four radios. Commo was restored.
65. \_\_\_\_\_ This 18B was conducting an aerial re-supply. This 18B did not coordinate with the farmer whose field he was using. As the aircraft was coming in, the farmer and his friends ran off the 18B. The mission was a failure.
66. \_\_\_\_\_ This Special Forces NCO was redoing orders for additional duties for the company. This SF NCO retyped and processed over 30 pages of orders and consistently typed the commander's name wrong. More than one-half day was wasted as the orders had to be typed again.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18E [B]

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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67. \_\_\_\_\_

During an overseas deployment, this 18E had to send the initial entry report. He constructed a doublet antenna by the book (right length and right height), but could not establish commo. When commo was not established, the 18C assisting him suggested that he put the antenna 4 feet high. This 18E replied that this was not the way he had been taught to do it. The 18C explained that he had seen other 18Es do it and make commo and that he should at least try it. Commo was established.

68. \_\_\_\_\_

An ODA was on a training mission. The 18E was forced, due to terrain, to set up his antenna next to a small road. This 18E constructed his antenna in such a way that it was impossible to see it even from a very short distance away. He was able to maintain commo with the base station without his antenna being detected.

69. \_\_\_\_\_

A soldier sprained his ankle during a mission. There was no possible way for him to be evacuated because of the surrounding terrain. This soldier was carrying a commo ruck. This SF soldier switched the commo ruck with one that was lighter and obtained a strong limb to use as a cane. The soldier walked until he reached a place where he could be picked up by the medivac.

70. \_\_\_\_\_

This 18E was in the field on a training exercise and was supposed to send and receive message traffic. The 18E had already received the necessary information to construct an antenna. He finished setting up the antenna and sent his message by manual morse code. After sending the entire message the 18E looked at his radio and saw that the antenna was not attached to the radio. The message was not received by the base station.

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1                      2                      3                      4                      5                      6                      7  
 Low                                                                Moderate                                                                High  
 Effectiveness                                           Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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71. \_\_\_\_\_

The battalion team leaders and team sergeants had not been putting forth documents that met all of higher command's requirements for clarity and conciseness. This officer developed an accurate format for such documents. This battalion now has few, if any, significant problems in this area.

72. \_\_\_\_\_

An A-team was using a backhoe to build a bunker system. When the backhoe stopped running, the team realized it was out of fuel and filled it up, but it still would not start. This team member loosened the fuel lines to let the air out of the fuel system. The backhoe started and they completed the bunker system to be used for training the next day.

73. \_\_\_\_\_

While preparing for an operation, all radio batteries failed to operate. An SF soldier instructed this 18E to check user codes/dates on batteries. This 18E had failed to place codes and user dates on the batteries. New batteries had to be procured on short notice.

74. \_\_\_\_\_

An ODA was selected for an SR mission in mountainous desert terrain. On the morning prior to infil, this team member twisted and severely sprained his ankle during a PT run. Though in physical pain, this soldier infiltrated with the team as planned and continued to move with the team without complaining and without slowing down, although he had the heaviest rucksack. The other members of the team conducted the mission trying to live up to the standards and ability of the injured member.

75. \_\_\_\_\_

The detachment was inserted into an area to monitor movement by plane or by vehicle. This SF soldier failed to record map corrections that would have showed that travel by vehicle via road and that landings by fixed wing aircraft were impossible. The commander had the area covered again, not knowing travel through it was not possible.

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1	2	3	4	5	6	7
Low			Moderate			High
Effectiveness			Effectiveness			Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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76. \_\_\_\_\_

During an SR operation, the 18E was responsible for commo with each wing team. The wing team furthest west could only receive and not transmit to the 18E on the net. Commo was established by relay through another net, then by messenger to the 18E. The team sergeant instructed the 18E that he wanted direct commo with the wing team. When direct commo was not established the next day, the team sergeant asked why and the 18E replied that he had commo through relay. The team sergeant then instructed the 18E to construct a jungle antenna and test it during the day prior to night time operation. When commo was not established that night, the 18E stated that he had told the wing team to construct the antenna and could not explain why it had not been done. Upon completion of mission, this 18E was replaced.

77. \_\_\_\_\_

An 18E was having difficulty sending message traffic on a doublet antenna. The 18E decided to try a terminated long wire with counter poise but had not carried the equipment necessary to build the system. Using fence wire, plastic spoons, and other poor boy methods, the 18E built the system. Commo was accomplished.

78. \_\_\_\_\_

This junior NCO was given duties as a team sergeant even though another member of the team outranked him. This junior NCO used the input of the senior NCO at all times. The senior NCO felt his opinions were important and the team's moral remained intact.

79. \_\_\_\_\_

During a communication exercise, an 18E was receiving messages. This 18E did not know the difference between jamming and interference and stopped receiving because he could not figure out the message. The 18E had to be retrained and there was a negative copy of the message.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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80. \_\_\_\_\_

A battalion MI detachment was positioned forward to receive and retransmit intelligence reports from A teams on the Kuwaiti border. They had a safehouse full of state-of-the-art communications, cryptographic, and intelligence equipment. When the enemy crossed the border, this team leader did not have the team destroy or take the equipment with them when they ran away. When the town was retaken, the equipment was intact but it was obvious the enemy had been in the safehouse and possibly gathered information on the equipment; the theater-level crypto had to be changed, temporarily disrupting communications.

81. \_\_\_\_\_

This SF soldier was tasked to give a class on various types of operating systems to a group of civilians. This SF soldier lectured, showed the class a videotape on the subject, and then took the civilians to the range and gave a live fire demonstration for each operating system. The civilians had an excellent working knowledge of operating systems.

82. \_\_\_\_\_

Many problems arose during a mission, including constantly changing plans, lack of support, and no time off. This team member constantly put forth an effort to do the best possible job, despite the working conditions and problems. This team member was successful at his tasks.

83. \_\_\_\_\_

This ODA was tasked to conduct a small boat infiltration into a target area. The team was transported on a large Coast Guard cutter to a release point approximately 10 miles from the shore. Approximately 90 percent of the ODA was becoming sea sick. This SF soldier, who was not feeling sick, entered one of the two boats that was lowered into the water, worked for 20 minutes to get the boat to started, and went on the mission. The mission was a success and the team received recognition for overcoming tremendous obstacles.

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1                      2                      3                      4                      5                      6                      7  
 Low                                                                Moderate                                                                High  
 Effectiveness                                           Effectiveness                      Effectiveness



<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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84. \_\_\_\_\_ While talking with a bar owner in another country, this 18E discovered that his stereo was broken. The 18E offered to repair the stereo. Later, the 18E also ran telephone wire for a phone line for the host country colonel. This 18E built rapport with host nation people.
85. \_\_\_\_\_ This SF soldier was evaluating pistol marksmanship on a shoot and move range. This SF soldier was following a host nation soldier closely through the course, failing to pay attention to prescribed safety rules. When the host nation soldier was changing magazines, his pistol discharged--shooting this SF soldier in the chest and killing him.
86. \_\_\_\_\_ During an OCONUS joint-training exercise, an 18E in a company was instructed to send and receive all messages using manual morse code and one-time cipher pads. This 18E either did not encrypt the messages before sending them or sent the messages by voice rather than by manual morse code. Several elements were compromised as operational information was intercepted by the aggressor forces.
87. \_\_\_\_\_ This SF team had scheduled radio contact with the forward operation base during an OCONUS deployment. This 18E failed to check the batteries in the KL-43 prior to contact time. The KL-43 went dead during the contact, dumping both the receive and send message from the memory bank.
89. \_\_\_\_\_ An 18E augmenting a Special Operations Command and Control Element at corps level was unable to maintain effective FM communications with the logistics center. This 18E built a field expedient 292-jungle antenna and hung it under the camouflage netting. FM communications were improved and maintained for the duration of the exercise.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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90. \_\_\_\_\_

A U.S. medic was using an HN medical facility with the grudging permission of the local doctor. The HN doctor felt threatened by the presence of the American medic. This medic incorporated the doctor into the treatment and diagnosis of the patients in a way that preserved the doctor's "face." The medic would examine the patients and then present his diagnosis/treatment plan to the local doctor for his approval. He had continued use of the facility.

91. \_\_\_\_\_

During a commex, an 18E needed to send a message by DMDG quickly. This 18E sent the message three or four times but the message was never received. After checking the equipment, he found out that in his rush he had forgotten to hook up cables to the radio. He corrected the problem and made commo.

92. \_\_\_\_\_

A team was living with HN forces, eating with them and building rapport. This team leader would not eat or drink tea with the HN hosts. The HN forces were insulted and this team leader was asked to leave.

93. \_\_\_\_\_

This SF soldier was buying some fertilizer from a hardware store for a mission. This SF soldier revealed the intent of usage for the fertilizer to an unauthorized host nation civilian while in the store. The team did not trust this soldier with security material anymore.

94. \_\_\_\_\_

The team was due for yearly certification. This 18E provided his team with enough basics to establishing commo without his presence. The team members passed the certification.

95. \_\_\_\_\_

During an operation using the company commo net with deployed units, this 18E was on radio watch. Due to a long absence from performing this task, he was unable to appropriately respond to Q and Z signals to copy code at the speed sent. As a result, there was poor communications.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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96. \_\_\_\_\_

This 18C found himself taking care of a host nation general after the general got in a car accident. This 18C took care of the general to the hospital, treating him on the way to the best of his ability. The general reached the hospital in a condition that allowed him to receive further care.

97. \_\_\_\_\_

The team was on a tactical patrol mission to report information to the rear for the development of strategic missions. This SF soldier conducted proper and unsolicited maintenance for the communications equipment, along with creative thinking in antenna theory. The mission was accomplished, with 9 out of 10 reports received at base.

98. \_\_\_\_\_

During detachment training at a foreign country's maneuver and range complex, the team leader and four other members became disoriented and stopped a foreign national to find out where a specific range was. The team leader, despite having DLI school in that language, denied having any language skills and had another team member ask for the directions. The team members lost respect for the team leader for not having kept up his language training.

99. \_\_\_\_\_

While preparing for a deployment, this 18C was tasked with ordering critical supplies. This 18C did not follow orders and did not order the appropriate supplies. The team could not accomplish its mission.

100. \_\_\_\_\_

The team sergeant was responsible for keeping the detachment physically fit at all times. This team sergeant made sure that his detachment performed physical training at least twice a day. The team members always passed the PT test and scored higher than other detachments with younger members.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

18E [B]

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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101. \_\_\_\_\_ This SF team sergeant wanted the team to train in close quarter battle with Korean soldiers. This team sergeant decided the training should be conducted using blank ammunition. The team did not endanger themselves.
102. \_\_\_\_\_ On a training mission, the base camp was to issue radio frequencies to all the teams in the operational area. This 18E issued the wrong frequencies to all of the teams. No communications or intelligence could be transferred among the teams.
103. \_\_\_\_\_ An 18E was receiving a manual morse code message. There was a lot of static and it was raining very hard. This 18E maintained his concentration and copied the message. The message was received and the team extracted.
104. \_\_\_\_\_ This 18E was tasked to train his support section on marksmanship of an AK-47 because he was the only qualified soldier within the section. This 18E failed to explain the proper manner to clear the weapon after firing it. As a result, one of the support soldiers failed to properly clear the chamber, discharging a round.
105. \_\_\_\_\_ This 18E needed an antenna to make communications from a valley in the host nation to Fort Bragg. This 18E constructed an antenna from locally purchased materials that allowed the team to make communications even during time of atmospheric disturbance. The team achieved 100% communications with higher headquarters.

1                      2                      3                      4                      5                      6                      7

Low                      Moderate                      High

Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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106. \_\_\_\_\_

During an endurance test, the battalion was required to travel 50km in 72 hours while conducting various rigorous tests with no sleep. The lightest team member weighed 186 lbs. When times were rough, tiring, and everyone felt like stopping for only a minute, this team member moved ahead of everyone or ran to pull the rest of the team through. The battalion completed the endurance test.

107. \_\_\_\_\_

This 18E was attempting to establish HF commo using a slant-wire antenna. This 18E cut three different antennas in order to make commo. Commo was established.

108. \_\_\_\_\_

This SF soldier was in charge of deployments to various locations in the Pacific. This soldier made it possible for the ODAs to train while he coordinated everything from travel orders, supplies, equipment, requests for drop zone orders, food, quarters, etc. There were no problems with deployments.

109. \_\_\_\_\_

This SF soldier was in charge of planning the route of march for a team. This SF soldier planned what he thought was a good route around features such as tall mountains and lakes. This SF soldier forgot to look at the contour interval used and the type of map; the map used a ratio of 1:25,000. The team would have had to go through very deep ravines.

110. \_\_\_\_\_

An 18E was being evaluated during an SR mission. He was told to send manually over the emergency cryptographic system. For the next three days, this 18E sent in the team traffic on this difficult system, working under ponchos, at night, in sub-zero temperatures. The base station, unaware of the change, did not monitor the morse code messages on the frequency, however, the team knew the 18E was doing his job.

1  
Low  
Effectiveness

2

3

4  
Moderate  
Effectiveness

5

6

7  
High  
Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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111. \_\_\_\_\_ This 18E received a manual morse code message with a high level of interference. This 18E distinguished between manual morse code and other tone interference while receiving a message over the radio. About 65% of the message was received, enough to decipher an order to make it to the pick-up point.
112. \_\_\_\_\_ An SF captain was in charge of communication. This officer left the crypto in the hotel room while he went to the US embassy. There was a possible compromise of crypto material.
113. \_\_\_\_\_ This SF soldier ordered host nation forces not to wear jewelry while in uniform. This SF soldier continued to wear 4 gold rings, a bracelet, and 2 gold chains. The host nation forces did not respect this SF soldier.
114. \_\_\_\_\_ During pre-deployment activities, this 18E determined the equipment needed by the team. He calculated in excess of what was actually needed. Members had to carry excessive equipment which affected mission performance.
115. \_\_\_\_\_ During an FTX, the detachment was experiencing poor communications. This experienced senior 18E offered concise advice to the detachment 18E on how to improve commo. Commo improved.
116. \_\_\_\_\_ An 18E thought he had a better way to charge batteries than using the G-76 generator. This 18E attempted to charge the batteries using a regular house current and a device he had built with parts from Radio Shack. The batteries were all destroyed and the 18E was forced to pay for the batteries by signing a statement of charges.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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117. \_\_\_\_\_

During an operational deployment, this 18E was responsible for the crypto equipment. This 18E failed to ensure that the detachment officer was fully knowledgeable of proper procedures to handle crypto. The equipment was unsecured by the officer.

118. \_\_\_\_\_

An 18F was having a difficult time understanding/learning how to operate the PSC-3 after extensive one-on-one training with his 18E. This 18E took small pieces of paper and put them on each switch of the radio, thus making it so simple even the 18F could put switch and talk. The 18F was able to make commo without an 18E helping.

119. \_\_\_\_\_

An ODA was having trouble communicating using the PSC-3 radio. The ODA did not have its own 18E, but was familiar with the equipment. This 18E assigned to help kept blaming the ODA, saying that the ODA did not know how to properly use the equipment, that the equipment was fine, and that he could find no problem with it. However, three days later, he found the battery inside the radio was dead and had to be replaced.

120. \_\_\_\_\_

A team was on a FID mission for 70+ days. At times when no one wanted to get out to train, this soldier injected humor and reminded team members of the mission in such a way that everyone wanted to work all night. As a result, it was the best FID team and also had fun while accomplishing the mission.

121. \_\_\_\_\_

A team was crossing a rope bridge at recon school. This soldier said he could swim. When he slipped and fell into the water, he had to activate his vest, and float downstream to a safety boat. He was safe.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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122. \_\_\_\_\_

This 18E was NCOIC of the base station during a training exercise. He briefed the officer in charge every day on how the ODAs made commo the previous day. Few ODAs were being received by the base station between the hours of 0100 - 0500. This 18E knew that his men were falling asleep inside the receive van, but did not report this. This 18E was given an award for his work in the base station.

123. \_\_\_\_\_

This 18E was to compute time zone indicators. He did not. By not computing the correct time zone, the 18E missed the contact times.

124. \_\_\_\_\_

During a flintlock training exercise in Germany, an 18E was attempting to receive his message from the base station during a thunder storm. This 18E, knowing the dangers, kept on listening for the total receive time. He was able to decrypt the exfiltration message using both the DMDG and what he could copy by hand.

125. \_\_\_\_\_

This junior 18E was tasked to set up his communications equipment on an embassy. He was given a two week notice to prepare his equipment prior to deploying. Two weeks after arrival, the 18E began to construct his doublet antenna atop the embassy when he discovered he had not brought along any connectors to connect two cables together. As a result, this 18E failed to make communications for six days and was given a letter of reprimand.

126. \_\_\_\_\_

An 18E newly assigned to an A team was deployed after four days. Once the A team arrived at their destination, it took the 18E three days to become familiar with the CEOI to where he could properly communicate. There was no commo for three days and this 18E was reprimanded.

1                      2                      3                      4                      5                      6                      7  
 Low                                                                Moderate                                                                High  
 Effectiveness                                                                Effectiveness                                                                Effectiveness



<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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127. \_\_\_\_\_

An 18E needed to make commo using a KY 57 and SATCOM, but the signal would not go through. After performing various tests, this 18E realized the SATCOM would not work in the secure mode. He received another SATCOM and the signals went through.

128. \_\_\_\_\_

A mobile training team was tasked to establish a national radio net for security forces. This 18E used his own resources to determine frequencies, training, and maintenance for the country. The mission was a success and the security forces were able to communicate throughout the nation.

129. \_\_\_\_\_

During a training exercise, there was no electricity in the compound. This 18E set up a schedule to keep the team informed of what days to change the radio batteries. As a result, there was constant commo with higher headquarters.

130. \_\_\_\_\_

During an ARTEP off Ft. Bragg, an 18E was tasked to manually encrypt and exfil a message. Once the message was transmitted and acknowledged, this 18E moved out from his transmission site quickly, not sterilizing the site. Upon arriving at the exfil site, the 18A asked if he had sterilized the transmission site and if he had his crypto. It was then that the 18E realized he had left his crypto at the transmission site; the crypto was permanently lost.

131. \_\_\_\_\_

While conducting radio training for an A-team, this 18E issued bootleg frequencies for use during the training and was instructed to get/clear authorized frequencies through the spectrum manager. This 18E decided he could not be bothered seeing the spectrum manager. The unit was reprimanded for an FCC frequency violation.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

Which SF job performance category does this incident reflect? (See definitions page)	What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)
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132. \_\_\_\_\_

An SF soldier was tasked to teach a class in Spanish. He had attended language training, but after completing language school, he had never used or practiced his skills. His presented his class material poorly and it was not understood by the natives.

133. \_\_\_\_\_

A two-and-a-half ton truck went dead on the highway. This soldier conducted a trouble shooting sequence and found the problem. He fixed the electrical problem with a foil wrapper from a stick of chewing gum. The truck was able to move safely to its destination.

134. \_\_\_\_\_

Lightning blew out a wire antenna (cobra head). When the storm subsided, this SF soldier rigged an antenna during darkness. Commo was restored.

135. \_\_\_\_\_

During a UW training exercise, which communications was high priority from higher headquarters. This 18E was not having success making communication using his antenna configuration. This 18E would not take advice and implement a different configuration. There was very poor communication from the detachment.

136. \_\_\_\_\_

SAR OP was being conducted by the detachment as it needed immediate outside support. An 18E operated equipment outside his own net to expedite support. The necessary support was identified in a timely manner.

137. \_\_\_\_\_

A team was sent to live in a small town with the natives. This SF soldier felt that after duty hours he should not talk or pass time with the natives. The natives thought he disliked them and that caused problems for the team.

1  
Low  
Effectiveness

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4  
Moderate  
Effectiveness

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6

7  
High  
Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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138. \_\_\_\_\_ A need developed to set up a new commo system. After a brief look at the very complicated drawings and associated text, this soldier set up the system and got it on-line. The new system replaced two other pieces of equipment and made the job easier.
139. \_\_\_\_\_ While out-loading for an MTT, this SF soldier did not take a proper look at the load to be carried. He underestimated the number of pallets needed for the load. As a result, he did not have enough pallets to carry the equipment.
140. \_\_\_\_\_ An 18E in the field had to switch frequency. This 18E did not remember how to use the appropriate formulas. Commo was lost, and the 18E needed help from the 18A to complete the task.
141. \_\_\_\_\_ This 18E needed a way to suspend an antenna, and was running short on time. He had two soldiers hold the antenna with their hands while commo was established. The team was exiled on time.
142. \_\_\_\_\_ An 18E transmitted sensitive information on DMDG without encrypting the message. This 18E told his commander that by selecting a certain address, this in itself made the message transmission secure. Sensitive information was sent out unencrypted and this 18E was corrected, counseled, and became more truthful in his actions and deeds.
143. \_\_\_\_\_ While on an FTX, this 18E was required to set up a long wire antenna as part of the training. He needed to calculate the required length for the antenna before setting it up. He forgot his calculator and did not understand how to use the formula to compute the length. He missed his block time and wasn't able to construct the antenna he needed.

1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

<p>Which SF job performance category does this incident reflect? (See definitions page)</p>	<p>What is the level of effectiveness of the NCO, officer, or warrant officer in the incident? (1=low to 7=high)</p>
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144. \_\_\_\_\_

A soldier was assigned to set up SATCOM with a team in the HN field with assistance from this soldier. The first soldier failed to accomplish his assignment. This assisting soldier, when asked why he did not then do it himself, simply stated "Hey, it was not my job!" SATCOM was not established with the team in the field.

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1                      2                      3                      4                      5                      6                      7  
 Low                      Moderate                      High  
 Effectiveness                      Effectiveness                      Effectiveness

## SF Job Performance Category Definitions

- A. Teaching Others.** Conveying knowledge and skill to others; establishing an atmosphere conducive to learning; presenting material in an orderly fashion; tailoring material to the target audience's needs and capabilities; obtaining audience interest and involvement; using handouts, aids, tools, or kits; constructively guiding and correcting others; finding appropriate ways around language barriers.
- B. Building and Maintaining Effective Relationships with Indigenous Populations.** Demonstrating respect for and engaging in behavior appropriate to indigenous culture, values, and customs; developing rapport with indigenous people and building respect for SF.
- C. Handling Difficult Interpersonal or Intercultural Situations.** Circumventing unnecessary disputes, de-escalating tensions, and resolving disputes effectively; maintaining composure when threatened, angered, or intimidated; using non-verbal communication skills to effectively interpret and resolve interpersonal or situational problems; preventing arguments and conflicts.
- D. Using and Enhancing Language Skills.** Learning native language to enhance performance on missions, not having to rely on others to make up for language shortcomings; practicing language; taking opportunities to speak with HN civilians; translating and checking others' translation for accuracy.
- E. Troubleshooting and Solving Problems.** Finding novel ways to use the resources at hand to solve a problem (e.g., making an antenna out of garbage); producing solutions that are resourceful, insightful, or imaginative; producing solutions that are workable and practical.
- F. Decision Making.** Making sound decisions in a timely fashion; taking others' ideas and advice into account; making decision that use time, personnel, equipment, and tactics effectively; accounting for policy or procedure in decisions; acting swiftly and decisively when needed; remaining composed and task-oriented in making decisions under stress.
- G. Planning for Missions.** Developing sound mission plans; drawing on the expertise and advice of team members; anticipating potential problems and planning to overcome them; weighing consequences of alternate approaches; modifying plans when needed; assessing team readiness to identify gaps in knowledge/skills needed for mission.
- H. Preparing for Missions.** Determining resources needed to complete mission; determining equipment needs and preparing, checking, packing, and maintaining mission-related equipment; checking availability of resources at mission location; informing team members of preparation activities and responsibilities; making necessary personal preparations; conducting briefbacks.
- I. Contributing to the Team Effort and Morale.** Meeting team expectations for individual performance and interpersonal behavior; facilitating team performance through individual-level efforts; enhancing new and existing team members' skills and readiness; helping to constructively resolve intra-team disputes and personality clashes; motivating others; building team spirit through personal interactions.
- J. Showing Initiative and Extra Effort.** Putting forth the effort to produce high-quality work in a timely fashion; putting work priorities ahead of personal interests; actively pursuing self-improvement goals; seeking challenges; volunteering for demanding tasks or extra responsibility; taking initiative; presenting a positive image of SF.
- K. Displaying Honesty and Integrity.** Adhering to laws or rules of conduct; knowing when to put aside personal beliefs to follow policy requirements/SOPs, but taking a more difficult, morally correct course of action when appropriate; owning up to own mistakes; being truthful and genuine with others.
- L. Confronting Physical and Environmental Challenges.** Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically stressful or unfamiliar situations; preparing physically for challenge, emphasizing endurance over physical strength; overcoming demanding environmental conditions to rescue someone.

**M. Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating; using navigational techniques and skills to move to target.

**N. Being Safety Conscious.** Handling, storing, and disposing of hazardous equipment and materials properly; following safety guidelines and instructions in all training and operational contexts; monitoring others to ensure they observe SOP when using weapons and other potentially dangerous equipment and materials; reacting to safety violations and consequences to minimize potential adverse effects.

**O. Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.

**P. Handling Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; handling excesses or shortages of supplies; coordinating with others to share resources; finding the source of administrative problems; using computers.

**Q. Handling Classified Information and Materials.** Ensuring that classified information and communications are only released to or intercepted by authorized personnel or secured locations; monitoring others' handling of classified materials and information to ensure they follow SOP; storing and disposing of classified documents and materials following SOP; creating or transferring classified information using approved equipment or methods.

**EE. Maintaining Commo Equipment.** Determining equipment and supply requirements for missions; monitoring equipment maintenance through proper documentation; inspecting and repairing equipment to the best of one's knowledge.

**FF. Following Communication Policies and Procedures.** Planning and preparing all aspects of communication requirements before all missions; guaranteeing communication procedures are to standard and when needed initiates alternative procedures during missions; coordinating communication efforts after mission to ensure readiness for following missions.

**GG. Assembling and Operating Commo Equipment.** Applying knowledge within occupational specialty to configure and operate equipment; relying on information learned instead of equipment manuals; managing equipment problems.

**HH. Using Proper Cryptic Message Format -** Sending and receiving messages; maintaining motor skills necessary to send/receive messages; applying appropriate level of security to encrypt/decrypt messages.

**Appendix H**  
**Retranslation Data**

RETRANSLATION RESULTS FOR THE TEAM LEADER QUESTIONNAIRE (VERSION A)

Retranslation Listing of Incidents for Dimension A: (Problem name = 18aa)

Dim	%	N	M	S	Incident Description
D1m					105. During a classroom exercise on the plotting board, one student could not grasp the lesson being given. This NCOIC took the student off to the side and brought him up to speed while his aide continued to teach the class. This instructor also spent long hours of his own time teaching the student. The student was able to fully grasp the lesson and, when tested, was at the top of his class.
A*	69	9	6.44	0.68	
NN	23	3	7.00	0.00	
All		13	6.62	0.62	
D1m					121. This 18B was to train the rest of the 18Bs in the battalion on indirect fire using both 60mm and 81mm mortars. This 18B belittled and ridiculed the students during the class. Seventy-five percent of the students lost interest and gave up on the learning objectives having been alienated by the 18B.
A*	62	8	1.63	0.99	
All		13	1.46	0.84	
D1m					119. The detachment was training foreign troops OCONUS. There were no interpreters available during the first days of training and this 18B could not speak the local language. This 18B taught his entire class without saying a word, using only training aids and hand motions. The foreign troops completely understood the task that was trained.
A*	54	7	6.43	0.49	
C	23	3	6.33	0.47	
All		13	6.15	0.86	
D1m					136. This 18B was giving instructions to a group of South American officers. His Spanish was not very good and it was the first time he was teaching in the language. This 18B made slides for an overhead projector and could look at the slide when he got stuck on a word. The officers received good training.
A*	54	7	5.86	0.83	
All		13	5.92	0.83	
D1m					88. This SF team was planning to teach very technical information to foreign soldiers. Upon arrival, this instructor assessed the level of the target audience and made the necessary changes to tailor the class. The students remained attentive and the class was successful.
A*	38	5	5.20	2.23	
All		13	5.92	1.54	
D1m					67. This 18B was to conduct a boresight class on the 81mm mortar during an OCONUS MTT with foreign forces. This 18B planned and conducted both hands-on and classroom training, demonstrating in-depth knowledge of the subject matter with a professional demeanor. He established interoperations with the foreign army and enhanced his POI.
A*	31	4	6.25	0.43	
JJ	23	3	6.00	0.82	
All		13	6.38	0.62	
D1m					19. The team was working on a land navigation course with host nation forces. This team sergeant tried to convince the host nation forces to use terrain association, instead of a straight line from point to point as a land navigation technique. The host nation continued with their old technique even though terrain association was shown to be much easier.
A*	29	4	3.75	2.17	
II*	50	7	3.71	1.16	
All		14	3.50	1.50	
D1m					82. This 18B was tasked to provide mortar training to personnel. This 18B did not study the manual or any references prior to the class. He did not present some important technical information, did not logically progress through the material, and could only answer basic questions. Consequently, the students were poorly trained and they had a negative impression of the instructor.
A*	23	3	2.67	2.36	
H*	31	4	1.00	0.00	
J	23	3	1.33	0.47	
All		13	1.62	1.33	
D1m					128. During the Gulf War this team leader was attached to a Kuwaiti brigade. This team leader instructed the Kuwaiti brigade commander on field sanitation and disease prevention. The brigade commander set up areas for latrine and for garbage collection.
A*	23	3	6.00	0.82	
II*	46	6	5.83	0.69	
All		13	6.15	0.77	
D1m					20. While training with host nation forces, it was discovered that their main commo link was messenger. The commo equipment was available but no one knew how to use it. Although the equipment was not known to the 18E, he was able to figure it out and teach the force to effectively use the equipment. The host nation commo link was improved which then improved all other tasks performed by the force.
A*	21	3	6.67	0.47	
E	21	3	4.33	2.36	
J*	29	4	6.25	0.43	
II	21	3	6.33	0.47	
All		14	5.93	1.44	



Retranslation Listing of Incidents for Dimension B: (Problem name = 18aa)

Dim	%	N	M	S	Incident Description
B*	93	13	6.15	0.77	1. While deployed on a joint exercise, this 18A was expected to eat lunch with the foreign general and his staff every day. He did not speak the language and few of the hosts spoke English. This 18A expressed to a host officer who spoke some English his interest in learning more of the host language. The 18A learned a "sentence of the day" from the host officer and used it at lunch, which mixed humor with the ongoing training events. The 18A built tremendous rapport with the general and his staff, gaining their support for additional training resources.
All		14	6.07	0.80	
B*	86	12	1.17	0.37	38. A team was deployed to a foreign nation to conduct FID. This officer would not eat with his host nation counterpart or invite him to eat with the team. This officer drank tea with him only when higher headquarters' ranking US officers were present. The ODAs could not accomplish their missions due to the negative attitude of the host nation counterparts as the host nation commander told his subordinates about this officer's behavior.
All		14	1.14	0.35	
B*	85	11	2.09	1.44	31. During mission planning, some SF officers displayed little respect for the foreign officers and had them do servant work. This group leader told the foreign officers that if they felt they were not being used properly, they should just leave. The SF officers started to give the foreign officers real work or nothing at all.
All		13	2.15	1.35	
B*	85	11	6.73	0.45	104. This 18A established a good working relationship with one of the Kurdish resistance leaders during Provide Comfort I. He initiated and encouraged the soldiers under his command to become involved with the locals. The unit as a whole accomplished its primary mission earlier than scheduled.
All		13	6.69	0.46	
B*	77	10	6.60	0.66	54. This detachment commander was required to interface with a wide variety of people from different backgrounds. He spoke eloquently with embassy-level people and talked about crops and coodgods with the country folk of rural areas. Coordination with people at all levels was successful.
All		13	6.46	0.75	
B*	69	9	6.33	0.67	61. This 18A was tasked with reestablishing order in a refugee camp--including conducting a census, organization, reinstating leadership, and distributing goods. This 18A was able to establish strong ties by listening attentively to the needs of the refugees and working hard to understand their customs, courtesies, and taboos. An interim government was established, food was distributed, and a sense of order was re-established.
C	23	3	6.67	0.47	
All		13	6.46	0.63	
B*	62	8	1.38	0.48	123. This 18A met with the local village chief to see how the team could best assist his village. After the chief fed this 18A a traditional meal and offered him a drink from a bottle of scotch which he had been saving for special occasions, this 18A told the chief, "No, our General does not allow us to drink." The chief was humiliated and embarrassed in front of his village elders.
C	38	5	1.60	1.20	
All		13	1.46	0.84	
B*	54	7	6.29	1.16	78. This detachment was deployed to Korea to live, work, and train with the Korean Special Forces. This team leader coordinated, planned, and executed training with the host nation forces, overcoming the language barrier between the forces and the SF team with the use of an interpreter. The DFT was successful.
All		13	6.23	0.89	
B*	50	7	5.29	1.83	34. While in a host nation country, an SF soldier backed up a truck over a plastic water pipe line, breaking a 6 foot section. This 18C went to the local economy to acquire the necessary material to repair the water line. A possible problem with host nation personnel was avoided.
J	29	4	6.00	0.71	
All		14	5.79	1.47	
B*	50	7	6.57	0.49	32. This 18A was sent on a two-person team mission. The mission involved negotiation with various foreign groups and the U.A. for a program to train refugees. This 18A represented both civilian and military interests for the U.S. through the long negotiation process, changing his approach to fit the cultural background of the people with whom he was working. More foreign countries supported the effort and sent people to the negotiations.
C	36	5	6.20	0.75	
All		14	6.43	0.62	
B*	46	6	1.50	0.50	147. An ODA was on a field training exercise with host nation soldiers. This SF soldier complained about the weight of his rucksack and said he did not want to carry it anymore. The host nation soldiers developed a poor opinion of the SF soldiers.
L	23	3	1.00	0.00	
All		13	1.23	0.42	
B*	36	4	6.75	0.43	157. This SF NCO was serving as the official narrator for a base. This SF NCO was constantly being questioned and interviewed by various representatives in the military. This SF NCO was polite and responded quickly and concisely to all inquests. The media had a positive image of the soldier and of SF as a whole.
C	27	3	6.33	0.47	
J	27	3	6.33	0.47	
All		11	6.09	1.38	
B*	33	4	5.50	0.50	153. This SF officer was in charge of two detachments on an OCONUS deployment. Another SF officer was treating the host country soldiers like basic trainees or ranger students. This SF officer told the offending officer to stop behaving in such a manner or high command would be notified. The offending officer did not stop, this officer notified higher command, and the individual was sent home.
K	25	3	6.67	0.47	
All		12	5.17	1.46	
B*	31	4	1.25	0.43	85. The HN post commander curtailed routine communications with the SF team leader because the team leader could not speak the language. This team leader made no attempt to improve his language capabilities, even though he was in an ideal learning environment where many would have volunteered to help him. The HN personnel tactfully ostracized the team leader, and the morale of the entire team suffered as a result of his behavior.
D*	69	9	1.33	0.47	
All		13	1.31	0.46	
B*	29	4	5.50	0.50	15. An SF 18C was part of a two-person team establishing a program to train refugees. When the team leader had to leave the mission to brief the general, this 18C took over the role of negotiating with officials from a variety of nations/factions. This 18C wore civilian clothes and went to a high-level meeting to represent the U.S. to the host nation. The negotiations proceeded, rather than being suspended due to the team leader's absence, and the training camp was funded.
J*	29	4	6.75	0.43	
II	21	3	6.33	0.47	
All		14	5.86	1.30	
B*	25	3	6.33	0.94	110. During a 4 month deployment, the ODA desert uniforms (DCUs) became unserviceable. There was no DX available. Some individuals in a civilian company had been seen wearing DCUs. An SF NCO built rapport with the civilians and became friends with the civilian company procurement officer. The SF NCO got new DCUs for the team because the civilian commander offered them to the team.
J*	42	5	6.00	1.10	
All		12	6.00	0.91	
B*	23	3	1.33	0.47	106. The SF commander was advising his host nation counterpart in a FID operation. This SF commander imposed his ideas on the way tactics and operations should be conducted. The host nation commander discontinued his association with the SF commander resulting in an overall mistrust of SF among the host nation forces.
C	23	3	2.33	1.89	
J*	38	5	1.60	0.49	
All		13	1.62	1.08	

Retranslation Listing of Incidents for Dimension C: (Problem name = 18aa)

Dim %	N	M	S	95. During Provide Comfort I, the Turkish Kurds were very angry at the Iraqi Kurds because the Iraqi Kurds were getting a lot of world-wide assistance (e.g., food, clothing, medicine) while they were getting nothing. This led to open hostilities and violence. This 18A got the two sides and the Turkish Army to talk. He convinced the Turkish Kurds that the treatment the world was giving the Iraqi Kurds now made up for the hardships the Iraqi Kurds had previously suffered. He also got the Turkish Army commander to bring in a doctor and food supplies for the Turkish Kurds. Although the situation was still tense, there was less hostility and violence.
C* 77	10	6.20	0.87	
All	13	6.15	0.86	

Dim %	N	M	S	94. A warrant officer was assigned as team leader during Desert Shield/Desert Storm. His team was assigned to work with Syrian forces. For weeks, the Syrians ignored the detachment except for giving subtle harassment. One day, a Syrian vehicle came to the ODA camp and trained the main gun on the team. After approximately five minutes, this team leader calmly walked up to the vehicle, tapped the driver on the shoulder, and politely asked the soldiers in Arabic what they wanted. The Syrians turned their vehicle around and drove away. The ODA was not bothered again and as much cooperation as could be expected slowly began to evolve.
C* 62	8	6.00	1.12	
All	13	5.85	1.23	

Dim %	N	M	S	98. A host nation colonel had been informed that the SF team would supply an aircraft for airborne training. The SF team did not have an aircraft available, but the host nation colonel did not believe this. This 180A spent a great deal of time with the host nation colonel explaining the error and convincing him that there in fact was no aircraft available. The host nation colonel made one of its aircraft available for the training.
C* 62	8	5.63	0.86	
JJ 23	3	5.33	0.47	
All	13	5.69	0.82	

Dim %	N	M	S	18. A guerrilla group was rebelling against having to move camps on a rainy night with no notice. The senior guerrilla NCO was the most negative. This cadre leader SF soldier quietly pulled the senior guerrilla NCO aside and had him moved to another location. The guerrillas grudgingly went along.
C* 57	8	3.75	1.79	
All	14	4.43	1.68	

Dim %	N	M	S	72. This SF officer was planning training, but the host nation was constantly changing various aspects of it (e.g., increasing the number of personnel, canceling their aircraft, asking for more support from U.S.). This SF officer got extremely frustrated and canceled the training. Nobody received the training.
C* 54	7	1.43	0.49	
All	13	1.77	0.70	

Dim %	N	M	S	125. On a recent OCONUS trip, the Arab forces being trained did not want to participate in any night training. It was a necessity that they do some night patrolling. The ODA's team leader spoke with the entire Arab forces' chain of command on an individual basis, reminding them of the importance of this ability. The Arab forces' chain of command recognized the need and relented, allowing their forces to receive training.
C* 46	6	6.67	0.47	
II* 46	6	5.33	1.97	
All	13	5.92	1.54	

Dim %	N	M	S	70. An SF team was assigned to a host nation battalion and tasked to build rapport and provide training based on an assessment of the battalion needs. After a series of meetings and tea drinking, the SF team leader realized the host nation commander was avoiding training despite the apparent rapport established. This team leader realized the host nation commander had received no guidance from his higher command to conduct joint training. The team leader requested that this issue be addressed at a higher level and arranged a briefing/demonstration for the host nation regimental commander and his staff. Joint training was started shortly thereafter.
C* 38	5	6.60	0.49	
JJ 31	4	5.50	1.12	
All	13	6.08	0.92	

Dim %	N	M	S	123. This 18A met with the local village chief to see how the team could best assist his village. After the chief fed this 18A a traditional meal and offered him a drink from a bottle of scotch which he had been saving for special occasions, this 18A told the chief, "No, our General does not allow us to drink." The chief was humiliated and embarrassed in front of his village elders.
B* 62	8	1.38	0.48	
C 38	5	1.60	1.20	
All	13	1.46	0.84	

Dim %	N	M	S
C* 36	5	1.40	0.49
F 21	3	1.33	0.47
All	14	1.36	0.61

11. The mission was to role play other higher commands. In the scenario, this captain with little experience outranked his commander. The captain would not listen to the senior NCOs and the warrant officer. His motto was panic first. The captain was unable to separate reality from role-playing. He got into several shouting contests with his rater/commander and was disrespectful. The stressful, uncooperative environment resulted in bad feelings on all sides.

Dim %	N	M	S
B* 50	7	6.57	0.49
C 36	5	6.20	0.75
All	14	6.43	0.62

32. This 18A was sent on a two-person team mission. The mission involved negotiation with various foreign groups and the U.N. for a program to train refugees. This 18A represented both civilian and military interests for the U.S. through the long negotiation process, changing his approach to fit the cultural background of the people with whom he was working. More foreign countries supported the effort and sent people to the negotiations.

Dim %	N	M	S
B* 36	4	6.75	0.43
C 27	3	6.33	0.47
J 27	3	6.33	0.47
All	11	6.09	1.38

157. This SF NCO was serving as the official narrator for a base. This SF NCO was constantly being questioned and interviewed by various representatives in the military. This SF NCO was polite and responded quickly and concisely to all inquests. The media had a positive image of the soldier and of SF as a whole.

Dim %	N	M	S
C 25	3	3.00	0.82
II* 33	4	2.25	0.43
All	12	2.92	1.50

137. This team member was leaving a target with a host nation troop to rally back at the main road ten kilometers away. They all headed west for about six kilometers and then the host nation truck started to veer south. This team member stopped the host nation troop to discuss the situation and to show them the heading on the compass. The host nation troop did not want to believe the compass and said they would continue to drive south. This SF team member continued driving west four kilometers until he hit the road and then informed another element of the location of the troop that was heading south.

Dim %	N	M	S
B 23	3	1.33	0.47
C 23	3	2.33	1.89
II* 38	5	1.60	0.49
All	13	1.62	1.08

106. The SF commander was advising his host nation counterpart in a FID operation. This SF commander imposed his ideals on the way tactics and operations should be conducted. The host nation commander discontinued his association with the SF commander resulting in an overall mistrust of SF among the host nation forces.

Dim %	N	M	S
B* 69	9	6.33	0.67
C 23	3	6.67	0.47
All	13	6.46	0.63

61. This 18A was tasked with reestablishing order in a refugee camp--including conducting a census, organization, reinstating leadership, and distributing goods. This 18A was able to establish strong ties by listening attentively to the needs of the refugees and working hard to understand their customs, courtesies, and taboos. An interim government was established, food was distributed, and a sense of order was re-established.

Dim %	N	M	S
A* 54	7	6.43	0.49
C 23	3	6.33	0.47
All	13	6.15	0.86

119. The detachment was training foreign troops OCONUS. There were no interpreters available during the first days of training and this 18B could not speak the local language. This 18B taught his entire class without saying a word, using only training aids and hand motions. The foreign troops completely understood the task that was trained.

Dim %	N	M	S
C 21	3	2.67	1.25
LL* 29	4	2.00	1.00
All	14	2.14	1.12

13. The detachment received a new commander just prior to deployment for Desert Shield. This detachment commander did not conduct the required initial counseling with the team sergeant in the first month to set goals and expectations. This detachment commander had a series of power struggles and personal disagreements with the team sergeant over a period of 5 months, at which point he conducted the counseling session. The detachment was unable to accomplish assigned missions during this period and got a bad reputation.

Dim %	N	M	S
C 21	3	3.67	1.70
F 21	3	3.33	0.94
KK* 29	4	3.50	1.12
All	14	2.79	1.57

35. An 18A was in charge of a staff section with a team member who was about to retire. The team member did not want to deploy, but the 18A insisted he go. This team member maintained a bad attitude during the deployment, contradicted the policies of the 18A and chain of command, and did not change his behavior after the unit sergeant and battalion commander talked to him. This team member was relieved when he got home.

## Retranslation Listing of Incidents for Dimension D: (Problem name = 18aa)

Dim	%	N	M	S	
D*	92	12	6.08	0.86	139. This SF soldier went to South America not knowing the language. This soldier quickly adapted to the situation by reading and speaking Spanish as much as possible. This SF soldier taught great classes.
A11		13	6.15	0.86	
Dim	%	N	M	S	
D*	85	11	1.36	0.88	142. This SF soldier was sent to language school for three months to learn French. This SF soldier believed he would never have the ability to communicate freely with French-speaking people as there were no exchange programs for him to attend so that he could be main-streamed into thinking in French. This SF soldier did not attempt to learn the language. The soldier could not speak the language.
A11		13	1.38	0.84	
Dim	%	N	M	S	
D*	85	11	6.45	0.66	71. During the Gulf War, the team was stationed with a Kuwaiti brigade. This 18E learned how to speak common Arabic from the Kuwaiti soldiers during his eight months there. He could make himself understood to the Arabs, and served as the primary communicator for the team.
A11		13	6.54	0.63	
Dim	%	N	M	S	
D*	77	10	3.40	1.69	90. A South American soldier came into the clinic when this 18D was alone. This 18D began to take the history but couldn't understand what the man was saying. He used a dictionary to determine that the problem was a bug bite on the right hand. The other 18D, who spoke better Spanish, came into the clinic and realized that the man had a large wood splinter embedded in the hand. The soldier was treated correctly.
A11		13	3.77	2.12	
Dim	%	N	M	S	
B	31	4	1.25	0.43	85. The HN post commander curtailed routine communications with the SF team leader because the team leader could not speak the language. This team leader made no attempt to improve his language capabilities, even though he was in an ideal learning environment where many would have volunteered to help him. The HN personnel tactfully ostracized the team leader, and the morale of the entire team suffered as a result of his behavior.
D*	69	9	1.33	0.47	
A11		13	1.31	0.46	
Dim	%	N	M	S	
D*	36	5	1.20	0.40	5. This team leader was very weak in Spanish. This team leader made no attempt to improve his language skills because he was confident that his other abilities would make up for it. An important mission was given to another team that had a team leader who was better able to speak and understand Spanish.
J	29	4	1.25	0.43	
A11		14	1.36	0.48	

## Retranslation Listing of Incidents for Dimension E: (Problem name = 18aa)

Dim	%	N	M	S	
E*	58	7	5.71	0.70	154. While coming back from the range late at night, the SF team's HUMV was disabled. The parking brake was too tight and so the brake drum overheated and caught fire. This team member got under the vehicle and adjusted the break with very few tools. The team was able to come home without requesting outside assistance.
A11		12	5.42	1.50	
Dim	%	N	M	S	
E*	54	7	5.86	1.25	117. The ODA was short of food and still a few days away from exfil. With the food supply low, this 18E ran an antenna lead to a nearby tree noted to harbor a hefty squirrel population. He placed a small amount of peanut butter on the wire to attract squirrels' attention, then keyed the transmitter and shocked the squirrels when they had the peanut butter in their mouths, stunning them long enough to have someone hastily retrieve the squirrels. The ODA was able to have sufficient food for a couple of extra days.
A11		13	6.31	1.07	
Dim	%	N	M	S	
E*	50	7	5.29	1.58	23. This 18C was deployed on a mission in which the marching route followed a stream. Although the intelligence reports stated that it was possible to walk the entire route along the bank, the element found that there were cliffs on both sides of the stream and deep water to their front. This 18C constructed a large raft to float the equipment down the stream. The element was able to continue their mission and did not lose any travelling time.
F	21	3	4.67	2.05	
J	21	3	6.00	0.00	
A11		14	5.29	1.53	
Dim	%	N	M	S	
E*	46	6	6.17	0.69	91. While preparing for an airborne insertion into the desert, the detachment was having problems with the A-21 cargo container. The size of the container was going to be a problem given the size of the drop zone and the number of personnel who were to follow the container. This 18B devised a roller skid that would quickly eject the cargo container. The detachment successfully infilled in only one pass.
J*	46	6	6.50	0.50	
A11		13	6.38	0.62	
Dim	%	N	M	S	
A	21	3	6.67	0.47	20. While training with host nation forces, it was discovered that their main commo link was messenger. The commo equipment was available but no one knew how to use it. Although the equipment was not known to the 18E, he was able to figure it out and teach the force to effectively use the equipment. The host nation commo link was improved which then improved all other tasks performed by the force.
E	21	3	4.33	2.36	
J*	29	4	6.25	0.43	
II	21	3	6.33	0.47	
A11		14	5.93	1.44	

Retranslation Listing of Incidents for Dimension F: (Problem name = 18aa)

Dim %	N	M	S
F* 64	9	6.11	0.87
L 21	3	6.00	0.82
All	14	5.93	0.96

6. The ODA was on movement to a contact mission. The ODA was under fire and the situation was worsening. This ODA commander maintained control and showed enough flexibility to react to the situation. The mission was a success.

Dim %	N	M	S
F* 64	9	5.44	0.83
All	14	4.50	1.84

36. A detachment had been waiting three days to make a link-up after an escape and evasion exercise. The detachment, which was out of food, was ordered to remain hidden until the link-up was made. This captain made the decision to walk into the village and call the battalion. The battalion said that they had not been able to find the grid coordinates where the detachment was to be exfiltrated. The team was exfiltrated.

Dim %	N	M	S
F* 64	9	5.67	1.76
All	14	5.86	1.46

40. A platoon-type raid was planned to snatch a prisoner. The plan called for a large force to hit the objective and grab the prisoner under cover of darkness. The enemy force size was unknown, but was thought to be squad +. This reconnaissance team leader set up his surveillance team at the objective and saw that the enemy force was larger than expected. This team leader saw that the prisoner had been brought out with only 2 guards far from the camp. This team leader decided to rescue the prisoner there and then. The prisoner was rescued; this mission would probably have failed if it had been executed as planned.

Dim %	N	M	S
F* 62	8	1.50	1.00
All	13	1.46	0.84

152. This two man team was to conduct an area reconnaissance in the desert. This officer had the team go on the mission in the middle of the day; the temperature was upwards of 110 degrees. The team ran out of water and could not make it back to their water supply. The team requested water resupply by water. This officer aborted the mission rather than supply the water, although the 18D said the team was in good health. The area reconnaissance was not completed and pertinent intelligence was never gathered.

Dim %	N	M	S
F* 54	7	1.14	0.35
All	13	1.62	1.08

50. An ODA was conducting marksmanship training according to Unit Guidelines. This officer stopped training because protective masks, which were not required by Unit Guidelines, were not being worn. The ammo was turned in unused, training (which is hard to schedule) was halted, and military courtesy (following the chain of command) was not observed.

Dim %	N	M	S
F* 46	6	1.17	0.37
All	13	1.31	0.46

102. The team was involved in a number of vehicular reconnaissance missions. This team sergeant received reports that there were bandits operating in the area. Though it was not a mission requirement and could have compromised the team, this team sergeant decided to attempt to lure the bandits into a trap and capture them. He did not give a Frag Order for this additional task. The team sergeant lost his credibility.

Dim %	N	M	S
F* 42	5	1.60	0.80
N* 42	5	1.40	0.49
All	12	1.83	0.99

138. An 18D was the oxygen NCO for a HALO jump. This officer would not listen when the 18D told him the oxygen was running out, and would not allow the aircraft to descend when the 18D suggested it. Although the jump was made without injuries, the bailout bottles were all used up and the walk-around bottles had to be used.

Dim %	N	M	S
F 36	5	3.20	2.71
NN* 43	6	2.67	2.05
All	14	3.00	2.33

25. An ODA was conducting improvised munitions training. An 18C's improper storage of the flammable chemicals resulted in damage to equipment and danger to personnel. Instead of punishing the individual, this commander stopped training, had the chemicals disposed of, and prevented improvised munitions training from being conducted.

Dim %	N	M	S
F* 35	5	1.00	0.00
N 29	4	1.00	0.00
All	14	1.07	0.26

42. An ODA was sent to an FTX without sufficient gear to stay warm in a static position for extended periods in sub-freezing conditions. An 18D on the team notified this officer twice of the lack of protective gear and that four team members had incurred environmental injuries by the midpoint of the FTX. This officer disregarded the 18D's input. Six team members ended up with permanent injuries, despite treatment by the 18D.

Dim %	N	M	S
F* 36	5	1.80	0.75
N* 36	5	1.60	1.20
All	14	1.64	0.89

21. Ordnance was found by a team on a humanitarian mission. The team's 18C strongly advised this team leader that each ordnance piece had to be individually charged (because it would not sympathetically detonate) but that the team did not have enough demolitions material to place a charge on each separate piece. This team leader said to "do it anyway." The explosion launched several unexploded projectiles towards the team at a high rate of velocity.

Dim %	N	M	S
F 29	4	1.75	0.43
Q* 71	10	1.60	0.66
All	14	1.64	0.61

22. This 18C was tasked with safeguarding classified material. This 18C removed all the weapons from the weapons safe box, placed the classified material in the bottom of the box, and piled heavy, oily weapons on top. The materials became oily and unreadable.

Dim %	N	M	S
F 29	4	5.75	0.83
NN* 43	6	5.83	0.69
All	14	5.71	0.80

41. On an extended deployment, a drunk SF soldier became abusive to SF soldiers who were trying to help him get to bed. This senior warrant officer took charge of the situation, forced the SF soldier to go to bed, and waited until the next day to counsel him. A potential problem was diffused and the soldier learned his lesson while sober.

Dim %	N	M	S
F 25	3	1.33	0.47
P* 33	4	1.00	0.00
All	12	1.25	0.43

126. A commander received a tasking that 4 of his subordinates were to participate in TDY training. The subordinates were to have a suspense of 2 weeks to submit names to higher headquarters so orders could be cut and the subordinates could prepare. This commander waited three weeks before submitting the names to higher headquarters. Orders were late resulting in no time for the soldiers to pick up advance TDY monies, the soldiers were deployed unprepared, and the TDY mission failed.

Dim %	N	M	S
F* 23	3	1.67	0.47
K* 23	3	4.33	2.36
MM* 23	3	1.00	0.00
All	13	1.92	1.77

47. The detachment was deployed to a border observation post. This detachment commander kept classified information at the post and presented briefings related to it to many officers who visited the post. This detachment commander also fired a weapon over the berm and drove a vehicle into "no-mans land" between the berm and the enemy observation posts. The detachment members prepared statements about the commander's behavior and he was relieved.

Dim %	N	M	S
F 23	3	4.00	1.63
P 23	3	6.00	1.41
KK* 38	5	1.60	0.80
All	13	3.31	2.16

77. A new 18C who was overweight and could not meet the SF standard for the physical fitness test arrived at the battalion. This officer did not interview the 18C and immediately assigned him sight unseen to a scuba team (which requires the highest level of physical ability) because he was scuba-qualified. The 18C failed to improve and finally received a "do not promote" EER.

Dim %	N	M	S
F 23	3	1.33	0.47
G* 46	6	1.50	0.76
All	13	2.00	1.62

107. This SF officer was at a training mission planning conference and was responsible for selecting sites. He selected sites from a map, not paying attention to terrain features, rather than physically reconning the sites. New sites had to be selected at the last minute, because the sites he'd selected (cliffs, ravines, etc.) could not be maneuvered over without special equipment and training.

Dim %	N	M	S
C* 36	5	1.40	0.49
F 21	3	1.33	0.47
All	14	1.36	0.61

11. The mission was to role play other higher commands. In the scenario, this captain with little experience outranked his commander. The captain would not listen to the senior NCOs and the warrant officer. His motto was panic first. The captain was unable to separate reality from role-playing. He got into several shouting contests with his rater/commander and was disrespectful. The stressful, uncooperative environment resulted in bad feelings on all sides.

Dim %	N	M	S
C 21	3	3.67	1.70
F 21	3	3.33	0.94
KK* 29	4	3.50	1.12
All	14	2.79	1.57

35. An 18A was in charge of a staff section with a team member who was about to retire. The team member did not want to deploy, but the 18A insisted he go. This team member maintained a bad attitude during the deployment, contradicted the policies of the 18A and chain of command, and did not change his behavior after the unit sergeant and battalion commander talked to him. This team member was relieved when he got home.

Dim	%	N	M	S
F*	50	7	5.29	1.58
F	21	3	4.67	2.05
J	21	3	6.00	0.00
All		14	5.29	1.53

23. This 18C was deployed on a mission in which the marching route followed a stream. Although the intelligence reports stated that it was possible to walk the entire route along the bank, the element found that there were cliffs on both sides of the stream and deep water to their front. This 18C constructed a large raft to float the equipment down the stream. The element was able to continue their mission and did not lose any travelling time.

Retranslation Listing of Incidents for Dimension G: (Problem name = 18aa)

Dim	%	N	M	S	
G*	58	7	1.43	0.49	159. This 18A was preparing his detachment as one of three going on a FID deployment to JRTC. The 18A had never been deployed on a FID mission before. This 18A did not ask any of the other 18As for input on the training plan, even when the other 18As offered their input as they had been on previous deployments. After five days into this 18As training plan, the commander told him to rewrite it.
H	25	3	1.33	0.47	
A11		12	1.67	1.11	

Dim	%	N	M	S	
G*	50	7	6.14	0.64	4. This 18A was given the responsibility of developing and implementing a desert operations/survival program of instruction. This 18A delegated the responsibility of different portions of the POI to subordinate personnel to take advantage of the SF team members' versatility. The desert training program was exemplary.
NN	21	3	6.33	0.47	
A11		14	6.29	0.59	

Dim	%	N	M	S	
G*	46	6	1.50	0.50	112. The ODA was given the task of planning a JTF mission. This detachment commander immediately started planning the mission, setting up all aspects and contingencies without consulting ODA members. 85% of the plan had to be re-written.
A11		13	1.69	0.91	

Dim	%	N	M	S	
G*	46	6	1.83	1.21	114. The team was in isolation preparing for an SR. This team sergeant decided that every man should carry one LAW and two claymore mines. This team sergeant did not consult with the 18B and 18C on the team in making the decision. The team carried far more weight than necessary and the team members were exhausted.
KK	23	3	2.33	0.47	
A11		13	2.08	1.14	

Dim	%	N	M	S	
F	23	3	1.33	0.47	107. This SF officer was at a training mission planning conference and was responsible for selecting sites. He selected sites from a map, not paying attention to terrain features, rather than physically reconnoitering the sites. New sites had to be selected at the last minute, because the sites he'd selected (cliffs, ravines, etc.) could not be maneuvered over without special equipment and training.
G*	46	6	1.50	0.76	
A11		13	2.00	1.62	

Dim	%	N	M	S	
G*	42	5	5.60	1.85	158. This 18A was in charge of a team. This 18A let the individual MOSs plan, prepare, and execute their portions of the mission, asking for updates as the tasks were completed. The team's mission was successful.
NN	25	3	6.33	0.47	
A11		12	6.00	1.29	

Dim	%	N	M	S	
G	36	5	2.60	1.36	16. This SF commander was given a mission to act as a liaison for a conventional unit. He was able to send part of his equipment ahead of him and decided to take the rest with him when he deployed. The plane ended up being very full. This SF commander was forced to leave a number of items behind. The team did not have all the necessary equipment.
H	50	7	2.86	1.64	
A11		14	2.57	1.50	

Dim	%	N	M	S	
G*	31	4	1.50	0.50	130. This commander was very good at staffing and planning, but had little experience in executing missions. The commander had the team take a limited focus and concentrate on OPORD. He prevented other critical activities from being conducted, such as rehearsals and equipment testing. The team did not perform well on the mission.
H	23	3	1.33	0.47	
NN	23	3	2.33	1.25	
A11		13	1.69	0.91	

Dim	%	N	M	S	
G	31	4	5.75	0.43	146. This 18C was tasked to be on a committee assigned to teach a demolitions course. Part of the course involved a field problem. This 18C wrote an operations order that was so complete that 4 teams working in different locations could understand what was to be done and when. The target of interest was hit and the field mission was a success.
J*	38	5	6.20	0.75	
A11		13	5.85	1.56	

Dim	%	N	M	S	
G	23	3	6.00	0.00	96. NTC training was being conducted for participation in a rotation of conventional forces. This detachment commander conducted a thorough reconnaissance of the training areas and briefed his team thoroughly. The team was able to navigate at night completely through terrain association.
H	23	3	7.00	0.00	
H*	46	6	6.17	0.69	
A11		13	6.38	0.62	

Dim	%	N	M	S	
G*	23	3	2.33	1.25	103. An operational detachment was given an SR mission and a "no later than" performance date. This team sergeant delayed the mission until after the no later than date, saying that the detachment did not have the necessary equipment. The mission was delayed.
H*	23	3	1.67	0.47	
A11		13	2.46	1.28	

Dim	%	N	M	S	
G	23	3	2.00	0.82	151. The team was to be infilled by choppers to an area surrounded by dense trees and underbrush. The team was tasked with reconnoitering the terrain by reviewing a map prior to being dropped. Upon landing, this team sergeant told the team members to move 200 meters north, at which point they would conduct a security halt/map check. Several team members stated that the target was located about 1400 meters south of the team's location. This team sergeant told the team he knew where the road was and to move north. This team sergeant did not conduct a quick map check. The team had to move 1600 meters south upon conducting the security check/map check in order to start their reconnaissance.
J*	54	7	2.14	0.99	
A11		13	2.00	0.96	

Dim	%	N	M	S	
G*	23	3	1.33	0.47	60. A detachment was in isolation preparing for an SR mission. Tentative approval was given for the original concept, but it was later denied for technical reasons. This team leader put in little planning effort after the mission concept changed. The detachment gave a poor briefback and had to give it again twelve hours later.
J*	23	3	1.33	0.47	
A11		13	1.31	0.46	

Dim	%	N	M	S	
G	21	3	6.33	0.47	30. A detachment was planning two separate missions (one OA, one SR). This detachment commander gave his planning guidance and then let the team sergeant conduct the planning, periodically checking on the team's progress. The planning was effective without "micro-managing" and the team had an excellent briefback.
LL	29	4	6.00	1.00	
NN*	43	6	6.17	1.07	
A11		14	6.14	0.91	

Retranslation Listing of Incidents for Dimension H: (Problem name = 18aa)

Dim	%	N	M	S	14. During an ARTEP, an isolated detachment cross-loaded all equipment and rigged it for an airborne resupply for the ARTEP. This SF soldier re-packed the equipment bundles so that they were no longer cross-loaded. Upon infiltration of the team and equipment, one bundle failed to open, destroying over \$200,000 of equipment and leaving the detachment non-operational and unable to complete the mission.
H*	62	8	1.50	0.71	
A11		13	1.54	0.75	

Dim	%	N	M	S	101. As the leader of a 4-man SR team, this 180A also was responsible for the medical safety of the team as he had served as an 18D. This 180A, while inflating by helicopter, left his weapon on board and forgot to pack the M-3 bag for the mission. The helicopter had to return to the landing zone so this 180A could at least retrieve his weapon. One member of the team had to suffer an injury for 2 days without treatment until exfiltration.
H*	54	7	1.57	0.61	
A11		13	1.31	0.61	

Dim	%	N	M	S	115. This 18C was tasked to pack a door bundle in an A21 container for a resupply mission. This 18C was briefed as to what to put in the bundle. This 18C put all the correct items in the bundle and packed it correctly. The ODA was resupplied and none of the items were damaged.
H*	50	6	6.00	0.82	
A11		12	6.00	0.82	

Dim	%	N	M	S	16. This SF commander was given a mission to act as a liaison for a conventional unit. He was able to send part of his equipment ahead of him and decided to take the rest with him when he deployed. The plane ended up being very full. This SF commander was forced to leave a number of items behind. The team did not have all the necessary equipment.
G	36	5	2.60	1.36	
H*	50	7	2.86	1.64	
A11		14	2.57	1.50	

Dim	%	N	M	S	87. Two ODAs were preparing to deploy. The teams had the same mission and both could not go. Each team knew that the ODA with the best briefback would go on the mission. This ODA commander fidgeted, stuttered, and made obvious errors while briefing his position on the briefback. The other ODA was deployed.
H*	46	6	2.00	0.58	
HM	23	3	2.33	1.89	
A11		13	2.08	1.07	

Dim	%	N	M	S	84. The ODA was expected to deploy for FID within 2 weeks. All team members had been tasked to produce POIs for the deployment. Most of the team members were taking leave during the 2 weeks. This team leader did not require in progress reviews to check on the development of the POIs. On the day of the suspense, only 50% of POIs were completed and the team leader and team sergeant had to complete the rest.
H*	46	6	2.33	1.11	
LL	31	4	2.75	1.79	
A11		13	2.46	1.39	

Dim	%	N	M	S	82. This 18B was tasked to provide mortar training to personnel. This 18B did not study the manual or any references prior to the class. He did not present some important technical information, did not logically progress through the material, and could only answer basic questions. Consequently, the students were poorly trained and they had a negative impression of the instructor.
A	23	3	2.67	2.36	
H*	31	4	1.00	0.00	
J	23	3	1.33	0.47	
A11		13	1.62	1.33	

Dim	%	N	M	S	24. The post-damage assessments from an air war were constantly monitored by this team's warrant officer. This warrant officer constantly updated the enemy's disposition, composition, and strengths on the enemy situation map. Successful detachment missions were planned and organized based on this warrant officer's assessment.
H	29	4	5.75	0.83	
J*	50	7	6.43	0.73	
A11		14	6.07	0.80	

Dim	%	N	M	S	159. This 18A was preparing his detachment as one of three going on a FID deployment to JRTC. The 18A had never been deployed on a FID mission before. This 18A did not ask any of the other 18As for input on the training plan, even when the other 18As offered their input as they had been on previous deployments. After five days into this 18A's training plan, the commander told him to rewrite it.
G*	58	7	1.43	0.49	
H	25	3	1.33	0.47	
A11		12	1.67	1.11	

Dim	%	N	M	S	103. An operational detachment was given an SR mission and a "no later than" performance date. This team sergeant delayed the mission until after the no later than date, saying that the detachment did not have the necessary equipment. The mission was delayed.
G*	23	3	2.33	1.25	
H*	23	3	1.67	0.47	
A11		13	2.46	1.28	

Dim	%	N	M	S	130. This commander was very good at staffing and planning, but had little experience in executing missions. The commander had the team take a limited focus and concentrate on OPORD. He prevented other critical activities from being conducted, such as rehearsals and equipment testing. The team did not perform well on the mission.
G*	31	4	1.50	0.50	
H	23	3	1.33	0.47	
HM	23	3	2.33	1.25	
A11		13	1.69	0.91	

Dim	%	N	M	S	96. NTC training was being conducted for participation in a rotation of conventional forces. This detachment commander conducted a thorough reconnaissance of the training areas and briefed his team thoroughly. The team was able to navigate at night completely through terrain association.
G	23	3	6.00	0.00	
H	23	3	7.00	0.00	
M*	46	6	6.17	0.69	
A11		13	6.38	0.62	

Dim	%	N	M	S	113. A team was in the pre-deployment phase of a mission. This team sergeant passed out tasks to each team member to accomplish before departure. The departure went smoothly and the training to be done during deployment was well planned.
H	23	3	6.33	0.47	
LL*	31	4	6.25	0.43	
NN	23	3	6.33	0.47	
A11		13	5.92	1.49	

Retranslation Listing of Incidents for Dimension 1: (Problem name = 18aa)

Dim % N M S 150. The team was conducting PT. This senior I\* 77 10 1.40 0.49 A11 13 1.69 0.91 188 decided he did not care for the team's PT schedule. This 188 went off on his own runs or swims. The 188 alienated himself from the team and was finally reprimanded by the team sergeant.

Dim % N M S 129. A team was discussing the importance of I\* 77 10 1.70 1.42 MM 23 3 3.67 2.49 A11 13 2.15 1.92 being a team player. A tasking list was made for clean-up and this particular 18A was on it. This captain would not participate and did not give a reason why. The team felt that the captain thought he was too good for the chore.

Dim % N M S 3. A new team member arrived on a team. This I\* 71 10 4.00 1.48 A11 14 3.93 1.49 SF officer told the new member how to behave to make the team more effective. This SF officer also told the new member not to call each other by rank as everyone knows what rank they all are. His assistance helped the new member become part of the team.

Dim % N M S 145. This 18D was on patrol with the SF team. I\* 69 9 5.78 1.75 A11 13 6.08 1.59 The weather was very bad and motivation amongst the team members was low. This 18D kept a good attitude and took charge of the situation, making a conscientious effort to motivate the others. Team morale increased and the mission was completed.

Dim % N M S 56. An ODA was deployed four times for periods I\* 62 8 4.63 1.22 A11 13 4.77 1.19 of at least six months at a time. This team sergeant kept the team on track by taxing individuals a case of beer for any misdeeds or violations of team rules. The team was cohesive, worked well together, and spent time together outside of work.

Dim % N M S 133. This unit commander was good at staffing I\* 54 7 2.14 1.36 MM 38 5 1.60 0.80 A11 13 1.85 1.17 and planning, but had difficulty in communicating with the men in his unit. This commander failed to initially establish rapport or adjust communication to a style to which the team would respond. The commander could not inspire, motivate, communicate or bond with his unit effectively.

Dim % N M S 49. A new team leader was strict and I\* 46 6 1.83 0.69 MM 31 4 1.50 0.50 A11 13 1.85 0.86 control-oriented. This team leader maintained the autocratic style he was used to in the infantry rather than adjusting to the consensus style used in the unit. He alienated himself from most of the members of his team.

Dim % N M S 144. While a team was on deployment, this team I\* 38 5 1.60 1.20 MM 46 6 1.00 0.00 A11 13 1.31 0.82 leader was not assigned any classes to teach. This team leader would lay on his bed all day and read novels while the team members were teaching their classes. The team members lost respect for the team leader.

Dim % N M S 140. A team of SF soldiers were going to conduct I\* 38 5 2.20 1.17 KK\* 38 5 1.40 0.49 A11 13 2.00 1.11 cold weather training for 3 or 4 days. A handful of these individuals complained to the team leader of injuries they had already sustained and that they were now on crutches. This SF team leader responded "Oh, you poor babies, you stay back here." The team members were insulted.

Dim % N M S 51. This SF soldier was assigned to a I\* 38 5 1.20 0.40 J\* 31 4 1.00 0.00 A11 13 1.23 0.58 European-based unit which was responsible for conducting ground warfare in the mountains during the winter. This SF soldier refused to learn how to ski. This SF soldier was a liability to the detachment during winter operations.

Dim % N M S 120. While on a real world mission, this 18A I\* 38 5 1.40 0.80 KK\* 46 6 1.67 1.11 A11 13 1.54 0.93 went to the battalion commander and "volunteered" his ODA for the rear echelon missions. This 18A had not talked over the situation/choices with the members of the ODA. The morale of the team was crushed.

Dim % N M S 53. This team leader called a team meeting for I\* 38 5 1.40 0.80 MM 31 4 1.00 0.00 A11 13 1.62 1.39 the next day at nine o'clock. At nine o'clock the next day, the team leader had not yet arrived. After waiting fifteen minutes, the team sergeant began the meeting during which it was decided not to move the billeting site. When this team leader arrived at nine-thirty, he yelled at the team sergeant and the other NCOs in the room about how "a bunch of dumb NCOs could make a decision like that in such a short time." After this outburst, the team sergeant felt he could not work with this team leader and the rest of the team avoided him.

Dim % N M S 73. Maintenance of the team equipment and the I\* 38 5 6.60 0.49 MM\* 62 8 6.00 1.12 A11 13 6.23 0.97 team room is usually done by NCOs on teams. This team leader, when his work allowed, lent a hand in cleaning the team room and in maintaining the equipment. The team members truly felt that the team leader was a member of the team, not just the commander.

Dim % N M S 37. An ODA was deployed for a series of four I\* 36 5 6.40 0.49 KK\* 57 8 6.25 0.66 A11 14 6.21 0.67 very long deployments. This team sergeant listened to team members' problems and told them he cared about what they said, being a friend if they had personal problems. The team became cohesive and respected the team sergeant.

Dim % N M S 43. This newly assigned 18A had a meeting with I\* 36 5 5.60 1.02 MM\* 43 6 5.83 0.69 A11 14 5.57 1.05 the 18Z and the 180A. This 18A told the 18Z and the 180A that he deferred rank to experience and was there to help the team. The team became close knit and worked very well together.

Dim % N M S 156. This team leader was supervising and I\* 33 4 1.50 0.87 MM\* 58 7 1.71 1.03 A11 12 1.58 0.95 instructing the team members. This team leader gave the other soldiers the work that he was supposed to do and said that it would be good training for them. The team had little respect for this team leader.

Dim % N M S 155. An SF team was in an endurance event. This I\* 33 4 2.00 0.71 L 25 3 2.00 0.00 KK 25 3 4.00 0.82 A11 12 2.67 1.11 team sergeant could run very fast and extremely far. This team sergeant had the team do the same. The team suffered because they were not in good running condition.

Dim % N M S 97. A new, older team sergeant arrived and I\* 31 4 6.50 0.50 MM\* 46 6 6.17 0.37 A11 13 6.38 0.49 began a much-needed PT program. On a hill exercise with rucksacks, this older sergeant set the performance standard by outperforming his younger troops. People were motivated to increase their level of physical fitness.

Dim % N M S 8. Near the end of a very long and cold I\* 29 4 5.75 0.43 L\* 29 4 6.75 0.43 KK 21 3 6.00 0.82 A11 14 6.00 0.76 training exercise, the team had low morale, was very tired, and was becoming weak. The team was given another mission and everybody complained. This team sergeant let them blow off some steam, then gathered the team together and gave a short pep talk about the importance of the new mission and how the team needed to pull together to accomplish it. The team members eventually agreed; they completed the mission and received praise for their team work and determination.

Dim % N M S 116. The detachment was deployed OCONUS for 90 I\* 27 3 6.67 0.47 L\* 27 3 6.33 0.47 A11 11 6.18 0.72 days. Upon returning CONUS, the team was tasked with a no-notice exercise requiring long distance foot movement. This SF officer had maintained the detachment in excellent physical condition during the deployment. The no-notice exercise was a success.

Dim % N M S 141. A soldier was causing problems for the I\* 23 3 6.67 0.47 A11 13 4.08 2.02 whole platoon by showing up late and failing to complete his work. The platoon was being punished because of him, but the soldier told them he did not care. This platoon sergeant decided to have a class on hand-to-hand, having the trouble-maker "volunteer." Rapport between the platoon sergeant and the platoon strengthened.



Retranslation Listing of Incidents for Dimension J: (Problem name = 18aa)

Dim %	N	M	S	76. This SF soldier was tasked to work individually to produce operational information. This SF soldier researched, developed, and wrote a standard operating procedure for operations to be conducted by Special Forces in the future. SOP was developed in areas that had never been addressed.
J* 83	10	5.60	1.62	
All	12	5.67	1.55	

Dim %	N	M	S	81. This SF soldier was tasked to construct a survival kit. This SF soldier looked back on notes from previous missions and consulted others on the subject. He was able to assemble the survival kit.
J* 64	7	5.57	1.05	
All	11	5.82	1.03	

Dim %	N	M	S	143. This NCO was new to the team. This SF NCO always had to be told what to do; he could not think of what he should be doing on his own. The NCO's supervisors had to monitor him constantly otherwise the NCO was not able to do his job.
J* 58	7	1.43	0.49	
All	12	1.75	1.09	

Dim %	N	M	S	24. The post-damage assessments from an air war were constantly monitored by this team's warrant officer. This warrant officer constantly updated the enemy's disposition, composition, and strengths on the enemy situation map. Successful detachment missions were planned and organized based on this warrant officer's assessment.
H 29	4	5.75	0.83	
J* 50	7	6.43	0.73	
All	14	6.07	0.80	

Dim %	N	M	S	52. A detachment was tasked to participate in a joint training exercise. This SF officer was given the task of developing the battlefield and briefing the detachment. This SF officer posted information on an operations map, plotted units and incidences, and interpreted information that was supplied. This officer then briefed the operations map and data. The exercise and subsequent operations were given an air of realism.
J* 50	6	4.67	2.36	
All	12	5.25	1.92	

Dim %	N	M	S	91. While preparing for an airborne insertion into the desert the detachment was having problems with the A-21 cargo container. The size of the container was going to be a problem given the size of the drop zone and the number of personnel who were to follow the container. This 18E devised a roller skid that would quickly eject the cargo container. The detachment successfully inflied in only one pass.
E* 46	6	6.17	0.69	
J* 46	6	6.50	0.50	
All	13	6.38	0.62	

Dim %	N	M	S	65. An 18E was tasked to install several radios for the United Nation's Lisbon headquarters. This 18E drew up plans showing what systems would be needed prior to installation. The system was operational and became a model for others.
J* 46	6	6.50	0.50	
All	13	6.31	0.72	

Dim %	N	M	S	110. During a 4 month deployment, the ODA desert uniforms (DCUs) became unserviceable. There was no DX available. Some individuals in a civilian company had been seen wearing DCUs. An SF NCO built rapport with the civilians and became friends with the civilian company procurement officer. The SF NCO got new DCUs for the team because the civilian commander offered them to the team.
B 25	3	6.33	0.94	
J* 42	5	6.00	1.10	
All	12	6.00	0.91	

Dim %	N	M	S	118. A National Guard unit was responsible for setting up a mess hall supporting SF company in the field. The refrigerated truck broke down. National Guard leadership was absent and an SF warrant officer was sent over to remedy the situation. After allowing for complaints from the enlisted personnel, this warrant officer told the senior cook to figure out what he needed for 5 days and told the enlisted personnel to unload the truck. There was little response. The warrant officer removed his shirt and climbed up in the truck and began to sort out the food himself, handing it out to the waiting enlisted. The troops became involved and the cook began to assert himself. The food was saved and the mess hall was set up.
J* 38	5	6.20	0.40	
HM 23	3	6.00	0.82	
All	13	6.31	0.72	

Dim %	N	M	S	146. This 18C was tasked to be on a committee assigned to teach a demolitions course. Part of the course involved a field problem. This 18C wrote an operations order that was so complete that 4 teams working in different locations could understand what was to be done and when. The target of interest was hit and the field mission was a success.
G 31	4	5.75	0.43	
J* 38	5	6.20	0.75	
All	13	5.85	1.56	

Dim %	N	M	S	48. This newly assigned officer was responsible for producing the MTP and updating the battle books. Two days prior to the briefing, this officer said he did not feel competent enough to perform these duties. The 18A was required to perform these duties.
J* 31	4	1.25	0.43	
All	13	2.54	1.65	

Dim %	N	M	S	51. This SF soldier was assigned to a European-based unit which was responsible for conducting ground warfare in the mountains during the winter. This SF soldier refused to learn how to ski. This SF soldier was a liability to the detachment during winter operations.
I* 38	5	1.20	0.40	
J 31	4	1.00	0.00	
All	13	1.23	0.58	

Dim %	N	M	S	109. A warrant officer and team leader were instructed to write an After Actions Review on a mission they completed. This AAR was to be reviewed by high levels of command and the State Department. This 180A made a poor effort in doing this AAR. Although he used a word processor, he did not use a spell checker or use complete sentences. Because this was a high priority mission, copies were sent straight to Washington DC, bypassing the normal chain. The entire group was criticized as "dumb SF cowboys" by members in the Pentagon who read the error-filled report.
J 31	4	1.25	0.43	
P* 46	6	1.17	0.37	
All	13	1.38	0.84	

Dim %	N	M	S	20. While training with host nation forces, it was discovered that their main commo link was messenger. The commo equipment was available but no one knew how to use it. Although the equipment was not known to the 18E, he was able to figure it out and teach the force to effectively use the equipment. The host nation commo link was improved which then improved all other tasks performed by the force.
A 21	3	6.67	0.47	
E 21	3	4.33	2.36	
J* 29	4	6.25	0.43	
II 21	3	6.33	0.47	
All	14	5.93	1.44	

Dim %	N	M	S	5. This team leader was very weak in Spanish. This team leader made no attempt to improve his language skills because he was confident that his other abilities would make up for it. An important mission was given to another team that had a team leader who was better able to speak and understand Spanish.
D* 36	5	1.20	0.40	
J 29	4	1.25	0.43	
All	14	1.36	0.48	

Dim %	N	M	S	34. While in a host nation country, an SF soldier backed up a truck over a plastic water pipe line, breaking a 6 foot section. This 18C went to the local economy to acquire the necessary material to repair the water line. A possible problem with host nation personnel was avoided.
B* 50	7	5.29	1.83	
J 29	4	6.00	0.71	
All	14	5.79	1.47	

Dim %	N	M	S	15. An SF 18C was part of a two-person team establishing a program to train refugees. When the team leader had to leave the mission to brief the general, this 18C took over the role of negotiating with officials from a variety of nations/factions. This 18C wore civilian clothes and went to a high-level meeting to represent the U.S. to the host nation. The negotiations proceeded, rather than being suspended due to the team leader's absence, and the training camp was funded.
B* 29	4	5.50	0.50	
J* 29	4	6.75	0.43	
II 21	3	6.33	0.47	
All	14	5.86	1.30	

Dim %	N	M	S	157. This SF NCO was serving as the official narrator for a base. This SF NCO was constantly being questioned and interviewed by various representatives in the military. This SF NCO was polite and responded quickly and concisely to all inquests. The media had a positive image of the soldier and of SF as a whole.
B* 36	4	6.75	0.43	
C 27	3	6.33	0.47	
J 27	3	6.33	0.47	
All	11	6.09	1.38	

Dim %	N	M	S	93. The team was to conduct four days of weapons firing, requiring the transportation of ammunition, weapons, and personnel. This officer was told that he could not keep a vehicle out for more than one day. This officer did not then inform the commander that a large number of weapons and ammunition had to be fired among the six man team. A shuttle system had to be developed to get the personnel, ammunition, and weapons to and from the site over a number of days.
J* 27	3	3.00	0.82	
All	11	2.73	1.05	

Dim %	N	M	S	134. During a 12-mile rucksack march as part of a stress test, this 40-year old SF team member covered the course with 55 pounds in one hour and 41 minutes, even though the maximum allowed time was two and a half hours. He was an example to other younger team members who followed.
J 23	3	7.00	0.00	
I* 31	4	6.00	0.71	
HM* 31	4	6.00	0.71	
All	13	6.31	0.72	

Dtm	%	N	M	S	60. A detachment was in isolation preparing for an SR mission. Tentative approval was given for the original concept, but it was later denied for technical reasons. This team leader put in little planning effort after the mission concept changed. The detachment gave a poor briefback and had to give it again twelve hours later.
G*	23	3	1.33	0.47	
J*	23	3	1.33	0.47	
A11		13	1.31	0.46	

Dtm	%	N	M	S	79. Two team members were operating in mountainous terrain with foreign forces in a developing country. One of the indigenous personnel fell and was lying unconscious and injured at the bottom of a 400 foot ravine where the only evacuation route was by a road along the top of the cliff. This team member tied the injured person to himself and climbed back to the top, while his fellow team member assisted by controlling a safety line. Once at the top, the injured individual was transported to a local clinic and treated.
J	23	3	6.67	0.47	
L*	46	6	6.83	0.37	
O	23	3	7.00	0.00	
A11		13	6.77	0.42	

Dtm	%	N	M	S	82. This 188 was tasked to provide mortar training to personnel. This 188 did not study the manual or any references prior to the class. He did not present some important technical information, did not logically progress through the material, and could only answer basic questions. Consequently, the students were poorly trained and they had a negative impression of the instructor.
A	23	3	2.67	2.36	
H*	31	4	1.00	0.00	
J	23	3	1.33	0.47	
A11		13	1.62	1.33	

Dtm	%	N	M	S	23. This 18C was deployed on a mission in which the marching route followed a stream. Although the intelligence reports stated that it was possible to walk the entire route along the bank, the element found that there were cliffs on both sides of the stream and deep water to their front. This 18C constructed a large raft to float the equipment down the stream. The element was able to continue their mission and did not lose any travelling time.
E*	50	7	5.29	1.58	
F	21	3	4.67	2.05	
J	21	3	6.00	0.00	
A11		14	5.29	1.53	

Retranslation Listing of Incidents for Dimension K: (Problem name = 18aa)

Dim %	N	M	S	127. This 18C was told to pack all related equipment for his portion of the operation. This 18C did not pack the demolitions block, generator, or pioneer box. When the team sergeant spot checked and found the error, the 18C lied about having been briefed on what to pack.
K* 100	13	1.23	0.80	
All	13	1.23	0.80	

Dim %	N	M	S	45. A team sergeant was directed to have the ODA wear flak jackets on a maneuver live fire. A flak jacket is heavy, cumbersome, and completely incapable of stopping a bullet. ODA emotions about having to wear them were strongly negative. This team sergeant gathered his information and spoke to the commander through the group level to try and reverse the policy. The team sergeant lost, but he had tried. Later that day on the range, he put his team in jackets and did the CFX. No senior leadership was there to see if he had done it correctly or incorrectly.
K* 83	10	6.70	0.46	
All	12	6.75	0.43	

Dim %	N	M	S	100. A company-size element was deployed overseas for several months. One telephone line was available to the US for morale calls. While the time limit set for phone usage was less than 30 minutes, no limit was set for the number of times the phone could be used in a week. This officer called his family almost every night before he made the phone available to his unit. This commander also failed to enforce the phone policies published by the local command. Phone usage for the unit was cut off at least twice for improper use. The commander was perceived to have compromised his integrity.
K* 77	10	1.20	0.40	
All	13	1.23	0.42	

Dim %	N	M	S	62. An 18C was moved off a team and counseled by the CSH for disloyalty and not being a team player. His team leader did not say a word in his defense at the time. About a year later this team leader ran into the 18C. This team leader said he would now write a statement to support the 18C, because although the move had not been his idea and he had not agreed with it, he had been afraid at the time to say anything. The 18C unnecessarily suffered a year of hard times.
K* 69	9	1.56	0.68	
KK 31	4	2.00	1.22	
All	13	1.69	0.91	

Dim %	N	M	S	122. An officer was tasked to update his battle book as to team proficiency or training guidance letters. This officer did not do this and supplied his higher headquarters with METL proficiencies that were guesses. He also did not focus his training on those tasks on which he guessed his team needed training. Although the team was proficient in zeroing weapons, it was untrained in communications, medical tasks, engineering, intelligence, NBC etc.; all the training events that are "hard" and not "fun."
K* 46	6	1.67	0.75	
P 38	5	1.20	0.40	
All	13	1.38	0.62	

Dim %	N	M	S	68. A team of SF soldiers was flying over potentially hostile air space in two helicopters during the night. This door gunner threw a cigarette out of the first helicopter. Another soldier said he saw a red spark. When the story got back to the chain of command, several people had reported seeing tracer fire from several locations and panicked.
K* 45	5	2.60	2.24	
All	11	2.45	1.78	

Dim %	N	M	S	10. A company was deployed to an operational area when a "real world" mission came down for three ODAs. This 18A was upset that his ODA was not given the mission and got 3/4 of the ODA to threaten to resign or move to another company. That ODA was given the next "good" mission.
K* 29	4	1.25	0.43	
All	14	1.71	1.10	

Dim %	N	M	S	153. This SF officer was in charge of two detachments on an OCONUS deployment. Another SF officer was treating the host country soldiers like basic trainees or ranger students. This SF officer told the offending officer to stop behaving in such a manner or high command would be notified. The offending officer did not stop, this officer notified higher command, and the individual was sent home.
B* 33	4	5.50	0.50	
K 25	3	6.67	0.47	
All	12	5.17	1.46	

Dim %	N	M	S	47. The detachment was deployed to a border observation post. This detachment commander kept classified information at the post and presented briefings related to it to many officers who visited the post. This detachment commander also fired a weapon over the berm and drove a vehicle into "no-mans land" between the berm and the enemy observation posts. The detachment members prepared statements about the commander's behavior and he was relieved.
F* 23	3	1.67	0.47	
K* 23	3	4.33	2.36	
MM* 23	3	1.00	0.00	
All	13	1.92	1.77	

Dim %	N	M	S	148. NCOs were unloading white phosphorous (WP) from a truck in preparation for mortar training. This SF NCO was smoking a cigarette while unloading the boxes of WP. This NCO kept the cigarette in his mouth as he carried the ammunition boxes in front of him. The NCO was counseled that it was unsafe to smoke around WP mortar ammunition and to put out the cigarette; the NCO apologized and put it out.
K 23	3	4.33	1.70	
N* 38	5	1.20	0.40	
All	13	2.77	2.08	

Dim %	N	M	S	29. The detachment was preparing for an OCONUS mission. For the purpose of planning, classified material was being used. The 18B observed the detachment commander storing confidential material in his desk. This 18B advised the commander that all material classified as confidential and higher must be stored in a safe. The classified material was safeguarded.
K 21	3	6.00	0.82	
K* 57	8	5.75	0.83	
All	14	5.86	0.83	

## Retranslation Listing of Incidents for Dimension L: (Problem name = 18aa)

Dim %	N	M	S	
L* 62	8	1.63	0.70	149. A training mission was being conducted in very steep mountains. The team members were carrying rucksacks weighing about 85 pounds. This SF soldier kept falling behind as he could not keep up with the other team members. This SF soldier required that the team members stop and wait for him many times during the mission. The time on target was almost missed and there were no eyes on the target because of the length of time it took to get there.
All	13	1.69	0.82	

Dim %	N	M	S	
J 23	3	6.67	0.47	79. Two team members were operating in mountainous terrain with foreign forces in a developing country. One of the indigenous personnel fell and was lying unconscious and injured at the bottom of a 400 foot ravine where the only evacuation route was by a road along the top of the cliff. This team member tied the injured person to himself and climbed back to the top, while his fellow team member assisted by controlling a safety line. Once at the top, the injured individual was transported to a local clinic and treated.
L* 46	6	6.83	0.37	
O 23	3	7.00	0.00	
All	13	6.77	0.42	

Dim %	N	M	S	
L* 36	5	1.40	0.80	39. A detachment was conducting search and reconnaissance training in cold, wet weather. This team leader did not realize how the bad weather was affecting the team so the team never stopped to warm or dry themselves. Six out of eight soldiers suffered cold weather injuries.
KK 21	3	1.67	0.47	
All	14	1.57	0.73	

Dim %	N	M	S	
J 23	3	7.00	0.00	134. During a 12-mile rucksack march as part of a stress test, this 40-year old SF team member covered the course with 55 pounds in one hour and 41 minutes, even though the maximum allowed time was two and a half hours. He was an example to other younger team members who followed.
L* 31	4	6.00	0.71	
HH* 31	4	6.00	0.71	
All	13	6.31	0.72	

Dim %	N	M	S	
L* 29	4	5.75	0.43	8. Near the end of a very long and cold training exercise, the team had low morale, was very tired, and was becoming weak. The team was given another mission and everybody complained. This team sergeant let them blow off some steam, then gathered the team together and gave a short pep talk about the importance of the new mission and how the team needed to pull together to accomplish it. The team members eventually agreed; they completed the mission and received praise for their team work and determination.
L* 29	4	6.75	0.43	
KK 21	3	6.00	0.82	
All	14	6.00	0.76	

Dim %	N	M	S	
I* 27	3	6.67	0.47	116. The detachment was deployed OCONUS for 90 days. Upon returning CONUS, the team was tasked with a no-notice exercise requiring long distance foot movement. This SF officer had maintained the detachment in excellent physical condition during the deployment. The no-notice exercise was a success.
L* 27	3	6.33	0.47	
All	11	6.18	0.72	

Dim %	N	M	S	
I* 33	4	2.00	0.71	155. An SF team was in an endurance event. This team sergeant could run very fast and extremely far. This team sergeant had the team do the same. The team suffered because they were not in good running condition.
L 25	3	2.00	0.00	
KK 25	3	4.00	0.82	
All	12	2.67	1.11	

Dim %	N	M	S	
B* 46	6	1.50	0.50	147. An ODA was on a field training exercise with host nation soldiers. This SF soldier complained about the weight of his rucksack and said he did not want to carry it anymore. The host nation soldiers developed a poor opinion of the SF soldiers.
L 23	3	1.00	0.00	
All	13	1.23	0.42	

Dim %	N	M	S	
F* 64	9	6.11	0.87	6. The ODA was on movement to a contact mission. The ODA was under fire and the situation was worsening. This ODA commander maintained control and showed enough flexibility to react to the situation. The mission was a success.
L 21	3	6.00	0.82	
All	14	5.93	0.96	

## Retranslation Listing of Incidents for Dimension M: (Problem name = 18aa)

Dim %	N	M	S	
M* 77	10	6.20	1.17	66. During a sensitive mission, a night insertion was planned. A three man element was inserted 8 kilometers south of the intended landing zone. The next day, this team leader was able to determine the team's approximate location on the ground using terrain features and distances traveled. The team notified the command element of their location and they were picked up and re-inserted in the correct location. The mission was a success.
All	13	6.15	1.10	

Dim %	N	M	S	
M* 69	9	1.00	0.00	124. This SF soldier was tasked to select a route of movement. This SF soldier came up with a route at the last minute without looking at the map. The team got lost and did not accomplish their mission.
All	13	1.08	0.27	

Dim %	N	M	S	
M* 64	9	1.00	0.00	9. After working as a DZ party for airborne operation, this SF officer wanted to view the operation of an AC-130 gunship. This SF officer could not locate the AC-130 gunship and got the team lost in the gunship's impact area. The SF officer could not resection his location on the map. The AC-130 gunship determined personnel were present in the impact area and did not fire.
All	14	1.21	0.56	

Dim %	N	M	S	
G 23	3	2.00	0.82	151. The team was to be inflated by choppers to an area surrounded by dense trees and underbrush. The team was tasked with reconning a road and made a point of orienting themselves to the terrain by reviewing a map prior to being dropped. Upon landing, this team sergeant told the team members to move 200 meters north, at which point they would conduct a security halt/map check. Several team members stated that the target was located about 1400 meters south of the team's location. This team sergeant told the team he knew where the road was and to move north. This team sergeant did not conduct a quick map check. The team had to move 1600 meters south upon conducting the security check/map check in order to start their reconnaissance.
H 23	3	2.14	0.99	
M* 54	7	2.14	0.99	
All	13	2.00	0.96	

Dim %	N	M	S	
G 23	3	6.00	0.00	96. NTC training was being conducted for participation in a rotation of conventional forces. This detachment commander conducted a thorough reconnaissance of the training areas and briefed his team thoroughly. The team was able to navigate at night completely through terrain association.
H 23	3	7.00	0.00	
H* 46	6	6.17	0.69	
All	13	6.38	0.62	

Dim %	N	M	S	
H 29	4	2.50	1.50	33. The detachment was tasked to move from point A to point B. This 180A tasked the 18E to plan the route. The 180A did not check the 18E's work. It took longer to get where the team was supposed to go because the 18E had made errors.
HH* 43	6	2.17	0.90	
All	14	2.29	1.10	

Dim %	N	M	S	
H 23	3	2.00	0.00	57. This team sergeant was leading the team on a vehicular reconnaissance with the only accurate map. The senior medic asked to see the map and after referring to the GPS, told this team sergeant that the team was out of its assigned sector. This team sergeant told the senior medic that he was wrong. This team sergeant then reported that location when he sent in his daily SITREP. The higher command asked this team sergeant why his team was out of sector when the team returned and gave the debriefing.
HH* 54	7	1.86	0.99	
All	13	2.00	0.96	

Retranslation Listing of Incidents for Dimension N: (Problem name = 18aa)

Dim	%	N	M	S	89. A soldier with limited swimming ability was conducting a waterborne operation and parachuted into the water. When his life preserver did not work, he wasn't able to swim ashore. He drowned.
N*	54	7	1.00	0.00	
All		13	1.23	0.80	
Dim	%	N	M	S	138. An 18D was the oxygen NCO for a HALO jump. This officer would not listen when the 18D told him the oxygen was running out, and would not allow the aircraft to descend when the 18D suggested it. Although the jump was made without injuries, the bailout bottles were all used up and the walk-around bottles had to be used.
F*	42	5	1.60	0.80	
N*	42	5	1.40	0.49	
All		12	1.83	0.99	
Dim	%	N	M	S	148. NCOs were unloading white phosphorous (WP) from a truck in preparation for mortar training. This SF NCO was smoking a cigarette while unloading the boxes of WP. This NCO kept the cigarette in his mouth as he carried the ammunition boxes in front of him. The NCO was counseled that it was unsafe to smoke around WP mortar ammunition and to put out the cigarette; the NCO apologized and put it out.
K	23	3	4.33	1.70	
N*	38	5	1.20	0.40	
All		13	2.77	2.08	
Dim	%	N	M	S	21. Ordnance was found by a team on a humanitarian mission. The team's 18C strongly advised this team leader that each ordnance piece had to be individually charged (because it would not sympathetically detonate) but that the team did not have enough demolitions material to place a charge on each separate piece. This team leader said to "do it anyway." The explosion launched several unexploded projectiles towards the team at a high rate of velocity.
F*	36	5	1.80	0.75	
N*	36	5	1.60	1.20	
All		14	1.64	0.89	
Dim	%	N	M	S	12. A soldier became dehydrated when participating in an obstacle course. This 18B gave an IV to the injured soldier even though he did not know what he was doing. The soldier recovered, but the 18B was given a negative spot report.
N	31	4	3.50	1.50	
O*	46	6	3.67	1.11	
All		13	3.77	1.25	
Dim	%	N	M	S	42. An ODA was sent to an FTX without sufficient gear to stay warm in a static position for extended periods in sub-freezing conditions. An 18D on the team notified this officer twice of the lack of protective gear and that four team members had incurred environmental injuries by the midpoint of the FTX. This officer disregarded the 18D's input. Six team members ended up with permanent injuries, despite treatment by the 18D.
F*	36	5	1.00	0.00	
N	29	4	1.00	0.00	
All		14	1.07	0.26	

Retranslation Listing of Incidents for Dimension O: (Problem name = 18aa)

Dim	%	N	M	S	69. An 18B SF soldier was off duty at a local restaurant. This SF soldier observed a civilian having a heart attack and administered CPR until the emergency medical services arrived. The man lived.
O*	73	8	6.63	0.48	
All		11	6.73	0.45	
Dim	%	N	M	S	17. During a sensitive mission, the detachment was required to split into 3 elements. One element sustained a non-life threatening, but painful injury to one of its members. This element had no 18D. This 18B had carried a medical kit with him on the mission. This 18B treated the injury, where a poisonous plant had entered the soldier's leg and broken off internally, by numbing the area surrounding the wound and extracting the plant. The wounded soldier was able to continue with the mission.
O*	71	10	5.70	1.68	
All		14	5.57	1.55	
Dim	%	N	M	S	86. This SF team member had no medical training. During the packaging and transport of a suspected spinal injury, this team member tried to intercede in providing medical care. The medic in charge had to have the team member leave the room.
O*	54	7	1.57	0.73	
All		13	2.23	1.53	
Dim	%	N	M	S	12. A soldier became dehydrated when participating in an obstacle course. This 18B gave an IV to the injured soldier even though he did not know what he was doing. The soldier recovered, but the 18B was given a negative spot report.
N	31	4	3.50	1.50	
O*	46	6	3.67	1.11	
All		13	3.77	1.25	
Dim	%	N	M	S	79. Two team members were operating in mountainous terrain with foreign forces in a developing country. One of the indigenous personnel fell and was lying unconscious and injured at the bottom of a 400 foot ravine where the only evacuation route was by a road along the top of the cliff. This team member tied the injured person to himself and climbed back to the top, while his fellow team member assisted by controlling a safety line. Once at the top, the injured individual was transported to a local clinic and treated.
J	23	3	6.67	0.47	
L*	46	6	6.83	0.37	
O	23	3	7.00	0.00	
All		13	6.77	0.42	

## Retranslation Listing of Incidents for Dimension P: (Problem name = 18aa)

Dim	%	N	M	S
P*	71	10	1.60	0.66
All		14	1.64	0.72

44. This SF leader verbally counseled a substandard SF NCO routinely. When the poor performer received a bad MCOER, he appealed to the battalion commander and command sergeant major. This SF leader had failed to document the poor performance. The MCOER was disapproved and re-written indicating average performance.

Dim	%	N	M	S
P*	54	7	2.29	1.67
KK	31	4	1.50	0.50
All		13	1.85	1.35

83. An SF team member was about to PCS. He had been on the team for several years and was an outstanding soldier. This team leader failed to process an award for the SF soldier. The soldier left the unit without any award.

Dim	%	N	M	S
J	31	4	1.25	0.43
P*	46	6	1.17	0.37
All		13	1.38	0.84

109. A warrant officer and team leader were instructed to write an After Actions Review on a mission they completed. This AAR was to be reviewed by high levels of command and the State Department. This 180A made a poor effort in doing this AAR. Although he used a word processor, he did not use a spell checker or use complete sentences. Because this was a high priority mission, copies were sent straight to Washington DC, bypassing the normal chain. The entire group was criticized as "dumb SF cowboys" by members in the Pentagon who read the error-filled report.

Dim	%	N	M	S
K*	46	6	1.67	0.75
P	38	5	1.20	0.40
All		13	1.38	0.62

122. An officer was tasked to update his battle book as to team proficiency or training guidance letters. This officer did not do this and supplied his higher headquarters with METL proficiencies that were guesses. He also did not focus his training on those tasks on which he guessed his team needed training. Although the team was proficient in zeroing weapons, it was untrained in communications, medical tasks, engineering, intelligence, NBC etc.; all the training events that are "hard" and not "fun."

Dim	%	N	M	S
F	25	3	1.33	0.47
P*	33	4	1.00	0.00
All		12	1.25	0.43

126. A commander received a tasking that 4 of his subordinates were to participate in TDY training. The subordinates were to have a suspense of 2 weeks to submit names to higher headquarters so orders could be cut and the subordinates could prepare. This commander waited three weeks before submitting the names to higher headquarters. Orders were late resulting in no time for the soldiers to pick up advance TDY monies, the soldiers were deployed unprepared, and the TDY mission failed.

Dim	%	N	M	S
F	23	3	4.00	1.63
P	23	3	6.00	1.41
KK*	38	5	1.60	0.80
All		13	3.31	2.16

77. A new 18C who was overweight and could not meet the SF standard for the physical fitness test arrived at the battalion. This officer did not interview the 18C and immediately assigned him sight unseen to a scuba team (which requires the highest level of physical ability) because he was scuba-qualified. The 18C failed to improve and finally received a "do not promote" EER.

## Retranslation Listing of Incidents for Dimension Q: (Problem name = 18aa)

Dim	%	N	M	S
Q* 100		13	1.38	0.62
All		13	1.38	0.62

58. An SF captain was in charge of communication. This officer left the crypto in the hotel room while he went to the US embassy. There was a possible compromise of crypto material.

Dim	%	N	M	S
Q* 86		12	1.08	0.28
All		14	1.14	0.35

28. An SF company was deployed overseas on an operational mission and was located in a staging base planning missions. This SF soldier frequently called home and told his wife about numerous classified activities. The wife told other individuals and the information reached the SF unit. Morale was lowered but no corrective measures were taken.

Dim	%	N	M	S
F	29	4	1.75	0.43
Q* 71		10	1.60	0.66
All		14	1.64	0.61

22. This 18C was tasked with safeguarding classified material. This 18C removed all the weapons from the weapons safe box, placed the classified material in the bottom of the box, and piled heavy, oily weapons on top. The materials became oily and unreadable.

Dim	%	N	M	S
Q* 71		10	1.40	0.92
All		14	1.64	1.04

2. During a deployment, a team was responsible for maintaining all sensitive items. This 18E did not do a proper check and later noticed that his crypto was missing, even though he had been reporting all sensitive items accounted for. He had the team locked down, conducting a search in order to find the missing items. The sensitive items were found and the 18E was given a letter of reprimand.

Dim	%	N	M	S
K	21	3	6.00	0.82
Q* 57		8	5.75	0.83
All		14	5.86	0.83

29. The detachment was preparing for an OCONUS mission. For the purpose of planning, classified material was being used. The 18B observed the detachment commander storing confidential material in his desk. This 18B advised the commander that all material classified as confidential and higher must be stored in a safe. The classified material was safeguarded.

## Retranslation Listing of Incidents for Dimension II: (Problem name = 18aa)

Dim	%	N	M	S
A	29	4	3.75	2.17
II*	50	7	3.71	1.16
A11		14	3.50	1.50

19. The team was working on a land navigation course with host nation forces. This team sergeant tried to convince the host nation forces to use terrain association, instead of a straight line from point to point as a land navigation technique. The host nation continued with their old technique even though terrain association was shown to be much easier.

Dim	%	N	M	S
II*	50	7	5.86	0.64
A11		14	5.64	1.59

26. An ODA was given the mission of training African soldiers on a new parachute system and on means of exiting their aircraft. This ODA commander convinced the host nation airforce to allow the host nation forces to jump from the ramp (instead of the door) of the aircraft since they had never done that before. The ODA commander also gave a safety briefing on emergencies as part of the pre-jump procedures. As a result, the host nation learned a new way to exit their aircraft and added an emergency procedure briefing to their SOP.

Dim	%	N	M	S
C*	46	6	6.67	0.47
II*	46	6	5.33	1.97
A11		13	5.92	1.54

125. On a recent OCONUS trip, the Arab forces being trained did not want to participate in any night training. It was a necessity that they do some night patrolling. The ODA's team leader spoke with the entire Arab forces' chain of command on an individual basis, reminding them of the importance of this ability. The Arab forces' chain of command recognized the need and relented, allowing their forces to receive training.

Dim	%	N	M	S
A	23	3	6.00	0.82
II*	46	6	5.83	0.69
A11		13	6.15	0.77

128. During the Gulf War this team leader was attached to a Kuwaiti brigade. This team leader instructed the Kuwaiti brigade commander on field sanitation and disease prevention. The brigade commander set up areas for latrine and for garbage collection.

Dim	%	N	M	S
B	23	3	1.33	0.47
C	23	3	2.33	1.89
II*	38	5	1.60	0.49
A11		13	1.62	1.08

106. The SF commander was advising his host nation counterpart in a FID operation. This SF commander imposed his ideals on the way tactics and operations should be conducted. The host nation commander discontinued his association with the SF commander resulting in an overall mistrust of SF among the host nation forces.

Dim	%	N	M	S
C	25	3	3.00	0.82
II*	33	4	2.25	0.43
A11		12	2.92	1.50

137. This team member was leaving a target with a host nation troop to rally back at the main road ten kilometers away. They all headed west for about six kilometers and then the host nation truck started to veer south. This team member stopped the host nation troop to discuss the situation and to show them the heading on the compass. The host nation troop did not want to believe the compass and said they would continue to drive south. This SF team member continued driving west four kilometers until he hit the road and then informed another element of the location of the troop that was heading south.

Dim	%	N	M	S
A	21	3	6.67	0.47
E	21	3	4.33	2.36
J*	29	4	6.25	0.43
II	29	3	6.33	0.47
A11		14	5.93	1.44

20. While training with host nation forces, it was discovered that their main commo link was messenger. The commo equipment was available but no one knew how to use it. Although the equipment was not known to the 18E, he was able to figure it out and teach the force to effectively use the equipment. The host nation commo link was improved which then improved all other tasks performed by the force.

Dim	%	N	M	S
B*	29	4	5.50	0.50
J*	29	4	6.75	0.43
II	29	3	6.33	0.47
A11		14	5.86	1.30

15. An SF 18C was part of a two-person team establishing a program to train refugees. When the team leader had to leave the mission to brief the general, this 18C took over the role of negotiating with officials from a variety of nations/factions. This 18C wore civilian clothes and went to a high-level meeting to represent the U.S. to the host nation. The negotiations proceeded, rather than being suspended due to the team leader's absence, and the training camp was funded.

## Retranslation Listing of Incidents for Dimension JJ: (Problem name = 18aa)

Dim	%	N	M	S
C*	38	5	6.60	0.49
JJ	31	4	5.50	1.12
A11		13	6.08	0.92

70. An SF team was assigned to a host nation battalion and tasked to build rapport and provide training based on an assessment of the battalion needs. After a series of meetings and tea drinking, the SF team leader realized the host nation commander was avoiding training despite the apparent rapport established. This team leader realized the host nation commander had received no guidance from his higher command to conduct joint training. The team leader requested that this issue be addressed at a higher level and arranged a briefing/demonstration for the host nation regimental commander and his staff. Joint training was started shortly thereafter.

Dim	%	N	M	S
C*	62	8	5.63	0.86
JJ	23	3	5.33	0.47
A11		13	5.69	0.82

98. A host nation colonel had been informed that the SF team would supply an aircraft for airborne training. The SF team did not have an aircraft available, but the host nation colonel did not believe this. This 180A spent a great deal of time with the host nation colonel explaining the error and convincing him that there in fact was no aircraft available. The host nation colonel made one of its aircraft available for the training.

Dim	%	N	M	S
A*	31	4	6.25	0.43
JJ	23	3	6.00	0.82
A11		13	6.38	0.62

67. This 18B was to conduct a boresight class on the 81mm mortar during an OCONUS MIT with foreign forces. This 18B planned and conducted both hands-on and classroom training, demonstrating in-depth knowledge of the subject matter with a professional demeanor. He established interoperations with the foreign army and enhanced his POI.

Retranslation Listing of Incidents for Dimension KK: (Problem name = 18aa)

Dim % N M S 135. One day, an SF soldier came to work slumping over when he usually would stand tall and erect. This team sergeant realized something must be wrong and counseled the SF soldier. The team sergeant discovered that the SF soldier was having problems at home and was able to advise him.

Dim % N M S 111. The team deployed for rigorous mountain training. The team sergeant, who had performed with honor for 15 years, was in obvious pain and caused the team to move slower than it should have. This team leader implied that he was weak. The team was disheartened by this team leader's comments.

Dim % N M S 80. This team sergeant did not think that SF soldiers should be married. This team sergeant gave married team members a hard time, telling them to forget about their wives and families and instructing them that they should be staying deployed as long as possible. Married team members -- and single SF soldiers -- lost respect for the team sergeant.

Dim % N M S 37. An ODA was deployed for a series of four very long deployments. This team sergeant listened to team members' problems and told them he cared about what they said, being a friend if they had personal problems. The team became cohesive and respected the team sergeant.

Dim % N M S 120. While on a real world mission, this 18A went to the battalion commander and "volunteered" his ODA for the rear echelon missions. This 18A had not talked over the situation/choices with the members of the ODA. The morale of the team was crushed.

Dim % N M S 132. A new officer reviewed the teams AAR for a deployment and noticed that all the soldiers complained about not receiving mail for a 4 week period. This officer researched the problem and found that the mail clerk had been re-assigned to a duty that did not allow him to perform his mail duties and that no other soldier had been assigned in his absence. The mail clerk was often re-assigned in the manner. This officer recommended that actions be taken to eliminate this problem and he and his soldiers monitored the situation on future deployments. The officer's soldiers received feedback from the AAR that helped ensure they received their mail on deployments.

Dim % N M S 140. A team of SF soldiers were going to conduct cold weather training for 3 or 4 days. A handful of these individuals complained to the team leader of injuries they had already sustained and that they were now on crutches. This SF team leader responded "Oh, you poor babies, you stay back here." The team members were insulted.

Dim % N M S 92. During mission planning, an 18C was tasked to develop his portion of the plan. This team leader took the 18C's plan, which had been approved by the team sergeant, made red marks all over it, and changed it without asking the 18C any questions. The mission plan did not take advantage of the 18C's expertise and the 18C lost respect for the team leader.

Dim % N M S 55. A soldier worked hard all day out of sight of his supervisor. This officer accused the soldier of being lazy and disloyal and verbally abused the soldier for a half hour. The soldier lost respect and loyalty for this officer.

Dim % N M S 77. A new 18C who was overweight and could not meet the SF standard for the physical fitness test arrived at the battalion. This officer did not interview the 18C and immediately assigned him sight unseen to a scuba team (which requires the highest level of physical ability) because he was scuba-qualified. The 18C failed to improve and finally received a "do not promote" EER.

Dim % N M S 83. An SF team member was about to PCS. He had been on the team for several years and was an outstanding soldier. This team leader failed to process an award for the SF soldier. The soldier left the unit without any award.

Dim % N M S 62. An 18C was moved off a team and counseled by the CSM for disloyalty and not being a team player. His team leader did not say a word in his defense at the time. About a year later this team leader ran into the 18C. This team leader said he would now write a statement to support the 18C, because although the move had not been his idea and he had not agreed with it, he had been afraid at the time to say anything. The 18C unnecessarily suffered a year of hard times.

Dim % N M S 35. An 18A was in charge of a staff section with a team member who was about to retire. The team member did not want to deploy, but the 18A insisted he go. This team member maintained a bad attitude during the deployment, contradicted the policies of the 18A and chain of command, and did not change his behavior after the unit sergeant and battalion commander talked to him. This team member was relieved when he got home.

Dim % N M S 155. An SF team was in an endurance event. This team sergeant could run very fast and extremely far. This team sergeant had the team do the same. The team suffered because they were not in good running condition.

Dim % N M S 114. The team was in isolation preparing for an SR. This team sergeant decided that every man should carry one LAW and two claymore mines. This team sergeant did not consult with the 18B and 18C on the team in making the decision. The team carried far more weight than necessary and the team members were exhausted.

Dim % N M S 39. A detachment was conducting search and reconnaissance training in cold, wet weather. This team leader did not realize how the bad weather was affecting the team so the team never stopped to warm or dry themselves. Six out of eight soldiers suffered cold weather injuries.

Dim % N M S 8. Near the end of a very long and cold training exercise, the team had low morale, was very tired, and was becoming weak. The team was given another mission and everybody complained. This team sergeant let them blow off some steam, then gathered the team together and gave a short pep talk about the importance of the new mission and how the team needed to pull together to accomplish it. The team members eventually agreed; they completed the mission and received praise for their team work and determination.

Dim % N M S 27. A team leader was deployed with his detachment to the Joint Readiness Training Center to be evaluated on the team's ability to conduct a DA mission. This team leader consistently argued with and verbally abused his team members for the duration of the exercise. The team members all lost the motivation to do well and performed their tasks in a substandard way. The team received a poor evaluation.



Retranslation Listing of Incidents for Dimension LL: (Problem name = 18aa)

Dim	%	N	M	S	
LL*	69	9	1.67	0.47	46. This SF team sergeant was tasked to develop a program of instruction for a light infantry course. This team sergeant did not give clear instructions to his team regarding what he wanted the lesson outlines to look like. Once completed, all the lesson outlines had to be redone to fit the same format.
All		13	2.00	0.88	

Dim	%	N	M	S	
LL*	38	5	5.20	0.98	63. A captain was "temporarily" assigned to an ODA one week prior to an OCONUS deployment. In actuality, he was to be a permanent member of the ODA but had not been told this. The captain failed to take any positive actions or make decisions, resulting in a team crisis. This detachment commander stepped in, set the team sergeant on the correct path, and counseled the team. The crisis was resolved and the team functioned appropriately.
All		13	4.92	1.49	

Dim	%	N	M	S	
H*	46	6	2.33	1.11	84. The ODA was expected to deploy for FID within 2 weeks. All team members had been tasked to produce POIs for the deployment. Most of the team members were taking leave during the 2 weeks. This team leader did not require in progress reviews to check on the development of the POIs. On the day of the suspense, only 50% of POIs were completed and the team leader and team sergeant had to complete the rest.
LL	31	4	2.75	1.79	
All		13	2.46	1.39	

Dim	%	N	M	S	
H	23	3	6.33	0.47	113. A team was in the pre-deployment phase of a mission. This team sergeant passed out tasks to each team member to accomplish before departure. The departure went smoothly and the training to be done during deployment was well planned.
LL*	31	4	6.25	0.43	
NH	23	3	6.33	0.47	
All		13	5.92	1.49	

Dim	%	N	M	S	
C	21	3	2.67	1.25	13. The detachment received a new commander just prior to deployment for Desert Shield. This detachment commander did not conduct the required initial counseling with the team sergeant in the first month to set goals and expectations. This detachment commander had a series of power struggles and personal disagreements with the team sergeant over a period of 5 months, at which point he conducted the counseling session. The detachment was unable to accomplish assigned missions during this period and got a bad reputation.
LL*	29	4	2.00	1.00	
All		14	2.14	1.12	

Dim	%	N	M	S	
G	21	3	6.33	0.47	30. A detachment was planning two separate missions (one DA, one SR). This detachment commander gave his planning guidance and then let the team sergeant conduct the planning, periodically checking on the team's progress. The planning was effective without "micro-managing" and the team had an excellent briefback.
LL	29	4	6.00	1.00	
NH*	43	6	6.17	1.07	
All		14	6.14	0.91	

Retranslation Listing of Incidents for Dimension MM: (Problem name = 18aa)

Dim	%	N	M	S	Incident Description
MM*	69	9	1.11	0.31	59. The detachment was conducting a real world search and reconnaissance mission. This detachment commander would fall asleep during his shift for observing the target and another team member would have to wake him up. Some of the detachment felt they could not trust this detachment commander and others felt that if he could sleep on duty that they could too.
All		13	1.38	0.84	
MM*	64	3	1.33	0.67	27. A team leader was deployed with his detachment to the Joint Readiness Training Center to be evaluated on the team's ability to conduct a DA mission. This team leader consistently argued with and verbally abused his team members for the duration of the exercise. The team members all lost the motivation to do well and performed their tasks in a substandard way. The team received a poor evaluation.
All		14	1.29	0.59	
MM*	62	8	6.00	1.12	73. Maintenance of the team equipment and the team room is usually done by NCOs on teams. This team leader, when his work allowed, lent a hand in cleaning the team room and in maintaining the equipment. The team members truly felt that the team leader was a member of the team, not just the commander.
All		13	6.23	0.97	
MM*	62	8	2.25	1.20	64. When this team leader came to the team, he told them he would sit back and learn from all the sergeants who had more experience. After five months, he proclaimed that the team was messed up and he would fix it. He often commented on other team members' specialties, talking down to them and revealing to others present that he didn't know what he was talking about. As a result, the team members felt they were talking to a brick wall and there was discord on the team.
All		13	2.00	1.04	
MM*	58	7	1.71	1.03	156. This team leader was supervising and instructing the team members. This team leader gave the other soldiers the work that he was supposed to do and said that it would be good training for them. The team had little respect for this team leader.
All		12	1.58	0.95	
MM*	54	7	1.86	0.99	57. This team sergeant was leading the team on a vehicular reconnaissance with the only accurate map. The senior medic asked to see the map and after referring to the GPS, told this team sergeant that the team was out of its assigned sector. This team sergeant told the senior medic that he was wrong. This team sergeant then reported that location when he sent in his daily SITREP. The higher command asked this team sergeant why his team was out of sector when the team returned and gave the debriefing.
All		13	2.00	0.96	
MM*	46	6	1.00	0.00	144. While a team was on deployment, this team leader was not assigned any classes to teach. This team leader would lay on his bed all day and read novels while the team members were teaching their classes. The team members lost respect for the team leader.
All		13	1.31	0.82	
MM*	46	6	6.17	0.37	97. A new, older team sergeant arrived and began a much-needed PT program. On a hill exercise with rucksacks, this older sergeant set the performance standard by outperforming his younger troops. People were motivated to increase their level of physical fitness.
All		13	6.38	0.49	
MM*	46	6	6.33	0.47	99. This 46 year-old officer had twice recovered from serious injuries (once after being told he would never walk again). After a young team member told him he was too old and beat up for SF, this officer stated he would win the next triathlon, for his age group, that he entered. He did. His win of this triathlon was the impetus for the young team member to work hard to get back in shape and stay in SF after his third knee operation.
All		13	6.46	0.63	
MM*	46	6	6.50	0.76	75. This commander who had little Special Forces experience was placed in charge of the detachment to plan, coordinate, and conduct an operation. He asked the advice of a junior NCO who had more experience with this type of mission. This showed faith in the junior NCO and led to a successful mission.
All		13	6.23	0.70	

Dim	%	N	M	S	Incident Description
I	36	5	5.60	1.02	43. This newly assigned 18A had a meeting with the 18Z and the 180A. This 18A told the 18Z and the 180A that he deferred rank to experience and was there to help the team. The team became close knit and worked very well together.
MM*	43	6	5.83	0.69	
All		14	5.57	1.05	
MM*	38	5	1.40	0.49	131. A helicopter crash-landed in an unsecure area of the host nation. Terrorist activity was present in the surrounding area. This SF officer sent out an NCO to the area to check out the problem and provide assistance, stating that he would stay at base and monitor the activity over the radio. All the NCOs in the host nation lost respect for the officer.
All		13	1.54	0.75	
I*	54	7	2.14	1.36	133. This unit commander was good at staffing and planning, but had difficulty in communicating with the men in his unit. This commander failed to initially establish rapport or adjust communication to a style to which the team would respond. The commander could not inspire, motivate, communicate or bond with his unit effectively.
MM	38	5	1.60	0.80	
All		13	1.85	1.17	
I*	46	6	1.83	0.69	49. A new team leader was strict and control-oriented. This team leader maintained the autocratic style he was used to in the infantry rather than adjusting to the consensus style used in the unit. He alienated himself from most of the members of his team.
MM	31	4	1.50	0.50	
All		13	1.85	0.86	
MM*	38	5	2.40	1.36	92. During mission planning, an 18C was tasked to develop his portion of the plan. This team leader took the 18C's plan, which had been approved by the team sergeant, made red marks all over it, and changed it without asking the 18C any questions. The mission plan did not take advantage of the 18C's expertise and the 18C lost respect for the team leader.
MM	31	4	1.50	0.50	
All		13	2.00	1.18	
I*	38	5	1.40	0.80	53. This team leader called a team meeting for the next day at nine o'clock. At nine o'clock the next day, the team leader had not yet arrived. After waiting fifteen minutes, the team sergeant began the meeting during which it was decided not to move the billeting site. When this team leader arrived at nine-thirty, he yelled at the team sergeant and the other NCOs in the room about how "a bunch of dumb NCOs could make a decision like that in such a short time." After this outburst, the team sergeant felt he could not work with this team leader and the rest of the team avoided him.
MM	31	4	1.00	0.00	
All		13	1.62	1.39	
MM*	38	5	1.40	0.80	55. A soldier worked hard all day out of sight of his supervisor. This officer accused the soldier of being lazy and disloyal and verbally abused the soldier for a half hour. The soldier lost respect and loyalty for this officer.
MM	31	4	1.00	0.00	
All		13	1.31	0.72	
J	23	3	7.00	0.00	134. During a 12-mile rucksack march as part of a stress test, this 40-year old SF team member covered the course with 55 pounds in one hour and 41 minutes, even though the maximum allowed time was two and a half hours. He was an example to other younger team members who followed.
L*	31	4	6.00	0.71	
MM*	31	4	6.00	0.71	
All		13	6.31	0.72	
H*	46	6	2.00	0.58	87. Two ODAs were preparing to deploy. The teams had the same mission and both could not go. Each team knew that the ODA with the best briefback would go on the mission. This ODA commander fidgeted, stuttered, and made obvious errors while briefing his position on the briefback. The other ODA was deployed.
MM	23	3	2.33	1.89	
All		13	2.08	1.07	
KK*	69	9	2.33	1.89	111. The team deployed for rigorous mountain training. The team sergeant, who had performed with honor for 15 years, was in obvious pain and caused the team to move slower than it should have. This team leader implied that he was weak. The team was disheartened by this team leader's comments.
MM	23	3	2.00	0.82	
All		13	2.15	1.66	
KK*	62	8	1.25	0.43	80. This team sergeant did not think that SF soldiers should be married. This team sergeant gave married team members a hard time, telling them to forget about their wives and families and instructing them that they should be staying deployed as long as possible. Married team members -- and single SF soldiers -- lost respect for the team sergeant.
MM	23	3	2.33	1.25	
All		13	1.46	0.84	

Dim	%	N	M	S
F*	23	3	1.67	0.47
K*	23	3	4.33	2.36
NN*	23	3	1.00	0.00
All		13	1.92	1.77

47. The detachment was deployed to a border observation post. This detachment commander kept classified information at the post and presented briefings related to it to many officers who visited the post. This detachment commander also fired a weapon over the berm and drove a vehicle into "no-mans land" between the berm and the enemy observation posts. The detachment members prepared statements about the commander's behavior and he was relieved.

Dim	%	N	M	S
J*	38	5	6.20	0.40
HH	23	3	6.00	0.82
All		13	6.31	0.72

118. A National Guard unit was responsible for setting up a mess hall supporting SF company in the field. The refrigerated truck broke down. National Guard leadership was absent and an SF warrant officer was sent over to remedy the situation. After allowing for complaints from the enlisted personnel, this warrant officer told the senior cook to figure out what he needed for 5 days and told the enlisted personnel to unload the truck. There was little response. The warrant officer removed his shirt and climbed up in the truck and began to sort out the food himself, handing it out to the waiting enlisted. The troops became involved and the cook began to assert himself. The food was saved and the mess hall was set up.

Dim	%	N	M	S
G*	31	4	1.50	0.50
H	23	3	1.33	0.47
HH	23	3	2.33	1.25
All		13	1.69	0.91

130. This commander was very good at staffing and planning, but had little experience in executing missions. The commander had the team take a limited focus and concentrate on OPORD. He prevented other critical activities from being conducted, such as rehearsals and equipment testing. The team did not perform well on the mission.

Dim	%	N	M	S
I*	77	10	1.70	1.42
HH	23	3	3.67	2.49
All		13	2.15	1.92

129. A team was discussing the importance of being a team player. A tasking list was made for clean-up and this particular 18A was on it. This captain would not participate and did not give a reason why. The team felt that the captain thought he was too good for the chore.

Retranslation Listing of Incidents for Dimension NN: (Problem name = 18aa)

Dim	%	N	M	S
NN*	69	9	5.78	1.03
All		13	5.62	0.92

74. A team sergeant was very insecure about his authority. He would complain to the ODA, claiming that the team leader was doing his job. This team leader confronted the team sergeant and told him to quit sniveling to the ODA and start acting like a team sergeant. This team leader told him to do his job and the ODA would back him 100%. The team sergeant changed his attitude and proceeded to do his job.

Dim	%	N	M	S
NN*	50	7	6.00	0.53
All		14	5.93	0.70

7. This team leader was assigned to a team with a team sergeant who was consistently verbally abusing the team members if they didn't perform to his standards. This team leader told the team sergeant that verbal abuse would not improve performance and had him read a book on leadership and counseling. The team sergeant stopped abusing his team members; esprit de corps and overall performance improved.

Dim	%	N	M	S
F	36	5	3.20	2.71
NN*	43	6	2.67	2.05
All		14	3.00	2.33

25. An ODA was conducting improvised munitions training. An 18C's improper storage of the flammable chemicals resulted in damage to equipment and danger to personnel. Instead of punishing the individual, this commander stopped training, had the chemicals disposed of, and prevented improvised munitions training from being conducted.

Dim	%	N	M	S
H	29	4	2.50	1.50
NN*	43	6	2.17	0.90
All		14	2.29	1.10

33. The detachment was tasked to move from point A to point B. This 180A tasked the 18E to plan the route. The 180A did not check the 18E's work. It took longer to get where the team was supposed to go because the 18E had made errors.

Dim	%	N	M	S
F	29	4	5.75	0.83
NN*	43	6	5.83	0.69
All		14	5.71	0.80

41. On an extended deployment, a drunk SF soldier became abusive to SF soldiers who were trying to help him get to bed. This senior warrant officer took charge of the situation, forced the SF soldier to go to bed, and waited until the next day to counsel him. A potential problem was diffused and the soldier learned his lesson while sober.

Dim	%	N	M	S
G	21	3	6.33	0.47
LL	29	4	6.00	1.00
NN*	43	6	6.17	1.07
All		14	6.14	0.91

30. A detachment was planning two separate missions (one DA, one SR). This detachment commander gave his planning guidance and then let the team sergeant conduct the planning, periodically checking on the team's progress. The planning was effective without "micro-managing" and the team had an excellent briefback.

Dim	%	N	M	S
NN*	25	3	5.67	0.47
All		12	6.17	0.69

108. During a humanitarian mission, this 18A used an interactive style of leadership. He allowed the leaders under his command to dictate how their refugee camps would be run. The unit accomplished its mission earlier and received several awards.

Dim	%	N	M	S
G*	42	5	5.60	1.85
NN	25	3	6.33	0.47
All		12	6.00	1.29

158. This 18A was in charge of a team. This 18A let the individual MOSs plan, prepare, and execute their portions of the mission, asking for updates as the tasks were completed. The team's mission was successful.

Dim	%	N	M	S
A*	69	9	6.44	0.68
NN	23	3	7.00	0.00
All		13	6.62	0.62

105. During a classroom exercise on the plotting board, one student could not grasp the lesson being given. This NCOIC took the student off to the side and brought him up to speed while his aide continued to teach the class. This instructor also spent long hours of his own time teaching the student. The student was able to fully grasp the lesson and, when tested, was at the top of his class.

Dim	%	N	M	S
H	23	3	6.33	0.47
LL*	31	4	6.25	0.43
NN	23	3	6.33	0.47
All		13	5.92	1.49

113. A team was in the pre-deployment phase of a mission. This team sergeant passed out tasks to each team member to accomplish before departure. The departure went smoothly and the training to be done during deployment was well planned.

Dim	%	N	M	S
G*	50	7	6.14	0.64
NN	21	3	6.33	0.47
All		14	6.29	0.59

4. This 18A was given the responsibility of developing and implementing a desert operations/survival program of instruction. This 18A delegated the responsibility of different portions of the POI to subordinate personnel to take advantage of the SF team members' versatility. The desert training program was exemplary.

Retranslation Listing of Incidents for Dimension A: (Problem name = 188b)

Dim	%	N	M	S	
A*	67	8	1.75	0.66	121. An SF team was tasked to give classes to general personnel. This team member went into extensive detail on his portion of instruction, including technical descriptions of various functions, and did not ask the class for questions. He gained a reputation as a "know it all" and no one paid attention in his classes; those who could come up with excuses did not attend his scheduled classes.
All		12	1.83	0.69	

Dim	%	N	M	S	
A*	46	6	6.00	0.82	1. During a FID mission, an ODA found that the indigenous soldiers were not taking the training seriously. This warrant officer used hide positions to make a videotape of poor security practices and then presented the tape in the context of an enemy's weapons sight to emphasize their vulnerability. The tape made an impression on the indigenous soldiers; they saw how the techniques presented by the ODA would help to keep them alive, so they paid more attention in class and increased their efforts in field maneuvers.
E	31	4	6.25	0.83	
All		13	6.15	0.77	

Dim	%	N	M	S	
A*	38	5	3.80	1.47	63. The team was training in medical treatment procedures. One of the tasks was to start an IV. This SF soldier could not find a vein in which to stick the IV needle after 2 or 3 tries on two individuals. This SF soldier was given extra training on inserting needles properly using fruit as a target.
All		13	4.54	1.45	

Dim	%	N	M	S	
A*	33	4	6.25	0.83	90. The ODA was deployed on an MTT. When it appeared that the host nation forces did not understand the material given in the lecture style classes, this team sergeant told the instructors to break into smaller groups and to ask the host nation forces questions to get them more involved. The host nation forces opened up and were soon seeking additional training.
C	25	3	7.00	0.00	
All		12	6.58	0.64	

Dim	%	N	M	S	
A	25	3	3.00	1.63	70. A foreign national soldier walked behind a loaded RPG-7 during a range fire. This team sergeant quickly walked to the SF soldier controlling the range. This team sergeant told the soldier that weapons were not to be loaded until they were ready to be fired. The SF soldier did not load the weapon until the firer was ready to fire.
N*	42	5	6.40	0.80	
All		12	4.75	1.88	

Dim	%	N	M	S	
A	25	3	5.67	1.25	109. Isolation was being conducted for a mission. This SF officer assigned team members staff tasks that were outside their area of expertise. The team members were forced to see mission planning from a different angle.
NN*	33	4	6.00	0.71	
All		12	5.67	0.94	

Retranslation Listing of Incidents for Dimension B: (Problem name - 18ab)

Dim % B* 85 A11	N M S 11 1.27 0.45 13 1.69 1.59	50. The detachment was training men in a SE Asian country. This 18A would always talk down to the indigenous trainees by implying that they were not as good as Americans. Consequently, training was reduced.
Dim % B* 69 C 31 A11	N M S 9 1.44 0.68 4 1.75 0.43 13 1.54 0.63	8. After giving a class on weapons to HN forces, the HN commander asked the team members to give the class again so he could videotape it. The team agreed without first seeing the team leader. This team leader came in after it was finished, was very rude, and accused the HN commander of trying to run his team. There was a great loss of rapport between the team leader and the HN commander.
Dim % B* 67 A11	N M S 8 1.50 0.71 12 1.92 1.66	96. This officer visited training in a FID environment where HN soldiers and officers were present. This officer talked about the poor performance of the HN soldiers in Vietnam years earlier. The HN officers, who understood English, overheard the comments and walked off the site.
Dim % B* 67 A11	N M S 8 2.75 2.49 12 2.83 2.30	86. The detachment was making initial contact with a guerrilla force. Upon making contact, this detachment commander was offered the opportunity to partake in a traditional ceremony which involved an animal sacrifice. This detachment commander refused to participate and would not drink the traditional goat blood toast. The team was taken into custody by the indigenous personnel and removed from the camp.
Dim % B* 62 C 23 A11	N M S 8 6.25 0.83 3 5.67 0.47 13 5.85 1.10	48. The team was attempting to build rapport with and win the confidence of an indigenous force. The team leader could not make the indigenous force's leader like him, although he made great efforts to make the individual happy. This warrant officer jumped in and got the two leaders to better understand and accept each other. The team was able to build rapport with the indigenous force.
Dim % B* 54 C 23 A11	N M S 7 1.00 0.00 3 1.00 0.00 13 1.15 0.53	5. A team was conducting an operation deployment for a FID mission. This SF individual could not speak Spanish well. He did not attempt to associate with the indigenous forces/people, and withdrew into a "shell" due to the culture shock of living under less than favorable conditions. He was a deterrent to the team and had to be redeployed to the rear, causing the detachment to continue the mission minus one individual.
Dim % B* 50 II 25 A11	N M S 6 1.33 0.47 3 1.33 0.47 12 1.50 0.87	80. An SF unit was ordered to make contact with an allied unit that was not happy about having the unit advise them. Before establishing the rapport needed for relations between the units, this officer proceeded to impose changes and make decisions without taking into account the feelings of the other unit. All future operations were hurt and the SF unit was asked to leave, compromising the mission.
Dim % B* 50 C 33 A11	N M S 6 1.83 0.90 4 1.75 0.43 12 1.92 0.76	122. This team sergeant was responsible for establishing trust and rapport with his host nation (HN) counterpart. The counterpart offered this team sergeant some raw meat, dripping with blood, from a goat that was just killed. This team sergeant refused to eat the meat even though the HN soldier wanted him to eat it. The team sergeant did not gain the trust of the HN soldier.
Dim % B* 50 A11	N M S 6 1.33 0.75 12 1.42 0.76	89. A team was conducting a UW exercise. This 18A repeatedly made disparaging remarks about the quality and motivation of the guerrillas. After five days of hearing this, the guerrillas apprehended him, disrobed him, tied him to a tree, photographed him, and bargained with the team for his return (diminishing the team's credibility).
Dim % B* 46 C* 46 A11	N M S 6 4.33 1.97 6 4.67 0.94 13 4.46 1.50	29. This SF NCO was in a Middle Eastern country. He made a gesture to a native in what he thought was a normal gesture. The native was offended, but the SF NCO was able to explain to the native that he meant no offense.
Dim % B* 42 JJ 25 A11	N M S 5 6.00 0.63 3 5.00 0.82 12 5.33 1.55	31. Two 18Cs were placed to observe a patrol of foreign soldiers. One of the soldiers climbed a tree to get a better view of the target and fell out of the tree. This 18C splinted the host nation soldier's leg and directed the indigenous forces on how to make a stretcher. He then directed the soldiers to the hospital. The event increased the indigenous force's confidence in the SF.

Dim % B* 42 C 33 A11	N M S 5 1.40 0.80 4 1.50 0.87 12 1.33 0.75	102. A team was in isolation with a foreign SF team. The cultural differences between the teams began to cause verbal strife. This team leader observed his team members verbally sparring with the host nation soldiers. He took no action to halt the strife. Cohesion didn't develop between the two teams.
Dim % B* 42 II 33 A11	N M S 5 1.60 1.20 4 1.00 0.00 12 1.42 0.86	124. An ODA was deployed in a foreign country to do UN work. Upon linking up with host nation forces, the ODA commander did not establish rapport with the G-chief. The ODA commander consistently talked down to the G-chief telling him how "it" should be done. This officer did not acknowledge the fact that the G-chief had been running a successful operation for several years. The ODA commander was exfilled and the team sergeant was made the commander.
Dim % B* 42 C 33 A11	N M S 5 6.60 0.49 4 5.00 2.35 12 6.00 1.63	137. During Operation Provide Comfort, an ODA was given the task of having some refugees vacate their area to make room for a helicopter LZ. This team sergeant decided rather than just physically moving them without permission, to talk with an elder chief in his tent and offer concessions for moving the tents. The people moved their tents and were given extra rations for compensation.
Dim % B* 38 C 54 A11	N M S 5 1.20 0.40 7 1.86 2.10 13 1.62 1.60	11. While training host nation forces in refugee camp operations, one indigenous guard pointed a weapon at this SF warrant officer who tried to drive through the compound gate without showing his ID. This warrant officer cursed and screamed at the guard, and demanded to see his commanding officer. Because the warrant officer was reckless and ignored custom taboos, the detachment lost credibility with their counterparts.
Dim % B* 38 O* 38 A11	N M S 5 6.40 0.49 5 6.40 0.49 13 6.00 1.52	47. After a long, hot day of training, this 18E noticed that a host nation soldier walked away from the other team members and sat down by a vehicle. This 18E calmly took over an aid bag and evaluated the host nation soldier. Upon determining that the soldier was dehydrated, this 18E gave him an IV and got a medic to monitor the soldier. The host nation soldier was treated without embarrassment and the soldier gained respect for this 18E.
Dim % B 38 C* 46 A11	N M S 5 5.60 0.80 6 5.67 2.13 13 5.46 1.87	16. An SF team was tasked to give classes to indigenous personnel in a country where the leadership did not like to associate with the enlisted personnel. The team had to decide what to teach and who to train. This 17C explained to an English-speaking officer that the enlisted team members actually did the teaching, but that they could work something out. He met with the officer separately to determine classes to teach, times, numbers, etc. The host nation officer was able to save face and the soldiers learned the necessary skills.
Dim % B 33 D* 42 A11	N M S 4 6.25 0.43 5 6.60 0.49 12 6.42 0.49	100. At a refugee camp, an area of tents needed to be moved in order to create a loading zone for water and food shipments. Families that had walked over 100 miles and were settled in did not want to move again. This SF officer got the area elders together and explained the need for the LZ and how it would make things easier for the refugees. The families moved.
Dim % B 25 D* 42 A11	N M S 3 7.00 0.00 5 6.40 0.80 12 6.42 0.95	84. An ODA was located in an African country. This 18D was able to learn the host nation language within four to five weeks and could understand several survival-and-military oriented phrases. Overall ability and survivability of the Special Forces ODA was enhanced.
Dim % B* 25 K* 25 II* 25 A11	N M S 3 4.00 2.16 3 6.33 0.94 3 3.67 1.25 12 4.67 1.75	57. The coalition force was brought into planning for an operation which was supposed to assure the higher level commanders of their effectiveness. This detachment commander advised the coalition force S-3 not to participate in the mission in front of some American O-6s and O-5s. The Americans told the detachment commander that he should support the mission, but this detachment commander said he was supposed to help the coalition forces unit and that they would receive the ill will of the locals if they participated. The detachment commander was made an integral part of the coalition force unit's decision making process.

Dim	%	N	M	S
B	25	3	1.67	0.94
C*	42	5	1.60	0.80
All		12	1.75	0.83

125. A detachment was working at a refugee camp. There was considerable friction between the U.S. Special Forces and the host nation (HN) concerning the method of providing relief supplies to the refugees. During a meeting between the U.S. and HN command, this 18A interjected his own thoughts on the situation without the assistance of trained personnel. The HN officers were angered and an effective working relationship was never established.

Dim	%	N	M	S
B	25	3	3.00	0.00
I*	50	6	1.67	0.75
All		12	2.42	1.32

123. An SF team was training an indigenous force. This SF soldier did not like any of the other team members and kept to himself when he was not conducting training. The indigenous soldiers could sense the tension and lost some of their confidence in the team. The training was slowed.

Dim	%	N	M	S
B*	25	3	6.67	0.47
All		12	6.25	0.72

110. The detachment was assigned the responsibility of conducting airborne training for host nation forces. This detachment commander assessed the level of proficiency of host nation personnel, monitored conduct of the training, and selected a very large, soft drop zone ensuring that all jumpmasters allowed extra time between individuals' exits from the aircraft. None of the personnel were injured and the host nation command was very happy with the training.

Dim	%	N	M	S
A*	33	4	6.25	0.83
C	25	3	7.00	0.00
All		12	6.58	0.64

90. The ODA was deployed on an MTT. When it appeared that the host nation forces did not understand the material given in the lecture style classes, this team sergeant told the instructors to break into smaller groups and to ask the host nation forces questions to get them more involved. The host nation forces opened up and were soon seeking additional training.

Dim	%	N	M	S
C	25	3	1.67	0.47
I*	33	4	1.00	0.00
All		12	1.83	1.28

138. The newly assigned team leader was having a difficult time relating to the detachment and was having daily confrontations with this team sergeant over minor details of detachment work. This team sergeant would argue with the team leader in front of the detachment and would also talk about the team leader behind his back to detachment personnel. A physically violent confrontation nearly occurred.

Dim	%	N	M	S
C	25	3	6.00	0.82
F*	58	7	4.14	2.47
All		12	4.75	2.13

135. A group of SF soldiers were in a camp located between two armed, rival, indigenous groups. One night, the two groups started firing at each other, however none of the fire was directed at the SF soldiers. During a break in the firing, this SF soldier in charge told the team to return fire if they began to fire again. His order was countermanded by a senior NCO and the SF soldiers did not become involved in the fire.

Dim	%	N	M	S
C*	23	3	5.00	0.82
All		13	4.69	2.01

54. A detachment was conducting a DA mission with foreign soldier augmentation. The augmentees wanted to walk into town to get a resupply of cigarettes. This officer conveyed to them that they could not go. When they went anyway, this officer moved the camp to a point 2km away. The augmentees took eight hours to find the rest of the detachment and never tried to go to town again, increasing the detachment's security posture.

Dim	%	N	M	S
B*	54	7	1.00	0.00
C	23	3	1.00	0.00
All		13	1.15	0.53

5. A team was conducting an operation deployment for a FID mission. This SF individual could not speak Spanish well. He did not attempt to associate with the indigenous forces/people, and withdrew into a "shell" due to the culture shock of living under less than favorable conditions. He was a deterrent to the team and had to be redeployed to the rear, causing the detachment to continue the mission minus one individual.

Dim	%	N	M	S
B*	62	8	6.25	0.83
C	23	3	5.67	0.47
All		13	5.85	1.10

48. The team was attempting to build rapport with and win the confidence of an indigenous force. The team leader could not make the indigenous force's leader like him, although he made great efforts to make the individual happy. This warrant officer jumped in and got the two leaders to better understand and accept each other. The team was able to build rapport with the indigenous force.

Retranslation Listing of Incidents for Dimension C: (Problem name = 18ab)

Dim % N M S 14. While on a field mission, this SF NCO noticed that one of the indigenous soldiers was being very hostile to another host nation soldier. This SF NCO spoke with both individuals and prevented the indigenous soldier from killing the other.

Dim % N M S 26. Six U.S. and six host nation forces were acting as a combined unit during a training exercise in a host nation. Tension between these two groups developed after an international incident. This team sergeant was serving as an evaluator/observer and intervened by separating the groups for a cool-down period and talking people into calming down. Tension was reduced.

Dim % N M S 108. While in a host country training indigenous soldiers, an NCO picked up an unsupervised weapon belonging to an Arab. After making his point, the NCO wouldn't return the weapon, creating a tense situation. This SF soldier saw this situation, intervened and told the first NCO that he could destroy the team's credibility (without causing him to lose face with the Arabs). He also told the Arabs it was just a drill and started telling jokes in one of the region's languages. The situation was diffused in a matter of seconds.

Dim % N M S 68. During a field mission, a team sergeant was training a platoon size element in light infantry skills. A soldier who was known to be hot-headed and belligerent was making rude comments to the instructor regarding his experience and knowledge of the subject. This team sergeant simply requested that the soldier remove himself to the rear of the group. Instead, the soldier walked to the front of the group and fired two blank rounds in the team sergeant's face. Higher HQ had to be called.

Dim % N M S 11. While training host nation forces in refugee camp operations, one indigenous guard pointed a weapon at this SF warrant officer who tried to drive through the compound gate without showing his ID. This warrant officer cursed and screamed at the guard, and demanded to see his commanding officer. Because the warrant officer was reckless and ignored custom taboos, the detachment lost credibility with their counterparts.

Dim % N M S 16. An SF team was tasked to give classes to indigenous personnel in a country where the leadership did not like to associate with the enlisted personnel. The team had to decide what to teach and who to train. This L7C explained to an English-speaking officer that the enlisted team members actually did the teaching, but that they could work something out. He met with the officer separately to determine classes to teach, times, numbers, etc. The host nation officer was able to save face and the soldiers learned the necessary skills.

Dim % N M S 29. This SF NCO was in a Middle Eastern country. He made a gesture to a native in what he thought was a normal gesture. The native was offended, but the SF NCO was able to explain to the native that he meant no offense.

Dim % N M S 100. At a refugee camp, an area of tents needed to be moved in order to create a loading zone for water and food shipments. Families that had walked over 100 miles and were settled in did not want to move again. This SF officer got the area elders together and explained the need for the LZ and how it would make things easier for the refugees. The families moved.

Dim % N M S 114. The detachment came under fire while attempting to establish contact with an indigenous faction. This officer moved the detachment and vehicles to a covered position, deployed the men, and directed them to hold their fire. When the hostile fire died down, this officer walked out to meet with the indigenous faction representatives. The situation was defused without injury to either side.

Dim % N M S 125. A detachment was working at a refugee camp. There was considerable friction between the U.S. Special Forces and the host nation (HN) concerning the method of providing relief supplies to the refugees. During a meeting between the U.S. and HN command, this 18A interjected his own thoughts on the situation without the assistance of trained personnel. The HN officers were angered and an effective working relationship was never established.

Dim % N M S 137. During Operation Provide Comfort, an ODA was given the task of having some refugees vacate their area to make room for a helicopter LZ. This team sergeant decided rather than just physically moving them without permission, to talk with an elder chief in his tent and offer concessions for moving the tents. The people moved their tents and were given extra rations for compensation.

Dim % N M S 81. This SF team leader was given an operational plan to conduct a mission using host nationals. The SF team leader was required to change the plan after MICON was given in order to satisfy the host national commander just prior to the briefing. The SF team leader changed plans in a way that satisfied the host national commander. The combined briefing and the operation were successful.

Dim % N M S 102. A team was in isolation with a foreign SF team. The cultural differences between the teams began to cause verbal strife. This team leader observed his team members verbally sparring with the host nation soldiers. He took no action to halt the strife. Cohesion didn't develop between the two teams.

Dim % N M S 122. This team sergeant was responsible for establishing trust and rapport with his host nation (HN) counterpart. The counterpart offered this team sergeant some raw meat, dripping with blood, from a goat that was just killed. This team sergeant refused to eat the meat even though the HN soldier wanted him to eat it. The team sergeant did not gain the trust of the HN soldier.

Dim % N M S 74. A split team was assigned to a African nation platoon for an exercise. The element needed to make a night movement to conduct a dawn attack. The African troops do not move at night and refused to move before daylight. This SF team leader conducted a demonstration and classes on the use of US night vision equipment. He allowed the African nation leadership to wear the equipment during the movement. The raid exercise was completed and was successful.

Dim % N M S 49. Two team members were always fighting with each other. Once, the entire ODA was embarrassed in a bar because of these two team members. This team sergeant had the team form a circle, placed the trouble makers in the middle, tied their hands together and removed their shoes. The two team members fought until they lay on the ground out of breath; the men are now the best of friends.

Dim % N M S 8. After giving a class on weapons to HN forces, the HN commander asked the team members to give the class again so he could videotape it. The team agreed without first seeing the team leader. This team leader came in after it was finished, was very rude, and accused the HN commander of trying to run his team. There was a great loss of rapport between the team leader and the HN commander.

Dim % N M S 46. While assigned as the senior US advisor to a host nation battalion on a border screen mission, this SF officer was told the unit was under attack. The host nation battalion commander was panicked and ready to evacuate the area of operations. This SF individual had a cigarette, coffee, and sat down. After making a humorous remark to a host nation officer, this officer methodically questioned the host nation staff to ascertain the exact situation. He calmly issued instructions to prepare and ODA reaction force and an ODA level of base security. Observing the SF officer's leadership style, the host nation battalion commander began issuing complementary orders to his staff. The battalion responded to the attack and maintained its position on the border.



Retranslation Listing of Incidents for Dimension D: (Problem name = 18ab)

Dim	%	N	M	S	
B	25	3	7.00	0.00	84. An ODA was located in an African country. This 18D was able to learn the host nation language within four to five weeks and could understand several survival-and-military oriented phrases. Overall ability and survivability of the Special Forces ODA was enhanced.
D*	42	5	6.40	0.80	
All		12	6.42	0.95	

Dim	%	N	M	S	
D*	42	5	6.40	0.80	111. A team was on a FID mission overseas running a weapons training program. This soldier chose to learn a new word or phrase in the host nation language every day. He established rapport with students and learned basic conversational language.
O	25	3	7.00	0.00	
All		12	6.25	1.01	

Dim	%	N	M	S	
D*	33	4	6.00	1.00	119. A team was extremely well trained and prepared in all areas but that of language proficiency. This team leader ordered that only Spanish would be spoken during the workday among team members. This team leader made a game out of it, making anyone who was caught speaking English do push-ups. The team greatly increased its capability to communicate in conversational Spanish.
D*	33	4	6.00	1.00	
All		12	6.33	0.75	

Retranslation Listing of Incidents for Dimension E: (Problem name = 18ab)

Dim	%	N	M	S	
E*	75	9	6.33	0.67	79. A two-and-a-half ton truck went dead on the highway. This soldier conducted a trouble shooting sequence and found the problem. He fixed the electrical problem with a foil wrapper from a stick of chewing gum. The truck was able to move safely to its destination.
All		12	5.83	1.62	

Dim	%	N	M	S	
E*	75	9	5.89	0.74	120. An SF soldier was on an OCONUS deployment, in charge of helicopter rappelling. The proper equipment was not available to conduct the air operations. This soldier manufactured a securing system which allowed rappelling operations. Training was successful and concluded without incident.
All		12	5.92	0.64	

Dim	%	N	M	S	
E*	62	8	5.25	1.71	28. The SF commander was faced with the task of operating at night with host nation forces who did not have night vision capability in their vehicles. This SF commander made the decision to intermix host nation forces' vehicles with the SF detachment vehicles, utilizing very small kim light sources applied to the vehicles in a manner that did not give off much light and that allowed all vehicles to operate at night. The detachment and host nation forces were able to successfully accomplish the mission without being compromised.
All		13	5.69	1.49	

Dim	%	N	M	S	
E*	42	5	6.80	0.40	92. While operating in a foreign city, the opposing forces had saturated the sector that the SF were operating in. This warrant officer located access to the storm drain system under the city and lead the team beyond the OPFOR and to a U.S. safe area. The operation continued successfully for the U.S. while the OPFOR was distracted by searching the city sector far away from the actual location of the ODA.
F	33	4	5.00	1.22	
All		12	6.25	1.16	

Dim	%	N	M	S	
E*	38	5	5.60	0.49	36. During a desert evasion exercise through a narrow, extremely mountainous corridor, the 18E could not keep up with the team movement due to a heavy rucksack load and his lack of physical endurance. This 18A redistributed the 18E's load and divided the team into two groups: the element without the 18E stayed in the corridor and collected the required information while the other element with the 18E took a longer but flatter and easier route to a link-up point. The team made the link-up on time.
F	23	3	6.00	0.82	
All		13	5.46	1.55	

Dim	%	N	M	S	
E	33	4	1.25	0.43	101. An ODA was constantly complaining about the excessive weight it was forced to carry due to communications requirements. This officer established a new communications system during the annual evaluation of his subordinate units. This system required additional equipment and also forced the ODA to establish unsecure HF communications. Not only did the ODA have to carry additional equipment, but the new commo system actually defeated the commo security measures it was supposed to enhance.
F*	42	5	1.20	0.40	
All		12	1.67	1.37	

Dim	%	N	M	S	
A*	46	6	6.00	0.82	1. During a FID mission, an ODA found that the indigenous soldiers were not taking the training seriously. This warrant officer used hide positions to make a videotape of poor security practices and then presented the tape in the context of an enemy's weapons sight to emphasize their vulnerability. The tape made an impression on the indigenous soldiers; they saw how the techniques presented by the ODA would help to keep them alive, so they paid more attention in class and increased their efforts in field maneuvers.
E	31	4	6.25	0.83	
All		13	6.15	0.77	

Dim	%	N	M	S	
C*	31	4	4.25	1.48	49. Two team members were always fighting with each other. Once, the entire ODA was embarrassed in a bar because of these two team members. This team sergeant had the team form a circle, placed the trouble makers in the middle, tied their hands together and removed their shoes. The two team members fought until they lay on the ground out of breath; the men are now the best of friends.
E*	31	4	4.50	0.87	
All		13	4.23	1.67	

Dim	%	N	M	S	
E	31	4	7.00	0.00	45. While on a FID mission, a team was tasked to identify and report any new equipment procured by the host unit. This warrant officer made a dark room out of ponchos, bought chemicals and equipment, arranged for the 18F to take color slide pictures of equipment as he saw it, developed the film, conducted an initial analysis of the equipment pictured, and organized a rapid pick-up of the pictures and commentary to be taken to headquarters (100 miles away). Headquarters received timely input and routed all film from other teams to the warrant for fast processing and interpretation; team morale soared.
I	23	3	6.67	0.47	
J*	38	5	7.00	0.00	
All		13	6.85	0.36	

Dim	%	N	M	S	
E	23	3	5.67	0.47	27. The battalion team leaders and team sergeants had not been putting forth documents that met all of higher command's requirements for clarity and conciseness. This officer developed an accurate format for such documents. This battalion now has few, if any, significant problems in this area.
J*	46	6	5.17	1.95	
P	23	3	6.00	1.41	
All		13	5.54	1.55	

Retranslation Listing of Incidents for Dimension F: (Problem name = 18ab)

Dim % N M S 64. A "G" base that had just been constructed was over-flown by an unknown aircraft. This SF team commander had everyone move to the alternate location. The team was safe.  
 F\* 77 10 5.50 0.92  
 A11 13 5.54 0.93

Dim % N M S 66. During a training mission, the detachment had a "no later than" time to pick up an unknown person at a pre-described location. The individual was not on time. This 180A decided not to wait. Thus, they did not pick up the man.  
 F\* 77 10 3.80 1.08  
 A11 13 3.38 1.27

Dim % N M S 130. A team was deployed overseas on a FID mission and told that the battalion commander would visit the following day. This team leader allowed his team to drink alcohol and change into civilian clothes before the battalion commander arrived. When he arrived, all team members were out of duty uniform and most were drunk. The team's reputation was severely damaged, the team leader received a letter of reprimand, and the team did not receive an overseas deployment for one year.  
 F\* 75 9 1.11 0.31  
 A11 12 1.50 1.38

Dim % N M S 42. A patrol was moving from one point to the next through very swampy terrain. They were moving parallel to a road in a known hostile area. This team leader decided to walk the road without regard for the enemy situation. The entire patrol was compromised and two people were injured.  
 F\* 69 9 1.11 0.31  
 A11 13 1.31 0.82

Dim % N M S 135. A group of SF soldiers were in a camp located between two armed, rival, indigenous groups. One night, the two groups started firing at each other, however none of the fire was directed at the SF soldiers. During a break in the firing, this SF soldier in charge told the team to return fire if they began to fire again. His order was countermanded by a senior NCO and the SF soldiers did not become involved in the fire.  
 C 25 3 6.00 0.82  
 F\* 58 7 4.14 2.47  
 A11 12 4.75 2.13

Dim % N M S 133. During an actual combat mission, the UH-1D was receiving heavy ground fire. It was relayed to the air crew that friendly indigenous troops were in the field of fire. The order was given to the gunner to ignore this and provide fire. This 188 heard the order and asked for it to be repeated to be sure that he was in fact being told to fire on friendly troops. This 188 shifted his fire in the mean time so that it affected no one. The order had in fact been a mistake.  
 F\* 58 7 6.86 0.35  
 A11 12 6.50 0.87

Dim % N M S 65. SF team leader was commanding the team through a survival, evade, and escape exercise. This SF team leader decided to make contact with local indigenous personnel for possible survival and escape assistance. The detachment was set up in a secure safe house and through a series of secure assets, was returned to friendly lines.  
 F\* 54 7 5.00 1.20  
 A11 13 5.15 1.41

Dim % N M S 113. A team was on call for a search and rescue mission during a deployment. The aircraft carrying some of the team's equipment crashed. This 18A directed the 18C to stay behind and coordinate for emergency resupply within 24 hours. The team was resupplied due to the efforts of the 18C and some support personnel.  
 F\* 50 6 5.83 0.69  
 A11 12 5.75 0.72

Dim % N M S 139. The team was conducting vehicular reconnaissance. The medic notified this team sergeant that the team was outside its assigned sector. This team sergeant chose not to believe the medic and continued out of sector. The team lost its credibility with the unit it was supporting when it was out of sector for no justifiable reason.  
 F\* 50 6 1.50 0.50  
 A11 12 2.00 0.91

Dim % N M S 101. An ODA was constantly complaining about the excessive weight it was forced to carry due to communications requirements. This officer established a new communications system during the annual evaluation of his subordinate units. This system required additional equipment and also forced the ODA to establish unsecure HF communications. Not only did the ODA have to carry additional equipment, but the new comms system actually defeated the comms security measures it was supposed to enhance.  
 E 33 4 1.25 0.43  
 F\* 42 5 1.20 0.40  
 A11 12 1.67 1.37

Dim % N M S 87. The detachment received a combat search and rescue mission. This team sergeant developed a course of action without relying on the experience of other detachment members. When  
 F\* 42 5 1.20 0.40  
 G 33 4 2.00 1.00  
 A11 12 1.58 0.86

flaws in the plan were realized during rehearsal, the detachment commander opted to go with the plan rather than argue with or dispute this team sergeant. The plan had the team spend too much time on the ground, potentially compromising the team and the supporting air crew.

Dim % N M S 118. This officer volunteered his unit for a month-long mission in an isolated location without first consulting any of the subordinate leadership. While deployed, this officer would not allow the unit to go into the neighboring town, even in small groups. He did allow them to visit a small base in the same area. This was a threat to the unit because the groups of new faces on the small base actually increased the unit's visibility; the unit's morale was seriously undermined.  
 F\* 42 5 1.80 0.75  
 KK 25 3 2.00 0.82  
 A11 12 1.67 0.75

Dim % N M S 43. The detachment was mandated to infiltrate an AO to do beacon bombing from a specific location. This team leader did not pay attention to the flight path and had the choppers set the split team on the wrong hilltop, disregarding the intelligence man's input. The ODA had to move 4 miles in the desert in 115 degree heat on foot with materials to be in place for the bombing mission.  
 F\* 38 5 1.80 0.75  
 G\* 38 5 1.20 0.40  
 A11 13 1.54 0.75

Dim % N M S 92. While operating in a foreign city, the opposing forces had saturated the sector that the SF were operating in. This warrant officer located access to the storm drain system under the city and lead the team beyond the OPFOR and to a U.S. safe area. The operation continued successfully for the U.S. while the OPFOR was distracted by searching the city sector far away from the actual location of the ODA.  
 E\* 42 5 6.80 0.40  
 F 33 4 5.00 1.22  
 A11 12 6.25 1.16

Dim % N M S 114. The detachment came under fire while attempting to establish contact with an indigenous faction. This officer moved the detachment and vehicles to a covered position, deployed the men, and directed them to hold their fire. When the hostile fire died down, this officer walked out to meet with the indigenous faction representatives. The situation was defused without injury to either side.  
 F\* 42 5 6.40 0.49  
 C 33 4 5.50 1.12  
 A11 12 5.75 1.69

Dim % N M S 91. An SF company was tasked to provide humanitarian assistance to refugees. The company received limited intelligence and information about the situation other than that the camp held approximately 120,000 refugees and that the death rate was alarmingly high. This officer relied heavily on the experience of his leaders to provide him with guidance in his decisions in this untraditional scenario. The death rate dropped dramatically and organization and leadership were restored in the camp.  
 F\* 33 4 7.00 0.00  
 A11 12 6.17 1.62

Dim % N M S 59. A team was tasked to infiltrate into their area of operation by static line parachute for a UW exercise. This team commander told his team members to place the radio equipment onto a bundle that would be dropped along with the detachment. The bundle's parachute failed to deploy and all of the radios were damaged. The team could not communicate with headquarters and exited without accomplishing its mission.  
 F 31 4 1.75 1.30  
 G 23 3 1.33 0.47  
 H\* 38 5 2.20 0.40  
 A11 13 2.00 1.04

Dim % N M S 52. This SF officer was placed in charge of a group of young and inexperienced SF soldiers and then tasked to plan a combat reconnaissance mission in just a few hours. This SF officer did most of the planning himself, ensuring that it was done correctly but risking that it may not have been finished in the given time. The plan was correct, but the SF officer was burned out which affected his later performance.  
 F 31 4 3.00 0.71  
 G\* 38 5 3.00 0.63  
 A11 13 2.69 0.99

Dim % N M S 7. The target a detachment was to destroy/disable a WAS positioned in an open area secured by the equivalent of a reinforced squad. The detachment came up with several courses of action to conduct the mission. The detachment warrant officer was not satisfied with any of the suggestions. This warrant officer developed a plan to disable the target utilizing a degree of stand-off by engaging with a .50 cal sniper system. The target was disabled with no friendly casualties.  
 F 31 4 6.00 1.00  
 G\* 54 7 6.43 0.49  
 A11 13 6.38 0.74

Dtm	%	N	M	S	82. Upon being notified for a real world mission, the detachment commander was told to get a split six-man team ready for deployment and that other follow-on six-man teams would deploy later from the company. This detachment commander picked all senior personnel for his team and planned to take all the team equipment. The other split team had no experienced people and no equipment.
F	25	3	1.33	0.47	
G*	50	6	1.67	0.94	
All		12	1.50	0.76	

Dtm	%	N	M	S	76. While deployed in Africa, an SF medic told this team leader not to use untreated water or ice. This team leader disregarded the advice and drank a soda with ice made locally. The team leader had severe diarrhea, was treated for parasitic infestation, and was counseled.
F	25	3	2.33	1.25	
HM*	33	4	1.25	0.43	
All		12	1.92	1.26	

Dtm	%	N	M	S	2. In the space of five days, a team was given five different DA targets for which they were to plan, prepare, etc. This team sergeant sent people in many different directions without focus, continually asking questions of everyone. The team had difficulty working with this team sergeant and he prevented the team from pulling together.
F	23	3	1.00	0.00	
LL*	54	7	1.57	0.73	
All		13	1.31	0.61	

Dtm	%	N	M	S	36. During a desert evasion exercise through a narrow, extremely mountainous corridor, the 18E could not keep up with the team movement due to a heavy rucksack load and his lack of physical endurance. This 18A redistributed the 18E's load and divided the team into two groups: the element without the 18E stayed in the corridor and collected the required information while the other element with the 18E took a longer but flatter and easier route to a link-up point. The team made the link-up on time.
E*	38	5	5.60	0.49	
F	23	3	6.00	0.82	
All		13	5.46	1.55	

Dtm	%	N	M	S	53. An SF team was tasked to secure a bridge. This SF commander planned a false attack on one side of the bridge while the main assault force crossed the river and attacked the defenders from behind. The team successfully captured the bridge without any friendly casualties.
F	23	3	6.33	0.47	
G*	62	8	6.25	0.66	
All		13	6.08	1.07	

Retranslation Listing of Incidents for Dimension G: (Problem name = 18ab)

Dim	%	N	M	S
G*	92	12	1.17	0.37
All		13	1.15	0.36

12. This team leader and his detachment were deployed to the Joint Readiness Training Center and tasked to conduct an SR mission. During mission analysis, this detachment commander did not take into account the enemy's probable course of action based on current intelligence and the enemy's past actions. The detachment followed the plan to move to its objective along a ridge line that had enemy positions established; all team members were either killed or taken prisoner.

Dim	%	N	M	S
F	23	3	6.33	0.47
G*	62	8	6.25	0.66
All		13	6.08	1.07

53. An SF team was tasked to secure a bridge. This SF commander planned a false attack on one side of the bridge while the main assault force crossed the river and attacked the defenders from behind. The team successfully captured the bridge without any friendly casualties.

Dim	%	N	M	S
F	31	4	6.00	1.00
G*	54	7	6.43	0.49
All		13	6.38	0.74

7. The target a detachment was to destroy/disable a WAS positioned in an open area secured by the equivalent of a reinforced squad. The detachment came up with several courses of action to conduct the mission. The detachment warrant officer was not satisfied with any of the suggestions. This warrant officer developed a plan to disable the target utilizing a degree of stand-off by engaging with a .50 cal sniper system. The target was disabled with no friendly casualties.

Dim	%	N	M	S
F	25	3	1.33	0.47
G*	50	6	1.67	0.94
All		12	1.50	0.76

82. Upon being notified for a real world mission, the detachment commander was told to get a split six-man team ready for deployment and that other follow-on six-man teams would deploy later from the company. This detachment commander picked all senior personnel for his team and planned to take all the team equipment. The other split team had no experienced people and no equipment.

Dim	%	N	M	S
G*	46	6	5.33	2.05
LL	23	3	7.00	0.00
All		13	6.08	1.59

35. This SF officer was to plan and conduct an ambush in an allotted time. This SF officer organized the team, gave clear and concise instructions, moved the team 5 kms, and conducted the ambush within 30 minutes. The ambush was successful.

Dim	%	N	M	S
F	31	4	3.00	0.71
G*	38	5	3.00	0.63
All		13	2.69	0.99

52. This SF officer was placed in charge of a group of young and inexperienced SF soldiers and then tasked to plan a combat reconnaissance mission in just a few hours. This SF officer did most of the planning himself, ensuring that it was done correctly but risking that it may not have been finished in the given time. The plan was correct, but the SF officer was burned out which affected his later performance.

Dim	%	N	M	S
G*	38	5	2.20	0.40
LL*	38	5	1.80	0.75
All		13	1.85	0.66

18. In a period of 18 days, the team was given many different DA targets to prepare for and coordinate. This 18A demanded actions and answers of the team members without giving them adequate time in which to gather information. The team lost focus in preparing for the mission.

Dim	%	N	M	S
F*	38	5	1.80	0.75
G*	38	5	1.20	0.40
All		13	1.54	0.75

43. The detachment was mandated to infiltrate an AO to do beacon bombing from a specific location. This team leader did not pay attention to the flight path and had the choppers set the split team on the wrong hilltop, disregarding the intelligence man's input. The ODA had to move 4 miles in the desert in 115 degree heat on foot with materials to be in place for the bombing mission.

Dim	%	N	M	S
F*	42	5	1.20	0.40
G	33	4	2.00	1.00
All		12	1.58	0.86

87. The detachment received a combat search and rescue mission. This team sergeant developed a course of action without relying on the experience of other detachment members. When flaws in the plan were realized during rehearsal, the detachment commander opted to go with the plan rather than argue with or dispute this team sergeant. The plan had the team spend too much time on the ground, potentially compromising the team and the supporting air crew.

Dim	%	N	M	S
G*	33	4	1.25	0.43
H	25	3	2.67	0.47
All		12	2.17	1.34

134. This team leader was preparing a backbrief for an upcoming mission. This team leader became overly involved in the Operations Annex and did not have time to review the other annexes that were prepared by others prior to briefing the commander. During the briefing, the commander pointed out several errors and the briefing had to be conducted again at a later

date.

Dim	%	N	M	S
G*	33	4	1.25	0.43
KK	25	3	2.00	0.82
All		12	1.83	1.67

125. The detachment was going to run a company MIGA2 qualification range. This officer felt he was responsible for coordinating and planning the whole operation and did not use the eight NCOs he had to assist him. As a result, many of the requests were late, the detachment did not receive all the ammunition and vehicles required for the training, and the NCOs felt the commander did not trust them.

Dim	%	N	M	S
G*	33	4	6.00	0.71
LL*	33	4	6.75	0.43
All		12	5.75	1.59

97. This 18A briefed his team on the search and reconnaissance mission they were to conduct. This 18A had a brain storming session with the detachment members using the mission essential planning process to break down tasks into manageable bits. This 18A then delegated these bits to the appropriate team members, providing additional guidance as required. Everyone understood the mission and their jobs and felt comfortable with the plan developed.

Dim	%	N	M	S
G	31	4	6.75	0.43
H*	46	6	6.50	0.50
All		13	6.54	0.50

32. The team was given a no notice mission requiring immediate training to ensure that all detachment members were able to execute required tasks. This team officer set up a quick training plan, prioritizing tasks to train on first, tasks requiring outside support, tasks requiring continuous practice, and tasks that would have to be worked on during the mission. This team officer then searched to find units conducting similar training and for those who could provide expertise/instruction for some of the specific tasks. A training calendar was established and the team conducted all training necessary prior to deployment.

Dim	%	N	M	S
G*	23	3	1.67	0.94
All		13	1.69	0.99

20. A 4-man reconnaissance element was participating in a special mission requiring a march up the side of a mountain range over loose shale with rucks weighing 65+ pounds. This team leader did not modify his plan to accommodate one slower commo man with a heavier ruck, driving the team to exhaustion. This team leader made an example of the slower man and blamed him for the team not making the hide site on time. The team was compromised on the second day of the mission due to fatigue and sloppy camouflage.

Dim	%	N	M	S
F	31	4	1.75	1.30
G	23	3	1.33	0.47
H*	38	5	2.20	0.40
All		13	2.00	1.04

59. A team was tasked to infiltrate into their area of operation by static line parachute for a UW exercise. This team commander told his team members to place the radio equipment onto a bundle that would be dropped along with the detachment. The bundle's parachute failed to deploy and all of the radios were damaged. The team could not communicate with headquarters and exfilled without accomplishing its mission.

Dim	%	N	M	S
G	23	3	1.67	0.94
H*	77	10	1.80	0.87
All		13	1.77	0.89

34. An ODA was deploying to a foreign country with two pallets of equipment. A forklift was required to unload the pallets from the plane. This team leader did not call to see if a forklift was available since he had been to this particular airport before and knew that there was one they could use. Upon arrival, however, the team was informed that the forklift had broken several months ago. They had to unload the plane by hand which required extra time that had not been scheduled.

## Retranslation Listing of Incidents for Dimension H: (Problem name = 18ab)

Dim	%	N	M	S
G	23	3	1.67	0.94
H*	77	10	1.80	0.87
All		13	1.77	0.89

34. An ODA was deploying to a foreign country with two pallets of equipment. A forklift was required to unload the pallets from the plane. This team leader did not call to see if a forklift was available since he had been to this particular airport before and knew that there was one they could use. Upon arrival, however, the team was informed that the forklift had broken several months ago. They had to unload the plane by hand which required extra time that had not been scheduled.

Dim	%	N	M	S
H*	69	9	1.89	0.74
All		13	2.08	1.33

56. The detachment was deploying on a mission. This 18C made a packing list but did not follow it. Equipment was left behind and the detachment had to make do with what they had.

Dim	%	N	M	S
H*	54	7	2.14	0.64
K	23	3	3.33	1.89
All		13	2.54	1.15

61. This SF officer was called to meet with the battalion commander regarding an upcoming deployment. This officer got to the briefing and found it was not the one for which he had prepared. This SF officer tried to give the appropriate briefing, stumbling his way through it. The battalion commander counseled this officer on the briefing's poor quality and his inability to answer questions.

Dim	%	N	M	S
G	31	4	6.75	0.43
H*	46	6	6.50	0.50
All		13	6.54	0.50

32. The team was given a no notice mission requiring immediate training to ensure that all detachment members were able to execute required tasks. This team officer set up a quick training plan, prioritizing tasks to train on first, tasks requiring outside support, tasks requiring continuous practice, and tasks that would have to be worked on during the mission. This team officer then searched to find units conducting similar training and for those who could provide expertise/instruction for some of the specific tasks. A training calendar was established and the team conducted all training necessary prior to deployment.

Dim	%	N	M	S
F	31	4	1.75	1.30
G	23	3	1.33	0.47
H*	38	5	2.20	0.40
All		13	2.00	1.04

59. A team was tasked to infiltrate into their area of operation by static line parachute for a UW exercise. This team commander told his team members to place the radio equipment onto a bundle that would be dropped along with the detachment. The bundle's parachute failed to deploy and all of the radios were damaged. The team could not communicate with headquarters and exfiltrated without accomplishing its mission.

Dim	%	N	M	S
G*	33	4	1.25	0.43
H	25	3	2.67	0.47
All		12	2.17	1.34

134. This team leader was preparing a backbrief for an upcoming mission. This team leader became overly involved in the Operations Annex and did not have time to review the other annexes that were prepared by others prior to briefing the commander. During the briefing, the commander pointed out several errors and the briefing had to be conducted again at a later date.

Dim	%	N	M	S
H	25	3	5.67	1.25
J*	42	5	4.60	1.85
All		12	5.50	1.61

30. This SF officer was tasked to present the S-2 (intelligence) portion of a briefback using overlays. He stayed up all night preparing the overlays, and placed all positions on the map to make them easy to understand. Everyone in the briefback understood the S-2 portion of the briefback.

Dim	%	N	M	S
H*	25	3	2.67	2.36
J*	25	3	1.00	0.00
All		12	1.67	1.37

136. This officer was tasked to conduct a site survey to JRTC for the company forward operating base. Upon arriving at JRTC, this officer learned that no ammunition had been coordinated for the rotation. This officer did not work out the problem with higher headquarters. The company had no ammunition at the beginning of JRTC rotation.

## Retranslation Listing of Incidents for Dimension I: (Problem name = 18ab)

Dim	%	N	M	S
I*	67	8	2.68	1.76
All		12	2.33	1.65

105. During isolation, this detachment S-1 was serving as the team warrant officer. Not trusting anyone else to do their job, this S-1 worked more than his share of the staffing positions. The men on the team took him out of his position because he was not being a team player.

Dim	%	N	M	S
I*	67	8	5.13	1.54
All		12	4.75	2.01

103. An SF team was participating in a day and night land navigation exercise. This MCO did not participate for medical reasons. This MCO therefore took his own time to cache a large bucket of chicken and soda for his detachment at a contact site late at night. The team received a high rating and the morale during and after the exercise increased.

Dim	%	N	M	S
I*	58	7	1.43	0.49
All		12	1.58	0.64

131. The team was digging a hide site very close to an enemy camp. The dirt movers were working very hard and needed to switch with the guards or diggers. This acting team sergeant who was digging made no effort to shift himself or his two friends. The morale of the team went down and many arguments began.

Dim	%	N	M	S
I*	58	7	1.57	0.49
MM	25	3	1.00	0.00
All		12	1.75	1.36

98. This team sergeant was originally a member on the team, where he was known for being a marginal team player. When he became sergeant, he questioned everything the team members did, wrote soldiers up for minor points (e.g., teaching styles and opinions), and wanted to make drastic changes in everything. The team started falling apart and cliques were formed.

Dim	%	N	M	S
B	25	3	3.00	0.00
I*	50	6	1.67	0.75
All		12	2.42	1.32

123. An SF team was training an indigenous force. This SF soldier did not like any of the other team members and kept to himself when he was not conducting training. The indigenous soldiers could sense the tension and lost some of their confidence in the team. The training was slowed.

Dim	%	N	M	S
I*	46	6	5.33	0.94
J	31	4	6.25	0.43
L	23	3	5.67	0.94
All		13	5.69	0.91

3. An SF team was doing an evaluated endurance event, moving a long distance with a lot of equipment. This team member realized that the team was moving too slow and tried to motivate the team by taking the lead and giving words of encouragement. The team completed the endurance event within the time standard.

Dim	%	N	M	S
I*	38	5	5.80	0.75
L*	38	5	6.00	0.89
All		13	5.69	1.07

58. During an endurance test, the battalion was required to travel 50km in 72 hours while conducting various rigorous tests with no sleep. The lightest team member weighed 186 lbs. When times were rough, crying, and everyone felt like stopping for only a minute, this team member moved ahead of everyone or ran to pull the rest of the team through. The battalion completed the endurance test.

Dim	%	N	M	S
I*	38	5	4.80	1.60
All		13	5.31	1.43

17. An SF soldier came to a new unit. This team sergeant gave the SF soldier updated enemy situation maps and intelligence maps so that he would be up to speed with his team. The new SF soldier was aware of the enemy's position.

Dim	%	N	M	S
C	25	3	1.67	0.47
I*	33	4	1.00	0.00
All		12	1.83	1.28

138. The newly assigned team leader was having a difficult time relating to the detachment and was having daily confrontations with this team sergeant over minor details of detachment work. This team sergeant would argue with the team leader in front of the detachment and would also talk about the team leader behind his back to detachment personnel. A physically violent confrontation nearly occurred.

Dim	%	N	M	S
I	33	4	1.50	0.50
MM*	42	5	1.40	0.80
All		12	1.67	1.18

104. An 18D organized instruction in waterborne infiltration techniques for a small ranger unit. This 18A directed people to boats, not following the 18D's plan, such that the boats were flooded and submerged in the surf. After the 18D apologized to the students for this 18A's actions, this 18A took the 18D aside and chewed him out for embarrassing him in front of the students and not sucking up the mistake for his training event. The team's morale and cohesiveness dropped; the students felt the training lacked planning and professionalism.

Dim	%	N	M	S
I*	31	4	1.75	0.43
HM*	31	4	1.25	0.43
All		13	1.38	0.49

4. This team leader was displeased with a change that had been made to his training schedule which required the team to run a range on a day that had been scheduled as a day off. This team leader repeatedly complained about the change in the presence of his team members as they prepared to run the range. On the day of the event, the team opened the range late, rushed members who needed to qualify, and displayed a poor attitude.

Dim	%	N	M	S
I	31	4	1.00	0.00
L*	62	8	1.63	0.70
All		13	1.46	0.63

15. During an ARTEP, an ODA was given a short amount of time to move a long but not unrealistic distance. Halfway through the movement, this SF soldier began to slow down and fell out of the movement. He took numerous breaks, his equipment was carried by others in their rucksacks, and the medic had to stay behind to help him. The two were captured by the enemy because they had to move during daylight to catch up with the rest of the team.

Dim	%	N	M	S
I	31	4	4.75	0.83
NN*	38	5	4.80	2.04
All		13	4.85	1.70

33. A detachment was conducting winter warfare training. An 18D (instructor) did not intervene when an inexperienced team member whom he disliked was packing the wrong equipment. This warrant officer informed the 18D of the responsibilities of being an instructor and a member of the team, and encouraged teamwork. The 18D ensured the team member packed the appropriate clothing.

Dim	%	N	M	S
I	25	3	1.00	0.00
K*	33	4	1.50	0.50
All		12	1.33	0.47

112. During a deployment, this 18A discovered that some members of his team were going to smuggle some M-1 carbines out of the country. These weapons were given to the detachment members by the host nation and were not stolen. Instead of speaking with the 180A and 18Z, this 18A called higher headquarters and asked them to have U.S. Customs check the team. The team was disbanded, the 180A and the 18Z were kicked out of the Army, and the 18A was given a promotion.

Dim	%	N	M	S
I	25	3	1.33	0.47
HM*	50	6	1.33	0.47
All		12	1.67	1.37

78. This officer constantly complained about the tasks and conditions given to him while serving as a team member/follower, performing poorly every time. This officer was later placed in charge of the operation. This officer changed his entire attitude and demanded the same standards of performance in the same tasks and conditions that he had complained about earlier. The display of a double standard lost this officer the respect and confidence of the other soldiers.

Dim	%	N	M	S
I	25	3	5.33	0.94
HM*	42	5	5.60	0.49
All		12	5.67	0.94

67. This junior NCO was given duties as a team sergeant even though another member of the team outranked him. This junior NCO used the input of the senior NCO at all times. The senior NCO felt his opinions were important and the team's morale remained intact.

Dim	%	N	M	S
I	25	3	1.33	0.47
HM*	42	5	1.60	0.49
All		12	1.75	1.36

75. During Friday PT formation runs, this officer would meet the company after they had run one or two miles and sprint the next mile at the front of the formation. This officer counseled each soldier who failed to maintain the pace he set for them. Thirty-five percent of the company went to sick call on Friday mornings and there was a strong dislike for the officer.

Dim	%	N	M	S
E	31	4	7.00	0.00
I	23	3	6.67	0.47
J*	38	5	7.00	0.00
All		13	6.85	0.36

45. While on a FID mission, a team was tasked to identify and report any new equipment procured by the host unit. This warrant officer made a dark room out of ponchos, bought chemicals and equipment, arranged for the 18F to take color slide pictures of equipment as he saw it, developed the film, conducted an initial analysis of the equipment pictured, and organized a rapid pick-up of the pictures and commentary to be taken to headquarters (100 miles away). Headquarters received timely input and routed all film from other teams to the warrant for fast processing and interpretation; team morale soared.

Retranslation Listing of Incidents for Dimension J: (Problem name = 18ab)

Dim	%	N	M	S
J*	92	11	6.64	0.48
All		12	6.17	1.62

93. An 18E right out of the Q course was assigned to an A team without the benefit of a senior commo sergeant to mentor him. He realized he was not trained on the radio equipment at the team level nor was he familiar with the base operating procedures for the battalion. On his own, this 18E inventoried team radio equipment, identified equipment he was not familiar with, and asked for and then received classes on all radios and equipment he was not familiar with. He became familiar with all team radio equipment, all company and battalion radio procedures, and SOPs.

Dim	%	N	M	S
J*	85	11	5.64	1.77
All		13	5.46	1.95

51. Directions were given to set up battle books, IAW, METL tasks etc. The team leader's specialty was staff/administration and planning. This captain spent 2 weeks of his own time producing one of the most correct, comprehensive battle books in the command. The battle book was used as the standard for the CO.

Dim	%	N	M	S
J*	54	7	5.29	1.91
P	38	5	5.20	1.60
All		13	5.31	1.73

22. This SF team leader was given the task to create a battle book and maintain it for his detachment. This SF team leader created a battle book that went beyond requirements. He was far ahead of the game for making future updates to the book.

Dim	%	N	M	S
E	23	3	5.67	0.47
J*	46	6	5.17	1.95
P	23	3	6.00	1.41
All		13	5.54	1.55

27. The battalion team leaders and team sergeants had not been putting forth documents that met all of higher command's requirements for clarity and conciseness. This officer developed an accurate format for such documents. This battalion now has few, if any, significant problems in this area.

Dim	%	N	M	S
J*	46	6	6.67	0.47
All		13	6.54	0.63

62. This 18C was the team S-4 and kept track of the team's organic equipment. The records from the prior leadership were ineffective and out-of-date. This 18C completely organized all end items by hand receipts to include team and individual issue. This 18C then established a SOP that covered garrison and packing for deployment and helped identify where everything was, where everything should be loaded, and who was responsible for what (e.g. commo gear...). The SOP enabled the team to cut down on loading time and made accountability easier.

Dim	%	N	M	S
J*	42	5	5.80	0.98
P	33	4	5.25	1.92
All		12	5.42	1.38

85. The new battalion commander wanted to receive weekly training briefs with the use of slides and other equipment. This 18C utilized his computer skills to assist in producing the slide show and briefing. The presentation was accepted by the battalion commander.

Dim	%	N	M	S
J*	42	5	5.00	2.10
N*	42	5	6.60	0.49
All		12	5.67	1.65

83. While on deployment, this 18C was working on a range that was used for all types of ammunition and explosives. Civilians pass through the range all day on foot trails that take them to the next town and children come to the range to pick up brass. The host nation soldiers almost never clear duds or misfires. This 18C collected and disposed of several dud munitions. This 18C possibly saved the lives of many civilians and soldiers.

Dim	%	N	M	S
J*	25	3	5.67	1.25
H*	42	5	4.60	1.85
All		12	5.50	1.61

30. This SF officer was tasked to present the S-2 (intelligence) portion of a briefing using overlays. He stayed up all night preparing the overlays, and placed all positions on the map to make them easy to understand. Everyone in the briefing understood the S-2 portion of the briefing.

Dim	%	N	M	S
E	31	4	7.00	0.00
I	23	3	6.67	0.47
J*	38	5	7.00	0.00
All		13	6.85	0.36

45. While on a FID mission, a team was tasked to identify and report any new equipment procured by the host unit. This warrant officer made a dark room out of ponchos, bought chemicals and equipment, arranged for the 18F to take color slide pictures of equipment as he saw it, developed the film, conducted an initial analysis of the equipment pictured, and organized a rapid pick-up of the pictures and commentary to be taken to headquarters (100 miles away). Headquarters received timely input and routed all film from other teams to the warrant for fast processing and interpretation; team morale soared.

Dim	%	N	M	S
I*	46	6	5.33	0.94
J	31	4	6.25	0.43
L	23	3	5.67	0.94
All		13	5.69	0.91

3. An SF team was doing an evaluated endurance event, moving a long distance with a lot of equipment. This team member realized that the team was moving too slow and tried to motivate the team by taking the lead and giving words of encouragement. The team completed the endurance event within the time standard.

Dim	%	N	M	S
H*	25	3	2.67	2.36
J*	25	3	1.00	0.00
All		12	1.67	1.37

136. This officer was tasked to conduct a site survey to JRTC for the company forward operating base. Upon arriving at JRTC, this officer learned that no ammunition had been coordinated for the rotation. This officer did not work out the problem with higher headquarters. The company had no ammunition at the beginning of JRTC rotation.

Dim	%	N	M	S
J	23	3	6.00	0.82
P*	54	7	4.86	1.81
All		13	5.38	1.55

9. This team sergeant had primary responsibility for the day-to-day operations of the team. This team leader filled out all required reports, records, and schedules ahead of time. This team sergeant also provided the 18A with information for mission planning before the 18A requested it. The administrative tasks for the detachment as a whole were more manageable and effective.



Retranslation Listing of Incidents for Dimension K: (Problem name = 18ab)

Dim	%	N	M	S	71. An ODA was required to perform post damage assessment. This detachment commander inflated the actual damage found. Inaccurate information was sent to higher headquarters authority leading to overinflated intelligence estimates.
K*	92	11	1.27	0.62	
All		12	1.25	0.60	
Dim	%	N	M	S	107. This team member was tasked to evaluate an ISOFAC and FOB deployed to a foreign country. In his evaluation, he told the officer that his formal written evaluation would reflect that operations were extremely poor and that the team was failing every critical task. Even though the officer threatened him with damaging his promotion chances if he wrote the formal report, this SF soldier knew his evaluation was the truth and wrote and submitted the formal evaluation. The ISOFAC and FOB failed the evaluation.
K*	92	11	6.45	1.44	
All		12	6.42	1.38	
Dim	%	N	M	S	44. A battalion's guidon was taken from a unit training area OCONUS. The detachment had not been implicated. This 18A asked his men if they had any information about the theft or the guidon itself to give it to him by the following morning with no questions asked. The guidon was returned and this 18A returned it to higher headquarters. The detachment was implicated and disbanded and the 18A was given a below center of mass OER.
K*	77	10	4.60	2.50	
All		13	4.23	2.66	
Dim	%	N	M	S	13. During a mission the detachment was filmed by a news crew, showing the team's improper grooming and uniform standards in the field. The company commander directed the detachment commander to take corrective action. This detachment commander joined the rest of the detachment in making disparaging remarks about the company commander. The members of the detachment were encouraged to be disrespectful.
K*	54	7	1.29	0.45	
All		13	1.15	0.36	
Dim	%	N	M	S	77. A detachment was in the field. This 18E lost his CEOI and did not tell anyone for 24 hours. The 18E was then punished.
K*	50	6	2.00	2.24	
Q	25	3	1.33	0.47	
All		12	2.50	2.29	
Dim	%	N	M	S	128. While overseas on a training mission, the ODA was alerted for a possible real world mission. After this 180A received his briefing from the S-2 and obtained some classified briefing material, he left it in plain sight in an open area and left the area. He initially denied that he had left the material, but then stated that the material "wasn't that classified." The team lost respect for this 180A.
K	33	4	1.25	0.43	
Q*	50	6	1.33	0.47	
All		12	1.50	0.87	
Dim	%	N	M	S	112. During a deployment, this 18A discovered that some members of his team were going to smuggle some M-1 carbines out of the country. These weapons were given to the detachment members by the host nation and were not stolen. Instead of speaking with the 180A and 18Z, this 18A called higher headquarters and asked them to have U.S. Customs check the team. The team was disbanded, the 180A and the 18Z were kicked out of the Army, and the 18A was given a promotion.
I	25	3	1.00	0.00	
K*	33	4	1.50	0.50	
All		12	1.33	0.47	
Dim	%	N	M	S	57. The coalition force was brought into planning for an operation which was supposed to assure the higher level commanders of their effectiveness. This detachment commander advised the coalition force S-3 not to participate in the mission in front of some American O-6s and O-5s. The Americans told the detachment commander that he should support the mission, but this detachment commander said he was supposed to help the coalition forces unit and that they would receive the full will of the locals if they participated. The detachment commander was made an integral part of the coalition force unit's decision making process.
B*	25	3	4.00	2.16	
K*	25	3	6.33	0.94	
II*	25	3	3.67	1.25	
All		12	4.67	1.75	
Dim	%	N	M	S	140. This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.
K*	25	3	1.00	0.00	
All		12	1.83	1.28	
Dim	%	N	M	S	61. This SF officer was called to meet with the battalion commander regarding an upcoming deployment. This officer got to the briefing and found it was not the one for which he had prepared. This SF officer tried to give the appropriate briefing, stumbling his way through
H*	54	7	2.14	0.64	
K	23	3	3.33	1.89	
All		13	2.54	1.15	

it. The battalion commander counseled this officer on the briefing's poor quality and his inability to answer questions.

Retranslation Listing of Incidents for Dimension L: (Problem name = 18ab)

Dim	4	N	M	S	72. Heavy rains had caused poor visibility on the roads and a lady had run off the road into a river. An SF soldier saw the lady on top of her car, stopped, and was told there was a baby in the car which was filling with water. This soldier was a weak swimmer and so did not attempt to rescue the child. The baby drowned.
L*	73	8	2.38	1.73	
All		11	2.82	1.99	

Dim	4	N	M	S	15. During an ARTEP, an ODA was given a short amount of time to move a long but not unrealistic distance. Halfway through the movement, this SF soldier began to slow down and fell out of the movement. He took numerous breaks, his equipment was carried by others in their rucksacks, and the medic had to stay behind to help him. The two were captured by the enemy because they had to move during daylight to catch up with the rest of the team.
I	31	4	1.00	0.00	
L*	62	8	1.63	0.70	
All		13	1.46	0.63	

Dim	4	N	M	S	95. A team was moving a great distance within a constrained time with very heavy rucks. This team member could not maintain the set pace and said his ruck was too heavy. The rest of the team took turns carrying the extra ruck.
L*	50	6	2.83	1.46	
All		12	3.75	2.01	

Dim	4	N	M	S	58. During an endurance test, the battalion was required to travel 50km in 72 hours while conducting various rigorous tests with no sleep. The lightest team member weighed 186 lbs. When times were rough, tiring, and everyone felt like stopping for only a minute, this team member moved ahead of everyone or ran to pull the rest of the team through. The battalion completed the endurance test.
I*	38	5	5.80	0.75	
L*	38	5	6.00	0.89	
All		13	5.69	1.07	

Dim	4	N	M	S	3. An SF team was doing an evaluated endurance event, moving a long distance with a lot of equipment. This team member realized that the team was moving too slow and tried to motivate the team by taking the lead and giving words of encouragement. The team completed the endurance event within the time standard.
I*	46	6	5.33	0.94	
J	31	4	6.25	0.43	
L	23	3	5.67	0.94	
All		13	5.69	0.91	

Retranslation Listing of Incidents for Dimension M: (Problem name = 18ab)

Dim	4	N	M	S	40. This 18B was tasked to locate a point on a map to exfiltrate. The 18B could not find the point. The team missed exfiltration.
M*	85	11	1.36	0.48	
All		13	1.31	0.46	

Dim	4	N	M	S	6. A detachment was infiltrated into the field three hours late by helicopter, in the wrong location. This detachment had to locate themselves on the ground because they were not informed of where they were dropped off. By using resection, this SF soldier successfully determined their location on a map. The detachment was able to continue on with their mission.
M*	77	10	5.80	0.87	
All		13	5.92	0.83	

Dim	4	N	M	S	55. A detachment was preparing to cross from an area where all the trees and features looked very similar to the far side of a danger area. This SF soldier was sent out 700 meters to clear a roadway at the far side of the danger area. He left without noting his exact location or his azimuth. When he tried to return, he couldn't remember where he left from or how to find his way back. It took him two hours to find his team, and as a result, they failed to hit the target on time.
M*	77	10	1.60	0.80	
All		13	1.62	0.84	

Dim	4	N	M	S	129. A detachment was conducting an SR mission (planned for four days) in a desert environment. On the fourth day, the mission was extended for three days; water resupply was needed for the additional days. This detachment commander called for water resupply and gave the grid coordinates but not the grid zone identifier. The resupply went to the wrong location and it took 24 hours to get an additional resupply to the team.
M*	75	9	1.56	0.83	
All		12	1.75	0.83	

Dim	4	N	M	S	69. A small element of SF personnel were to recon an area in a desert environment. The means of infiltration was a landing zone for a rotary wing aircraft. This SF soldier told the pilot where to drop the team, saying that this was the location the team leader had specified on the map. The team was dropped 5 kilometers from the point of infiltration and had to request an emergency re-supply of water.
M*	75	9	1.89	0.74	
All		12	2.08	0.76	

Dim	4	N	M	S	21. This officer was in charge of a reconnaissance mission to navigate towards and find a site. During the mission, two team members informed the officer that the terrain looked familiar and that they had been there before. This officer ignored the soldiers' input and told them where he felt they were on the map. The team arrived at their "area of operations" only to be compromised by their own team as they had been surveilling the team's base camp; they had simply gone 360 degrees.
M*	46	6	1.67	1.11	
KK	23	3	1.67	0.47	
All		13	1.85	1.03	

## Retranslation Listing of Incidents for Dimension N: (Problem name = 18ab)

Dim	%	N	M	S
N*	73	8	1.38	0.70
All		11	1.36	0.64

106. This SF officer was in charge of a demolitions range. After a demolitions shot was fired, this officer cleared the charge site and walked back to a student holding an unexploded charge. All assistant instructors left the area when they saw this, but the students were unaware that the charge was sensitized and could go off at any time.

Dim	%	N	M	S
N*	67	8	1.38	0.48
All		12	1.25	0.43

132. This officer was put in charge of demolition training, giving him the responsibility of serving as safety officer of the range. After the 18C had set up and inspected the charges, this safety officer placed some scrap metal on one of the charges. When the charges were set off, pieces of scrap metal were launched back up the range towards the detachment; no one was hurt.

Dim	%	N	M	S
N*	45	5	5.00	1.79
All		11	4.27	2.09

73. This SF soldier was responsible for conducting air operations for foreign troops. However, the equipment to be used for the training was missing from the aircraft and training therefore could not be conducted in accordance with the training safety standards manuals. This SF soldier told his superior he would not train the foreign soldiers due to safety restrictions; although the training might go without incident, it would not be to the standards required by the manual. This soldier was verbally reprimanded by his superior for failing to complete his teaching tasks.

Dim	%	N	M	S
N*	42	5	1.20	0.40
All		12	1.75	1.16

99. While on a demolitions training mission, this 18A did not take the advice of his 18C in the proper handling of the remaining materials. This 18A decided to return open containers of explosives and flammables to the supply clerk; they were packed in a box and stored. The storage facility burned down; after discussing the incident, this team leader realized he should have followed the advice of the 18C.

Dim	%	N	M	S
A	25	3	3.00	1.63
N*	42	5	6.40	0.80
All		12	4.75	1.88

70. A foreign national soldier walked behind a loaded RPG-7 during a range fire. This team sergeant quickly walked to the SF soldier controlling the range. This team sergeant told the soldier that weapons were not to be loaded until they were ready to be fired. The SF soldier did not load the weapon until the firer was ready to fire.

Dim	%	N	M	S
J*	42	5	5.00	2.10
N*	42	5	6.60	0.49
All		12	5.67	1.65

83. While on deployment, this 18C was working on a range that was used for all types of ammunition and explosives. Civilians pass through the range all day on foot trails that take them to the next town and children come to the range to pick up brass. The host nation soldiers almost never clear duds or misfires. This 18C collected and disposed of several dud munitions. This 18C possibly saved the lives of many civilians and soldiers.

Dim	%	N	M	S
N*	33	4	1.25	0.43
All		12	1.42	0.64

37. During an operational deployment, this SF soldier noticed that a HN soldier picked up a foreign weapon that was not familiar to him. This SF soldier watched the HN soldier accidentally fire the weapon. Another HN soldier was shot and killed by the accidental discharge.

Dim	%	N	M	S
N	20	2	4.00	3.00
O*	60	6	6.50	0.76
All		10	5.50	2.33

23. While performing land navigation training, this SF NCO stumbled upon a heat exhausted team member. This NCO pulled the soldier into the shade, loosened his clothing, initiated an IV, applied water, treated him for shock, and evacuated the member. The injured soldier is still alive.

## Retranslation Listing of Incidents for Dimension O: (Problem name = 18ab)

Dim	%	N	M	S
O*	70	7	6.43	0.73
All		10	5.90	1.76

117. While this SF soldier was on a rucksack march, he noticed a soldier from another unit go down from heat injury. This SF soldier administered quick first aid by pulling an IV out and giving it to the injured soldier. This SF soldier also had another soldier flag down a car for help in getting the injured soldier to the hospital. The individual was saved from heat injury.

Dim	%	N	M	S
N	20	2	4.00	3.00
O*	60	6	6.50	0.76
All		10	5.50	2.33

23. While performing land navigation training, this SF NCO stumbled upon a heat exhausted team member. This NCO pulled the soldier into the shade, loosened his clothing, initiated an IV, applied water, treated him for shock, and evacuated the member. The injured soldier is still alive.

Dim	%	N	M	S
B*	38	5	6.40	0.49
O*	38	5	6.40	0.49
All		13	6.00	1.52

47. After a long, hot day of training, this 18E noticed that a host nation soldier walked away from the other team members and sat down by a vehicle. This 18E calmly took over an aid bag and evaluated the host nation soldier. Upon determining that the soldier was dehydrated, this 18E gave him an IV and got a medic to monitor the soldier. The host nation soldier was treated without embarrassment and the soldier gained respect for this 18E.

Dim	%	N	M	S
D*	42	5	6.40	0.80
O	25	3	7.00	0.00
All		12	6.25	1.01

111. A team was on a FID mission overseas running a weapons training program. This soldier chose to learn a new word or phrase in the host nation language every day. He established rapport with students and learned basic conversational language.

Retranslation Listing of Incidents for Dimension P: (Problem name = 18ab)

Dim	%	N	M	S
J	23	3	6.00	0.82
P*	54	7	4.86	1.81
All		13	5.38	1.55

9. This team sergeant had primary responsibility for the day-to-day operations of the team. This team leader filled out all required reports, records, and schedules ahead of time. This team sergeant also provided the 18A with information for mission planning before the 18A requested it. The administrative tasks for the detachment as a whole were more manageable and effective.

Dim	%	N	M	S
J*	54	7	5.29	1.91
P	38	5	5.20	1.60
All		13	5.31	1.73

22. This SF team leader was given the task to create a battle book and maintain it for his detachment. This SF team leader created a battle book that went beyond requirements. He was far ahead of the game for making future updates to the book.

Dim	%	N	M	S
J*	42	5	5.80	0.98
P	33	4	5.25	1.92
All		12	5.42	1.38

85. The new battalion commander wanted to receive weekly training briefs with the use of slides and other equipment. This 18C utilized his computer skills to assist in producing the slide show and briefing. The presentation was accepted by the battalion commander.

Dim	%	N	M	S
E	23	3	5.67	0.47
J*	46	6	5.17	1.95
P	23	3	6.00	1.41
All		13	5.54	1.55

27. The battalion team leaders and team sergeants had not been putting forth documents that met all of higher command's requirements for clarity and conciseness. This officer developed an accurate format for such documents. This battalion now has few, if any, significant problems in this area.

Retranslation Listing of Incidents for Dimension Q: (Problem name = 18ab)

Dim	%	N	M	S
Q*	85	11	1.36	0.88
All		13	1.31	0.82

38. This SF soldier found classified material while cleaning the team room. This SF soldier stored the classified material in a foot locker. The material was found during an inspection.

Dim	%	N	M	S
Q*	83	10	2.20	1.78
All		12	2.08	1.66

94. A detachment was conducting pre-mission planning for a real world mission. This Special Forces soldier threw sensitive material (containing the name of the country they were going to, how long they would be there for, and the names and social security numbers of all the detachment members) into the non-sensitive waste can. Had the paper not been retrieved before it was put in the dumpster, the mission could have been canceled.

Dim	%	N	M	S
Q*	77	10	1.30	0.46
All		13	1.23	0.42

60. This SF officer was in Europe carrying classified documents. This officer went to a restaurant for dinner. This officer did not want to be burdened with the documents during dinner and locked the classified information in the trunk of his rental car. The car was stolen, along with the documents.

Dim	%	N	M	S
K	33	4	1.25	0.43
Q*	50	6	1.33	0.47
All		12	1.50	0.87

128. While overseas on a training mission, the ODA was alerted for a possible real world mission. After this 180A received his briefing from the S-2 and obtained some classified briefing material, he left it in plain sight in an open area and left the area. He initially denied that he had left the material, but then stated that the material "wasn't that classified." The team lost respect for this 180A.

Dim	%	N	M	S
K*	50	6	2.00	2.24
Q	25	3	1.33	0.47
All		12	2.50	2.29

77. A detachment was in the field. This 18E lost his CEOI and did not tell anyone for 24 hours. The 18E was then punished.

Retranslation Listing of Incidents for Dimension II: (Problem name = 18ab)

Dim	%	N	M	S
B*	42	5	1.60	1.20
II	33	4	1.00	0.00
All		12	1.42	0.86

124. An ODA was deployed in a foreign country to do UN work. Upon linking up with host nation forces, the ODA commander did not establish rapport with the G-chief. The ODA commander consistently talked down to the G-chief telling him how "it" should be done. This officer did not acknowledge the fact that the G-chief had been running a successful operation for several years. The ODA commander was exilled and the team sergeant was made the commander.

Dim	%	N	M	S
B*	50	6	1.33	0.47
II	25	3	1.33	0.47
All		12	1.50	0.87

80. An SF unit was ordered to make contact with an allied unit that was not happy about having the unit advise them. Before establishing the rapport needed for relations between the units, this officer proceeded to impose changes and make decisions without taking into account the feelings of the other unit. All future operations were hurt and the SF unit was asked to leave, compromising the mission.

Dim	%	N	M	S
B*	25	3	4.00	2.16
K*	25	3	6.33	0.94
II*	25	3	3.67	1.25
All		12	4.67	1.75

57. The coalition force was brought into planning for an operation which was supposed to assure the higher level commanders of their effectiveness. This detachment commander advised the coalition force S-3 not to participate in the mission in front of some American O-6s and O-5s. The Americans told the detachment commander that he should support the mission, but this detachment commander said he was supposed to help the coalition forces unit and that they would receive the ill will of the locals if they participated. The detachment commander was made an integral part of the coalition force unit's decision making process.

Dim	%	N	M	S
C*	31	4	6.50	0.87
II	23	3	6.00	0.82
All		13	6.15	1.17

46. While assigned as the senior US advisor to a host nation battalion on a border screen mission, this SF officer was told the unit was under attack. The host nation battalion commander was panicked and ready to evacuate the area of operations. This SF individual had a cigarette, coffee, and set down. After making a humorous remark to a host nation officer, this officer methodically questioned the host nation staff to ascertain the exact situation. He calmly issued instructions to prepare and ODA reaction force and an ODA level of base security. Observing the SF officer's leadership style, the host nation battalion commander began issuing complementary orders to his staff. The battalion responded to the attack and maintained its position on the border.

Retranslation Listing of Incidents for Dimension JJ: (Problem name = 18ab)

Dim	%	N	M	S
C*	33	4	6.25	0.83
JJ*	33	4	6.00	0.71
All		12	5.83	1.14

81. This SF team leader was given an operational plan to conduct a mission using host nationals. The SF team leader was required to change the plan after MICON was given in order to satisfy the host national commander just prior to the briefback. The SF team leader changed plans in a way that satisfied the host national commander. The combined briefback and the operation were successful.

Dim	%	N	M	S
B*	42	5	6.00	0.63
JJ	25	3	5.00	0.82
All		12	5.33	1.55

31. Two 18Cs were placed to observe a patrol of foreign soldiers. One of the soldiers climbed a tree to get a better view of the target and fell out of the tree. This 18C splinted the host nation soldier's leg and directed the indigenous forces on how to make a stretcher. He then directed the soldiers to the hospital. The event increased the indigenous force's confidence in the SF.

Dim	%	N	M	S
C*	33	4	6.25	0.83
JJ	25	3	6.67	0.47
All		12	5.92	1.61

74. A split team was assigned to a African nation platoon for an exercise. The element needed to make a night movement to conduct a dawn attack. The African troops do not move at night and refused to move before daylight. This SF team leader conducted a demonstration and classes on the use of US night vision equipment. He allowed the African nation leadership to wear the equipment during the movement. The raid exercise was completed and was successful.

## Retranslation Listing of Incidents for Dimension KK: (Problem name = 18ab)

Dim	%	N	M	S	
KK*	50	6	1.67	0.47	88. A request for personnel was sent down for particular people to deploy to jump on a training mission. This team leader whose name was on the list went to the company and had his name removed. In his place, he put another team member's name without asking that team member if it would be alright. The team member had personal plans for this time frame which he had to give up.
HM	25	3	1.33	0.47	
A11		12	1.50	0.50	
Dim	%	N	M	S	
KK*	42	5	2.40	1.36	116. A detachment received a task overseas that required 20 personnel. The majority of this detachment was already deployed and the personnel status of the company was low. An 18E was returning from one month overseas to his wife and child. This officer placed the 18E on orders to depart three days after his return. The morale of the 18E and the entire detachment was reduced.
A11		12	3.00	1.58	
Dim	%	N	M	S	
G*	33	4	1.25	0.43	126. The detachment was going to run a company HIGA2 qualification range. This officer felt he was responsible for coordinating and planning the whole operation and did not use the eight NCOs he had to assist him. As a result, many of the requests were late, the detachment did not receive all the ammunition and vehicles required for the training, and the NCOs felt the commander did not trust them.
KK	25	3	2.00	0.82	
A11		12	1.83	1.67	
Dim	%	N	M	S	
F*	42	5	1.80	0.75	118. This officer volunteered his unit for a month-long mission in an isolated location without first consulting any of the subordinate leadership. While deployed, this officer would not allow the unit to go into the neighboring town, even in small groups. He did allow them to visit a small base in the same area. This was a threat to the unit because the groups of new faces on the small base actually increased the unit's visibility; the unit's morale was seriously undermined.
KK	25	3	2.00	0.82	
A11		12	1.67	0.75	
Dim	%	N	M	S	
H*	46	6	1.67	1.11	21. This officer was in charge of a reconnaissance mission to navigate towards and find a site. During the mission, two team members informed the officer that the terrain looked familiar and that they had been there before. This officer ignored the soldiers' input and told them where he felt they were on the map. The team arrived at their "area of operations" only to be compromised by their own team as they had been surveilling the team's base camp; they had simply gone 360 degrees.
KK	23	3	1.67	0.47	
A11		13	1.85	1.03	
Dim	%	N	M	S	
KK	23	3	5.67	0.47	39. This 18C was to task out certain classes for an upcoming mission to his junior. This 18C let the junior engineer pick the classes about which he was most knowledgeable so that he could give the best instruction possible. This 18C interacted with the junior to confirm or deny information that should be included in the classes. The junior 18C was able to do a good job and he developed greater respect for his senior.
NN*	46	6	6.33	0.94	
A11		13	5.54	1.60	

## Retranslation Listing of Incidents for Dimension LL: (Problem name = 18ab)

Dim	%	N	M	S	
LL*	85	11	2.09	1.08	24. This officer instructed his new platoon sergeant to lay out all of the platoon equipment for an accountability inspection. This officer failed to tell the platoon sergeant where, when, and how he wanted the equipment displayed. The equipment was not laid out the way the officer wanted.
A11		13	2.08	1.00	
Dim	%	N	M	S	
F	23	3	1.00	0.00	2. In the space of five days, a team was given five different DA targets for which they were to plan, prepare, etc. This team sergeant sent people in many different directions without focus, continually asking questions of everyone. The team had difficulty working with this team sergeant and he prevented the team from pulling together.
LL*	54	7	1.57	0.73	
A11		13	1.31	0.61	
Dim	%	N	M	S	
G*	38	5	2.20	0.40	18. In a period of 18 days, the team was given many different DA targets to prepare for and coordinate. This 18A demanded actions and answers of the team members without giving them adequate time in which to gather information. The team lost focus in preparing for the mission.
LL*	38	5	1.80	0.75	
A11		13	1.85	0.66	
Dim	%	N	M	S	
G*	33	4	6.25	0.83	25. En route to a meeting in a small village, one of the detachment vehicles struck a mine. Two men were seriously injured and the detachment medic was mortally wounded. The team sergeant was initially stunned and disoriented due to his injury. This detachment commander ensured that medical treatment was initiated, that communication was established with higher headquarters, and that medical evacuation was requested. The wounded soldiers were quickly stabilized and helicopters were on their way as soon as possible.
LL*	33	4	6.75	0.43	
A11		12	6.17	1.77	
Dim	%	N	M	S	
G*	33	4	6.00	0.71	97. This 18A briefed his team on the search and reconnaissance mission they were to conduct. This 18A had a brain storming session with the detachment members using the mission essential planning process to break down tasks into manageable bits. This 18A then delegated these bits to the appropriate team members, providing additional guidance as required. Everyone understood the mission and their jobs and felt comfortable with the plan developed.
LL*	33	4	6.75	0.43	
A11		12	5.75	1.59	
Dim	%	N	M	S	
G*	46	6	5.33	2.05	35. This SF officer was to plan and conduct an ambush in an allotted time. This SF officer organized the team, gave clear and concise instructions, moved the team 5 kms, and conducted the ambush within 30 minutes. The ambush was successful.
LL	23	3	7.00	0.00	
A11		13	6.08	1.59	

Retranslation Listing of Incidents for Dimension MM: (Problem name = 18ab)

Dim	%	N	M	S	41. This high ranking SF soldier was asked a question he could not answer by a detachment member. This SF soldier told the member he would find the answer and several days later came back to the detachment with a reply. The detachment members respect for this SF soldier increased and his effectiveness in his position was enhanced.
MM*	69	9	6.11	0.87	
All		13	6.23	0.89	
Dim	%	N	M	S	78. This officer constantly complained about the tasks and conditions given to him while serving as a team member/follower, performing poorly every time. This officer was later placed in charge of the operation. This officer changed his entire attitude and demanded the same standards of performance in the same tasks and conditions that he had complained about earlier. The display of a double standard lost this officer the respect and confidence of the other soldiers.
I	25	3	1.33	0.47	
MM*	50	6	1.33	0.47	
All		12	1.67	1.37	
Dim	%	N	M	S	67. This junior NCO was given duties as a team sergeant even though another member of the team outranked him. This junior NCO used the input of the senior NCO at all times. The senior NCO felt his opinions were important and the team's moral remained intact.
I	25	3	5.33	0.94	
MM*	42	5	5.60	0.49	
All		12	5.67	0.94	
Dim	%	N	M	S	75. During Friday PT formation runs, this officer would meet the company after they had run one or two miles and sprint the next mile at the front of the formation. This officer counseled each soldier who failed to maintain the pace he set for them. Thirty-five percent of the company went to sick call on Friday mornings and there was a strong dislike for the officer.
I	25	3	1.33	0.47	
MM*	42	5	1.60	0.49	
All		12	1.75	1.36	
Dim	%	N	M	S	127. A composite team was preparing for deployment to Africa; this new team leader who had just graduated from the Q-course was placed in charge of the core team. This team leader did not ask for help from the experienced 180A on the team, was threatened by criticism, and voiced his anger once by shouting and raving in front of HN personnel.
MM*	42	5	1.40	0.49	
All		12	1.25	0.43	
Dim	%	N	M	S	104. An 18D organized instruction in waterborne infiltration techniques for a small ranger unit. This 18A directed people to boats, not following the 18D's plan, such that the boats were flooded and submerged in the surf. After the 18D apologized to the students for this 18A's actions, this 18A took the 18D aside and chewed him out for embarrassing him in front of the students and not sucking up the mistake for his training event. The team's morale and cohesiveness dropped; the students felt the training lacked planning and professionalism.
I	33	4	1.50	0.50	
MM*	42	5	1.40	0.80	
All		12	1.67	1.18	
Dim	%	N	M	S	76. While deployed in Africa, an SF medic told this team leader not to use untreated water or ice. This team leader disregarded the advice and drank a soda with ice made locally. The team leader had severe diarrhea, was treated for parasitic infestation, and was counseled.
F	25	3	2.33	1.25	
MM*	33	4	1.25	0.43	
All		12	1.92	1.26	
Dim	%	N	M	S	4. This team leader was displeased with a change that had been made to his training schedule which required the team to run a range on a day that had been scheduled as a day off. This team leader repeatedly complained about the change in the presence of his team members as they prepared to run the range. On the day of the event, the team opened the range late, rushed members who needed to qualify, and displayed a poor attitude.
I*	31	4	1.75	0.43	
MM*	31	4	1.25	0.43	
All		13	1.38	0.49	
Dim	%	N	M	S	88. A request for personnel was sent down for particular people to deploy to jump on a training mission. This team leader whose name was on the list went to the company and had his name removed. In his place, he put another team member's name without asking that team member if it would be alright. The team member had personal plans for this time frame which he had to give up.
KK*	50	6	1.67	0.47	
MM	25	3	1.33	0.47	
All		12	1.50	0.50	
Dim	%	N	M	S	98. This team sergeant was originally a member on the team, where he was known for being a marginal team player. When he became sergeant, he questioned everything the team members did, wrote soldiers up for minor points (e.g., teaching styles and opinions), and wanted to make drastic changes in everything. The team started falling apart and cliques were formed.
I*	58	7	1.57	0.49	
MM	25	3	1.00	0.00	
All		12	1.75	1.36	

Retranslation Listing of Incidents for Dimension NN: (Problem name = 18ab)

Dim	%	N	M	S	19. A sergeant was told to counsel a soldier who was overweight according to standards. This team sergeant spoke to the soldier in an offhand, nonchalant manner and did not follow up very well on the problem. The soldier did not lose weight and was eventually placed in a weight control program.
NN*	62	8	1.63	1.11	
All		13	1.62	1.00	
Dim	%	N	M	S	115. During a live fire exercise that involved training of indigenous personnel, this SF team leader noticed that an 18B was nervous in front of the group and was presenting the material in a disorganized way. He pulled the 18B aside and talked to him to put him at ease. The class proceeded without incident.
NN*	50	6	6.00	0.58	
All		12	5.83	1.14	
Dim	%	N	M	S	10. This team sergeant was displeased with the performance of a junior NCO on the team and he requested that the NCO be relieved or punished under the UCMJ. This team sergeant had only counselled the soldier verbally and had not prepared the necessary counselling statements. The SGM could not recommend that any action be taken until the team sergeant had the counselling statements to support his position.
NN*	46	6	2.00	1.00	
All		13	2.69	1.49	
Dim	%	N	M	S	39. This 18C was to task out certain classes for an upcoming mission to his junior. This 18C let the junior engineer pick the classes about which he was most knowledgeable so that he could give the best instruction possible. This 18C interacted with the junior to confirm or deny information that should be included in the classes. The junior 18C was able to do a good job and he developed greater respect for his senior.
KK	23	3	5.67	0.47	
NN*	46	6	6.33	0.94	
All		13	5.54	1.60	
Dim	%	N	M	S	33. A detachment was conducting winter warfare training. An 18D (instructor) did not intervene when an inexperienced team member whom he disliked was packing the wrong equipment. This warrant officer informed the 18D of the responsibilities of being an instructor and a member of the team, and encouraged teamwork. The 18D ensured the team member packed the appropriate clothing.
I	31	4	4.75	0.83	
NN*	38	5	4.80	2.04	
All		13	4.85	1.70	
Dim	%	N	M	S	109. Isolation was being conducted for a mission. This SF officer assigned team members staff tasks that were outside their area of expertise. The team members were forced to see mission planning from a different angle.
A	25	3	5.67	1.25	
NN*	33	4	6.00	0.71	
All		12	5.67	0.94	



Retranslation Listing of Incidents for Dimension A: (Problem name = 18ba)

Dim %	N	M	S	85. This 18B was teaching a reconnaissance platoon about 6 foreign weapons. This 18B taught the platoon in detail about the operating systems, locking systems, and feeding mechanisms of the weapons. He also made it a point to describe the particular identifiable traits of each weapon so the platoon could more accurately report on weapons seen. The reconnaissance platoon said it had never been taught as much about weapons before and requested that the 18B return for future training events.
A* 82	9	6.22	0.79	
All	11	6.36	0.77	
Dim %	N	M	S	115. This 18B was training host nation personnel while on a FID mission. This 18B joked with the trainees. He also drew on incidents that happened during training (e.g., someone shooting a recoil spring out of his rifle) and showed them the impact such incidents would have on an actual operation. The students learned.
A* 73	8	6.00	0.87	
All	11	5.18	1.70	
Dim %	N	M	S	17. The detachment was training foreign troops on indirect fire tactics with the 81mm mortar. The troops believed that only an open field could be used as a mortar position and so the mortar was a poor weapon to use during attacks as the enemy could see you. This 18B showed the troops how the mortar could be completely hidden and still engage the enemy. The unit began
A* 64	7	6.43	0.49	
S 36	4	6.00	1.00	
All	11	6.27	0.75	
Dim %	N	M	S	37. The detachment was training foreign troops on the RPG-7. Although the RPG-7s had optical sights, the troops said they were not good and would not use them. This 18B challenged the troops' best gunners to shoot against him. The 18B doubled the best man's range and hit the target the first time using the optical sight. Everyone wanted to learn how the optical sights worked and the entire unit greatly improved in distance and accuracy.
A* 64	7	6.00	0.53	
All	11	6.09	0.67	
Dim %	N	M	S	3. The detachment was training foreign troops on the 81mm mortar. During a live fire operation, registration, the troops stated that they wanted to learn how to hit the observer. This 18B noted the high desire to learn and gave a hip pocket class on adjustment. Fifteen troops learned how to adjust fire.
A* 64	7	5.86	0.99	
All	11	5.91	0.90	
Dim %	N	M	S	99. This SF soldier with poor language skills was giving a class in describing the different types of feeding mechanisms to foreign nationals. He brought the three actual feeding mechanisms with him and, after explaining them, he passed them around to the group. The foreign nationals learned the different types of feeding mechanisms.
A* 55	6	6.00	0.58	
D 27	3	5.67	0.47	
All	11	5.82	0.57	
Dim %	N	M	S	33. During a CONUS deployment, an 18B was tasked to give a program of basic M16 rifle marksmanship to a counter-drug government element. This 18B produced the program of formal instruction, provided the instruction, and served as the NCOIC of all the Rangers. The government element received the much-needed training, rewarded the ODA and the company with plaques of appreciation, and is now using the training in action.
A* 55	6	6.33	0.75	
All	11	6.36	0.64	
Dim %	N	M	S	53. This SF soldier was tasked to run a pistol range for a platoon size element. This SF soldier organized the platoon into firing ranks, gave them the task condition standards, and kept positive control during the firing on the range. The soldiers learned and were safety conscious.
A* 45	5	6.40	0.80	
N 27	3	5.00	1.63	
All	11	5.91	1.24	
Dim %	N	M	S	135. Prior to a live fire range, this 18B conducted weapons cross-training. This 18B taught the other members of the team to do a functions check. As a result, one of the other team members identified a problem with a .50 cal weapon. The 18B repaired the weapon.
A 36	4	5.75	0.83	
R* 55	6	6.00	1.15	
All	11	6.00	1.04	
Dim %	N	M	S	19. The team was preparing for night movement with night vision goggles. This 18B planned NVG training and familiarization. He broke an infra-red chem-lite, poured the contents on a hacky sack, and had the team play hacky sack in the dark while wearing their NVGs. The team became coordinated in movement wearing NVGs.
A* 36	4	5.50	1.12	
J* 36	4	5.00	1.22	
All	11	5.45	1.16	
Dim %	N	M	S	80. During FID operations in Desert Shield, the A detachment was conducting .50 MG training with host nation troops. The host nation guns would not feed properly and had to be charged after
A 36	4	6.00	1.22	
R* 64	7	5.00	1.69	
All	11	5.36	1.61	

each round. This 18B noticed that the host nation troops were placing the ammunition belts in the guns upside down. He stopped the firing and demonstrated the proper feed technique. The guns fired properly and training continued.

Dim %	N	M	S	30. The detachment was training foreign troops on the RPG-7. The unit stated that they had 10 RPG-7s but that only 2 worked. The 18B inspected the unserviceable guns and found that the firing pins were broken. This 18B replaced the firing pins and trained the troops' armorer on the replacement procedure. RPG-7 training was conducted and the troops' opinion of SF was improved.
A* 36	4	4.75	2.28	
All	11	5.73	1.66	

Dim %	N	M	S	123. An 18B was giving his team training on disassembly and assembly of the M2 .50 caliber machine gun. During the class, this junior 18B was asked to assist in the presentation. This junior 18B did not know how to disassemble the weapons system and did not know the names of the parts of the weapons system. This junior 18B was given remedial training on the weapons system and was counseled by the senior 18B.
A 30	3	4.00	2.16	
I 20	2	4.00	3.00	
R* 40	4	3.25	1.92	
All	10	3.60	2.20	

Retranslation Listing of Incidents for Dimension B: (Problem name = 18ba)

Dim	%	N	M	S	122. The team went to a party hosted by the host country camp commander. This 18B, new to SF, danced with host nation soldiers and ate all foods provided. The team established rapport with the camp commander.
B*	100	11	5.73	1.14	
A11		11	5.73	1.14	

Dim	%	N	M	S	109. This 18C noticed that the indigenous elementary school was in poor condition and beyond repair. This 18C looked around the old school area for reusable materials and made a list of new materials needed. This 18C helped the villagers build a new school, allowing the villagers to take part. The villagers they felt as if they had built their new school and rapport with SF was improved.
B*	91	10	6.20	0.60	
A11		11	6.27	0.62	

Dim	%	N	M	S	82. During a deployment for training in a foreign country, this 18C became particularly close with a platoon among the indigenous forces. This 18C started to show favoritism to that platoon during training by always sitting them in front for classes, allowing them to go first during practical exercises, and giving them first shot at limited training resources (e.g., ammunition). The rest of the indigenous forces were aware of the favoritism and became annoyed, hurting rapport and training effectiveness.
B*	73	8	2.25	0.66	
A11		11	2.09	0.67	

Dim	%	N	M	S	60. This SF soldier was tasked to present a class to soldiers of a third world country. In this country, a rigid sense of military discipline was maintained, with military officers having absolute rule over the enlisted soldier. Prior to the start of the class, this SF soldier made negative comments about U.S. Army officers and officers in general, stating that "the world would be managed much better without them." The SF soldier had to apologize to the host nation and was relieved of his duties.
B*	55	6	1.67	0.75	
C	27	3	1.33	0.47	
A11		11	1.55	0.66	

Dim	%	N	M	S	103. The team was attempting to build rapport with and win the confidence of an indigenous force. The team leader could not make the indigenous force's leader like him, although he made great efforts to make the individual happy. This warrant officer jumped in and got the two leaders to better understand and accept each other. The team was able to build rapport with the indigenous force.
B*	55	6	5.50	0.76	
C	45	5	6.20	0.75	
A11		11	5.82	0.83	

Dim	%	N	M	S	8. This 18C was building a school house for a civil affairs project. Some cement and a little money was left over having completed the school. This 18C built a basketball court next to the school. Rapport was increased between the host nation and the SF team and a lot of children were happy.
B*	55	6	6.33	0.47	
J	27	3	6.67	0.47	
A11		11	6.45	0.50	

Dim	%	N	M	S	84. During a routine check of a road block, this 18B who was new to the location noticed that the police were manning the outpost using automatic weapons. He did not know that all previously confiscated weapons had recently been released. This 18B locked and loaded his M16 and took the weapons away from the armed police with the threat of violence. He destroyed the rapport that had taken six weeks to establish. A series of meetings had to be held to reestablish the U.S. presence and this 18B was removed from the area.
B*	55	6	1.00	0.00	
A11		11	1.36	0.88	

Dim	%	N	M	S	86. The team was conducting long range patrolling and basic infantry tactics training for foreign soldiers under extremely hot weather conditions. This SF soldier conducted training day after day in the heat and rough terrain, while maintaining a superior physical appearance, posture, and professional attitude. A greater level of respect for the abilities of U.S. troops was developed.
B*	55	6	6.33	0.75	
L	45	5	5.40	0.49	
A11		11	5.91	0.79	

Dim	%	N	M	S	102. This SF soldier was tasked to drive from one training site to another to pick up allied soldiers for an evening meal. This SF soldier had previously made the 20 mile trip between compounds once. This SF soldier got disoriented and became lost on the trip, arriving several hours late to pick up the soldiers. By the time the soldiers were brought back to the camp, the mess hall was closed. Friction resulted between the SF and allied soldiers.
B*	45	5	2.60	0.49	
M	36	4	1.25	0.43	
A11		11	2.09	0.79	

Dim	%	N	M	S	4. This 18C was assigned to a team leaving immediately for a foreign country. After only
B	45	5	6.20	0.98	

D*	55	6	5.83	0.69	four days in the country, this SF soldier was learning the language by communicating with the host nation trainees and also speaking full sentences in the language while off duty. He was able to communicate with and gain rapport with the host nation troops.
A11		11	6.00	0.85	

Dim	%	N	M	S	68. While in Central America at a bar and grill, this soldier had finished eating and began drinking. Thirty minutes before curfew, the soldier disobeyed a direct order from the detachment commander to get in the truck to go back to the barracks, using profanity. The owners of the bar and grill asked the soldier not to come back.
B*	36	4	1.25	0.43	
K*	36	4	1.75	0.83	
A11		11	1.45	0.66	

Dim	%	N	M	S	36. A team was conducting coalition training in Africa. The team had a linguist attached to it. The linguist was a native-born Somali who in the last several years had become an American and begun working for the Department of Defense. This team sergeant was unpleasant and untactful toward the linguist on the basis of his race and religion. The linguist would not work with the team sergeant and the team
B*	36	4	2.00	1.00	
C*	45	5	2.00	0.63	
A11		11	1.82	0.83	

Dim	%	N	M	S	13. The HN post commander curtailed routine communications with the SF team leader because the team leader could not speak the language. This team leader made no attempt to improve his language capabilities, even though he was in an ideal learning environment where many would have volunteered to help him. The HN personnel tactfully ostracized the team leader.
B*	36	4	1.75	0.83	
A11		11	1.45	0.78	

Dim	%	N	M	S	133. The team was using a range to practice battle drills. One of the host country guards drove up to the range and said that bullets were firing over the berm and striking buildings on the other side. This 18B told the detachment to aim lower and to slow down the rate of fire. The guard returned and said that the detachment had to stop firing.
B	27	3	2.00	0.82	
H*	36	4	2.50	1.66	
A11		11	2.64	1.37	

Dim	%	N	M	S	44. The detachment was conducting desert survival OCONUS. Water procurement in the area was a major problem. This 18B talked with the locals about how they had procured the water in the area. The detachment learned new water procurement methods.
B*	27	3	5.67	0.94	
J*	27	3	5.00	0.82	
A11		11	5.55	1.08	

Retranslation Listing of Incidents for Dimension C: (Problem name = 18ba)

Dim	%	N	M	S	
C*	55	6	3.83	1.57	136. During a field mission, a team sergeant was training a platoon-size element in light infantry skills. One of the soldiers was making rude comments to the instructor regarding his experience and knowledge of the subject. This team sergeant requested that the soldier remove himself to the rear of the group. Instead, the soldier walked to the front of the group and fired two blank rounds in the team sergeant's face. Higher HQ had to be called.
All		11	3.36	1.97	

Dim	%	N	M	S	
C*	55	6	6.17	0.69	15. A soldier, who had been involved in a drug related incident, barricaded himself and threatened to kill anyone who tried to take him away. This SF NCO convinced the soldier to allow himself to be committed for treatment. The soldier surrendered and was enrolled in a drug rehabilitation program.
All		11	6.00	0.74	

Dim	%	N	M	S	
B*	55	6	5.50	0.76	103. The team was attempting to build rapport with and win the confidence of an indigenous force. The team leader could not make the indigenous force's leader like him, although he made great efforts to make the individual happy. This warrant officer jumped in and got the two leaders to better understand and accept each other. The team was able to build rapport with the indigenous force.
C	45	5	6.20	0.75	
All		11	5.82	0.83	

Dim	%	N	M	S	
B	36	4	2.00	1.00	36. A team was conducting coalition training in Africa. The team had a linguist attached to it. The linguist was a native-born Somali who in the last several years had become an American and begun working for the Department of Defense. This team sergeant was unpleasant and untactful toward the linguist on the basis of his race and religion. The linguist would not work with the team sergeant and the team
C*	45	5	2.00	0.63	
All		11	1.82	0.83	

Dim	%	N	M	S	
B*	55	6	1.67	0.75	60. This SF soldier was tasked to present a class to soldiers of a third world country. In this country, a rigid sense of military discipline was maintained, with military officers having absolute rule over the enlisted soldier. Prior to the start of the class, this SF soldier made negative comments about U.S. Army officers and officers in general, stating that "the world would be managed much better without them." The SF soldier had to apologize to the host nation and was relieved of his duties.
C	27	3	1.33	0.47	
All		11	1.55	0.66	

Retranslation Listing of Incidents for Dimension D: (Problem name = 18ba)

Dim	%	N	M	S	
D*	82	9	5.00	1.15	71. An NCO was at a crowded cafe in eastern Europe and had used his newly-acquired language skills to order the bill. After he received a coffee-type drink from the waitress instead, he changed his pronunciation and asked again for the bill. The waitress brought him the bill.
All		11	5.18	1.19	
D*	70	7	5.71	0.88	119. This 18B did not know how to speak the host country language. This SF soldier used a small dictionary in his spare time to pick up the language. This 18B was able to help his team members communicate with the guerrilla forces.
All		10	5.50	1.12	
D*	64	7	5.57	0.90	48. This 18D could not speak any Spanish. This 18D learned what he could of the language from his team mates and from personal time reading. This 18D was able to present an excellent block of instruction in Spanish.
All		11	6.09	1.00	
D*	60	6	6.17	0.69	116. This 18D excelled was in language training. He continued studying during breaks and lunch hour. He initiated a hard study program and assisted others. He was identified by the language instructor as a top student.
J	30	3	6.67	0.47	
All		10	6.40	0.66	
D*	45	5	6.20	0.98	4. This 18C was assigned to a team leaving immediately for a foreign country. After only four days in the country, this SF soldier was learning the language by communicating with the host nation trainees and also speaking full sentences in the language while off duty. He was able to communicate with and gain rapport with the host nation troops.
D*	55	6	5.83	0.69	
All		11	6.00	0.85	
D*	36	4	1.75	0.83	13. The HN post commander curtailed routine communications with the SF team leader because the team leader could not speak the language. This team leader made no attempt to improve his language capabilities, even though he was in an ideal learning environment where many would have volunteered to help him. The HN personnel tactfully ostracized the team leader.
D*	55	6	1.33	0.75	
All		11	1.45	0.78	
D*	55	6	6.00	0.58	99. This SF soldier with poor language skills was giving a class in describing the different types of feeding mechanisms to foreign nationals. He brought the three actual feeding mechanisms with him and, after explaining them, he passed them around to the group. The foreign nationals learned the different types of feeding mechanisms.
D	27	3	5.67	0.47	
All		11	5.82	0.57	
D*	27	3	6.33	0.47	130. This senior NCO attended the Defense Language Institute in Monterey. He worked hard and applied good study habits. This NCO graduated with a 3.3 rating.
J*	55	6	6.67	0.47	
All		11	6.45	0.66	

## Retranslation Listing of Incidents for Dimension E: (Problem name = 18ba)

Dim	%	N	M	S	
E*	45	5	5.60	0.80	100. A detachment was training indigenous forces in marksmanship with the M16 rifle at a remote OCONUS mountain location approximately 40km from camp. One HN soldier experienced a misfire and applied immediate action, but the weapon still would not fire. This detachment 18B investigated the problem and discovered the cotter pin on the bolt carrier was broken. Rather than travel back to camp to get a spare part, this 18B used a grenade pin from his hat to replace the cotter pin. The weapon was used repeatedly over the next six weeks without any problems.
J*	36	4	6.00	0.71	
All		11	5.82	0.83	
E*	36	4	5.75	1.09	62. An 18E was told to mount an antenna on top of a building roof but the building had no roof access. This 18E looked around the building and found a tree that was only a few feet from the roof. He climbed the tree, walked out on a limb, and jumped to the roof. He installed the antenna and made commo.
J*	64	7	5.43	0.90	
All		11	5.55	0.99	
E*	36	4	5.50	0.50	14. The soldiers being trained did not have a way to clean their weapons. This 18E found an old bathtub and suggested that diesel fuel be used as cleaning fluid. The soldiers were able to clean their weapons.
J*	55	6	6.00	0.82	
All		11	5.82	0.72	
E*	27	3	6.33	0.94	51. During operations Desert Shield/Desert Storm, SF A-detachments were extremely short on vehicle weapon mounts. This SF soldier scrounged material from metal scrap piles and traded HREs with indigenous welders to weld the materials to his designs. The teams were outfitted with the mounts for the vehicles.
J*	64	7	6.29	0.70	
All		11	6.18	0.83	
E*	27	3	6.00	0.82	34. While using a non-standard/surveyor's map to plot a drop zone for a DZ survey, it was almost impossible to plot the buoy coordinates. This was extremely important because civilian residences were located in the area. This team member knew trigonometry and converted survey plots to latitude/longitude and then to military grid coordinates. The coordinates were plotted.
J*	45	5	5.80	0.75	
All		11	6.09	0.79	
E*	27	3	5.33	0.47	66. This 18B was responsible for sniper training in an African country. Upon arrival, this 18B inspected the weapons to be used for training and found that several weapons systems were inoperable. This 18B repaired all but one of the weapon systems prior to training. It was possible to train 11 snipers rather than 6 snipers.
J*	55	6	6.17	0.90	
All		11	6.00	0.85	
E*	20	2	3.00	2.00	128. This 18B picked up an AT-4 that had already been fired. Not realizing it had been fired, this 18B tried to fire the weapon three times and then understood that the weapon had been fired already. A new AT-4 was obtained and fired to standard.
J*	80	8	2.75	0.97	
All		10	2.80	1.25	

## Retranslation Listing of Incidents for Dimension F: (Problem name = 18ba)

Dim	%	N	M	S	
F*	73	8	1.38	0.48	112. During an exercise, this 18A was aware that two members of his team were declared wounded and would "die of wounds" if not treated by an 18D within two hours. The 18D was 1 km away, knew of the wounded, and asked this 18A if he should go treat them. This 18A decided that the 18D should remain at his location, trusting the higher headquarters to evacuate the casualties. The casualties "died of wounds" in accordance with the exercise rules.
All		11	1.27	0.45	
F*	64	7	5.86	1.12	78. A "G" base that had just been constructed was over-flown by an unknown aircraft. This SF team commander had everyone move to the alternate location. The team was safe.
All		11	5.91	1.08	
F*	55	6	1.83	1.07	46. This SF NCO was to draw an M9 pistol from the arms room to be used as a guard weapon. This NCO went to the range and used his own pistol as a guard weapon. The NCO was counseled, relieved from duty, and given a Relief for Cause NCDER.
All		11	1.82	0.94	
F*	55	6	6.67	0.47	56. During an actual combat mission, the UH-1D was receiving heavy ground fire. It was relayed to the air crew that friendly indigenous troops were in the field of fire. The order was given to the gunner to ignore this and provide fire. This 18B heard the order and asked for it to be repeated to be sure that he was in fact being told to fire on friendly troops. This 18B shifted his fire in the mean time so that it affected no one. The order had in fact been a mistake.
All		11	5.91	1.68	
F*	36	4	5.25	1.48	74. In a combat situation during contact with enemy forces, an SF team encountered close-range effective enemy fire. Both sides were firing from behind cover. This 18B placed counter-assault fire on the enemy but failed to employ hand grenades/H203 grenade launcher fire to eliminate the threat. During after-action review, it was determined that grenades would have been more effective; training on employing grenades was implemented.
All		11	4.18	1.27	
F*	27	3	1.67	0.47	69. This SF NCO was the DZ for an airborne operation at night with combat equipment. This NCO set up the DZ without computing the formula to ensure the troops landed where they were supposed to land. Two other NCOs tried to correct this NCO, but he said he was the DZ and would set up the DZ in the way he chose. The troops landed at the far edge of the drop zone, very near the tree line. Some individuals landed in the trees.
G*	27	3	1.33	0.47	
All		11	1.55	0.50	
F*	27	3	2.00	0.00	108. This 18B was in charge of a reconnaissance mission to navigate towards and find a site. During the mission, two team members informed the 18B that the terrain looked familiar and that they had been there before. This 18B ignored the soldiers' input and told them where he felt they were on the map. The team arrived at their "area of operations" only to be compromised by their own team as they had been surveilling the base camp; they had simply gone 360 degrees.
G*	64	7	1.14	0.35	
All		11	1.45	0.50	
F*	27	3	5.67	0.94	65. Weapons were to be emplaced and functioning before higher command elements arrived to view and critique training. A group was tasked to conduct parts of the training, but they were not coordinating with each other -- too many people were in charge. This SF soldier took charge of the situation, emplaced the weapons, and organized the procedures to complete the tasks to be done. The poor situation was turned around so that the training got done and the superiors still looked good.
J*	45	5	6.40	0.80	
All		11	6.00	0.95	
F*	22	2	2.50	0.50	43. During a field training exercise, an 18B was taking classes on the stinger (ADA) system from a local unit. Once trained, this 18B decided to fool around with the ADA system and began tracking local flying aircraft. A formation of F-16s radioed to air control that they did not liked to be tracked, even for training.
N*	22	2	2.50	0.50	
R*	22	2	1.50	0.50	
S*	22	2	3.50	1.50	
All		9	2.56	1.07	

## Retranslation Listing of Incidents for Dimension G: (Problem name = 18ba)

Dim	%	N	M	S
G*	73	8	1.75	0.66
All		11	1.91	0.79

98. A battalion was deploying on a "real world" mission and was advised to use ships as opposed to military airlift to deploy its equipment. Although the ships were slower, they could carry more equipment. This SF commander directed that the equipment be sent by military airlift, insisting that he could conduct the mission with less equipment. Equipment shortages prevented the unit from being fully capable for the mission and more equipment had to be sent.

Dim	%	N	M	S
G	36	4	1.25	0.43
H*	45	5	1.80	0.75
All		11	1.45	0.66

11. A detachment was tasked to run a drop zone for a company operation. This SF NCO failed to make final coordination with Air Force personnel regarding the marking of the drop zone. The airplane flew over the mis-marked drop zone without anyone jumping.

Dim	%	N	M	S
G	36	4	5.75	1.30
H*	45	5	5.80	0.75
All		11	5.73	1.14

125. While planning for an upcoming mission, this 18B noticed that they were missing some equipment. This 18B started and completed 75% of the planning and ensured that all the equipment and supplies were drawn. The team was prepared and the mission went smoothly.

Dim	%	N	M	S
G*	30	3	6.00	0.82
P*	30	3	6.00	0.82
All		10	5.90	0.94

117. A Special Forces company was deployed to JRTC to act as an AOB in a battalion field training exercise. This SF soldier who was tasked to plan the mission found that the required actions were changed several times. This SF soldier successfully made the required changes using his own ideas and those of his subordinates. Everything was accomplished.

Dim	%	N	M	S
G	27	3	2.67	1.25
H*	36	4	1.75	0.43
All		11	2.18	0.94

96. This 18B was deployed to Turkey in support of Desert Storm. This 18B, while preparing for a live mission, palletized all of his detachment's 40mm ammunition. As a result, the ammunition was not readily available to the detachment.

Dim	%	N	M	S
F*	27	3	1.67	0.47
G*	27	3	1.33	0.47
All		11	1.55	0.50

69. This SF NCO was the DZ for an airborne operation at night with combat equipment. This NCO set up the DZ without computing the formula to ensure the troops landed where they were supposed to land. Two other NCOs tried to correct this NCO, but he said he was the DZ and would set up the DZ in the way he chose. The troops landed at the far edge of the drop zone, very near the tree line. Some individuals landed in the trees.

## Retranslation Listing of Incidents for Dimension H: (Problem name = 18ba)

Dim	%	N	M	S
H*	73	8	2.50	0.87
All		11	2.36	0.88

25. The team was conducting water operations on a lake in the U.S. All equipment was to be lashed on one rope to the zodiac boat so that it could float free when the boat overturned. This soldier lashed the equipment to one rope but not to the boat itself. When the boat overturned, all equipment floated free of the boat but some of it floated free from the single line itself. The equipment scattered and was hard to retrieve.

Dim	%	N	M	S
H*	64	7	1.29	0.45
I	36	4	1.75	0.83
All		11	1.45	0.66

7. The team was doing an ARTEP in the Alaskan rural arctic training area to evaluate individual and detachment ability to accomplish special reconnaissance. This 18B did not collect his skis and snowshoes from the infiltration aircraft. He was not able to move effectively across the terrain, thereby slowing and affecting the detachment's capabilities.

Dim	%	N	M	S
G	36	4	5.75	1.30
H*	45	5	5.80	0.75
All		11	5.73	1.14

125. While planning for an upcoming mission, this 18B noticed that they were missing some equipment. This 18B started and completed 75% of the planning and ensured that all the equipment and supplies were drawn. The team was prepared and the mission went smoothly.

Dim	%	N	M	S
G	36	4	1.25	0.43
H*	45	5	1.80	0.75
All		11	1.45	0.66

11. A detachment was tasked to run a drop zone for a company operation. This SF NCO failed to make final coordination with Air Force personnel regarding the marking of the drop zone. The airplane flew over the mis-marked drop zone without anyone jumping.

Dim	%	N	M	S
H*	36	4	5.25	1.09
J*	36	4	3.50	1.50
All		11	4.36	1.87

23. During Desert Storm, the team had no one who was trained on a stinger. The equipment was unloaded 4 hours prior to entering combat operations so the team's weapons sergeant had almost no opportunity to learn how the stinger operated. This 18B reviewed the operating instructions in the time he had so that he could react if necessary to an ADA threat. The team did not encounter an ADA threat and so survived.

Dim	%	N	M	S
H*	36	4	2.25	0.83
All		11	1.73	0.86

26. An M-17 series protective mask maintenance class was being conducted. This 18E failed to remove his filters. The filters got wet when the mask was cleaned, making the filters unserviceable.

Dim	%	N	M	S
H*	36	4	1.75	0.83
All		11	1.45	0.66

79. This 18C was tasked to teach host nation soldiers about the G3 rifle assembly/disassembly and was given two months to prepare. This 18C did not ask for guidance from his two 18Bs and only picked up the weapon once prior to giving his class. During class, this 18C did not know how to take the bolt apart and had to ask for assistance on how to disassemble the bolt and perform a functions check. The soldiers of the host nation thought the 18C was incompetent.

Dim	%	N	M	S
G	27	3	2.67	1.25
H*	36	4	1.75	0.43
All		11	2.18	0.94

96. This 18B was deployed to Turkey in support of Desert Storm. This 18B, while preparing for a live mission, palletized all of his detachment's 40mm ammunition. As a result, the ammunition was not readily available to the detachment.

Dim	%	N	M	S
H	27	3	1.67	0.47
L*	55	6	1.50	0.50
All		11	1.45	0.50

114. The detachment was conducting a survival escape and resistance exercise. This 18B did not eat or drink properly because he had not paid attention in class. He experienced dehydration and malnutrition and had to be evacuated from the field.

Retranslation Listing of Incidents for Dimension I: (Problem name = 18ba)

Dim	%	N	M	S	
I*	64	7	6.43	0.73	95. A team was spending a lot of time preparing for deployment overseas; these preparations often interfered with personal problems and garrison duties. This SF soldier's motivation level seemed to increase as the work load became heavier. He lent a hand to others who were bogged down and frustrated, and helped with some of the others' personal problems. The entire preparation phase went smoothly and efficiently; a light-hearted attitude was maintained and tempers did not flare up.
All		11	5.55	1.83	
Dim	%	N	M	S	126. A team was involved in an incident and the command wanted to know who was at fault. The team decided to stick together and take the punishment as a whole entity. Three weeks later, this team member came forward and said that he had had nothing to do with the incident. The other team members could no longer trust him.
I*	64	7	1.29	0.45	
All		11	1.82	1.19	
Dim	%	N	M	S	101. The team was lacking in physical strength and endurance and was scoring in the mid-200s on the PT test. This SF soldier implemented weight training into the team's PT program during work hours. Morale was improved and the PT scores went up.
I*	64	7	5.57	0.90	
All		11	5.73	0.86	
Dim	%	N	M	S	105. Selected team members were tasked to train host nation soldiers. This SF soldier who was not assigned a training class assisted others by making copies, obtaining supplies, drawing charts, and listening to practice classes. The instructors for these classes could concentrate more on the quality of their classes instead of having to spend time on details. Classes were given on time and handouts were available to students.
I*	64	7	6.29	0.70	
All		11	5.82	0.83	
Dim	%	N	M	S	2. A team jumped into the field late one night on an overseas mission during the dry/hot season when water is scarce. Each team member was told to take plenty of water to last until a source could be found in the field. This team leader drank his eight quarts of water before morning, and then asked team members if they would share their water. This team leader became a burden to the rest of the team because they gave him some of the water they were conserving for themselves.
I*	55	6	1.50	0.76	
All		11	1.45	0.66	
Dim	%	N	M	S	7. The team was doing an ARTEP in the Alaskan rural arctic training area to evaluate individual and detachment ability to accomplish special reconnaissance. This 18B did not collect his skis and snowshoes from the infiltration aircraft. He was not able to move effectively across the terrain, thereby slowing and affecting the detachment's capabilities.
H*	64	7	1.29	0.45	
All		11	1.45	0.66	
Dim	%	N	M	S	40. The new commander wanted to receive weekly training briefs with the use of slides and other equipment. This 18C utilized his computer skills to assist in producing the slide show and briefing. The presentation was accepted by the commander.
I*	36	4	6.00	0.71	
All		11	5.73	0.96	
Dim	%	N	M	S	70. During Operation Desert Shield/Desert Storm, detachments located with Arab coalition forces were having supply difficulties. The battalion S-4 personally drove out to visit each detachment and carried items he could in his pick-up truck. Delivery of supplies to deployed detachments was slightly improved and morale was boosted.
I	27	3	6.33	0.47	
All		11	5.73	0.96	
Dim	%	N	M	S	64. This 18B was put in charge of maintaining the sitmap. The other team members kept asking him where the compound at which they were staying was located on the map. This 18B drew a bright, red circle around the location and wrote "the compound" inside the circle. This 18B got in trouble for not using military symbols, but everybody knew where they were on the map.
I*	27	3	3.67	0.47	
All		11	4.18	1.75	
Dim	%	N	M	S	21. While attending climbing training, this 18B observed a team leader fall while conducting a demonstration. This 18B immediately took the equipment needed and climbed up to assist the fallen climber. The climber was not seriously injured and other team members were motivated to learn more about climbing as they saw what it could accomplish.
I	20	2	4.50	0.50	
All		10	5.90	0.83	
Dim	%	N	M	S	123. An 18B was giving his team training on disassembly and assembly of the M2 .50 caliber
A	30	3	4.00	2.16	

I 20 2 4.00 3.00  
R\* 40 4 3.25 1.92  
All 10 3.60 2.20

machine gun. During the class, this junior 18B was asked to assist in the presentation. This junior 18B did not know how to disassemble the weapons system and did not know the names of the parts of the weapons system. This junior 18B was given remedial training on the weapons system and was counseled by the senior 18B.

Retranslation Listing of Incidents for Dimension J: (Problem name = 18Ba)

Dim	%	N	M	S	
J*	64	7	6.43	0.73	104. This SF soldier was tasked to work individually to produce operational information. This SF soldier researched, developed, and wrote a standard operating procedure for operations to be conducted by Special Forces in the future. SOP was developed in areas that had never been addressed.
P	27	3	6.00	0.00	
A11		11	6.18	0.72	
J*	64	7	6.00	0.53	27. During an exercise, this 18B was given foreign machine guns to use for training. The weapons had not been supplied with blank adaptors. This 18B took expended rounds and constructed make-shift blank adaptors. The foreign weapons fired well and never malfunctioned.
A11		11	6.09	0.67	
E	36	4	5.75	1.09	62. An 18E was told to mount an antenna on top of a building roof but the building had no roof access. This 18E looked around the building and found a tree that was only a few feet from the roof. He climbed the tree, walked out on a limb, and jumped to the roof. He installed the antenna and made commo.
J*	64	7	5.43	0.90	
A11		11	5.55	0.99	
I	27	3	6.33	0.47	70. During Operation Desert Shield/Desert Storm, detachments located with Arab coalition forces were having supply difficulties. The battalion S-4 personally drove out to visit each detachment and carried items he could in his pick-up truck. Delivery of supplies to deployed detachments was slightly improved and morale was boosted.
J*	64	7	5.71	0.88	
A11		11	5.73	0.96	
E	27	3	6.33	0.94	51. During operations Desert Shield/Desert Storm, SF A-detachments were extremely short on vehicle weapon mounts. This SF soldier scrounged material from metal scrap piles and traded MREs with indigenous welders to weld the materials to his designs. The teams were outfitted with the mounts for the vehicles.
J*	64	7	6.29	0.70	
A11		11	6.18	0.83	
D	27	3	6.33	0.47	130. This senior MCO attended the Defense Language Institute in Monterey. He worked hard and applied good study habits. This MCO graduated with a 3,3 rating.
J*	55	6	6.67	0.47	
A11		11	6.45	0.66	
E	36	4	5.50	0.50	14. The soldiers being trained did not have a way to clean their weapons. This 18E found an old bathtub and suggested that diesel fuel be used as cleaning fluid. The soldiers were able to clean their weapons.
J*	55	6	6.00	0.82	
A11		11	5.82	0.72	
F	27	3	5.67	0.94	65. Weapons were to be emplaced and functioning before higher command elements arrived to view and critique training. A group was tasked to conduct parts of the training, but they were not coordinating with each other -- too many people were in charge. This SF soldier took charge of the situation, emplaced the weapons, and organized the procedures to complete the tasks to be done. The poor situation was turned around so that the training got done and the soldiers still looked good.
J*	45	5	6.40	0.80	
A11		11	6.00	0.95	
E	27	3	6.00	0.82	34. While using a non-standard/surveyor's map to plot a drop zone for a DZ survey, it was almost impossible to plot the buoy coordinates. This was extremely important because civilian residences were located in the area. This team member knew trigonometry and converted survey plots to latitude/longitude and then to military grid coordinates. The coordinates were plotted.
J*	45	5	5.80	0.75	
A11		11	6.09	0.79	
E*	45	5	5.60	0.80	100. A detachment was training indigenous forces in marksmanship with the M16 rifle at a remote OCONUS mountain location approximately 40km from camp. One HH soldier experienced a misfire and applied immediate action, but the weapon still would not fire. This detachment 18B investigated the problem and discovered the cotter pin on the bolt carrier was broken. Rather than travel back to camp to get a spare part, this 18B used a grenade pin from his hat to replace the cotter pin. The weapon was used repeatedly over the next six weeks without any problems.
J	36	4	6.00	0.71	
A11		11	5.82	0.83	
J	36	4	5.75	1.09	67. During a practice isolation, the detachment was planning its infiltration. The maps needed for this were not available from the S-2. At the completion of the exercise, the detachment found that they had the maps but had not been able to find them due to confusion in the filing system. This 18B took all the maps, charts, and overheads and created a simple, comprehensive
P*	55	6	5.50	1.80	
A11		11	5.64	1.49	

filing and marking system. The detachment was able to find and use its assets.

Dim	%	N	M	S	
A*	36	4	5.50	1.12	19. The team was preparing for night movement with night vision goggles. This 18B planned NVG training and familiarization. He broke an infra-red chem-lite, poured the contents on a hacky sack, and had the team play hacky sack in the dark while wearing their NVGs. The team became coordinated in movement wearing NVGs.
J*	36	4	5.00	1.22	
A11		11	5.45	1.16	
H*	36	4	5.25	1.09	23. During Desert Storm, the team had no one who was trained on a stinger. The equipment was unloaded 4 hours prior to entering combat operations so the team's weapons sergeant had almost no opportunity to learn how the stinger operated. This 18B reviewed the operating instructions in the time he had so that he could react if necessary to an ADA threat. The team did not encounter an ADA threat and so survived.
J*	36	4	3.50	1.50	
A11		11	4.36	1.87	
I	20	2	4.50	0.50	21. While attending climbing training, this 18B observed a team leader fall while conducting a demonstration. This 18B immediately took the equipment needed and climbed up to assist the fallen climber. The climber was not seriously injured and other team members were motivated to learn more about climbing as they saw what it could accomplish.
J*	30	3	6.00	0.00	
A11		10	5.90	0.83	
D*	60	6	6.17	0.69	116. This 18D excelled was in language training. He continued studying during breaks and lunch hour. He initiated a hard study program and assisted others. He was identified by the language instructor as a top student.
J	30	3	6.67	0.47	
A11		10	6.40	0.66	
J	27	3	6.67	0.47	54. The team was conducting coalition warfare in the host country. The 18B learned that one of the M2 .50 cal's belonging to the host country had not been operational for 2 years. The weapon was supposed to be providing security for the team. This 18B disassembled the weapon, checked it, and determined the problem through his knowledge of the weapons system and through conversing with host team members in their native language. This 18B reassembled the weapon, performed a functions check, and found the weapon operational. It was possible to use the weapon.
R*	45	5	6.40	0.80	
A11		11	6.00	1.41	
B*	55	6	6.33	0.47	8. This 18C was building a school house for a civil affairs project. Some cement and a little money was left over having completed the school. This 18C built a basketball court next to the school. Rapport was increased between the host nation and the SF team and a lot of children were happy.
J	27	3	6.67	0.47	
A11		11	6.45	0.50	
B*	27	3	5.67	0.94	44. The detachment was conducting desert survival OCONUS. Water procurement in the area was a major problem. This 18B talked with the locals about how they had procured the water in the area. The detachment learned new water procurement methods.
J*	27	3	5.00	0.82	
A11		11	5.55	1.08	
J	20	2	5.50	0.50	120. This 18E working in a high mountainous winter environment on snowshoes was carrying well over 100 lbs. in his rucksack (a little more weight than the other members of the team had). At a given location on the route, this 18E volunteered to break from the group to recover a cache site almost three miles away, and went into the deep canyon despite the avalanche conditions. The 18E retrieved the 30 lbs worth of supplies and carried it the three miles and up 2,000 feet of altitude. He made it back to the team.
L*	60	6	6.33	0.94	
A11		10	5.80	1.08	



## Retranslation Listing of Incidents for Dimension K: (Problem name = 18ba)

Dim	%	N	M	S	
K*	100	11	5.82	0.94	41. During a battalion-sized ARTEP, this senior NCO was sent to monitor and evaluate the SF operations base. This SF NCO made an honest but critical evaluation, even though he knew it would be an unpopular point of view. The superiors of the evaluated unit questioned his loyalty to the unit.
All		11	5.82	0.94	
Dim	%	N	M	S	
K*	82	9	1.33	0.47	55. A soldier was tasked to set up commo via SATCOM with a team in the field. This soldier chose to sleep and did not even attempt to make commo. When this soldier said that he tried, another soldier with him disputed his statement, saying he simply slept all night. Commo was not made with the team in field.
All		11	1.64	1.15	
Dim	%	N	M	S	
K*	73	8	1.50	0.50	94. The unit was in the field performing company-level tactics. This senior NCO was given an LAW with a training round and asked if he knew how to load and fire it; he said yes. This SF NCO then asked another soldier how to load the weapon and the other soldier loaded it for him. When it was time to fire, this NCO then fired the weapon into the ground 30 feet in front of him. The target was not effectively engaged.
All		11	1.82	1.11	
Dim	%	N	M	S	
K*	73	8	1.13	0.33	20. Three men were to participate in a training exercise. This team leader overheard one of the 3 men lie about something related to the mission. This team sergeant did not report the lie. The 3 men were killed as a result.
All		11	1.09	0.29	
Dim	%	N	M	S	
B*	36	4	1.25	0.43	68. While in Central America at a bar and grill, this soldier had finished eating and began drinking. Thirty minutes before curfew, the soldier disobeyed a direct order from the detachment commander to get in the truck to go back to the barracks, using profanity. The owners of the bar and grill asked the soldier not to come back.
K*	36	4	1.75	0.83	
All		11	1.45	0.66	
Dim	%	N	M	S	
I*	64	7	1.29	0.45	126. A team was involved in an incident and the command wanted to know who was at fault. The team decided to stick together and take the punishment as a whole entity. Three weeks later, this team member came forward and said that he had had nothing to do with the incident. The other team members could no longer trust him.
K	36	4	2.75	1.48	
All		11	1.82	1.19	
Dim	%	N	M	S	
K	27	3	1.67	0.47	89. The detachment had completed an M249 live fire exercise. This 18B did not perform a complete PMCS on the M249. This 18B then turned the M249 in to the battalion arms room and indicated that he had performed the PMCS. A crushed and jammed live round was found under the bolt carrying group; the 18B was given a counseling statement on his neglect of safety.
N	27	3	1.00	0.00	
R*	36	4	1.25	0.43	
All		11	1.36	0.48	
Dim	%	N	M	S	
K*	27	3	5.67	0.94	131. This 18B was tasked with making sure the new officer and the new 18E confirmed zero on their M16A2s. This 18B obtained and ran the range. After firing, the two soldiers in question said they were zeroed. This 18B looked at the shot group of each soldier and found they were not zeroed. This 18B had the soldiers re-fire and confirm zero, even though the soldiers complained. The team members were zeroed.
All		11	6.09	1.00	

## Retranslation Listing of Incidents for Dimension L: (Problem name = 18ba)

Dim	%	N	M	S	
L*	64	7	6.29	0.70	134. During a post-assault operation, this SF soldier was tasked with evacuating a critically wounded person from a hostile, life-threatening environment. This soldier, due to his strength, was able to carry a 260+ pound critically wounded person approximately 300 meters, out of danger, to a control area that offered life-saving treatment. The wounded person survived.
All		11	6.45	0.66	
Dim	%	N <td>M</td> <td>S</td> <td></td>	M	S	
J	20	2	5.50	0.50	120. This 18E working in a high mountainous winter environment on snowshoes was carrying well over 100 lbs. in his rucksack (a little more weight than the other members of the team had). At a given location on the route, this 18E volunteered to break from the group to recover a cache site almost three miles away, and went into the deep canyon despite the avalanche conditions. The 18E retrieved the 30 lbs worth of supplies and carried it the three miles and up 2,000 feet of altitude. He made it back to the team.
L*	60	6	6.33	0.94	
All		10	5.80	1.08	
Dim	%	N <td>M</td> <td>S</td> <td></td>	M	S	
H	27	3	1.67	0.47	114. The detachment was conducting a survival escape and resistance exercise. This 18B did not eat or drink properly because he had not paid attention in class. He experienced dehydration and malnutrition and had to be evacuated from the field.
L*	55	6	1.50	0.50	
All		11	1.45	0.50	
Dim	%	N <td>M</td> <td>S</td> <td></td>	M	S	
B*	55	6	6.33	0.75	86. The team was conducting long range patrolling and basic infantry tactics training for foreign soldiers under extremely hot weather conditions. This SF soldier conducted training day after day in the heat and rough terrain, while maintaining a superior physical appearance, posture, and professional attitude. A greater level of respect for the abilities of U.S. troops was developed.
L	45	5	5.40	0.49	
All		11	5.91	0.79	
Dim	%	N <td>M</td> <td>S</td> <td></td>	M	S	
L*	45	5	6.20	0.75	77. An SF NCO was driving a Zodiac when he fell out and was run over a number of times by the boat. This SF soldier swam out to save him, avoiding being hit by the boat by getting the himself and the injured soldier underneath the water. This SF soldier swam the injured NCO to shore. The NCO was sent to the hospital to be treated for his injuries.
O	27	3	6.33	0.47	
All		11	6.36	0.64	
Dim	%	N <td>M</td> <td>S</td> <td></td>	M	S	
I	20	2	4.50	0.50	21. While attending climbing training, this 18B observed a team leader fall while conducting a demonstration. This 18B immediately took the equipment needed and climbed up to assist the fallen climber. The climber was not seriously injured and other team members were motivated to learn more about climbing as they saw what it could accomplish.
J*	30	3	6.00	0.00	
L*	30	3	6.33	0.47	
All		10	5.90	0.83	
Dim	%	N <td>M</td> <td>S</td> <td></td>	M	S	
L*	27	3	6.33	0.94	38. While conducting a move out live fire exercise, a team member was injured. Instead of stopping the exercise, this 18D hoisted up the injured team member, who weighed more than 250 pounds, and ran with him on initial withdrawal. The individual was treated, and the continuation of the exercise gave a more realistic scenario for the training.
O*	27	3	5.00	0.82	
All		11	5.36	1.30	
Dim	%	N <td>M</td> <td>S</td> <td></td>	M	S	
I*	55	6	1.50	0.76	2. A team jumped into the field late one night on an overseas mission during the dry/hot season when water is scarce. Each team member was told to take plenty of water to last until a source could be found in the field. This team leader drank his eight quarts of water before morning, and then asked team members if they would share their water. This team leader became a burden to the rest of the team because they gave him some of the water they were conserving for themselves.
L	27	3	1.33	0.47	
All		11	1.45	0.66	

Retranslation Listing of Incidents for Dimension M: (Problem name = 18ba)

Dim	4	N	M	S	29. This SF soldier was leading a squad of indigenous personnel to a resupply point and was responsible for moving the squad in the correct direction. The direction of travel was to be north, when in fact the SF soldier was leading the element east. Another NCO eventually took over and corrected the route.
M*	91	10	2.00	1.18	
All		11	2.36	1.61	

Dim	4	N	M	S	93. This 18C was on a reconnaissance exercise. This 18C did not know how to determine an azimuth. This 18C got the patrol lost for 9 hours. The mission was not accomplished.
M*	91	10	1.20	0.40	
All		11	1.27	0.45	

Dim	4	N	M	S	12. This SF soldier was responsible for land navigation techniques, with an estimated time of arrival of 12 midnight. This SF soldier did not arrive until 8 am. He could not use azimuth or a map appropriately and had gotten lost. The soldiers who were waiting for him were resentful, affecting team morale.
M*	73	8	1.25	0.43	
All		11	1.55	0.78	

Dim	4	N	M	S	108. This 18B was in charge of a reconnaissance mission to navigate towards and find a site. During the mission, two team members informed the 18B that the terrain looked familiar and that they had been there before. This 18B ignored the soldiers' input and told them where he felt they were on the map. The team arrived at their "area of operations" only to be compromised by their own team as they had been surveilling the base camp; they had simply gone 360 degrees.
F	27	3	2.00	0.00	
M*	64	7	1.14	0.35	
All		11	1.45	0.50	

Dim	4	N	M	S	102. This SF soldier was tasked to drive from one training site to another to pick up allied soldiers for an evening meal. This SF soldier had previously made the 20 mile trip between compounds once. This SF soldier got disoriented and became lost on the trip, arriving several hours late to pick up the soldiers. By the time the soldiers were brought back to the camp, the mess hall was closed. Friction resulted between the SF and allied soldiers.
B*	45	5	2.60	0.49	
H	36	4	1.25	0.43	
All		11	2.09	0.79	

Retranslation Listing of Incidents for Dimension N: (Problem name = 18ba)

Dim % N M S 132. An SF team was working with chemicals to improve the development of explosives. This SF soldier mixed and crushed the chemicals together. The chemicals ignited and the area was burned; no injuries resulted.

Dim % N M S 88. This 18B was responsible for planning, setting-up, and conducting a squad live fire exercise range. When the teams ran through the range, this 18B refused to wear his K-Pot at the request of another soldier. The unit S-3 showed up to inspect the training and found failures in the safety of the training because of this 18B.

Dim % N M S 16. During a training mission, a student was particularly uncooperative and aggressive towards the instructors. This principal cadre advised the rest of the detachment to watch the student closely in case he caused a problem later. Indeed, the student started to turn his weapon away from the established line of fire. No one was injured because a team member was there to intercede.

Dim % N M S 81. While conducting a live-fire exercise, the SAW used as covering fire double-fed and jammed. This senior SF NCO shifted the gun to a safe area and let it cool off. In the mean time, he began picking up the expended cartridges. The hot weapon accidentally discharged and killed him.

Dim % N M S 28. While conducting demolitions training, a misfire occurred leaving a block of TNT with sensitized detonating cord still priming the block. This officer picked up the block of TNT and brought it to a group of trainees to show them how stable TNT is rather than conducting proper misfire procedures. The officer endangered the group of trainees and received verbal counseling.

Dim % N M S 63. During a live fire exercise at an anti-tank range, this primary instructor was given a safety brief on the backblast area. During his live fire demonstration, this SF soldier left his foot in the backblast area. The backblast kicked up rocks and ruined his right combat boot and pant leg.

Dim % N M S 45. The detachment was training foreign troops on the 106mm recoilless rifle. The size and noise of the weapon was scaring and sometimes confusing the young troop members. This 18B observed that one of the men was confused and about to push the main gun trigger. The 18B yelled and started to run up to the man to stop him. The main gun fired and seriously injured the 18B, rendering him unserviceable.

Dim % N M S 9. During a live fire exercise at a machine gun range, a hot gun had a misfire. This range safety officer moved everyone back, waited for the gun to cool, and cleared the weapon. Safe procedures were demonstrated and no one was injured.

Dim % N M S 18. During a real world combat engagement, an 18B moved to a firing point and fired an AT-4 at the enemy. This 18B did not take protective measures for his rear. The backblast burned some other SF soldiers.

Dim % N M S 52. During an M-60 qualification course, the team was firing more rounds than should have been fired for sustained rate of fire. One M-60 jammed. This 18E instructor lifted up the feedtray cover. The round exploded in the machine gun and he lost an eye.

Dim % N M S 5. A team was conducting mortar training. While using an M19 hand-held mortar, this 18B was not paying attention to what he was doing. This 18B dropped a WP round 40-50 meters in front of another gun crew. The 18B was pulled off the gun after a check fire was called.

Dim % N M S 90. While conducting familiarization fire with the M-60 machine gun, the weapon double-fed and jammed. When this gunner could not correct the problem, he opened the feed tray cover of the M-60. The round in the chamber cooked off, causing minor injuries to both the gunner and the assistant gunner.

Dim % N M S 87. An ODA was conducting a live fire mission. Thousands of rounds were fired, making the weapons extremely hot. This 18E did not clear and check his own weapon. A SF soldier took off a chamber round in the barrel and the round struck the side of a boat.

Dim % N M S 57. During a FID mission, this 18B was in charge of the range where team and support troops were firing mortars. This 18B allowed an 18F to fire a 60mm mortar without first checking the firing data or charge. This 18B wanted to see how close a round would land on charge 0 and maximum elevation. This caused an extremely close impact that could have caused injuries.

Dim % N M S 10. This 18B was firing a 4.2 mortar in unplanned firings as part of a daily requirement. This 18B failed to follow firing procedures. The round went 15 feet into the air and then dropped back into the pit. Nobody was hurt.

Dim % N M S 49. An SF NCO was told to destroy some unidentified projectiles. Without investigating the matter further, this NCO attached explosives to the projectiles and detonated them. The projectiles were a fire/flame (filled) producing agent. A large wooded area was burned.

Dim % N M S 121. This 18B was responsible for drawing weapons for the ODA. After signing for the weapons, they were placed in a metal trunk and taken overseas. Upon arrival in the country, this 18B conducted a function check on all the M24G SAWs and found that one barrel was severely cracked. He removed the weapon from the trunk. Injury could have resulted had the damaged barrel not been discovered.

Dim % N M S 6. This gunner dropped a round of mortar ammunition which did not fire. This gunner did not observe the first misfire and dropped a second round that also did not fire. This gunner attempted to perform misfire procedures for the second round. This gunner was stopped by someone observing and was told that another round was still in the tube.

Dim % N M S 97. While on an MK-19 grenade MG range, round fragmentations impacted near the vehicle on which the weapon was mounted. The ODA's 18B stopped the range firing and instructed all the weapon-firers on the correct MK-19 "free-gun" firing position. No more round fragmentations impacted near the vehicle resulting in a safe range.

Dim % N M S 50. During a field training exercise, a soldier experienced dehydration and extreme heat exhaustion due to high heat and humidity. This 18B cooled the soldier with water, loosened his clothing, administered an IV, and arranged for evacuation. The heat casualty was effectively treated.

Dim % N M S 133. The team was using a range to practice battle drills. One of the host country guards drove up to the range and said that bullets were firing over the berm and striking buildings on the other side. This 18B told the detachment to aim lower and to slow down the rate of fire. The guard returned and said that the detachment had to stop firing.

Dim % N M S 35. During a movement to contact with live ammunition, an 11B with an SAW went to the ground. The trigger mechanism worked its way free, turning the SAW into a runaway gun. The 11B started to freak out and back away from the gun, not knowing what to do. This 18B rushed over, held the gun down, and broke the belt. No one was injured.

Dim % N M S 73. The team was conducting mortar firing on the range after receiving three weeks of training specifically dealing with mortars. This SF soldier, when given the okay to drop a round into the tube, tried to drop it in upside down. He was stopped, but repeated his error when given the okay again. This soldier endangered others around him and range procedures were halted due to safety violations.

Dtm	%	N	M	S	113. While on deployment, travelling with range control, exercise thermal gale, this SF soldier noticed another soldier laying beside the road. This SF soldier stopped his vehicle, rushed to the aid of the soldier, noticed he was suffering from heat stroke, and immediately began to administer first aid -- initiating an IV. The SF soldier saved the injured soldier's life.
N	27	3	6.67	0.47	
O*	64	7	6.43	0.73	
All		11	6.45	0.66	

Dtm	%	N	M	S	89. The detachment had completed an M249 live fire exercise. This 188 did not perform a complete PHCS on the M249. This 188 then turned the M249 in to the battalion arms room and indicated that he had performed the PHCS. A crushed and jammed live round was found under the bolt carrying group; the 188 was given a counseling statement on his neglect of safety.
K	27	3	1.67	0.47	
N	27	3	1.00	0.00	
R*	36	4	1.25	0.43	
All		11	1.36	0.48	

Dtm	%	N	M	S	53. This SF soldier was tasked to run a pistol range for a platoon size element. This SF soldier organized the platoon into firing ranks, gave them the task condition standards, and kept positive control during the firing on the range. The soldiers learned and were safety conscious.
A*	45	5	6.40	0.80	
N	27	3	5.00	1.63	
All		11	5.91	1.24	

Dtm	%	N	M	S	76. This 188 was laying in two 81mm mortars for a registration mission. After laying in the mortars, this 188 re-checked his M2 aiming circle against his M2 compass. He discovered that the M2 aiming circle was off by 500 miles. An accident was prevented.
N	27	3	6.67	0.47	
S*	64	7	5.86	0.83	
All		11	6.00	0.85	

Dtm	%	N	M	S	59. While conducting coalition warfare in Kuwait city, an SF A-detachment observed several small children playing with and around a pile of live hand grenades. This SF soldier attempted to explain the danger. He told the children to move away and then disarmed all of the grenades. The danger of the situation was reduced.
N*	27	3	5.67	0.94	
All		11	5.55	1.67	

Dtm	%	N	M	S	31. During specialized training for direct fire on the M224, this SF soldier was firing a longer close mission. This soldier lost control of the cannon, causing the cannon to super elevate. Two rounds fell close to the gun crews, but no one was hurt.
N	27	3	2.00	0.82	
S*	45	5	2.00	0.63	
All		11	2.00	0.74	

Dtm	%	N	M	S	43. During a field training exercise, an 188 was taking classes on the sfinder (ADA) system from a local unit. Once trained, this 188 decided to fool around with the ADA system and began tracking local flying aircraft. A formation of F-16s radioed to range control that they did not liked to be tracked, even for training.
F*	22	2	2.50	0.50	
N*	22	2	2.50	0.50	
R*	22	2	1.50	0.50	
S*	22	2	3.50	1.50	
All		9	2.56	1.07	

Retranslation Listing of Incidents for Dimension O: (Problem name = 18ba)

Dim %	N	M	S	118. A team was involved in a land mine attack. This junior 18E, although seriously injured himself, started lifesaving procedures on the team's only medic before treating himself. Although the senior medic died, he had time to make peace with God. The other team members survived.
O* 70	7	4.86	1.81	
All	10	5.50	1.80	
Dim %	N	M	S	113. While on deployment, travelling with range control, exercise thermal gale, this SF soldier noticed another soldier laying beside the road. This SF soldier stopped his vehicle, rushed to the aid of the soldier, noticed he was suffering from heat stroke, and immediately began to administer first aid -- initiating an IV. The SF soldier saved the injured soldier's life.
N 27	3	6.67	0.47	
O* 64	7	6.43	0.73	
All	11	6.45	0.66	
Dim %	N	M	S	50. During a field training exercise, a soldier experienced dehydration and extreme heat exhaustion due to high heat and humidity. This 18B cooled the soldier with water, loosened his clothing, administered an IV, and arranged for evacuation. The heat casualty was effectively treated.
N 36	4	6.00	1.00	
O* 55	6	6.17	0.90	
All	11	6.00	0.95	
Dim %	N	M	S	38. While conducting a move out live fire exercise, a team member was injured. Instead of stopping the exercise, this 18D hoisted up the injured team member, who weighed more than 250 pounds, and ran with him on initial withdrawal. The individual was treated, and the continuation of the exercise gave a more realistic scenario for the training.
N 27	3	6.33	0.94	
O* 27	3	5.00	0.82	
All	11	5.36	1.30	
Dim %	N	M	S	81. While conducting a live-fire exercise, the SAW used as covering fire double-fed and jammed. This senior SF NCO shifted the gun to a safe area and let it cool off. In the mean time, he began picking up the expended cartridges. The hot weapon accidentally discharged and killed him.
N* 64	7	1.71	0.88	
O 27	3	5.00	0.47	
All	11	1.55	0.78	
Dim %	N	M	S	77. An SF NCO was driving a Zodiac when he fell out and was run over a number of times by the boat. This SF soldier swam out to save him, avoiding being hit by the boat by getting himself and the injured soldier underneath the water. This SF soldier swam the injured NCO to shore. The NCO was sent to the hospital to be treated for his injuries.
L* 45	5	6.20	0.75	
O 27	3	6.33	0.47	
All	11	6.36	0.64	
Dim %	N	M	S	28. While conducting demolitions training, a misfire occurred leaving a block of TNT with sensitized detonating cord still priming the block. This officer picked up the block of TNT and brought it to a group of trainees to show them how stable TNT is rather than conducting proper misfire procedures. The officer endangered the group of trainees and received verbal counseling.
N* 55	6	1.83	1.07	
O 27	3	1.33	0.47	
All	11	1.55	0.89	
Dim %	N	M	S	63. During a live fire exercise at an anti-tank range, this primary instructor was given a safety brief on the backblast area. During his live fire demonstration, this SF soldier left his foot in the backblast area. The backblast kicked up rocks and ruined his right combat boot and pant leg.
N* 55	6	2.67	1.25	
O 27	3	2.67	1.25	
All	11	2.55	1.23	

Retranslation Listing of Incidents for Dimension P: (Problem name = 18ba)

Dim %	N	M	S	91. An advance party deployed overseas to prepare for the follow-on party. This SF soldier, once in the country, prepared the training area and coordinated for the arrival of the team. When the team arrived, there was no delay from the normal logistical problems before training could be conducted.
P* 55	6	6.00	1.15	
All	11	5.91	1.00	
Dim %	N	M	S	67. During a practice isolation, the detachment was planning its infiltration. The maps needed for this were not available from the S-2. At the completion of the exercise, the detachment found that they had the maps but had not been able to find them due to confusion in the filing system. This 18B took all the maps, charts, and overheads and created a simple, comprehensive filing and marking system. The detachment was able to find and use its assets.
J 36	4	5.75	1.09	
P* 55	6	5.50	1.80	
All	11	5.64	1.49	
Dim %	N	M	S	40. The new commander wanted to receive weekly training briefs with the use of slides and other equipment. This 18C utilized his computer skills to assist in producing the slide show and briefing. The presentation was accepted by the commander.
J* 36	4	6.00	0.71	
P* 36	4	5.75	0.83	
All	11	5.73	0.96	
Dim %	N	M	S	117. A Special Forces company was deployed to JRTC to act as an AOB in a battalion field training exercise. This SF soldier who was tasked to plan the mission found that the required actions were changed several times. This SF soldier successfully made the required changes using his own ideas and those of his subordinates. Everything was accomplished.
G* 30	3	6.00	0.82	
P* 30	3	6.00	0.82	
All	10	5.90	0.94	
Dim %	N	M	S	64. This 18B was put in charge of maintaining the sitmap. The other team members kept asking him where the compound at which they were staying was located on the map. This 18B drew a bright, red circle around the location and wrote "the compound" inside the circle. This 18B got in trouble for not using military symbols, but everybody knew where they were on the map.
I* 27	3	3.67	0.47	
P* 27	3	5.33	1.70	
All	11	4.18	1.75	
Dim %	N	M	S	104. This SF soldier was tasked to work individually to produce operational information. This SF soldier researched, developed, and wrote a standard operating procedure for operations to be conducted by Special Forces in the future. SOP was developed in areas that had never been addressed.
J* 64	7	6.43	0.73	
P 27	3	6.00	0.00	
All	11	6.18	0.72	

Retranslation Listing of Incidents for Dimension Q: (Problem name = 18ba)

Dim	%	N	M	S	47. This Special Forces soldier was sitting in a bar talking with another soldier. To impress some females that were sitting nearby, this SF soldier talked about a sensitive mission. This got back to the unit and the CID almost launched an investigation on the soldier.
Q*	100	11	1.36	0.64	
All		11	1.36	0.64	

Dim	%	N	M	S	24. This SF soldier was responsible for specific mission planning during pilot recovery training and for actual operations using classified area maps and charts. When he returned to his home station in the U.S., this soldier took a classified map with him as a war trophy. He then brought this sensitive map to his house for display to describe his deployment overseas with family and friends. The incident was reported and investigated.
Q*	100	11	1.73	0.96	
All		11	1.73	0.96	

Dim	%	N	M	S	42. This 18B was assigned the task of destroying sensitive materials in order to sterilize the detachment's isolation area. Some of the material was recorded on plastic viewgraph film, requiring that it be completely burned. This 18B did not ensure the materials were completely burned. The intelligence sergeant checked the burn barrel and discovered that some mission-related information could still be gleaned from the film; this 18B was counseled and given corrective training.
Q*	91	10	2.50	1.02	
All		11	2.55	0.99	

Dim	%	N	M	S	111. This SF soldier was buying some fertilizer from a hardware store for a mission. This SF soldier revealed the intent of usage for the fertilizer to an unauthorized host nation civilian while in the store. The team did not trust this soldier with security material anymore.
Q*	82	9	1.56	0.68	
All		11	1.55	0.66	

Retranslation Listing of Incidents for Dimension R: (Problem name = 188a)

Dim % N M S 61. SF soldiers were firing on a 50 cal. range. This 188 set up the 50 cal. for firing, without setting the headspace or timing. The gun blew up, costing \$7,999 to replace; luckily, no one was hurt.

Dim % N M S 107. This 188 was conducting rifle range for his team. Before the range, the 188 had disassembled all of the weapons and reassembled them incorrectly. The weapons would not fire.

Dim % N M S 72. While on a live fire range, one of the team members found that a .50 cal weapon would not complete a functions check and he told the 188. This 188 found that the breech block was reversed and reassembled the weapon correctly. Nobody was hurt.

Dim % N M S 106. On an M16 qualification range, an SF soldier's weapon was continually malfunctioning. This 188 examined the weapon and saw it was not feeding. He pulled out the magazine and replaced it with a new one. The M16 was operational.

Dim % N M S 128. This 188 picked up an AT-4 that had already been fired. Not realizing it had been fired, this 188 tried to fire the weapon three times and then understood that the weapon had been fired already. A new AT-4 was obtained and fired to standard.

Dim % N M S 22. This soldier was firing his M60; the barrel was hot and the gun double fed and jammed. This SF soldier waited instead of reacting in a timely manner, then opened the feedtray cover. One of the double-fed rounds cooked off due to the barrel's heat and injured the gunner.

Dim % N M S 58. This 188 was running a training exercise for disassembly and reassembly of a MAG-58. The 188 thought that everyone understood the weapon and allowed everyone to fire the weapon in the afternoon. The 188 inspected the weapons after the firing and found that a firing pin had been assembled incorrectly. The bolt carrier was damaged and had to be filed down.

Dim % N M S 75. On day 2 of a range event, the detachment found that a number of weapons did not work. This 188 inspected the weapons and found that they were improperly assembled. The 188 reassembled the weapons correctly. The detachment conducted a successful live fire range exercise with no injuries.

Dim % N M S 80. During FID operations in Desert Shield, the A detachment was conducting .50 MG training with host nation troops. The host nation guns would not feed properly and had to be charged after each round. This 188 noticed that the host nation troops were placing the ammunition belts in the guns upside down. He stopped the firing and demonstrated the proper feed technique. The guns fired properly and training continued.

Dim % N M S 83. During M-16 qualification, an 180's weapon was malfunctioning. He called an 188 to assist him. This 188 performed an immediate action drill on the M-16. The weapon was operational again.

Dim % N M S 66. This 188 was responsible for sniper training in an African country. Upon arrival, this 188 inspected the weapons to be used for training and found that several weapons systems were inoperable. This 188 repaired all but one of the weapon systems prior to training. It was possible to train 11 snipers rather than 6 snipers.

Dim % N M S 92. On a live fire range, an M-60 machine gun had a stoppage. This weapons sergeant removed the belt of ammunition and tried pulling the cocking level to the rear. When this did not work, this 188 positioned the M-60 on its butt plate with the barrel pointing down range and jumped on the cocking handle with the heel of his boot. The bolt moved to the rear and the weapon functioned properly.

Dim % N M S 135. Prior to a live fire range, this 188 conducted weapons cross-training. This 188 taught the other members of the team to do a functions check. As a result, one of the other team members identified a problem with a .50 cal weapon. The 188 repaired the weapon.

Dim % N M S 35. During a movement to contact with live ammunition, an 118 with an SAW went to the ground. The trigger mechanism worked its way free, turning the SAW into a runaway gun. The 118 started to freak out and back away from the gun, not knowing what to do. This 188 rushed over, held the gun down, and broke the belt. No one was injured.

Dim % N M S 54. The team was conducting coalition warfare in the host country. The 188 learned that one of the M2 .50 cal's belonging to the host country had not been operational for 2 years. The weapon was supposed to be providing security for the team. This 188 disassembled the weapon, checked it, and determined the problem through his knowledge of the weapons system and through conversing with host team members in their native language. This 188 reassembled the weapon, performed a functions check, and found the weapon operational. It was possible to use the weapon.

Dim % N M S 121. This 188 was responsible for drawing weapons for the ODA. After signing for the weapons, they were placed in a metal trunk and taken overseas. Upon arrival in the country, this 188 conducted a function check on all the M24G SAWs and found that one barrel was severely cracked. He removed the weapon from the trunk. Injury could have resulted had the damaged barrel not been discovered.

Dim % N M S 123. An 188 was giving his team training on disassembly and assembly of the M2 .50 caliber machine gun. During the class, this junior 188 was asked to assist in the presentation. This junior 188 did not know how to disassemble the weapons system and did not know the names of the parts of the weapons system. This junior 188 was given remedial training on the weapons system and was counseled by the senior 188.

Dim % N M S 90. While conducting familiarization fire with the M-60 machine gun, the weapon double-fed and jammed. When this gunner could not correct the problem, he opened the feed tray cover of the M-60. The round in the chamber cooked off, causing minor injuries to both the gunner and the assistant gunner.

Dim % N M S 127. Due to a personnel shortage, non-188s were utilized as cadre at an OCONUS MG-3 MG live fire range. A misfire occurred. This non-188 attempted to clear the weapon but did not perform all of the required actions. One of the indigenous soldiers being trained was injured when he then attempted to fire the weapon.

Dim % N M S 89. The detachment had completed an M249 live fire exercise. This 188 did not perform a complete PHCS on the M249. This 188 then turned the M249 in to the battalion arms room and indicated that he had performed the PHCS. A crushed and jammed live round was found under the bolt carrying group; the 188 was given a counseling statement on his neglect of safety.

Dim % N M S 52. During an M-60 qualification course, the team was firing more rounds than should have been fired for sustained rate of fire. One M-60 jammed. This 188 instructor lifted up the feedtray cover. The round exploded in the machine gun and he lost an eye.

Dim % N M S 18. During a real world combat engagement, an 188 moved to a firing point and fired an AT-4 at the enemy. This 188 did not take protective measures for his rear. The backblast burned some other SF soldiers.

Dim % N M S 9. During a live fire exercise at a machine gun range, a hot gun had a misfire. This range safety officer moved everyone back, waited for the gun to cool, and cleared the weapon. Safe procedures were demonstrated and no one was injured.

Dim	%	N	M	S	97. While on an MK-19 grenade MG range, round fragmentations impacted near the vehicle on which the weapon was mounted. The ODA's 18B stopped the range firing and instructed all the weapon-firers on the correct MK-19 "free-gun" firing position. No more round fragmentations impacted near the vehicle resulting in a safe range.
N*	36	4	6.00	1.00	
R	27	3	4.67	0.47	
All		11	5.64	0.98	

Dim	%	N	M	S	43. During a field training exercise, an 18B was taking classes on the stinger (ADA) system from a local unit. Once trained, this 18B decided to fool around with the ADA system and began tracking local flying aircraft. A formation of F-16s radioed to range control that they did not like to be tracked, even for training.
F*	22	2	2.50	0.50	
N*	22	2	2.50	0.50	
R*	22	2	1.50	0.50	
S*	22	2	3.50	1.50	
All		9	2.56	1.07	

Retranslation Listing of Incidents for Dimension S: (Problem name - 18ba)

Dim	%	N	M	S	110. This 18B was the ammunition bearer for a mortar team and was responsible for preparing the ammunition. This 18B was responsible for removing the correct number of charges and the safety rings. When asked by the gunner if the ammunition was ready, this 18B said it was. This 18B never went back to re-check the ammunition and did not check with the other members of the gun crew to see if he had prepped the ammunition properly. Three rounds were fired down range and did not explode. Range firing was stopped until the explosive ordnance department could clear the rounds.
S*	100	11	1.64	0.48	
All		11	1.64	0.48	

Dim	%	N	M	S	32. This junior MCO with little experience was put in charge of pulling together the firing fan on a plotting board for a mortar range. This NCO misplotted some critical firing data. When the round was fired, it landed several kilometers outside the fan. The FO realized the mistake and informed the FDC. The FDC replotted, found the error, and performed the correct fire mission.
S*	91	10	2.60	1.56	
All		11	2.55	1.50	

Dim	%	N	M	S	129. During a cold winter day, the 81mm mortar crew was firing a time on target mission. The number 2 gun was up and had the round in the tube. This assistant gunner got really cold and prematurely dropped the round. The mortar crew failed the ARTEP.
S*	82	9	1.89	0.74	
All		11	2.00	0.74	

Dim	%	N	M	S	39. During mortar training, this SF soldier was working the #2 gun. This SF soldier placed the live round in the cannon of an M29, fuse-end first. A cease fire was called and the soldier was removed from the gun pit.
S*	80	8	1.63	1.32	
All		10	1.50	1.20	

Dim	%	N	M	S	1. This SF soldier was preparing an M16 plotting board for a below pivot point mission. He set the wrong direction of fire on the board. It fired outside the range and people's lives were endangered.
S*	73	8	1.13	0.33	
All		11	1.18	0.39	

Dim	%	N	M	S	124. This 18B was tasked as FDC for his unit's patrol with one week's notice. This 18B did not review his material on FDC. On the day of the mission, this 18B realized that he had forgotten more about FDC than he remembered. The unit was forced to move out without indirect fire support.
S*	73	8	1.38	0.48	
All		11	1.27	0.45	

Dim	%	N	M	S	76. This 18B was laying in two 81mm mortars for a registration mission. After laying in the mortars, this 18B re-checked his M2 aiming circle against his M2 compass. He discovered that the M2 aiming circle was off by 500 miles. An accident was prevented.
N	27	3	6.67	0.47	
S*	64	7	5.86	0.83	
All		11	6.00	0.85	

Dim	%	N	M	S	10. This 18B was firing a 4.2 mortar in unplanned firings as part of a daily requirement. This 18B failed to follow firing procedures. The round went 15 feet into the air and then dropped back into the pit. Nobody was hurt.
N	36	4	1.25	0.43	
S*	55	6	1.17	0.37	
All		11	1.18	0.39	

Dim	%	N	M	S	31. During specialized training for direct fire on the M224, this SF soldier was firing a longer close mission. This soldier lost control of the cannon, causing the cannon to super elevate. Two rounds fell close to the gun crews, but no one was hurt.
N	27	3	2.00	0.82	
S*	45	5	2.00	0.63	
All		11	2.00	0.74	

Dim	%	N	M	S	6. This gunner dropped a round of mortar ammunition which did not fire. This gunner did not observe the first misfire and dropped a second round that also did not fire. This gunner attempted to perform misfire procedures for the second round. This gunner was stopped by someone observing and was told that another round was still in the tube.
N	36	4	2.75	1.79	
S*	45	5	1.40	0.49	
All		11	2.18	1.59	

Dim	%	N	M	S	5. A team was conducting mortar training. While using an M19 hand-held mortar, this 18B was not paying attention to what he was doing. This 18B dropped a WP round 40-50 meters in front of another gun crew. The 18B was pulled off the gun after a check fire was called.
N*	45	5	2.00	1.55	
S*	45	5	1.80	0.75	
All		11	1.82	1.19	



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 Retranslation Listing of Incidents for Dimension Z: (Problem name = 18ba)

D1m	%	N	M	S	57. During a FID mission, this 18B was in charge of the range where team and support troops were firing mortars. This 18B allowed an 18F to fire a 60mm mortar without first checking the firing data or charge. This 18B wanted to see how close a round would land on charge 0 and maximum elevation. This caused an extremely close impact that could have caused injuries.
N	36	4	2.75	1.48	
S*	45	5	1.80	1.17	
All		11	2.27	1.42	

D1m	%	N	M	S	17. The detachment was training foreign troops on indirect fire tactics with the 81mm mortar. The troops believed that only an open field could be used as a mortar position and so the mortar was a poor weapon to use during attacks as the enemy could see you. This 18B showed the troops how the mortar could be completely hidden and still engage the enemy. The unit began
A*	64	7	6.43	0.49	
S	36	4	6.00	1.00	
All		11	6.27	0.75	

D1m	%	N	M	S	73. The team was conducting mortar firing on the range after receiving three weeks of training specifically dealing with mortars. This SF soldier, when given the okay to drop a round into the tube, tried to drop it in upside down. He was stopped, but repeated his error when given the okay again. This soldier endangered others around him and range procedures were halted due to safety violations.
N	27	3	1.67	0.47	
S*	36	4	1.25	0.43	
All		11	1.27	0.45	

D1m	%	N	M	S	43. During a field training exercise, an 18B was taking classes on the stinger (ADA) system from a local unit. Once trained, this 18B decided to fool around with the ADA system and began tracking local flying aircraft. A formation of F-16s radioed to range control that they did not liked to be tracked, even for training.
F*	22	2	2.50	0.50	
H*	22	2	2.50	0.50	
R*	22	2	1.50	0.50	
S*	22	2	3.50	1.50	
All		9	2.56	1.07	

Retranslation Listing of Incidents for Dimension A: (Profile name = 18bb)

Dim % N M S 70. This SF NCO was tasked to teach tactics in another country. When teaching the class, this NCO spoke quietly and did not maintain control of the group. The students carried on conversations with each other during the class.

Dim % N M S 93. This SF NCO noticed that some of the host nation personnel were not proficient in common military patrolling techniques and that they were losing a lot of good men during war. This NCO instructed a cadre of men on military patrolling techniques who could later serve as the nucleus of a new training unit. The cadre of men is now instructing future soldiers on how to stay alive in combat.

Dim % N M S 104. This SF soldier was tasked to show the different types of locking systems to foreign nationals. This soldier briefly described each locking system and then showed the class actual examples which he had prepared beforehand. The foreign nationals had a good understanding of each locking system.

Dim % N M S 101. A class of 30 host nation soldiers was being trained in base station procedures. This SF soldier trained the H/H soldiers in antenna construction, radio procedures, and net operations in a clear, concise manner, having referred to manuals in preparation. The host nation experienced 100% increase in commo of their border outposts.

Dim % N M S 55. This 18B was training AIT soldiers in plotting board/FDC procedures. When questioned by trainees as to a math mistake he had made, this 18B moved ahead without answering the question or correcting the mistake. At the end of the lesson, most of the students had the incorrect solution and the 18B could not understand why. This 18B lost the respect of most of the trainees.

Dim % N M S 13. This 18B was selected as NCOIC of indirect fire training. The weapons sergeant's POIs were clear, concise, and to the point. In addition, he conducted classroom instruction at night so the firing range was at maximum utilization during the day, with very little down time. All personnel were trained.

Dim % N M S 34. While on an OP12 mortar range, 3 ODAs were receiving observed fire training on the MZZY mortar. This 18B tasked to run the range ensured that every ODA member was proficient on observed fire procedures before night firing began. Every ODA member (no matter what their PMS was) was given an opportunity to call for and adjust indirect fire on a night fire target.

Dim % N M S 52. While in Desert Shield, an ODA was tasked by the company commander to provide a several week block of instruction on observed fire procedures to a representative group of coalition Army officers. This 18B produced a POI and ensured that all the ODA members were extremely proficient in their tasked classes. By the time training was over, the coalition Army officers knew the procedures better than the instructors.

Dim % N M S 32. In a classroom setting, the team was using THT trainers for stinger training. This 18B instructor forgot to put the BCU in and when he tried to energize the stinger it malfunctioned. He failed to engage the aircraft and lost credibility with the trainees.

Dim % N M S 16. This 18B was given the task of giving a class in Spanish on OPSEC to a group of Paraguayan officers. This 18B gathered information, wrote a lesson outline, translated the lesson to Spanish, and presented it to the class. The sergeant increased the effectiveness of that unit by improving its OPSEC.

Dim % N M S 111. This 18B was training a host nation mortar platoon on indirect fire tactics. He spoke very little of the host nation language. He told them with his limited language ability that while he taught them weapons, they would teach him their language. This 18B used hand and arm signals and made fun of himself and some of the soldiers to get the learning objectives across. This 18B successfully trained approximately 60 host nation soldiers who were then able to form 2 mortar platoons and function as independent gun sections.

Dim % N M S 48. This 18B was tasked to give classes to guerrilla forces on the M16A1 rifle. The soldier did only superficial planning. During his class, this 18B forgot major items of instruction. The 18B was severely embarrassed by his performance and lack of preparation; some of the guerrillas knew more about the M16A1 than the 18B.

Dim % N M S 44. This SF NCO recognized that students were having problems maintaining their skills once they departed training for instinctive firing under terrorist control. This NCO developed a shooting sustainment program for Special Operations designated detachments. He provided a handout to all graduates so they could instruct their detachments in the art of selective shooting. Selective shooting skills were maintained at a greater level.

Dim % N M S 27. A group of guerrillas found an 81mm mortar and were curious to learn about its operation. This SF soldier established rapport with the guerrillas and showed them how the weapon system could enhance their G-base security. The guerrillas were able to effectively employ their new weapon system.

Dim % N M S 87. During an OCONUS deployment, the host nation soldiers were amazed with the upper body strength of the SF team members and were interested in increasing their upper body strength. This SF soldier developed a weight training program and provided instruction for those who were interested. The training was given twice a day. Many of the host nation soldiers were impressed with the results and persuaded others on their team to weight train with them.

Dim % N M S 3. The team was training in medical treatment procedures. One of the tasks was to start an IV. This SF soldier could not find a vein in which to stick the IV needle after 2 or 3 tries on two individuals. This SF soldier was given extra training on inserting needles properly, using fruit as a target.

Dim % N M S 61. An 18B, while deployed overseas, was giving instruction to indigenous soldiers on a 9mm pistol. Of the 20 students, nine of them had weapons that were not functioning. This 18B disassembled, repaired, and re-assembled the nine weapons within an hour. This created a safer exercise and taught the indigenous soldiers how to maintain their weapons.

Retranslation Listing of Incidents for Dimension B: (Problem name = 18bb)

Dim %	N	M	S	62. The detachment commander was meeting with a foreign brigade commander. This detachment commander declined to eat a meal which had been prepared and presented to him. The Ethiopian commander was offended and the incident was referred to at later meeting, damaging the rapport between the SF and the Ethiopians.
B* 100	10	1.70	1.79	
All	10	1.70	1.79	
Dim %	N	M	S	53. An SF A-detachment was conducting FID operations in Saudi Arabia. The senior weapons sergeant was the most knowledgeable individual on the detachment in dealing with the Arab culture. This 18B demonstrated and explained to the detachment the importance of not setting themselves apart from the host nation forces, of sitting down to drink tea, and of eating goat with them whenever offered. The detachment had an excellent relationship with the host nation unit and all objectives were met. The Saudi commander was near tears when the detachment had to leave.
B* 90	9	6.67	0.67	
All	10	6.70	0.64	
Dim %	N	M	S	119. This 18B was assisting the senior 18B with a rifle range while in an African country. This 18B was told not to fire any weapon system on the range other than the one the senior 18B had already zeroed and fired. An African soldier asked this 18B if he could shoot well. This 18B said he could and took the African soldier's weapon. He fired several rounds down range only to miss the target. The Africans lost faith in this 18B's ability to teach them rifle marksmanship and this 18B was not permitted to come back to the range.
B* 70	7	1.57	0.73	
All	10	1.50	0.67	
Dim %	N	M	S	95. This officer was giving a class to foreign nationals. This SF officer used inappropriate hand gestures as he did not understand the culture. The students were offended and lost interest in the class.
B* 70	7	1.43	0.49	
C 30	3	2.00	0.82	
All	10	1.60	0.66	
Dim %	N	M	S	87. During an OCONUS deployment, the host nation soldiers were amazed with the upper body strength of the SF team members and were interested in increasing their upper body strength. This SF soldier developed a weight training program and provided instruction for those who were interested. The training was given twice a day. Many of the host nation soldiers were impressed with the results and persuaded others on their team to weight train with them.
A 20	2	6.50	0.50	
B* 60	6	5.50	1.12	
All	10	5.80	0.98	
Dim %	N	M	S	49. This ODA was on a FID mission when a host country soldier couldn't get his MP5K to fire and said it was broken. This SF soldier checked the weapon out, found that the rounds were the real problem, put new rounds in the weapon, and checked that it functioned without flaws. The host country soldier was pleased the weapon was fine, and built rapport with the team.
B* 60	6	5.83	0.90	
E 20	2	6.00	1.00	
R 20	2	6.00	0.00	
All	10	5.90	0.83	
Dim %	N	M	S	79. After a long, hot day of training, this 18B noticed that a host nation soldier walked away from the other team members and sat down by a vehicle. This 18B calmly took over an aid bag and evaluated the host nation soldier. Upon determining that the soldier was dehydrated, this 18B gave him an IV and got a medic to monitor the soldier. The host nation soldier was treated without embarrassment and the soldier gained respect for this 18B.
B* 60	6	6.33	0.94	
O 20	2	6.50	0.50	
All	10	6.20	0.87	
Dim %	N	M	S	27. A group of guerrillas found an 81mm mortar and were curious to learn about its operation. This SF soldier established rapport with the guerrillas and showed them how the weapon system could enhance their G-base security. The guerrillas were able to effectively employ their new weapon system.
A 30	3	5.67	0.94	
B* 50	5	5.40	0.80	
All	10	5.80	0.98	
Dim %	N	M	S	133. An airborne school was being run for foreign nationals using the American jump school standard for pull-ups. However, not one of the foreign nationals could do more than 3 pull-ups. This SF soldier lowered the standard without making it look like a major adjustment was being made. The students were able to build up to over 3 pull-ups and complete the airborne training.
B* 40	4	5.75	0.83	
C 30	3	5.33	0.94	
E 20	2	6.50	0.50	
All	10	5.60	1.02	

Dim %	N	M	S	36. While on a deployment, this SF NCO was tasked to be the POC between American/Kurdish and Turkish forces while in the refugee camps. This NCO stopped a riot without any serious injuries to any of the people involved. This resulted in better relations and respect from the Kurdish people.
B 40	4	6.75	0.43	
C* 60	6	6.50	0.50	
All	10	6.60	0.49	

Dim %	N	M	S	118. An SF team was training an indigenous force. This SF soldier did not like any of the other team members and kept to himself when he was not conducting training. The indigenous soldiers could sense the tension and lost some of their confidence in the team. The training was slowed.
B 30	3	2.33	0.47	
I* 60	6	2.00	1.41	
All	10	2.10	1.14	

Dim %	N	M	S	1. A senior medic on an A team was responsible for treating the local populace. This 18D learned the language by treating the locals and working with them, rather than going through formal language courses. This 18D was effective in treating the locals and gained respect for the team.
B 30	3	6.00	0.82	
D* 60	6	5.33	1.37	
All	10	5.50	1.20	

Dim %	N	M	S	109. While in Africa, the detachment was sharing a host nation meal with French-speaking indigenous personnel. This 18E asked for butter in French. The soldier mispoke the word and the host nation personnel thought he had said he was leaving. This 18E lost a little of his credibility with the indigenous forces.
B 30	3	4.00	0.82	
D* 70	7	4.14	0.99	
All	10	4.10	0.94	

Dim %	N	M	S	31. When the team camped on a foreign beach, a villager stole blasting caps. This team sergeant informed the village chief that the team had a large amount of lumber and wood from mortar boxes that could be turned over to the village if the team's blasting caps were returned. The blasting caps were returned, along with several cases of San Miguel.
B 30	3	6.67	0.47	
C* 60	6	6.00	0.58	
All	10	6.30	0.64	

Dim %	N	M	S	7. The host nation had three inoperable World War II-era recoilless rifles that were needed to conduct training/operations. This 18B rebuilt all three weapons systems by cannibalizing from the three to get one full system and by manufacturing the parts for the remaining two in a machine shop. All three weapons systems operated through all training and for upwards of two years in actual operations.
B 20	2	7.00	0.00	
E* 30	3	5.67	0.47	
J 20	2	7.00	0.00	
R* 30	3	6.33	0.94	
All	10	6.40	0.80	

Dim %	N	M	S	61. An 18B, while deployed overseas, was giving instruction to indigenous soldiers on a 9mm pistol. Of the 20 students, nine of them had weapons that were not functioning. This 18B disassembled, repaired, and re-assembled the nine weapons within an hour. This created a safer exercise and taught the indigenous soldiers how to maintain their weapons.
A 20	2	5.50	0.50	
B 20	2	6.00	1.00	
R* 50	5	6.20	0.75	
All	10	6.10	0.83	

Dim %	N	M	S	52. While in Desert Shield, an ODA was tasked by the company commander to provide a several week block of instruction on observed fire procedures to a representative group of coalition Army officers. This 18B produced a POI and ensured that all the ODA members were extremely proficient in their tasked classes. By the time training was over, the coalition Army officers knew the procedures better than the instructors.
A* 60	6	6.50	0.50	
B 20	2	6.00	1.00	
All	10	6.50	0.67	

Retranslation Listing of Incidents for Dimension C: (Problem name = 18bb)

Dim	%	N	M	S
C	20	2	3.50	2.50
F*	60	6	5.83	0.90
All		10	5.30	1.73

9. During post-combat search procedures of detainees, this 18B was responsible for the body search of subjects collected during urban assaults. Upon viewing the non-verbal posture of a detainee, this 18B directed that he be separated from the remainder of the group. The detainee turned out to be a key opposition leader attempting to pass U.S. lines to escape custody/confinement for war crimes.

Dim	%	N	M	S
C*	80	8	6.00	1.32
All		10	6.10	1.22

131. While in a host country training indigenous soldiers, an NCO picked up an unsupervised weapon belonging to an Arab. After making his point, the NCO wouldn't return the weapon, creating a tense situation. This SF soldier saw this situation, intervened and told the first NCO that he could destroy the team's credibility (without causing him to lose face with the Arabs). He also told the Arabs it was just a drill and started telling jokes in one of the region's languages. The situation was diffused in a matter of seconds.

Dim	%	N	M	S
B	40	4	6.75	0.43
C*	60	6	6.50	0.50
All		10	6.60	0.49

36. While on a deployment, this SF NCO was tasked to be the PDC between American/Kurdish and Turkish forces while in the refugee camps. This NCO stopped a riot without any serious injuries to any of the people involved. This resulted in better relations and respect from the Kurdish people.

Dim	%	N	M	S
B	30	3	6.67	0.47
C*	60	6	6.00	0.58
All		10	6.30	0.64

31. When the team camped on a foreign beach, a villager stole blasting caps. This team sergeant informed the village chief that the team had a large amount of lumber and wood from mortar boxes that could be turned over to the village if the team's blasting caps were returned. The blasting caps were returned, along with several cases of San Miguel.

Dim	%	N	M	S
C*	50	5	5.40	1.74
E	20	2	6.50	0.50
All		10	6.00	1.41

22. The detachment was training foreign troops on 81mm mortar firing FDC. The officers were to receive training but were trying to avoid it. The 18B stated that only a select few could learn FDC and that it took a unique individual to understand and master it. The 18B also stated that only those personnel who passed a special test would be allowed to attend the training. All the officers attended mortar training upon passing the test.

Dim	%	N	M	S
C	40	4	5.75	1.09
F*	50	5	5.60	0.80
All		10	5.50	1.02

17. While driving into a small town, an A team was fired upon. This team leader told the team not to return fire and to wait it out to see where the confusion lay. The local army apparently knew nothing about the team's scheduled arrival. This team leader discussed the situation with the local army and explained why the team was there. The locals received medical treatment for the women and children.

Dim	%	N	M	S
B*	40	4	5.75	0.83
C	30	3	5.33	0.94
E	20	2	6.50	0.50
All		10	5.60	1.02

133. An airborne school was being run for foreign nationals using the American jump school standard for pull-ups. However, not one of the foreign nationals could do more than 3 pull-ups. This SF soldier lowered the standard without making it look like a major adjustment was being made. The students were able to build up to over 3 pull-ups and complete the airborne training.

Dim	%	N	M	S
B*	70	7	1.43	0.49
C	30	3	2.00	0.82
All		10	1.60	0.66

95. This officer was giving a class to foreign nationals. This SF officer used inappropriate hand gestures as he did not understand the culture. The students were offended and lost interest in the class.

Dim	%	N	M	S
C	30	3	5.67	1.25
F*	60	6	5.50	1.61
All		10	5.50	1.43

25. An A team on a reconnaissance mission behind enemy lines was accidentally discovered by a little girl. She started screaming for her father, who came running toward the team. Rather than kill them, this team leader called for a helicopter to come and pick up the team. He held the two until the helicopter landed and then released them. The team and the two family members survived.

Dim	%	N	M	S
C	20	2	1.00	0.00
I*	60	6	2.00	0.58
All		10	2.00	1.18

98. This SF NCO had a different opinion from that of the team sergeant. This NCO became angry as he felt he was right and started to get belligerent. The NCO was given a counseling statement.

Dim	%	N	M	S
C	20	2	7.00	0.00
F*	60	6	6.50	0.76
All		10	6.70	0.64

21. During a combat patrol in a period of limited visibility, the detachment made chance contact with an unknown element. This 18B serving as point-man for the detachment's movement through the hostile environment remained calm, halted the patrol, and challenged the unknown element. He prevented a fire-fight with what turned out to be friendly forces operating out of zone.

Retranslation Listing of Incidents for Dimension D: (Problem name = 18bb)

Dim	%	N	M	S	91. During a military gathering, this SF soldier was sitting at a table with a Marine Corps commander when they were joined by a Spanish speaking officer. The two officers were trying to communicate, but neither could speak the other person's language. This SF soldier offered to translate for both individuals. The offer was accepted and the officers were able to productively exchange ideas.
D*	90	9	6.11	1.10	
All		10	6.00	1.10	
Dim	%	N	M	S	67. During deployment to a foreign country, this 18B was tasked to teach a class in Spanish about certain weapons. This 18B did not speak Spanish very well. This 18B spent many hours after duty practicing Spanish with a local indigenous person. He was able to teach the class.
D*	80	8	6.00	0.87	
All		10	5.70	1.00	
Dim	%	N	M	S	109. While in Africa, the detachment was sharing a host nation meal with French-speaking indigenous personnel. This 18E asked for butter in French. The soldier misspoke the word and the host nation personnel thought he had said he was leaving. This 18E lost a little of his credibility with the indigenous forces.
B	30	3	4.00	0.82	
D*	70	7	4.14	0.99	
All		10	4.10	0.94	
Dim	%	N	M	S	1. A senior medic on an A team was responsible for treating the local populace. This 18D learned the language by treating the locals and working with them, rather than going through formal language courses. This 18D was effective in treating the locals and gained respect for the team.
B	30	3	6.00	0.82	
D*	60	6	5.33	1.37	
All		10	5.50	1.20	
Dim	%	N	M	S	11. This team member wanted to learn another language instead of Korean. He put up quite a fuss until he found out that people were going to Sogon University in Korea; he then bumped out someone else who wanted to go. He did not apply himself and came back to the team without a rating or any workable knowledge of the language. A slot that could have been taken by someone who truly wanted to learn was wasted.
D*	40	4	1.50	0.87	
I*	40	4	1.00	0.00	
All		10	1.20	0.60	
Dim	%	N	M	S	111. This 18B was training a host nation mortar platoon on indirect fire tactics. He spoke very little of the host nation language. He told them with his limited language ability that while he taught them weapons, they would teach him their language. This 18B used hand and arm signals and made fun of himself and some of the soldiers to get the learning objectives across. This 18B successfully trained approximately 60 host nation soldiers who were then able to form 2 mortar platoons and function as independent gun sections.
A*	50	5	6.60	0.80	
D	30	3	5.33	0.47	
All		10	5.80	1.08	
Dim	%	N	M	S	16. This 18B was given the task of giving a class in Spanish on OPSEC to a group of Paraguayan officers. This 18B gathered information, wrote a lesson outline, translated the lesson to Spanish, and presented it to the class. The sergeant increased the effectiveness of that unit by improving its OPSEC.
A*	50	5	6.00	0.89	
D	20	2	6.50	0.50	
All		10	6.00	0.89	

Retranslation Listing of Incidents for Dimension E: (Problem name = 18bb)

Dim % E* 78 All	N M S 7 5.43 1.05 9 5.56 1.07	68. This officer was deployed OCONUS and his team was supervising weapons maintenance of indigenous personnel. An indigenous soldier produced an M16 that had something stuck in the barrel which could not be driven out. This officer suggested that the weapon be placed on top of a portable gas heater to expand the barrel. The foreign object was removed from the barrel.
Dim % E* 70 J 20 All	N M S 7 6.00 0.93 2 6.00 1.00 10 6.10 0.94	134. During a winter, FTX a medic was having trouble keeping the IV solution from freezing up. This medic placed the IV solution in the heat packet that comes in the new MREs. By adding water to this packet, the IV solution heated up and kept the solution from freezing.
Dim % E* 50 J 30 R 20 All	N M S 5 6.60 0.49 3 6.33 0.94 2 7.00 0.00 10 6.60 0.66	54. The team was conducting a FID mission. One of the indigenous force's weapons had lost a take-down pin. This 18B used a Swiss Army knife and a dremel from the tool kit and drill rod stock sizes he had brought with him to reconstruct the take-down pin. The weapon was 100% operational.
Dim % E* 50 J 20 All	N M S 5 6.00 0.89 2 6.50 0.50 10 6.20 0.75	23. Upon inspecting weapon systems to be used for training in a foreign country, this 18B found several of the systems to be inoperable. This 18B conducted research to see if any other weapons systems were available. This 18B discovered one warehouse full of weapons in one part of the country and another full of magazines in another area of the country. The host nation forces were able to refit their Army with new weapons systems that they had thought were unusable.
Dim % E* 40 H 30 J 20 All	N M S 4 6.00 0.71 3 6.00 1.41 2 6.00 0.00 10 6.00 0.89	60. An SF soldier was preparing for establishing communications with the base station during a deployment. The SF soldier went outside and designed a different antenna every day for several days until he was successful. The soldier was confident that communication would be achieved in the deployment environment.
Dim % E* 33 J 22 R* 33 All	N M S 3 5.67 0.94 2 5.00 0.00 3 6.33 0.47 9 5.67 0.82	47. While conducting a range fire for machine guns, a number of the host nation weapons were malfunctioning. This 18B set up a station on the side to test and repair each of the faulty systems. Training was completed.
Dim % B 20 E* 30 J 20 R* 30 All	N M S 2 7.00 0.00 3 5.67 0.47 2 7.00 0.00 3 6.33 0.94 10 6.40 0.80	7. The host nation had three inoperable World War II-era recoilless rifles that were needed to conduct training/operations. This 18B rebuilt all three weapons systems by cannibalizing from the three to get one full system and by manufacturing the parts for the remaining two in a machine shop. All three weapons systems operated through all training and for upwards of two years in actual operations.
Dim % E 30 R* 60 All	N M S 3 5.67 0.94 6 6.33 0.47 10 5.60 1.69	106. The detachment was on the range using M60s. One M60 was new but would not work. This 18B took the M60 that would not fire off the line and disassembled and inspected it. This 18B found that a round was in the weapon and concluded that the ejector was not collapsing, thereby preventing the bolt from moving all the way forward. This 18B disassembled the bolt and cut the ejector spring down 1 1/2 coils. The weapon functioned and training was completed.
Dim % E 22 R* 78 All	N M S 2 6.00 1.00 7 5.57 0.49 9 5.67 0.67	30. On a live fire range, an M-16 was not continuously firing. This 18B looked at the ejection part while the weapon was firing. He determined that it had a short recoil and fixed it by staggering the gas rings. The weapon was repaired.
Dim % C* 50 E 20 All	N M S 5 5.40 1.74 2 6.50 0.50 10 6.00 1.41	22. The detachment was training foreign troops on 81mm mortar firing FDC. The officers were to receive training but were trying to avoid it. The 18B stated that only a select few could learn FDC and that it took a unique individual to understand and master it. The 18B also stated that only those personnel who passed a special test would be allowed to attend the training. All the officers attended mortar training upon passing the test.
Dim % E* 20 G* 20 I* 20	N M S 2 5.00 0.00 2 5.50 1.50 2 6.50 0.50	39. A new officer inherited a team with no long range plan or long range training calendar. This officer read the team mission letter and METL. He then established the proficiency of

J* 20	2 5.00 0.00	the team in its collective tasks, determining areas of strength and weaknesses. The officer issued training guidance and oversaw the long range calendar. The team was brought back into focus and was trained on METL tasks.
All	10 5.60 1.02	

Dim % B* 60 E 20 R 20 All	N M S 6 5.83 0.90 2 6.00 1.00 2 6.00 0.00 10 5.90 0.83	49. This ODA was on a FID mission when a host country soldier couldn't get his MP5K to fire and said it was broken. This SF soldier checked the weapon out, found that the rounds were the real problem, put new rounds in the weapon, and checked that it functioned without flaws. The host country soldier was pleased the weapon was fine, and built rapport with the team.
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Dim % B* 40 C 30 E 20 All	N M S 4 5.75 0.83 3 5.33 0.94 2 6.50 0.50 10 5.60 1.02	133. An airborne school was being run for foreign nationals using the American jump school standard for pull-ups. However, not one of the foreign nationals could do more than 3 pull-ups. This SF soldier lowered the standard without making it look like a major adjustment was being made. The students were able to build up to over 3 pull-ups and complete the airborne training.
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Dim % A 20 E 20 O* 40 All	N M S 2 3.00 0.00 2 4.00 1.00 4 1.50 0.87 10 2.30 1.27	3. The team was training in medical treatment procedures. One of the tasks was to start an IV. This SF soldier could not find a vein in which to stick the IV needle after 2 or 3 tries on two individuals. This SF soldier was given extra training on inserting needles properly, using fruit as a target.
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Retranslation Listing of Incidents for Dimension F: (Problem name = 18bb)

Dim % N M S 112. This SF team leader was given a direct action mission. This team leader led his team to the target and found 2 platoons of the enemy there instead of just one squad. This team leader did not pull back, but continued with the hit on the target. Many SF casualties resulted.

Dim % N M S 4. This 18B was tasked to prepare for marksmanship training for M-16 rifles. The M-16s were already set up for zero for each individual; soldiers were just to confirm the zeros. This 18B zero-ized all the weapons. The team had to re-zero their weapons, using time and ammunition it did not have the luxury of using.

Dim % N M S 25. An A team on a reconnaissance mission behind enemy lines was accidentally discovered by a little girl. She started screaming for her father, who came running toward the team. Rather than kill them, this team leader called for a helicopter to come and pick up the team. He held the two until the helicopter landed and then released them. The team and the two family members survived.

Dim % N M S 21. During a combat patrol in a period of limited visibility, the detachment made chance contact with an unknown element. This 18B serving as point-man for the detachment's movement through the hostile environment remained calm, halted the patrol, and challenged the unknown element. He prevented a fire-fight with what turned out to be friendly forces operating out of zone.

Dim % N M S 9. During post-combat search procedures of detainees, this 18B was responsible for the body search of subjects collected during urban assaults. Upon viewing the non-verbal posture of a detainee, this 18B directed that he be separated from the remainder of the group. The detainee turned out to be a key opposition leader attempting to pass U.S. lines to escape custody/confinement for war crimes.

Dim % N M S 17. While driving into a small town, an A team was fired upon. This team leader told the team not to return fire and to wait it out to see where the confusion lay. The local army apparently knew nothing about the team's scheduled arrival. This team leader discussed the situation with the local army and explained why the team was there. The locals received medical treatment for the women and children.

Dim % N M S 29. This 18B was the gunner for an M224 60mm mortar. While preparing to fire the weapon in the hand-held mode, this 18B told his ammunition bearer to set the round for charge one. The ammunition bearer stated that this was the wrong charge setting. This 18B did not agree with the ammunition bearer and fired the weapons system. The rounds were fired short because the weapon system moved when it was fired.

Dim % N M S 50. This SF soldier was firing the M60 machine gun. The spare barrel was marked with the machine gun so this soldier could not be sure that the spare barrel belonged to that gun. This SF soldier decided to fire the gun anyway and replace the barrel when it became hot with the spare barrel. The soldier was reprimanded for showing disregard for the weapon.

Dim % N M S 97. This 18B was in charge of running a fire direction center and missed a plot on his plotting board. This 18B checked his data against that of his subordinates and saw that his data differed. This 18B checked his plotting board and then changed his data. The correct data was sent and the guns were fired correctly.

Dim % N M S 113. A team was moving toward a target. This patrol leader determined the distance to the target on the map to be a few kilometers, without taking into account the steep terrain or thick vegetation. The patrol missed the time on target.

Dim % N M S 125. This 18B was tasked with emplacing a mortar firing position in support of his unit's patrol. The ground to be covered was made up of a variety of terrains. This 18B selected to

A11 10 1.30 0.64 emplace his mortar firing position in an extremely large, open field next to an occupied house. The mortar firing position was spotted by enemy troops and fired upon.

Dim % N M S 45. This SF soldier was tasked to perform a task. Whenever this SF soldier was given another task, he would stop performing the one he had been working on and move onto the next. The other team members had to finish up where this SF soldier had left off on tasks.

Dim % N M S 96. This 18E was tasked to make a communications shot back to Fort Bragg. This 18E did not make the commo shot because there was no one in the SICDET when he called. This 18E did not attempt to make the commo shot again. A mandatory commo shot was missed, reflecting poorly upon the company.

Dim % N M S 89. This 18B was settling a base plate of an 81mm mortar. After firing the first three rounds, the base plate still would not settle firmly in the ground. This 18B chose an alternate location. After firing the first three rounds in the new location, the base plate settled. There were no injuries.

Dim % N M S 132. This SF soldier was given a mission of employing an 84mm recoilless rifle on an enemy road junction. This soldier set his weapon in a properly concealed site within range of the target area. The SF soldier effectively engaged the target area.

Dim % N M S 102. During a mission planning phase, this 18B was responsible for threat assessment. This 18B found that the enemy was an overwhelming force that the team would not be able to handle. The mission was canceled and many lives were spared.

Dim % N M S 77. This 18B was responsible for weapons training in an African country. Upon arrival, it was discovered that there were no ranges. This 18B talked to the 18C and the supply sergeant on the team about getting the equipment to build a range and developing a plan for its construction. The range was built and the host nation was able to acquire the materials to make more ranges.

Dim % N M S 88. This SF NCO was not sure how to put headspace and timing on a .50 caliber machine gun. This NCO attempted to fire the weapon without telling anyone before he did so. The machine gun blew up, scattering small bits of brass and destroying the weapon beyond repair.

Dim % N M S 124. During a training exercise, the detachment leadership was tied up in a coordination meeting at another location. The remainder of the detachment was aware that a joint training event requiring their presence was to take place at a particular place and time in the near future. This senior detachment member took charge in the absence of authority, task organized the team, and prepared all equipment for training. This SF soldier waited till the last possible minute for the detachment leadership and then moved the remainder of the team to the training site. The detachment was able to conduct the joint training and this SF soldier was given positive feedback for not just waiting around for something to happen.

Retranslation Listing of Incidents for Dimension G: (Problem name = 18bb)

Dim	%	N	M	S	
G*	80	8	6.00	0.87	2. This 18C was tasked to be on a committee assigned to teach a demolitions course. Part of the course involved a field problem. This 18C wrote an operations order that was so complete that 4 teams working in different locations could understand what was to be done and when. The target of interest was hit and the field mission was a success.
A11		10	6.00	0.89	
F	20	2	6.00	1.00	102. During a mission planning phase, this 18B was responsible for threat assessment. This 18B found that the enemy was an overwhelming force that the team would not be able to handle. The mission was canceled and many lives were spared.
A11		10	6.60	0.66	
F	30	3	1.00	0.00	113. A team was moving toward a target. This patrol leader determined the distance to the target on the map to be a few kilometers, without taking into account the steep terrain or thick vegetation. The patrol missed the time on target.
G*	50	5	2.00	1.10	
H	20	2	2.00	0.00	
A11		10	1.70	0.90	
G*	40	4	6.50	0.87	51. This 18B was involved in planning for a possible mission in Desert Storm. This 18B considered the use of camels as a means of infiltration into Kuwait and, upon researching the idea, incorporated it as part of the operational plan. The commander was confident of the ODA's ability to get the mission accomplished.
H*	40	4	5.00	1.22	
A11		10	5.90	1.22	
G*	30	3	5.67	1.25	85. While on a deployment overseas, a captain's camp was overthrown by terrorists. This officer instructed the 18E to destroy all communications equipment and SOI in the camp and take only one radio and antenna. Later after the team members had evacuated the camp and were secured, the 18E was able to use the emergency crypto system to transmit their status to higher HQ using the contingency plan.
A11		10	6.50	0.92	
G	30	3	1.00	0.00	83. This SF soldier was tasked to select a route of movement. This SF soldier came up with a route at the last minute without looking at the map. The team got lost and did not accomplish their mission.
H*	60	6	1.17	0.37	
A11		10	1.10	0.30	
E*	20	2	5.00	0.00	39. A new officer inherited a team with no long range plan or long range training calendar. This officer read the team mission letter and METL. He then established the proficiency of the team in its collective tasks, determining areas of strength and weaknesses. The officer issued training guidance and oversaw the long range calendar. The team was brought back into focus and was trained on METL tasks.
G*	20	2	5.50	1.50	
I*	20	2	6.50	0.50	
J*	20	2	5.00	0.00	
A11		10	5.60	1.02	
F	20	2	1.00	0.00	96. This 18E was tasked to make a communications shot back to Fort Bragg. This 18E did not make the commo shot because there was no one in the SICDET when he called. This 18E did not attempt to make the commo shot again. A mandatory commo shot was missed, reflecting poorly upon the company.
G	20	2	4.50	1.50	
J*	50	5	1.80	0.75	
A11		10	2.10	1.51	
G	20	2	6.50	0.50	5. During a humanitarian assistance mission to a third world nation, this SF soldier was tasked with supervising the instruction of disaster relief subjects by detachment members. This soldier planned, implemented, and directed a complete POI on air delivery systems. He researched environmental needs and directed an expert course of action to present critical, life-saving information. The techniques were selected by the host nation as doctrine for disaster relief/situations.
H*	30	3	7.00	0.00	
J*	30	3	7.00	0.00	
A11		10	6.80	0.40	
G	20	2	1.00	0.00	76. This SF NCO was given 30 days notice that he was to infiltrate an SF team onto a beach and spend 24 hours on the island with them. This NCO failed to bring his own food to the field. The team members had to share their food with him.
H*	60	6	1.33	0.75	
I	20	2	1.50	0.50	
A11		10	1.30	0.64	
G	20	2	6.50	0.50	78. This 18B was tasked to operate the plotting board for his patrol with one week's notice. This 18B realized that he forgotten a lot of necessary information about the plotting board. This 18B asked for a refresher review from another 18B who had worked a lot with plotting boards. The two men worked together for the week to improve this 18B's skills. This 18B was able to properly plot rounds when his team made contact.
H	20	2	6.00	1.00	
J*	50	5	6.00	0.63	
A11		10	6.00	0.77	

Dim	%	N	M	S
G	20	2	1.00	0.00
H*	40	4	1.00	0.00
P*	40	4	1.50	0.87
A11		10	1.20	0.60

8. This SF soldier had been responsible for preparing a detachment for an OCONUS deployment. This SF soldier did not maintain a continuity file or a tracking system for any actions he had taken regarding the deployment. He did not inform any other detachment members of the predeployment information. This SF soldier then left on the advanced party. The team's officer had to have the detachment members jump through hoops to get everything back on line.



Retranslation Listing of Incidents for Dimension H: (Problem name = 18bb)

Dim	%	N	M	S	76. This SF NCO was given 30 days notice that he was to infiltrate an SF team onto a beach and spend 24 hours on the island with them. This NCO failed to bring his own food to the field. The team members had to share their food with him.
G	20	2	1.00	0.00	
H*	60	6	1.33	0.75	
I	20	2	1.50	0.50	
All		10	1.30	0.64	
Dim	%	N	M	S	121. This 18B was tasked with developing classes to be given in French while on deployment in Africa. Upon arriving in the host nation, this 18B informed his team sergeant that he could not speak French at all. This 18B had not asked for help from his fellow team members in developing the class materials. The training schedule had to be changed and other members of the team had to prepare the 18B's classes in French.
H*	50	5	1.00	0.00	
I	30	3	1.33	0.47	
All		10	1.10	0.30	
Dim	%	N	M	S	42. During a mortar field training exercise, this 18B was responsible for the equipment that would be used at the range. This 18B failed to check with the S-3 to see if the range was laid-on. The 18B was counseled on responsibility.
H*	40	4	1.25	0.43	
P*	40	4	1.75	0.43	
All		10	1.60	0.66	
Dim	%	N	M	S	51. This 18B was involved in planning for a possible mission in Desert Storm. This 18B considered the use of camels as a means of infiltration into Kuwait and, upon researching the idea, incorporated it as part of the operational plan. The commander was confident of the ODA's ability to get the mission accomplished.
G*	40	4	6.50	0.87	
H*	40	4	5.00	1.22	
All		10	5.90	1.22	
Dim	%	N	M	S	8. This SF soldier had been responsible for preparing a detachment for an OCONUS deployment. This SF soldier did not maintain a continuity file or a tracking system for any actions he had taken regarding the deployment. He did not inform any other detachment members of the predeployment information. This SF soldier then left on the advanced party. The team's officer had to have the detachment members jump through hoops to get everything back on line.
G	20	2	1.00	0.00	
H*	40	4	1.00	0.00	
P*	40	4	1.50	0.87	
All		10	1.20	0.60	
Dim	%	N	M	S	117. An SF team spent two to three hours a day preparing for its high alpine ski trip with foreign troops that trained in that environment all the time. This SF individual prepared by spending the previous two months running four to six miles a day on mountain trails, doing ski exercises, swimming, and doing ruckmarches. Even though the trip was extremely physically demanding, this individual sustained no injuries.
J	30	3	6.67	0.47	
H	20	2	7.00	0.00	
L*	50	5	6.00	0.63	
All		10	6.40	0.66	
Dim	%	N	M	S	48. This 18B was tasked to give classes to guerrilla forces on the M16A1 rifle. The soldier did only superficial planning. During his class, this 18B forgot major items of instruction. The 18B was severely embarrassed by his performance and lack of preparation; some of the guerrillas knew more about the M16A1 than the 18B.
A*	40	4	1.50	0.87	
H	30	3	1.33	0.47	
All		10	1.30	0.64	
Dim	%	N	M	S	60. An SF soldier was preparing for establishing communications with the base station during a deployment. The SF soldier went outside and designed a different antenna every day for several days until he was successful. The soldier was confident that communication would be achieved in the deployment environment.
E*	40	4	6.00	0.71	
H	30	3	6.00	1.41	
J	20	2	6.00	0.00	
All		10	6.00	0.89	
Dim	%	N	M	S	5. During a humanitarian assistance mission to a third world nation, this SF soldier was tasked with supervising the instruction of disaster relief subjects by detachment members. This soldier planned, implemented, and directed a complete POI on air delivery systems. He researched environmental needs and directed an expert course of action to present critical, life-saving information. The techniques were selected by the host nation as doctrine for disaster relief/situations.
G	20	2	6.50	0.50	
H*	30	3	7.00	0.00	
J*	30	3	7.00	0.00	
All		10	6.80	0.40	
Dim	%	N	M	S	16. This 18B was given the task of giving a class in Spanish on OPSEC to a group of Paraguayan officers. This 18B gathered information, wrote a lesson outline, translated the lesson to Spanish, and presented it to the class. The sergeant increased the effectiveness of that unit by improving its OPSEC.
A*	50	5	6.00	0.89	
D	20	2	6.50	0.50	
H	20	2	6.00	1.00	
All		10	6.00	0.89	

Dim	%	N	M	S	107. This SF soldier was tasked to provide base camp defense. He had a working knowledge of the weapon system within the country. This soldier acquired five 60mm mortars and effectively emplaced them within the base camp's perimeter. The base camp had an extra measure of indirect fire protection.
H	20	2	7.00	0.00	
J	30	3	5.67	1.25	
S*	40	4	6.00	0.71	
All		10	6.00	1.00	

Dim	%	N	M	S	94. A team member was tasked to maintain the intelligence play for an exercise. This team member maintained the situation map, kept up-to-date on developing situations, and briefed the detachment members on important information. The detachment knew the threat scenario and were up-to-date on the exercise course.
H	20	2	5.50	0.50	
H*	30	3	6.33	0.94	
P	20	2	5.00	0.00	
Q	20	2	5.50	0.50	
All		10	5.80	0.87	

Dim	%	N	M	S	78. This 18B was tasked to operate the plotting board for his patrol with one week's notice. This 18B realized that he forgotten a lot of necessary information about the plotting board. This 18B asked for a refresher review from another 18B who had worked a lot with plotting boards. The two men worked together for the week to improve this 18B's skills. This 18B was able to properly plot rounds when his team made contact.
G	20	2	6.50	0.50	
H	20	2	6.00	1.00	
J*	50	5	6.00	0.63	
All		10	6.00	0.77	

Dim	%	N	M	S	26. This 18B coordinated with the stinger simulator facility for detachment training on the stinger. When the detachment arrived, the man in charge told them their stinger simulators were broken. This 18B went to his truck and pulled out the stinger that he had personally brought. It was possible to continue with training.
H	20	2	5.00	1.00	
J*	40	4	5.50	1.12	
All		10	5.00	1.41	

Dim	%	N	M	S	35. Prior to a deployment, this 18B was assigned to write a POI for scuba training. This 18B completed the POI but did not cover all the references that were available on the subject. The team sergeant was able to help him and eventually this 18B finished the POI successfully.
H	20	2	5.00	0.00	
I*	50	5	4.60	1.02	
All		10	4.80	0.87	

Retranslation Listing of Incidents for Dimension I: (Problem name = 18bb)

Dim % N M S 99. The team was conducting PT. This senior I\* 100 10 1.40 0.49 188 decided he did not care for the team's PT A11 10 1.40 0.49 schedule. This 18B went off on his own runs or swims. The 18B alienated himself from the team and was finally reprimanded by the team sergeant.

Dim % N M S 108. This SF NCO was very strong. This NCO I\* 90 9 6.22 0.79 helped a lot of the detachment members get into A11 10 6.20 0.75 better physical shape by teaching them a hard routine. Team togetherness was enhanced through hard work and morale increased.

Dim % N M S 33. This SF soldier always acted like he knew I\* 90 8 1.22 0.42 everything. The team was participating in A11 10 1.30 0.46 practice on a 9mm range. This soldier received his briefing on how to operate the 9mm but chose not to listen. When it was his turn to shoot, he could not because he had left the safety on. This SF soldier was looked down on as he had claimed to know so much and yet had done something that had been drummed into team members' heads not to do.

Dim % N M S 92. This SF NCO was on an SR mission requiring I\* 80 8 6.38 0.86 SATCOM, 4 days of water requirements (4 A11 10 6.10 0.94 gallons), observation equipment, a hidesite kit, and so on. This SF NCO realized that the 18E had a very heavy load of equipment. This NCO took half of the 18E's equipment, sharing the load. This lifted the 18E's spirits and helped the team accomplish the mission.

Dim % N M S 126. An SF team was participating in an I\* 80 8 5.88 1.17 evaluated endurance event, moving a long A11 10 5.80 1.25 distance with a lot of equipment. This team member realized that the team was moving too slow and tried to motivate the team by taking the lead and giving words of encouragement. The team completed the endurance event within the time standard.

Dim % N M S 103. A rucksack march was planned with a minimum I\* 80 8 1.13 0.33 weight requirement of 55 pounds. When returning K 20 2 2.00 1.00 from the ruck march, the rucks were weighed. A11 10 1.30 0.64 This SF NCO had only carried 40 pounds in his rucksack. The team members no longer viewed this NCO as a team player as everyone else had met the standard.

Dim % N M S 64. This SF NCO was to meet with a contact at a I\* 80 8 2.00 1.94 scheduled time to obtain food for the next few A11 10 2.00 1.79 days. This SF soldier overslept. The NCO missed meeting the contact, the team went without food for 2 days, and the NCO was counseled on his job performance.

Dim % N M S 43. This team sergeant did not think that SF I\* 78 7 1.00 0.00 soldiers should be married. This team sergeant A11 9 1.00 0.00 gave married team members a hard time, telling them to forget about their wives and families and instructing them that they should be staying deployed as long as possible. Married team members -- and single SF soldiers -- lost respect for the team sergeant.

Dim % N M S 28. The 18C on the team purchased a 1911 .45 I\* 70 7 1.86 2.10 caliber pistol. The 18C asked this senior 188 R 20 2 1.50 0.50 how to disassemble the weapon. This 18B told A11 10 1.70 1.79 the 18C that he was the tactician on the team and that he did not mess with small weapons. The 18D on the team disassembled the weapon and team members lost respect for the 18B.

Dim % N M S 72. This 18C was tasked to drive a 2 1/2 ton I\* 70 7 1.57 0.73 truck to the rifle range. This 18C was upset A11 10 1.40 0.66 that he was not asked to go with the advance party in the rental car. This 18C deliberately drove the truck erratically, hitting the brakes hard and dumping the clutch, making the ride very uncomfortable for passengers. The soldier was counseled on his attitude and behavior as an NCO.

Dim % N M S 45. This SF soldier was tasked to perform a I\* 22 2 1.00 0.00 task. Whenever this SF soldier was given F 22 6 2.33 0.94 another task, he would stop performing the one A11 9 2.00 0.94 he had been working on and move onto the next. The other team members had to finish up where this SF soldier had left off on tasks.

Dim % N M S 98. This SF NCO had a different opinion from I\* 20 2 1.00 0.00 that of the team sergeant. This NCO became C 20 6 2.00 0.58 angry as he felt he was right and started to get A11 10 2.00 1.18 belligerent. The NCO was given a counseling

statement.

Dim % N M S 118. An SF team was training an indigenous I\* 30 3 2.33 0.47 force. This SF soldier did not like any of the B 30 6 2.00 1.41 other team members and kept to himself when he I\* 60 10 2.10 1.14 was not conducting training. The indigenous soldiers could sense the tension and lost some of their confidence in the team. The training was slowed.

Dim % N M S 35. Prior to a deployment, this 18B was I\* 20 2 5.00 0.00 assigned to write a POI for scuba training. H 20 5 4.60 1.02 This 18B completed the POI but did not cover all I\* 50 10 4.80 0.87 the references that were available on the subject. The team sergeant was able to help him and eventually this 18B finished the POI successfully.

Dim % N M S 63. During an endurance test, the battalion was I\* 40 4 6.50 0.50 required to travel 50km in 72 hours while J 30 3 6.00 0.82 conducting various rigorous tests with no L 30 3 5.33 1.25 sleep. The lightest team member weighed 186 A11 10 6.00 1.00 lbs. When times were rough, firing, and everyone felt like stopping for only a minute, this team member moved ahead of everyone or ran to pull the rest of the team through. The battalion completed the endurance test.

Dim % N M S 11. This team member wanted to learn another I\* 40 4 1.50 0.87 language instead of Korean. He put up quite a D\* 40 4 1.00 0.00 fuss until he found out that people were going I\* 40 10 1.20 0.60 to Sogan University in Korea; he then bumped out someone else who wanted to go. He did not apply himself and came back to the team without a rating or any workable knowledge of the language. A slot that could have been taken by someone who truly wanted to learn was wasted.

Dim % N M S 20. An ODA was climbing a mountain. This 18D I\* 40 4 2.50 1.50 could not keep up; the rest of the ODA L\* 60 6 2.83 1.21 continually stopped and waited for him. A11 10 2.70 1.35 Although they still climbed the mountain, the team fell behind schedule.

Dim % N M S 82. During Operation Desert Storm, the Iraqi I\* 40 4 1.00 0.00 forces launched a SCUD missile. It was not K 20 4 2.00 1.00 known where it was supposed to land and so all A11 10 1.80 1.33 commands were given the alert. When the alert was given, this SF soldier panicked and took about 30-40 seconds to put on his mask. As the alert was a false alarm, it pointed out a weakness in donning protective masks.

Dim % N M S 135. This 18A's SF ODA was on the range I\* 40 4 2.50 2.60 preparing a demolition ambush. After J 20 2 5.50 1.50 detonation, it was determined that the 18A's K 20 2 1.00 0.00 grenade had misfired. This 18A stated that he A11 10 3.00 2.57 had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.

Dim % N M S 94. A team member was tasked to maintain the I\* 20 2 5.50 0.50 intelligence play for an exercise. This team H 20 3 6.33 0.94 member maintained the situation map, kept I\* 30 2 5.00 0.00 up-to-date on developing situations, and briefed P 20 2 5.00 0.50 the detachment members on important Q 20 10 5.80 0.87 information. The detachment knew the threat scenario and were up-to-date on the exercise course.

Dim % N M S 121. This 18B was tasked with developing classes I\* 50 5 1.00 0.00 to be given in French while on deployment in H 30 3 1.33 0.47 Africa. Upon arriving in the host nation, this I\* 30 10 1.10 0.30 18B informed his team sergeant that he could not speak French at all. This 18B had not asked for help from his fellow team members in developing the class materials. The training schedule had to be changed and other members of the team had to prepare the 18B's classes in French.

Dim % N M S 34. While on an OP12 mortar range, 3 ODAs were I\* 60 6 6.00 1.00 receiving observed fire training on the MZZY A 30 3 6.67 0.47 mortar. This 18B tasked to run the range I\* 30 10 6.10 0.94 ensured that every ODA member was proficient on observed fire procedures before night firing began. Every ODA member (no matter what their PMOS was) was given an opportunity to call for and adjust indirect fire on a night fire target.

Dim % N M S 32. In a classroom setting, the team was using I\* 50 5 2.00 0.89 TH1 trainers for stinger training. This 18B I 20 2 2.50 0.50 instructor forgot to put the BCU in and when he A11 10 2.30 1.19 tried to energize the stinger it malfunctioned. He failed to engage the aircraft and lost credibility with the trainees.

Dim %	N	M	S	
I 20	2	1.00	0.00	37. During a deployment on a real world mission, an ODA was training with the U.S. Air Force and was using a "rope ladder" to climb up into a hovering CH-53. This 180A was to climb up the ladder and into the aircraft. He couldn't pull his body weight up and into the aircraft, fell approximately 15 - 20 feet, and suffered a broken wrist and slight concussion. He was "combat ineffective" for the remainder of the deployment.
L* 80	8	1.50	1.00	
All	10	1.40	0.92	

Dim %	N	M	S	
I 20	2	1.00	0.00	127. The detachment was inserted into an area to monitor movement by plane or by vehicle. This SF soldier failed to record map corrections that would have showed that travel by vehicle via road and landings by fixed wing aircraft were impossible. The commander had the area covered again, not knowing travel through it was not possible.
H* 60	6	1.67	1.11	
All	10	1.50	0.92	

Dim %	N	M	S	
I 20	2	5.50	0.50	105. While on a long, hard patrol during a lengthy field exercises, an SF soldier fell and broke his leg. This SF soldier carried the injured soldier's rucksack as well as his own (for a total weight of about 130 pounds) to the exfiltration site. All equipment was accounted for.
J* 40	4	6.25	0.83	
L* 40	4	6.50	0.50	
All	10	6.20	0.75	

Dim %	N	M	S	
E* 20	2	5.00	0.00	39. A new officer inherited a team with no long range plan or long range training calendar. This officer read the team mission letter and METL. He then established the proficiency of the team in its collective tasks, determining areas of strength and weaknesses. The officer issued training guidance and oversaw the long range calendar. The team was brought back into focus and was trained on METL tasks.
G* 20	2	5.50	1.50	
H* 20	2	6.50	0.50	
J* 20	2	5.00	0.00	
All	10	5.60	1.02	

Dim %	N	M	S	
G 20	2	1.00	0.00	76. This SF NCO was given 30 days notice that he was to infiltrate an SF team onto a beach and spend 24 hours on the island with them. This NCO failed to bring his own food to the field. The team members had to share their food with him.
H* 60	6	1.33	0.75	
I 20	2	1.50	0.50	
All	10	1.30	0.64	

Dim %	N	M	S	
I 20	2	6.00	1.00	24. An important message was to be delivered to higher HQ to say the team was going to be late due to vehicle problems. This SF soldier ran five miles in 100+ degree heat in boots to deliver the message. The message was received and another vehicle came to the team's rescue.
L* 70	7	6.00	1.07	
All	10	5.80	1.17	

Retranslation Listing of Incidents for Dimension J: (Problem name = 18bb)

Dim %	N	M	S	
J* 80	8	6.00	0.87	19. A class of 18Cs was to receive a lesson on the construction of the gin pole. During the practical exercise, the class was at a loss where to begin. This 18C (a former 12B drill sergeant) took charge of the exercise in the absence of the instructor and constructed the gin pole. The class got hands-on experience in constructing a gin pole to standard.
All	10	5.90	0.83	

Dim %	N	M	S	
F 20	2	6.00	1.00	124. During a training exercise, the detachment leadership was tied up in a coordination meeting at another location. The remainder of the detachment was aware that a joint training event requiring their presence was to take place at a particular place and time in the near future. This senior detachment member took charge in the absence of authority, task organized the team, and prepared all equipment for training. This SF soldier waited till the last possible minute for the detachment leadership and then moved the remainder of the team to the training site. The detachment was able to conduct the joint training and this SF soldier was given positive feedback for not just waiting around for something to happen.
J* 80	8	6.50	0.50	
All	10	6.40	0.66	

Dim %	N	M	S	
F 20	2	5.50	0.50	77. This 18B was responsible for weapons training in an African country. Upon arrival, it was discovered that there were no ranges. This 18B talked to the 18C and the supply sergeant on the team about getting the equipment to build a range and developing a plan for its construction. The range was built and the host nation was able to acquire the materials to make more ranges.
J* 60	6	6.67	0.47	
All	10	6.30	0.78	

Dim %	N	M	S	
A 33	3	6.67	0.47	44. This SF NCO recognized that students were having problems maintaining their skills once they departed training for instinctive firing under terrorist control. This NCO developed a shooting sustainment program for Special Operations designated detachments. He provided a handout to all graduates so they could instruct their detachments in the art of selective shooting. Selective shooting skills were maintained at a greater level.
J* 56	5	5.80	0.75	
All	9	6.11	0.74	

Dim %	N	M	S	
F 20	2	1.00	0.00	96. This 18E was tasked to make a communications shot back to Fort Bragg. This 18E did not make the commo shot because there was no one in the SICDET when he called. This 18E did not attempt to make the commo shot again. A mandatory commo shot was missed, reflecting poorly upon the company.
G 20	2	4.50	1.50	
J* 50	5	1.80	0.75	
All	10	2.10	1.51	

Dim %	N	M	S	
G 20	2	6.50	0.50	78. This 18B was tasked to operate the plotting board for his patrol with one week's notice. This 18B realized that he forgotten a lot of necessary information about the plotting board. This 18B asked for a refresher review from another 18B who had worked a lot with plotting boards. The two men worked together for the week to improve this 18B's skills. This 18B was able to properly plot rounds when his team made contact.
H 20	2	6.00	1.00	
J* 50	5	6.00	0.63	
All	10	6.00	0.77	

Dim %	N	M	S	
H 20	2	5.00	1.00	26. This 18B coordinated with the stinger simulator facility for detachment training on the stinger. When the detachment arrived, the man in charge told them their stinger simulators were broken. This 18B went to his truck and pulled out the stinger that he had personally brought. It was possible to continue with training.
J* 40	4	5.50	1.12	
All	10	5.00	1.41	

Dim %	N	M	S	
I 20	2	5.50	0.50	105. While on a long, hard patrol during a lengthy field exercises, an SF soldier fell and broke his leg. This SF soldier carried the injured soldier's rucksack as well as his own (for a total weight of about 130 pounds) to the exfiltration site. All equipment was accounted for.
J* 40	4	6.25	0.83	
L* 40	4	6.50	0.50	
All	10	6.20	0.75	

Dim %	N	M	S	
J 33	3	4.67	1.89	6. A soldier became dehydrated when participating in an obstacle course. This 18B gave an IV to the injured soldier even though he did not know what he was doing. The soldier recovered, but the 18B was given a negative spot report.
O* 44	4	3.00	1.58	
All	9	4.11	1.97	

Dim %	N	M	S	
E* 50	5	6.60	0.49	54. The team was conducting a FID mission. One of the indigenous force's weapons had lost a take-down pin. This 18B used a Swiss Army knife and a dremel from the tool kit and drill rod stock sizes he had brought with him to reconstruct the take-down pin. The weapon was 100% operational.
J 30	3	6.33	0.94	
R 20	2	7.00	0.00	
All	10	6.60	0.66	

Dim	%	N	M	S
I*	40	4	6.50	0.50
J	30	3	6.00	0.82
L	30	3	5.33	1.25
All		10	6.00	1.00

63. During an endurance test, the battalion was required to travel 50km in 72 hours while conducting various rigorous tests with no sleep. The lightest team member weighed 186 lbs. When times were rough, for only a minute, everyone felt like stopping for only a minute, this team member moved ahead of everyone or ran to pull the rest of the team through. The battalion completed the endurance test.

Dim	%	N	M	S
H	20	2	7.00	0.00
J	30	3	5.67	1.25
S*	40	4	6.00	0.71
All		10	6.00	1.00

107. This SF soldier was tasked to provide base camp defense. He had a working knowledge of the weapon system within the country. This soldier acquired five 60mm mortars and effectively emplaced them within the base camp's perimeter. The base camp had an extra measure of indirect fire protection.

Dim	%	N	M	S
G	20	2	6.50	0.50
H	30	3	7.00	0.00
J*	30	3	7.00	0.00
All		10	6.80	0.40

5. During a humanitarian assistance mission to a third world nation, this SF soldier was tasked with supervising the instruction of disaster relief subjects by detachment members. This soldier planned, implemented, and directed a complete POI on air delivery systems. He researched environmental needs and directed an expert course of action to present critical, life-saving information. The techniques were selected by the host nation as doctrine for disaster relief/situations.

Dim	%	N	M	S
E*	33	3	5.67	0.94
J	22	2	5.00	0.00
R*	33	3	6.33	0.47
All		9	5.67	0.82

47. While conducting a range fire for machine guns, a number of the host nation weapons were malfunctioning. This 18B set up a station on the side to test and repair each of the faulty systems. Training was completed.

Dim	%	N	M	S
E*	20	2	5.00	0.00
G*	20	2	5.50	1.50
I*	20	2	5.50	0.50
J*	20	2	5.00	0.00
All		10	5.60	1.02

39. A new officer inherited a team with no long range plan or long range training calendar. This officer read the team mission letter and METL. He then established the proficiency of the team in its collective tasks, determining areas of strength and weaknesses. The officer issued training guidance and oversaw the long range calendar. The team was brought back into focus and was trained on METL tasks.

Dim	%	N	M	S
J	20	2	5.00	0.00
P*	70	7	5.71	1.98
All		10	5.50	1.69

58. This 18C was the team S-4 and kept track of the team's organic equipment. The records from the prior leadership were ineffective and out-of-date. This 18C completely organized all end items by hand receipts to include team and individual issue. This 18C then established an SOP that covered garrison and packing for deployment and helped identify where everything was, where everything should be loaded, and who was responsible for what (e.g., comms gear). The SOP enabled the team to cut down on loading time and made accountability easier.

Dim	%	N	M	S
B	20	2	7.00	0.00
E*	30	3	5.67	0.47
J	20	2	7.00	0.00
R*	30	3	6.33	0.94
All		10	6.40	0.80

7. The host nation had three inoperable World War II-era recoilless rifles that were needed to conduct training/operations. This 18B rebuilt all three weapons systems by cannibalizing from the three to get one full system and by manufacturing the parts for the remaining two in a machine shop. All three weapons systems operated through all training and for upwards of two years in actual operations.

Dim	%	N	M	S
F*	30	3	2.33	0.94
J	20	2	7.00	0.00
R*	30	3	1.67	0.94
All		10	2.90	2.21

50. This SF soldier was firing the M60 machine gun. The spare barrel was not marked with the machine gun so this soldier could not be sure that the spare barrel belonged to that gun. This SF soldier decided to fire the gun anyway and replace the barrel when it became hot with the spare barrel. The soldier was reprimanded for showing disregard for the weapon.

Dim	%	N	M	S
I*	40	4	2.50	2.60
J	20	2	5.50	1.50
K	20	2	1.00	0.00
All		10	3.00	2.57

135. This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.

Dim	%	N	M	S
E*	40	4	6.00	0.71
H	30	3	6.00	1.41
J	20	2	6.00	0.00
All		10	6.00	0.89

60. An SF soldier was preparing for establishing communications with the base station during a deployment. The SF soldier went outside and designed a different antenna every day for several days until he was successful. The soldier was confident that communication would be achieved in the deployment environment.

Dim	%	N	M	S
J	20	2	6.00	0.00

56. This ODA member was voluntarily participating in a course requiring over two

Dim	%	N	M	S
L*	80	8	6.63	0.70
All		10	6.50	0.67

weeks of orienteering over rugged mountainous terrain for extended distances. This soldier could have withdrawn at any time. Despite numerous blisters and open wounds on his feet, Achilles tendinitis, and poison ivy on his legs, he continued to march. This soldier completed the course several hours under the deadline.

Dim	%	N	M	S
J	20	2	6.00	1.00
P*	70	7	5.14	1.64
All		10	4.90	1.97

128. The battalion team leaders and team sergeants had not been putting forth documents that met all of higher command's requirements for clarity and conciseness. This officer developed an accurate format for such documents. This battalion now has few, if any, significant problems in this area.

Dim	%	N	M	S
H	30	3	6.67	0.47
J	20	2	7.00	0.00
L*	50	5	6.00	0.63
All		10	6.40	0.66

117. An SF team spent two to three hours a day preparing for its high alpine ski trip with foreign troops that trained in that environment all the time. This SF individual prepared by spending the previous two months running four to six miles a day on mountain trails, doing ski exercises, swimming, and doing ruckmarches. Even though the trip was extremely physically demanding, this individual sustained no injuries.

Dim	%	N	M	S
E*	70	7	6.00	0.93
J	20	2	6.00	1.00
All		10	6.10	0.94

134. During a winter, FTX a medic was having trouble keeping the IV solution from freezing up. This medic placed the IV solution in the heat packet that comes in the new MREs. By adding water to this packet, the IV solution heated up and kept the solution from freezing.

Dim	%	N	M	S
J	20	2	5.50	1.50
L*	80	8	6.13	0.93
All		10	6.00	1.10

15. During a voluntary endurance program, this 18D with no previous training participated in a four-event endurance race. This 18D completed a 2-mile swim, a 20km march with full ruck, an 8 mile canoe course, and a 5-mile run. He collapsed as he crossed the finish line, but finished first in front of the triathletes and decathletes.

Dim	%	N	M	S
E*	50	5	6.00	0.89
J	20	2	6.50	0.50
All		10	6.20	0.75

23. Upon inspecting weapon systems to be used for training in a foreign country, this 18B found several of the systems to be inoperable. This 18B conducted research to see if any other weapons systems were available. This 18B discovered one warehouse full of weapons in one part of the country and another full of magazines in another area of the country. The host nation forces were able to refit their Army with new weapons systems that they had thought were unusable.

Retranslation Listing of Incidents for Dimension K: (Problem name = 18bb)

Dim	%	N	M	S	
K*	90	9	1.33	0.47	84. This 18E lost a tool box and tools for which he was responsible. Instead of reporting the missing items and then paying for them through the Army, this 18E decided to purchase the missing items himself in the civilian market. When an inventory was called for, this 18E borrowed a tool box and tools from another company to display to the company commander as his own as he had not yet bought all the material lost. This 18E is being investigated for filing a false report with the commander.
All	10	1.90	1.76		
Dim	%	N	M	S	
I*	40	4	2.50	2.60	135. This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.
J	20	2	5.50	1.50	
K	20	2	1.00	0.00	
All	10	3.00	2.57		
Dim	%	N	M	S	
I*	80	8	1.13	0.33	103. A rucksack march was planned with a minimum weight requirement of 55 pounds. When returning from the ruck march, the rucks were weighed. This SF NCO had only carried 40 pounds in his rucksack. The team members no longer viewed this NCO as a team player as everyone else had met the standard.
K	20	2	2.00	1.00	
All	10	1.30	0.64		

Retranslation Listing of Incidents for Dimension L: (Problem name = 18bb)

Dim	%	N	M	S	
J	20	2	5.50	1.50	15. During a voluntary endurance program, this 18D with no previous training participated in a four-event endurance race. This 18D completed a 2-mile swim, a 20km march with full ruck, an 8 mile canoe course, and a 5-mile run. He collapsed as he crossed the finish line, but finished first in front of the triathletes and decathletes.
L*	80	8	6.13	0.93	
All	10	6.00	1.10		
Dim	%	N <td>M</td> <td>S</td> <td></td>	M	S	
J	20	2	6.00	0.00	56. This ODA member was voluntarily participating in a course requiring over two weeks of orienteering over rugged mountainous terrain for extended distances. This soldier could have withdrawn at any time. Despite numerous blisters and open wounds on his feet, Achilles tendinitis, and poison ivy on his legs, he continued to march. This soldier completed the course several hours under the deadline.
L*	80	8	6.63	0.70	
All	10	6.50	0.67		
Dim	%	N <td>M</td> <td>S</td> <td></td>	M	S	
I	20	2	1.00	0.00	37. During a deployment on a real world mission, an ODA was training with the U.S. Air Force and was using a "rope ladder" to climb up into a hovering CH-53. This 180A was to climb up the ladder and into the aircraft. He couldn't pull his body weight up and into the aircraft, fell approximately 15 - 20 feet, and suffered a broken wrist and slight concussion. He was "combat ineffective" for the remainder of the deployment.
L*	80	8	1.50	1.00	
All	10	1.40	0.92		
Dim	%	N <td>M</td> <td>S</td> <td></td>	M	S	
I	20	2	6.00	1.00	24. An important message was to be delivered to higher HQ to say the team was going to be late due to vehicle problems. This SF soldier ran five miles in 100+ degree heat in boots to deliver the message. The message was received and another vehicle came to the team's rescue.
L*	70	7	6.00	1.07	
All	10	5.80	1.17		
Dim	%	N <td>M</td> <td>S</td> <td></td>	M	S	
I	40	4	2.50	1.50	20. An ODA was climbing a mountain. This 18D could not keep up; the rest of the ODA continually stopped and waited for him. Although they still climbed the mountain, the team fell behind schedule.
L*	60	6	2.83	1.21	
All	10	2.70	1.35		
Dim	%	N <td>M</td> <td>S</td> <td></td>	M	S	
H	30	3	6.67	0.47	117. An SF team spent two to three hours a day preparing for its high alpine ski trip with foreign troops that trained in that environment all the time. This SF individual prepared by spending the previous two months running four to six miles a day on mountain trails, doing ski exercises, swimming, and doing ruckmarches. Even though the trip was extremely physically demanding, this individual sustained no injuries.
J	20	2	7.00	0.00	
L*	50	5	6.00	0.63	
All	10	6.40	0.66		
Dim	%	N <td>M</td> <td>S</td> <td></td>	M	S	
I	20	2	5.50	0.50	105. While on a long, hard patrol during a lengthy field exercises, an SF soldier fell and broke his leg. This SF soldier carried the injured soldier's rucksack as well as his own (for a total weight of about 130 pounds) to the exfiltration site. All equipment was accounted for.
J*	40	4	6.25	0.83	
L*	40	4	6.50	0.50	
All	10	6.20	0.75		
Dim	%	N <td>M</td> <td>S</td> <td></td>	M	S	
I*	40	4	1.00	0.00	82. During Operation Desert Storm, the Iraqi forces launched a SCUD missile. It was not known where it was supposed to land and so all commands were given the alert. When the alert was given, this SF soldier panicked and took about 30-40 seconds to put on his mask. As the alert was a false alarm, it pointed out a weakness in donning protective masks.
L*	40	4	2.00	1.00	
All	10	1.80	1.33		
Dim	%	N <td>M</td> <td>S</td> <td></td>	M	S	
I*	40	4	6.50	0.50	63. During an endurance test, the battalion was required to travel 50km in 72 hours while conducting various rigorous tests with no sleep. The lightest team member weighed 186 lbs. When times were rough, tiring, and everyone felt like stopping for only a minute, this team member moved ahead of everyone or ran to pull the rest of the team through. The battalion completed the endurance test.
J	30	3	6.00	0.82	
L	30	3	5.33	1.25	
All	10	6.00	1.00		

## Retranslation Listing of Incidents for Dimension M: (Problem name = 18bb)

Dim	%	N	M	S	Incident Description
M*	90	9	6.11	0.87	123. A detachment was infiltrated into the field three hours late by helicopter, in the wrong location. This detachment had to locate themselves on the ground because they were not informed of where they were dropped off. By using resection, this SF soldier successfully determined their location on a map. The detachment was able to continue on with their mission.
All		10	6.20	0.87	
Dim	%	N	M	S	83. This SF soldier was tasked to select a route of movement. This SF soldier came up with a route at the last minute without looking at the map. The team got lost and did not accomplish their mission.
G	30	3	1.00	0.00	
M*	60	6	1.17	0.37	127. The detachment was inserted into an area to monitor movement by plane or by vehicle. This SF soldier failed to record map corrections that would have showed that travel by vehicle via road and landings by fixed wing aircraft were impossible. The commander had the area covered again, not knowing travel through it was not possible.
All		10	1.10	0.30	
Dim	%	N	M	S	113. A team was moving toward a target. This patrol leader determined the distance to the target on the map to be a few kilometers, without taking into account the steep terrain or thick vegetation. The patrol missed the time on target.
F	30	3	1.00	0.00	
G*	50	5	2.00	1.10	122. A soldier shooting a weapon at the range had a misfire. This range safety NCO did not instruct or supervise the soldier in what to do when the misfire occurred. The soldier ended up shooting himself in the arm because he did not know the SOP for misfires.
All		10	1.70	0.90	

## Retranslation Listing of Incidents for Dimension N: (Problem name = 18bb)

Dim	%	N	M	S	Incident Description
N*	80	8	1.13	0.33	81. This 18B was tasked to move down range to police a flash suppressor that came off of a M1919A6 machine gun during firing. This 18B asked the man that fired the weapon if he had cleared it and the man said yes. This 18B moved in front of the weapon without clearing the weapon himself. He was shot in the upper arm.
All		10	1.30	0.64	
Dim	%	N	M	S	75. This 18B was hanging a round on an M29A1 81mm mortar. After releasing the round into the tube, this 18B brought his right hand over the top of the tube. The range safety NCO pulled the 18B from the firing line to watch others conduct firing procedures.
N*	80	8	2.38	1.87	
All		10	2.70	2.24	110. An 18B was given some time to learn the cycle of operations of a 50 cal. HB. This 18B held the bolt to the rear with an oily hand and stuck his finger into the bolt. The bolt of the 50 cal. went forward and the bolt went through the 18B's index finger.
Dim	%	N	M	S	
N*	80	8	1.38	0.70	100. The team was conducting a range firing exercise with foreign nationals and were told to clear all weapons when leaving the range. The weapons sergeant did not carefully check all weapons. A 7.62 machinegun was found to have a live round (which luckily did not go off) in the chamber when it was unloaded from the truck after leaving the range.
R	20	2	4.50	1.50	
All		10	2.00	1.55	122. A soldier shooting a weapon at the range had a misfire. This range safety NCO did not instruct or supervise the soldier in what to do when the misfire occurred. The soldier ended up shooting himself in the arm because he did not know the SOP for misfires.
Dim	%	N	M	S	
N*	80	8	1.88	0.78	40. This 18B was coming off a range. At the arms room, this 18B cleared his weapon without removing the magazine. A round went off and shot another soldier in the foot.
All		10	1.70	0.78	
Dim	%	N	M	S	65. This junior SF soldier was issued an M-9 pistol with ammunition. He was supposed to know how to clear the handgun and keep it clear within the battalion area. This soldier removed the magazine when he entered the battalion area but forgot he'd chambered a round and didn't clear the weapon. He played with the weapon with a friend and pointed the pistol at his friend's head and pulled the trigger. The friend died.
N*	80	7	1.00	0.00	
All		10	1.60	1.80	114. The team was engaged in a live fire exercise. This 18B was diligently firing his SAW automatic weapon. This 18B was so excited that he did not feel the burning brass that was being ejected from his gas operated weapon. When the live fire exercise was over, this 18B realized that his arm was peppered with burn marks.
Dim	%	N	M	S	
N*	70	7	3.29	1.39	90. An 18B was live firing an 84mm recoilless rifle. This 18B did not have his body turned perpendicular to the weapon system and thus exposed his legs to the back blast area. The 18B received minor burns.
All		10	4.00	1.90	
Dim	%	N	M	S	129. On a 60mm mortar range, this 18B with one year of experience had a misfire. He became nervous and refused to clear the misfire. This 18B stated that he was not comfortable with his ability to safely clear the weapon. Another more experienced 18B cleared the weapon for him and gave him additional training to improve his skills.
N*	70	7	2.43	1.18	
R	30	3	3.00	1.63	74. An 18B was a range safety NCO for a 60mm mortar range. He was to check all data and sight alignments before a tube was fired. This 18B failed to check the data on a gun and told a student to fire the mortar which was aligned on another system's aiming stakes. The round was fired outside the range fan.
All		10	2.60	1.36	
Dim	%	N	M	S	120. During a class on the recoilless rifle, an 18B was learning the sequence of locking systems. While attempting to lock the breach system, this 18B mistakenly caught his finger in the breach. After letting out a scream, this 18B regained control. He opened the breach and removed his finger.
N*	60	6	5.00	1.15	
All		10	3.80	1.83	74. An 18B was a range safety NCO for a 60mm mortar range. He was to check all data and sight alignments before a tube was fired. This 18B failed to check the data on a gun and told a student to fire the mortar which was aligned on another system's aiming stakes. The round was fired outside the range fan.
N*	60	6	1.33	0.47	
S	30	3	1.67	0.94	120. During a class on the recoilless rifle, an 18B was learning the sequence of locking systems. While attempting to lock the breach system, this 18B mistakenly caught his finger in the breach. After letting out a scream, this 18B regained control. He opened the breach and removed his finger.
All		10	1.60	0.80	
Dim	%	N	M	S	120. During a class on the recoilless rifle, an 18B was learning the sequence of locking systems. While attempting to lock the breach system, this 18B mistakenly caught his finger in the breach. After letting out a scream, this 18B regained control. He opened the breach and removed his finger.
N*	50	5	3.00	1.41	
R	30	3	2.33	0.94	120. During a class on the recoilless rifle, an 18B was learning the sequence of locking systems. While attempting to lock the breach system, this 18B mistakenly caught his finger in the breach. After letting out a scream, this 18B regained control. He opened the breach and removed his finger.
All		10	3.30	1.73	

Dtm	%	N	M	S	130. The team was conducting a 60mm live fire. This 18B did not remove the proper amount of charges. The round landed in a restricted area.
N	40	4	1.50	0.50	
S*	60	6	1.67	0.75	
All		10	1.60	0.66	
Dtm	%	N	M	S	116. During a unit mortar range fire, the mortar section was laid in and ready. This range safety 18B came to do a pre-check prior to launching rounds and directed the gun crew to raise their tube to the maximum elevation. The gun crew did not fire into the overhanging tree.
N	40	4	5.75	1.30	
S*	50	5	6.00	0.89	
All		10	5.80	1.08	
Dtm	%	N	M	S	89. This 18B was settling a base plate of an 81mm mortar. After firing the first three rounds, the base plate still would not settle firmly in the ground. This 18B chose an alternate location. After firing the first three rounds in the new location, the base plate settled. There were no injuries.
F	20	2	6.00	1.00	
N*	40	4	6.00	1.22	
S*	40	4	6.00	0.71	
All		10	6.00	1.00	
Dtm	%	N	M	S	88. This SF NCO was not sure how to put headspace and timing on a .50 caliber machine gun. This NCO attempted to fire the weapon without telling anyone before he did so. The machine gun blew up, scattering small bits of brass and destroying the weapon beyond repair.
F	20	2	1.00	0.00	
N*	30	3	1.00	0.00	
R*	30	3	1.67	0.47	
All		10	1.20	0.40	
Dtm	%	N	M	S	12. This SF NCO was in charge of a mortar range. After the call for mortar adjustment was made, this NCO did not see that the number one gun was almost horizontal. This NCO did not observe the tube positions and allowed the soldiers to drop their round. The round came back down within 10 feet of the guns, injuring three men--one seriously.
N	30	3	1.00	0.00	
S*	50	5	1.00	0.00	
All		10	1.00	0.00	
Dtm	%	N	M	S	69. An 18B was making large deflection changes with the M274 60mm mortar. This 18B aligned his sights on another mortar system's aiming poles. A round was fired outside the range fan.
N	20	2	1.00	0.00	
S*	80	8	2.00	1.12	
All		10	1.80	1.08	

Retranslation Listing of Incidents for Dimension O: (Problem name = 18bb)

Dim	%	N	M	S	
O*	100	9	6.44	0.68	59. While on survival training, this NCO observed a fellow detachment member shaking out of control. This NCO identified that the fellow soldier was experiencing hypothermia. This SF NCO got the soldier as warm as he could, treated him for shock, and called for the soldier's evacuation. The patient was removed from the cold to the hospital.
All		9	6.44	0.68	

Dim	%	N	M	S	
O*	80	8	6.13	0.93	73. During a sensitive mission, the detachment was required to split into 3 elements. One element sustained a non-life threatening, but painful injury to one of its members; this element had no 18D. This 18B had carried a medical kit with him on the mission. This 18B treated the injury, where a poisonous plant had entered the soldier's leg and broken off internally, by numbing the area surrounding the wound and extracting the plant. The wounded soldier was able to continue with the mission.
All		10	6.20	0.87	

Dim	%	N	M	S	
O*	80	8	6.50	0.71	66. While performing land navigation training, this SF NCO stumbled upon a heat exhausted team member. This NCO pulled the soldier into the shade, loosened his clothing, initiated an IV, applied water, treated him for shock, and evacuated the member. The injured soldier is still alive.
All		10	6.40	0.80	

Dim	%	N	M	S	
J	33	3	4.67	1.89	6. A soldier became dehydrated when participating in an obstacle course. This 18B gave an IV to the injured soldier even though he did not know what he was doing. The soldier recovered, but the 18B was given a negative spot report.
O*	44	4	3.00	1.58	
All		9	4.11	1.97	

Dim	%	N	M	S	
A	20	2	3.00	0.00	3. The team was training in medical treatment procedures. One of the tasks was to start an IV. This SF soldier could not find a vein in which to stick the IV needle after 2 or 3 tries on two individuals. This SF soldier was given extra training on inserting needles properly, using fruit as a target.
E	20	2	4.00	1.00	
O*	40	4	1.50	0.87	
All		10	2.30	1.27	

Dim	%	N	M	S	
B*	60	6	6.33	0.94	79. After a long, hot day of training, this 18B noticed that a host nation soldier walked away from the other team members and sat down by a vehicle. This 18B calmly took over an aid bag and evaluated the host nation soldier. Upon determining that the soldier was dehydrated, this 18B gave him an IV and got a medic to monitor the soldier. The host nation soldier was treated without embarrassment and the soldier gained respect for this 18B.
O	20	2	6.50	0.50	
All		10	6.20	0.87	

Retranslation Listing of Incidents for Dimension P: (Problem name = 18bb)

Dim	%	N	M	S	
P*	80	8	5.63	1.22	71. This team leader had primary responsibility for the day-to-day operations of the team. This team leader filled out all required reports, records, and schedules ahead of time. This team leader also provided the 18A with information for mission planning before the 18A requested it. The administrative tasks for the detachment as a whole were more manageable and effective.
All		10	5.50	1.20	

Dim	%	N	M	S	
J	20	2	5.00	0.00	58. This 18C was the team S-4 and kept track of the team's organic equipment. The records from the prior leadership were ineffective and out-of-date. This 18C completely organized all end items by hand receipts to include team and individual issue. This 18C then established an SOP that covered garrison and packing for deployment and helped identify where everything was, where everything should be loaded, and who was responsible for what (e.g., commo gear). The SOP enabled the team to cut down on loading time and made accountability easier.
P*	70	7	5.71	1.98	
All		10	5.50	1.69	

Dim	%	N	M	S	
J	20	2	6.00	1.00	128. The battalion team leaders and team sergeants had not been putting forth documents that met all of higher command's requirements for clarity and conciseness. This officer developed an accurate format for such documents. This battalion now has few, if any, significant problems in this area.
P*	70	7	5.14	1.64	
All		10	4.90	1.97	

Dim	%	N	M	S	
H*	40	4	1.25	0.43	42. During a mortar field training exercise, this 18B was responsible for the equipment that would be used at the range. This 18B failed to check with the S-3 to see if the range was laid-on. The 18B was counseled on responsibility.
P*	40	4	1.75	0.43	
All		10	1.60	0.66	

Dim	%	N	M	S	
G	20	2	1.00	0.00	8. This SF soldier had been responsible for preparing a detachment for an OCONUS deployment. This SF soldier did not maintain a continuity file or a tracking system for any actions he had taken regarding the deployment. He did not inform any other detachment members of the predeployment information. This SF soldier then left on the advanced party. The team's officer had to have the detachment members jump through hoops to get everything back on line.
H*	40	4	1.00	0.00	
P*	40	4	1.50	0.87	
All		10	1.20	0.60	

Dim	%	N	M	S	
H	20	2	5.50	0.50	94. A team member was tasked to maintain the intelligence play for an exercise. This team member maintained the situation map, kept up-to-date on developing situations, and briefed the detachment members on important information. The detachment knew the threat scenario and were up-to-date on the exercise course.
I*	30	3	6.33	0.94	
P	20	2	5.00	0.00	
Q	20	2	5.50	0.50	
All		10	5.80	0.87	



Retranslation Listing of Incidents for Dimension Q: (Problem name = 18bb)

Dim	%	N	M	S	
Q*	100	10	1.10	0.30	86. Equipment needed to be turned in for service. This 18E did not clear crypto out of the equipment. Material was seen by unauthorized personnel.
All		10	1.10	0.30	
Q*	90	9	1.89	1.10	18. This 18C was tasked with safeguarding classified material. This 18C removed all the weapons from the weapons safe box, placed the classified material in the bottom of the box, and piled heavy, oily weapons on top. The materials became oily and unreadable.
All		10	1.80	1.08	
Q*	90	9	3.22	1.47	115. This SF soldier was typing a request to get a 2 1/2 ton truck from the motor pool. This soldier made a mistake when typing and threw the request into the classified trash can. The team 18F counseled this SF soldier for putting non-classified trash into the classified trash can.
All		10	3.60	1.80	
Q*	90	9	1.22	0.42	41. A detachment was conducting pre-mission planning for a real world mission. This Special Forces soldier threw sensitive material (containing the name of the country they were going to, how long they would be there for, and the names and social security numbers of all the detachment members) into the non-sensitive waste can. Had the paper not been retrieved before it was put in the dumpster, the mission could have been canceled.
All		10	1.20	0.40	
Q*	90	9	1.67	1.89	80. This SF officer was carrying classified documents. This officer went to a restaurant for dinner. This officer did not want to be burdened with the documents during dinner and locked the classified information in the trunk of his rental car. The car was stolen, along with the documents.
All		10	1.60	1.80	
Q*	70	7	6.57	0.73	38. This 18E went out of the base camp to make contact with the base station using HF equipment; he took two locals with him to provide security on site. Prior to departing the area, the 18E checked the areas where the locals were providing security, and found pocket litter pertaining to sensitive activities that would be performed at a later time. He delivered the pocket litter to his intelligence and team sergeant. The two locals were informants working for the opposition under duress.
All		10	6.70	0.64	
H*	20	2	5.50	0.50	94. A team member was tasked to maintain the intelligence play for an exercise. This team member maintained the situation map, kept up-to-date on developing situations, and briefed the detachment members on important information. The detachment knew the threat scenario and were up-to-date on the exercise course.
I*	30	3	6.33	0.94	
P	20	2	5.00	0.00	
Q	20	2	5.50	0.50	
All		10	5.80	0.87	

Retranslation Listing of Incidents for Dimension R: (Problem name = 18bb)

Dim	%	N	M	S	
R*	90	9	1.78	1.03	57. During a training exercise, the soldiers were shooting light machine guns. This 18B was firing a PKM and had a run away. This 18B failed to control the run away. The team sergeant reprimanded this 18B.
All		10	1.90	1.04	
F	20	2	4.50	0.50	132. This SF soldier was given a mission of employing an 84mm recoilless rifle on an enemy road junction. This soldier set his weapon in a properly concealed site within range of the target area. The SF soldier effectively engaged the target area.
R*	80	8	6.00	1.94	
All		10	5.70	1.85	
E	22	2	6.00	1.00	30. On a live fire range, an M-16 was not continuously firing. This 18B looked at the ejection part while the weapon was firing. He determined that it had a short recoil and fixed it by staggering the gas rings. The weapon was repaired.
R*	78	7	5.67	0.49	
All		9	5.67	0.67	
R*	70	7	1.71	1.16	14. Three detachment members trained for and took the EIB test. This 18B did not successfully perform the task "load, fire, and reduce stoppage on a machine gun" within the prescribed time. This 18B was the only one of the three unable to perform the task, even though he should have been proficient on it. He did not get the EIB.
All		10	2.20	1.89	
E	30	3	5.67	0.94	106. The detachment was on the range using M60s. One M60 was new but would not work. This 18B took the M60 that would not fire off the line, and disassembled and inspected it. This 18B found that a round was in the weapon and concluded that the ejector was not collapsing, thereby preventing the bolt from moving all the way forward. This 18B disassembled the bolt and cut the ejector spring down 1/2 coils. The weapon functioned and training was completed.
R*	60	6	6.33	0.47	
All		10	5.60	1.69	
A	20	2	5.50	0.50	61. An 18B, while deployed overseas, was giving instruction to indigenous soldiers on a 9mm pistol. Of the 20 students, nine of them had weapons that were not functioning. This 18B disassembled, repaired, and re-assembled the nine weapons within an hour. This created a safer exercise and taught the indigenous soldiers how to maintain their weapons.
B	20	2	6.00	1.00	
R*	50	5	6.20	0.75	
All		10	6.10	0.83	
E*	33	3	5.67	0.94	47. While conducting a range fire for machine guns, a number of the host nation weapons were malfunctioning. This 18B set up a station on the side to test and repair each of the faulty systems. Training was completed.
J	22	2	5.00	0.00	
R*	33	3	6.33	0.47	
All		9	5.67	0.82	
N*	70	7	2.43	1.18	90. An 18B was live firing an 84mm recoilless rifle. This 18B did not have his body turned perpendicular to the weapon system and thus exposed his legs to the back blast area. The 18B received minor burns.
R*	30	3	3.00	1.63	
All		10	2.60	1.36	
F*	30	3	2.33	0.94	50. This SF soldier was firing the M60 machine gun. The spare barrel was not marked with the machine gun so this soldier could not be sure that the spare barrel belonged to that gun. This SF soldier decided to fire the gun anyway and replace the barrel when it became hot with the spare barrel. The soldier was reprimanded for showing disregard for the weapon.
J	20	2	7.00	0.00	
R*	30	3	1.67	0.94	
All		10	2.90	2.21	
N*	50	5	3.00	1.41	120. During a class on the recoilless rifle, an 18B was learning the sequence of locking systems. While attempting to lock the breach system, this 18B mistakenly caught his finger in the breach. After letting out a scream, this 18B regained control. He opened the breach and removed his finger.
R*	30	3	2.33	0.94	
All		10	3.30	1.73	
F	20	2	1.00	0.00	88. This SF NCO was not sure how to put headspace and timing on a .50 caliber machine gun. This NCO attempted to fire the weapon without telling anyone before he did so. The machine gun blew up, scattering small bits of brass and destroying the weapon beyond repair.
N*	30	3	1.00	0.00	
R*	30	3	1.67	0.47	
All		10	1.20	0.40	
B	20	2	7.00	0.00	7. The host nation had three inoperable World War II-era recoilless rifles that were needed to conduct training/operations. This 18B rebuilt all three weapons systems by cannibalizing from the three to get one full system and by manufacturing the parts for the remaining two in a machine shop. All three weapons systems operated through all training and for upwards of two years in actual operations.
E*	30	3	5.67	0.47	
J	20	2	7.00	0.00	
R*	30	3	6.33	0.94	
All		10	6.40	0.80	

Dtm	%	N	M	S
B*	60	6	5.83	0.90
E	20	2	6.00	1.00
R	20	2	6.00	0.00
All		10	5.90	0.83

49. This ODA was on a FID mission when a host country soldier couldn't get his MPSK to fire and said it was broken. This SF soldier checked the weapon out, found that the rounds were the real problem, put new rounds in the weapon, and checked that it functioned without flaws. The host country soldier was pleased the weapon was fine, and built rapport with the team.

Dtm	%	N	M	S
I*	70	7	1.86	2.10
R	20	2	1.50	0.50
All		10	1.70	1.79

28. The 18C on the team purchased a 1911 .45 caliber pistol. The 18C asked this senior 18B how to disassemble the weapon. This 18B told the 18C that he was the tactician on the team and that he did not mess with small weapons. The 18D on the team disassembled the weapon and team members lost respect for the 18B.

Dtm	%	N	M	S
F	30	3	1.00	0.00
R	20	2	1.50	0.50
S*	50	5	1.40	0.80
All		10	1.30	0.64

125. This 18B was tasked with emplacing a mortar firing position in support of his unit's patrol. The ground to be covered was made up of a variety of terrains. This 18B selected to emplace his mortar firing position in an extremely large, open field next to an occupied house. The mortar firing position was spotted by enemy troops and fired upon.

Dtm	%	N	M	S
N*	80	8	1.38	0.70
R	20	2	4.50	1.50
All		10	2.00	1.55

110. An 18B was given some time to learn the cycle of operations of a 50 cal. HB. This 18B held the bolt to the rear with an oily hand and stuck his finger into the bolt. The bolt of the 50 cal. went forward and the bolt went through the 18B's index finger.

Dtm	%	N	M	S
E*	50	5	6.60	0.49
J	30	3	6.33	0.94
R	20	2	7.00	0.00
All		10	6.60	0.66

54. The team was conducting a FID mission. One of the indigenous force's weapons had lost a take-down pin. This 18B used a Swiss Army knife and a dremel from the tool kit and drill rod and sizes he had brought with him to reconstruct the take-down pin. The weapon was 100% operational.

Retranslation Listing of Incidents for Dimension S: (Problem name = 18bb)

Dim %	N	M	S	46. This 18B was adjusting 81mm mortar fire and observed the strike of the first round. While making adjustments for the next three rounds, this 18B continued to use the wrong OT factor. Another 18B used the proper OT factor and embarrassed this 18B by hitting the target with the very next round.
S* 89	8	2.50	0.87	
All	9	3.00	1.63	
Dim %	N	M	S	69. An 18B was making large deflection changes with the M224 60mm mortar. This 18B aligned his sights on another mortar system's aiming poles. A round was fired outside the range fan.
N 20	2	1.00	0.00	
S* 80	8	2.00	1.12	
All	10	1.80	1.08	
Dim %	N	M	S	10. An SF battalion was shooting 4.2 mortars on a hill top. The FO decided to hit something in close and called it in to the FDC. The charge for this shot was 6 3/4. This SF NCO responsible for ensuring the use of correct charges put what he thought was a 6 3/4 charge in place, but was in fact a 1 3/4 charge -- 3 1/4 below minimum. This NCO had taken the 5 charge powder bag off the round. The round was fired and fell less than 150 meters from the gun; the round detonated.
S* 70	7	1.00	0.00	
All	10	1.00	0.00	
Dim %	N	M	S	130. The team was conducting a 60mm live fire. This 18B did not remove the proper amount of charges. The round landed in a restricted area.
N 40	4	1.50	0.50	
S* 60	6	1.67	0.75	
All	10	1.60	0.66	
Dim %	N	M	S	125. This 18B was tasked with emplacing a mortar firing position in support of his unit's patrol. The ground to be covered was made up of a variety of terrains. This 18B selected to emplace his mortar firing position in an extremely large, open field next to an occupied house. The mortar firing position was spotted by enemy troops and fired upon.
F 30	3	1.00	0.00	
R 20	2	1.50	0.50	
S* 50	5	1.40	0.80	
All	10	1.30	0.64	
Dim %	N	M	S	29. This 18B was the gunner for an M224 60mm mortar. While preparing to fire the weapon in the hand-held mode, this 18B told his ammunition bearer to set the round for charge one. The ammunition bearer stated that this was the wrong charge setting. This 18B did not agree with the ammunition bearer and fired the weapons system. The rounds were fired short because the weapons system moved when it was fired.
F 40	4	1.50	0.87	
S* 50	5	3.20	0.75	
All	10	2.40	1.11	
Dim %	N	M	S	12. This SF NCO was in charge of a mortar range. After the call for mortar adjustment was made, this NCO did not see that the number one gun was almost horizontal. This NCO did not observe the tube positions and allowed the soldiers to drop their round. The round came back down within 10 feet of the guns, injuring three men--one seriously.
N 30	3	1.00	0.00	
S* 50	5	1.00	0.00	
All	10	1.00	0.00	
Dim %	N	M	S	116. During a unit mortar range fire, the mortar section was laid in and ready. This range safety 18B came to do a pre-check prior to launching rounds and directed the gun crew to raise their tube to the maximum elevation. The gun crew did not fire into the overhanging tree.
N 40	4	5.75	1.30	
S* 50	5	6.00	0.89	
All	10	5.80	1.08	
Dim %	N	M	S	107. This SF soldier was tasked to provide base camp defense. He had a working knowledge of the weapon system within the country. This soldier acquired five 60mm mortars and effectively emplaced them within the base camp's perimeter. The base camp had an extra measure of indirect fire protection.
H 20	2	7.00	0.00	
J 30	3	5.67	1.25	
S* 40	4	6.00	0.71	
All	10	6.00	1.00	
Dim %	N	M	S	97. This 18B was in charge of running a fire direction center and missed a plot on his plotting board. This 18B checked his data against that of his subordinates and saw that his data differed. This 18B checked his plotting board and then changed his data. The correct data was sent and the guns were fired correctly.
F 30	3	6.33	0.47	
S* 40	4	5.75	1.30	
All	10	5.70	1.27	
Dim %	N	M	S	89. This 18B was settling a base plate of an 81mm mortar. After firing the first three rounds, the base plate still would not settle firmly in the ground. This 18B chose an alternate location. After firing the first three rounds in the new location, the base plate settled. There were no injuries.
F 20	2	6.00	1.00	
N* 40	4	6.00	1.22	
S* 40	4	6.00	0.71	
All	10	6.00	1.00	
Dim %	N	M	S	74. An 18B was a range safety NCO for a 60mm mortar range. He was to check all data and sight alignments before a tube was fired. This 18B failed to check the data on a gun and told a
N* 60	6	1.33	0.47	
S 30	3	1.67	0.94	
All	10	1.60	0.80	

student to fire the mortar which was aligned on another system's aiming stakes. The round was fired outside the range fan.

Dim %	N	M	S	13. This 18B was selected as NCOIC of indirect fire training. The weapons sergeant's POIs were clear, concise, and to the point. In addition, he conducted classroom instruction at night so the firing range was at maximum utilization during the day, with very little down time. All personnel were trained.
A* 60	6	6.50	0.76	
S 20	2	6.00	0.00	
All	10	6.40	0.66	

Retranslation Listing of Incidents for Dimension A: (Problem name = 18CA)

Dim % N M S 27. An SF soldier was demonstrating the tactics used in selecting a mortar sight. This SF instructor used real life experiences to point out the good and bad ways to do the task. An easy learning environment was created.

Dim % N M S 78. This 18C was conducting cross-training with the detachment on electrical and non-electrical firing devices. He started at the basic level and worked with team members individually when necessary until all team members were proficient. After the training, the whole team was able to set up electrical and non-electrical firing devices.

Dim % N M S 31. This SF soldier was to conduct night movement with host nation forces. This SF soldier showed the host nation soldiers the night vision devices before the movement. This SF soldier explained how the devices would be used for link-up and during the movement. The amount of time required for the movement was cut down as the soldiers knew how to use the equipment.

Dim % N M S 75. During FID operations in Kuwait, an SF A-detachment was training a Kuwaiti SF company in MONT operations, with the detachment's senior engineer teaching special breaching demolitions. This SF soldier trained one Kuwaiti soldier who spoke English and had passable demolitions knowledge in special breaching techniques. Together, they were able to train one man per squad in the construction and use of these techniques.

Dim % N M S 13. An SF NCO was serving as the primary instructor. This soldier did not rehearse his material with anyone. Two minutes into the POI, this SF NCO forgot his train of thought, walked off stage, and never came back. The assistant instructor jumped in and tap danced through the POI.

Dim % N M S 18. An SF ODA was tasked with teaching a foreign SF unit technical mountain climbing skills. Although the US SF team had several hundred thousand dollars worth of high speed equipment, they knew the other SF team would never see such equipment. This SF soldier taught the foreign students using cheap, fabricated equipment such as large nuts and bolts on ropes as pieces for protection. The fabricated equipment was cheap, easy to obtain, and very effective -- making the technical mountain climbing techniques applicable to these foreign students.

Dim % N M S 98. This 18C was giving instructions to students at a demolitions range. This 18C did not give clear instructions on the firing sequence. A student pulled the firing device too soon as the time of detonation was not known.

Dim % N M S 158. The team was training in medical treatment procedures. One of the tasks was to start an IV. This SF soldier did not find a vein in which to stick the IV needle after 2 or 3 tries on two individuals. This SF soldier was given extra training on inserting needles properly using fruit as a target.

Dim % N M S 2. This 18C was in charge of the team's demolitions training. This 18C displayed excellent knowledge of calculating charges and had the class participate in step-by-step procedures to develop the same. Training was achieved with no injuries or waste of material.

Dim % N M S 41. An SF commo sergeant had prepared classes on the use of the radio for a group of soldiers in a third world country. Although he had been informed that these personnel were well educated, upon arrival he found that they had little or no education. This SF commo sergeant reorganized his classes to the level of the audience. The soldiers were trained and came away with a positive attitude.

Dim % N M S 62. This 18C was giving a class on demolitions techniques to indigenous personnel, teaching them how to use TNT. This 18C gave the block of instruction very quickly and left out some safety precautions such as safe distances and the handling of blasting caps. The soldier was

warned about his mistakes and removed from the instructor's role.

Dim % N M S 48. This 18C was tasked to teach host nation soldiers about the G3 rifle assembly/disassembly and was given two months to prepare. This 18C did not ask for guidance from his two 18Bs and only picked up the weapon once prior to giving his class. During class, this 18C did not know how to take the bolt apart and had to ask for assistance on how to disassemble the bolt and perform a functions check. The soldiers of the host nation thought the 18B was incompetent.

Dim % N M S 37. During a training mission, an SF soldier was to crimp a B-cap as part of a ring-main. The soldier was terrified of explosives and could not make himself crimp the cap. When this 18C asked if all caps were crimped, the soldier responded in the affirmative. As the fuse igniters were pulled, this 18C noticed that one charge was not crimped and crimped the cap before going up the range. This 18C pulled aside the soldier, talked to him to give him some confidence, and sent him down the range to try again. The soldier crimped the cap appropriately.

Dim % N M S 127. This 18C needed to show the host nation commander how to improve his defense and protect his soldiers. This 18C built a terrain model to scale of a host nation camp to show the commander where to emplace bunkers and guard posts. The host nation commander had the modifications started on the camp.

Dim % N M S 116. Selected team members were tasked to train host nation soldiers. This SF soldier who was not assigned a training class assisted others by making copies, obtaining supplies, drawing charts, and listening to practice classes. The instructors for these classes could concentrate more on the quality of their classes instead of having to spend time on details. Classes were given on time and handouts were available to students.

Dim % N M S 66. This 18B attended a SERE course. This 18B saw the need for survival training within his own team and came up with a week's training plan for movement and daily procedures. This 18B also developed a standardized survival kit for the team. The team conducted survival training and used the survival kit for a period of 7 days.

Dim % N M S 72. This 18C was in charge of 25 indigenous soldiers. The group was waiting for demolitions equipment to arrive. While waiting, this 18C had the indigenous soldiers go over some drill and ceremony techniques they had learned earlier that day. The indigenous commander observed the group practicing and was happy with the professional training that was consistently given by the SF team.

Dim % N M S 107. While training guerrilla forces, this SF soldier realized he was losing their attention. This SF soldier began to speak in Spanish with a Korean accent. The guerrilla forces laughed so hard that they started paying attention again.

Retranslation Listing of Incidents for Dimension B: (Problem name = 18CA)

Dim	%	N	M	S	
B*	100	11	6.45	0.78	87. The SF team was on a deployment. Provide Comfort, working in one of the refugee camps along the Turkish/Iraqi border. This SF soldier never missed a day walking through the camp to check on the children and the sick. He also participated in tea time, customary in the region, and shared his cigarettes. This soldier's actions improved relations with the Kurdish people in the camp and in the surrounding area.
All		11	6.45	0.78	
B*	100	11	6.00	0.85	89. In preparation for an upcoming deployment, this 180A told the team that it was part of his standard operation procedure for every man to bring some extra comfort items with him (e.g., laundry soap, shampoo, toothpaste, canned food, clothes). During the deployment, the 180A organized the team to distribute these items to some of the local people. Rapport was established between the team members and the indigenous forces and people.
All		11	6.00	0.85	
B*	91	10	1.30	0.46	132. While deployed in a foreign country, this SF soldier went out drinking. This SF soldier got into a fight with a local civilian. This caused tension between SF and the local populace.
All		11	1.45	0.66	
B*	91	10	6.60	0.66	140. While in Africa, this team sergeant was told to meet with the indigenous colonel at 0530. This team sergeant, upon arriving at the colonel's tent, was informed that it was the host nation's tradition that the eldest in the village eat goat's eyes; the team sergeant was the oldest and was to receive this great honor. This team sergeant ate the goats eyes. The colonel was pleased and impressed as he knew this was not something Americans usually ate, particularly before coffee.
All		11	6.64	0.64	
B*	91	10	6.70	0.46	8. While in a pre-combat (conflict preparation) environment, the King of Saudi Arabia visited the confinement area and the detachment members attended a meal. This SF soldier demonstrated an understanding and awareness of the culture and fit in with the host's situation. The King and his entourage were impressed by the soldier's understanding of the culture and language and by the zeal with which the soldier demonstrated the desire to work with the host nation.
All		11	6.55	0.66	
B*	82	9	2.00	0.47	60. During a deployment for training in a foreign country, this 18C became particularly close with a platoon among the indigenous forces. This 18C started to show favoritism to that platoon during training by always sitting them in front for classes, allowing them to go first during practical exercises, and giving them first shot at limited training resources (e.g., ammunition). The rest of the indigenous forces were aware of the favoritism and became annoyed, hurting rapport and training effectiveness.
All		11	2.00	0.60	
B*	27	3	5.00	0.82	72. This 18C was in charge of 25 indigenous soldiers. The group was waiting for demolitions equipment to arrive. While waiting, this 18C had the indigenous soldiers go over some drill and ceremony techniques they had learned earlier that day. The indigenous commander observed the group practicing and was happy with the professional training that was consistently given by the SF team.
B*	64	7	6.14	1.12	
All		11	5.82	1.11	
B*	55	6	2.67	1.11	34. A squad of indigenous personnel was being led by an NCO in the wrong direction. This SF soldier stopped the NCO, informed him of the error, and took over the lead. The squad was taken to the correct location.
All		11	3.73	1.71	
B*	45	5	6.60	0.49	67. Two 18Cs were placed to observe a patrol of foreign soldiers. One of the soldiers climbed a tree to get a better view of the target and fell out of the tree. This 18C splinted the host nation soldier's leg and directed the indigenous forces on how to make a stretcher. He then directed the soldiers to the hospital. The event increased the indigenous force's confidence in the SF.
All		11	6.18	0.94	
B*	36	4	5.50	0.50	108. An airborne school was being run for foreign nationals using the American jump school standard for pull-ups. However, not one of the foreign nationals could do more than 3 pull-ups. This SF soldier lowered the standard without making it look like a major adjustment
All		11	5.36	1.07	

was being made. The students were able to build up to over 3 pull-ups and complete the airborne training.

Dim	%	N	M	S	
A*	40	4	6.50	0.50	127. This 18C needed to show the host nation commander how to improve his defense and protect his soldiers. This 18C built a terrain model to scale of a host nation camp to show the commander where to emplace bunkers and guard posts. The host nation commander had the modifications started on the camp.
B	30	3	6.00	0.82	
All		10	6.50	0.67	

Dim	%	N	M	S	
B	27	3	7.00	0.00	115. At a Kurdish refugee camp, there were 150,000 refugees and very few interpreters for a two-month time period. This 188 decided to find a way to communicate with the refugees, so he found an English-speaking Kurd and created a dictionary for all the SF soldiers to use. By the end of the mission, he and the rest of the unit could speak with the refugees and better ease their suffering.
D*	36	4	6.25	0.83	
All		11	6.55	0.66	

Retranslation Listing of Incidents for Dimension C: (Problem name = 18CA)

Dim	%	N	M	S	
C*	55	6	6.17	0.89	55. While in a Middle Eastern country, this SF soldier was stopped at a stop sign awaiting cross traffic to clear. A local civilian rear-ended the soldier's car. [The civilian's brakes had failed on the wet road.] The local police stated that the accident would not have happened if the SF soldier had not been in their country. The SF soldier convinced the civilian to sign a statement saying that indeed the civilian was at fault. Thus, no charges were brought against the SF soldier and the vehicle was repaired.
All		11	5.73	1.29	

Dim	%	N	M	S	
C*	45	5	3.20	1.94	94. This SF team member had no medical training. While a medic was treating a medical emergency (heat casualty), this team member tried to get him to stop treatment so that the medic could operate a computer to get a routine report out. The medic ignored the team member and now has complete contempt for him.
I	27	3	1.67	0.94	
All		11	2.73	1.91	

Dim	%	N	M	S	
C*	36	4	3.75	1.09	74. A soldier was causing problems for the whole platoon by showing up late and failing to complete his work. The platoon was being punished because of him, but the soldier told them he did not care. This platoon sergeant decided to have a class on hand-to-hand, having the trouble-maker "volunteer." Rapport between the platoon sergeant and the platoon strengthened.
I	27	3	4.00	2.45	
All		11	4.27	1.76	

Dim	%	N	M	S	
C	27	3	4.00	1.63	20. A team sergeant was very insecure about his authority. He would complain to the ODA, claiming that the team leader was doing his job. This team leader confronted the team sergeant and told him to quit sniveling to the ODA and start acting like a team sergeant. This team leader told him to do his job and the ODA would back him 100%. The team sergeant changed his attitude and proceeded to do his job.
I*	45	5	5.80	1.17	
All		11	5.00	1.41	

Dim	%	N	M	S	
C	27	3	2.33	1.25	54. An SF team was training an indigenous force. This SF soldier did not like any of the other team members and kept to himself when he was not conducting training. The indigenous soldiers could sense the tension and lost some of their confidence in the team.
I*	36	4	2.00	0.71	
All		11	2.09	1.00	

Dim	%	N	M	S	
C	27	3	5.00	1.63	11. Two team members were always fighting with each other. Once, the entire ODA was embarrassed in a bar because of these two team members. This team sergeant had the team form a circle, placed the trouble makers in the middle, tied their hands together and removed their shoes. The two team members fought until they lay on the ground out of breath; the men are now the best of friends.
I*	64	7	4.71	1.03	
All		11	5.00	1.35	

## Retranslation Listing of Incidents for Dimension D: (Problem name = 18CA)

Dim	%	N	M	S	
D*	82	9	5.78	1.03	25. This 18C needed to obtain transport for his detachment in a foreign country. He used his knowledge of the host country's language to talk to a truck driver. This 18C obtained the truck driver for his unit and the detachment was able to travel to and from necessary locations easily.
A11		11	5.91	1.00	
D*	82	9	5.78	0.79	106. While in a foreign country, the A team got lost. This team member was able to communicate with a local in the native language. The local gave the team directions to the area they wanted to visit.
A11		11	5.27	1.35	
D*	73	8	5.75	1.48	17. This 18C was instructing host nation forces in engineering skills. This 18C asked the participants to help him with his Spanish as he taught them about demolitions, obstacles, and mines. This 18C improved in his language skills while the host nation forces became familiar with the basic engineering skills.
A11		11	5.73	1.29	
D*	55	6	6.33	0.94	95. During deployment to a foreign country, this 18B was tasked to teach a class in Spanish about certain weapons. This 18B did not speak Spanish very well. This 18B spent many hours after duty practicing Spanish with a local indigenous person. He was able to teach the class.
J	36	4	6.50	0.50	
A11		11	6.36	0.77	
D*	45	5	6.20	0.98	144. A team was extremely well trained and prepared in all areas but that of language proficiency. This team leader ordered that only Spanish would be spoken during the workday among team members. This team leader made a game out of it, making anyone who was caught speaking English do push-ups. The team greatly increased its capability to communicate in conversational Spanish.
I	27	3	6.33	0.47	
A11		11	6.09	0.90	
D*	45	5	1.80	1.17	83. This NCO graduated from the basic Spanish course. This SF NCO did not work to maintain his proficiency with Spanish. When sent to a Spanish-speaking country to participate in a company exercise, it took longer for this NCO to complete tasks and the indigenous forces were not receptive to him.
A11		11	1.91	1.00	
D*	45	5	6.20	0.98	51. This NCO was stationed in Germany for 4 1/2 years. This soldier taught himself to read, write, and speak German during his first tour without formal instruction. He passed his language test with an original rating of 1+2.
J*	55	6	5.33	1.11	
A11		11	5.73	1.14	
B	27	3	7.00	0.00	115. At a Kurdish refugee camp, there were 150,000 refugees and very few interpreters for a two-month time period. This 18B decided to find a way to communicate with the refugees, so he found an English-speaking Kurd and created a dictionary for all the SF soldiers to use. By the end of the mission, he and the rest of the unit could speak with the refugees and better ease their suffering.
D*	36	4	6.25	0.83	
A11		11	6.55	0.66	
D*	30	3	1.00	0.00	134. This team member wanted to learn another language instead of Korean. He put up quite a fuss until he found out that people were going to Sogon University in Korea; he bumped out someone else who wanted to go. He did not apply himself and came back to the team without a rating or any workable knowledge of the language. A slot that could have been taken by someone who truly wanted to learn was wasted.
I	20	2	1.00	0.00	
J	20	2	1.00	0.00	
K*	30	3	1.00	0.00	
A11		10	1.00	0.00	
D*	27	3	5.33	1.25	107. While training guerrilla forces, this SF soldier realized he was losing their attention. This SF soldier began to speak in Spanish with a Korean accent. The guerrilla forces laughed so hard that they started paying attention again.
D*	27	3	5.67	0.47	
A11		11	5.91	1.00	

## Retranslation Listing of Incidents for Dimension E: (Problem name = 18CA)

Dim	%	N	M	S	
E*	64	7	6.29	0.70	65. While conducting mounted operations, this detachment developed one more flat tire than they had spare tires; they didn't have a tire plug kit. This SF soldier carved a tire plug out of a piece of mesquite and used gasket sealer to help seal the plug into the tire tread. The tire held air and the detachment continued the mission.
A11		11	6.00	0.95	
E*	45	5	6.00	1.26	9. The battalion team leaders and team sergeants had not been putting forth documents that met all of higher command's requirements for clarity and conciseness. This officer developed an accurate format for such documents. This battalion now has few, if any, significant problems in this area.
P*	45	5	6.00	0.89	
A11		11	6.00	1.04	
E	36	4	6.75	0.43	22. The team had a demolition mission but their firing system was not operating. This 18C was able to construct a field expedient firing device. The mission was a success.
T*	55	6	6.00	1.15	
A11		11	6.27	0.96	
E	36	4	5.50	0.50	119. This SF soldier was to teach a basic demolitions class to foreign officers. This SF soldier did not have any training aids. This SF soldier used the resources available to make the necessary training aids to teach the course, cutting down trees with explosives to teach calculations. The training aids were instrumental in getting the training across to the students.
U*	27	3	6.33	0.47	
A11		11	5.82	0.94	
E*	27	3	5.33	0.47	156. A range was planned to conduct BRM with the M16. Upon getting to the range, it was found that ammunition was not available. This 18B did not cancel training, but had the team members switch to dry firing training instead. Good training was conducted despite the lack of ammunition.
A11		11	5.36	1.15	
E	27	3	7.00	0.00	15. During an operation, the team needed to transport several heavy items a great distance. This team engineer noticed a farm with broken-down equipment in the field. He developed a system to transport the items by rearranging the wheels and some of the metal pipes. The mission was completed on time.
U*	36	4	6.00	0.71	
A11		11	6.00	1.35	
E*	27	3	5.33	0.47	12. The detachment was conducting small boat operations off the Maine coast. This 18C was tossed overboard due to engine problems and high seas. This 18C kept himself afloat while giving instructions on how to repair the engine to those left in the boat. The engine was repaired, the 18C was recovered, and the mission was completed without further incident.
L*	27	3	5.67	0.94	
A11		11	5.55	1.37	
E*	27	3	6.00	0.00	43. The team was conducting a DA mission on a railroad bridge and part of their equipment was compromised prior to the interdiction of the target. This 18C produced the necessary demolitions materials from a very austere environment. The mission was accomplished.
T*	27	3	6.00	0.82	
U*	27	3	6.00	0.82	
A11		11	6.18	0.72	
E	20	2	5.50	1.50	5. The battalion needed 5.56 rounds to conduct a range but had failed to forecast for the rounds. This SF soldier went to external sources to secure rounds. The unit was able to conduct the training.
G	20	2	3.00	0.00	
J*	40	4	6.50	0.50	
A11		10	5.10	1.81	
E	20	2	6.50	0.50	155. An A-team was asked to train CQB to indigenous personnel. No CQB range was available so this 18C purchased material and built one. CQB training went on as scheduled.
U*	60	6	6.33	0.75	
A11		10	6.10	0.83	

Retranslation Listing of Incidents for Dimension F: (Problem name = 18CA)

Dim	%	N	M	S	26. During a combat assault on a hot land zone, this SF soldier was told to fire in a certain direction even though there were friendly personnel on his side of the land zone. This SF soldier fired his weapon in such a manner as to avoid the friendlies. None of the friendly personnel were hurt.
F*	55	6	5.83	0.90	
N	36	4	4.25	1.48	
All		11	5.36	1.43	
Dim	%	N	M	S	118. A group of SF soldiers were static in a hide site observing an enemy position when all of a sudden it was compromised. Quickly, this 18B grabbed the radio, called in fire on the advancing enemy assault force, and called for an emergency exfiltration. The team was able to distract and destroy the enemy so the SF soldiers could escape.
F*	55	6	6.33	1.11	
All		11	6.27	1.05	
Dim	%	N	M	S	32. A reconnaissance element was to link up with the remainder of the SF team. This team leader decided that the reconnaissance element should move from a prominent piece of terrain to link up with the team, rather than the team meeting the reconnaissance element at the prominent point. Link up took longer than expected as did the amount of time taken to reach the objective.
F*	45	5	1.80	0.75	
G	27	3	2.67	0.47	
H	27	3	2.67	1.25	
All		11	2.27	0.96	
Dim	%	N	M	S	153. An SF team leader went to recon a SAM-2 site. This 18C asked whether a radar control van was on the site and the team leader said there was not one present. Once this 18C got to the target area, he identified the presence of a radar control van. He changed his method of engagement immediately. The proper destruction of the SAM-2 site was accomplished.
F*	45	5	5.80	1.17	
All		11	5.73	1.14	
Dim	%	N	M	S	109. This 18C was tasked to lead a patrol against a surface-to-air missile (SAM) site. The target was not where it was supposed to be. This 18C adapted his plan and briefed the detachment members on the new one. The raid was successful.
F*	45	5	6.00	0.63	
All		11	6.09	0.79	
Dim	%	N	M	S	92. During a search and reconnaissance mission, a 2-man element was sent to observe an objective from a closer point. Prior to departure, the element was provided with a radio and advised to use it only in an emergency or if observed by the enemy. This SF soldier took control of the radio and put it into his butt pack. This SF soldier did not secure the radio for ready access. When the element was compromised, it could not make radio contact due to the location of the radio.
F*	36	4	1.75	0.43	
H*	36	4	1.75	0.83	
All		11	1.73	0.75	
Dim	%	N	M	S	58. This 18C needed to construct and emplace a bridge connecting a base camp and the LZ/DZ that was used to receive supplies. Other team members pointed out that he was planning to build the bridge below the high water mark. This 18C would not listen to input from anyone. It rained and the bridge washed away.
F*	36	4	1.00	0.00	
I	27	3	1.33	0.47	
U	27	3	1.00	0.00	
All		11	1.09	0.29	
Dim	%	N	M	S	136. This 18C needed to construct and emplace a bridge connecting a base camp and the land zone/drop zone was used to receive supplies and create a chokepoint/control access. This 18C built the bridge below the water high/flood level mark. It rained and the bridge washed away, leaving the team stranded away from its supplies (which were eventually stolen by locals).
F*	30	3	1.33	0.47	
G	20	3	1.50	0.50	
I*	30	3	1.33	0.47	
All		10	1.30	0.46	
Dim	%	N	M	S	56. A new NCO took over as supply sergeant within a team. This supply sergeant found a locker which many team members were using to keep spare items and turned everything over that was in the locker. When the soldiers returned to the locker to reclaim their equipment, they found it was not there and each of them was charged over \$100.
F*	30	3	1.33	0.47	
I*	30	3	1.67	0.47	
K*	30	3	2.67	1.70	
All		10	1.80	1.17	
Dim	%	N	M	S	61. The ODA was given a difficult demolition mission during the battalion evaluation and this detachment engineer was given the mission to plan the actions on the objective. All the detachment members were giving their advice on how to conduct the mission. Finally, this engineer told everybody to leave so he could figure out a plan. Although the plan the engineer came up with seemed too simple to work, the target was destroyed in under half of the minimum estimate from the battalion staff.
F*	27	3	6.00	0.82	
G*	27	3	5.67	0.47	
All		11	6.00	0.74	
Dim	%	N	M	S	166. A team was deployed in an area occupied by

F*	27	3	1.67	0.47	conventional forces. The team was out of fuel for its vehicle and was unable to obtain any through its supply chain. This team member took some fuel from a nearby conventional unit. The conventional unit felt this team member had stolen the fuel and did not supply the team with needed help later on.
K*	27	3	2.00	1.41	
All		11	2.18	1.03	

Dim	%	N	M	S	10. This 18C was to disarm a U.S. anti-personnel mine in a hasty protective minefield. Upon entering the mine field and probing, the soldier located the mine. This 18C felt around the sides of the mine for booby traps, but did not find any before removing it. The mine went off knocking out the 18C's front teeth and blasting sand into his eyes.
F*	27	3	2.33	1.25	
T*	36	4	1.75	0.83	
All		11	1.73	0.96	



Retranslation Listing of Incidents for Dimension G: (Problem name = 18CA)

Dim	%	N	M	S	
G	36	4	1.50	0.50	47. A night insertion was planned for a sensitive mission. This officer failed to get the necessary maps for route planning to the pilots until take-off time. The pilots had to plan at night on the flight strip and one of the 3 elements was inserted 8 kilometers south of the intended landing zone.
H*	45	5	1.40	0.49	
All	11	1.36	0.48		

Dim	%	N	M	S	
F*	27	3	6.00	0.82	61. The ODA was given a difficult demolition mission during the battalion evaluation and this detachment engineer was given the mission to plan the actions on the objective. All the detachment members were giving their advice on how to conduct the mission. Finally, this engineer told everybody to leave so he could figure out a plan. Although the plan the engineer came up with seemed too simple to work, the target was destroyed in under half of the minimum estimate from the battalion staff.
G*	27	3	5.67	0.74	
All	11	6.00	0.74		

Dim	%	N	M	S	
F*	45	5	1.80	0.75	32. A reconnaissance element was to link up with the remainder of the SF team. This team leader decided that the reconnaissance element should move from a prominent piece of terrain to link up with the team, rather than the team meeting the reconnaissance element at the prominent point. Link up took longer than expected as did the amount of time taken to reach the objective.
G	27	3	2.67	0.47	
M	27	3	2.67	1.25	
All	11	2.27	0.96		

Dim	%	N	M	S	
G	20	2	7.00	0.00	133. This SF soldier had the mission of reporting back intelligence on threat vehicles in a specified location. This SF soldier prepared for the mission by reviewing his threat vehicles and preparing his equipment. The SF soldier acquired intelligence on threat vehicles.
H*	60	6	6.00	0.58	
J	20	2	5.50	0.50	
All	10	6.10	0.70		

Dim	%	N	M	S	
F*	30	3	1.33	0.47	136. This 18C needed to construct and emplace a bridge connecting a base camp and the land zone/drop zone was used to receive supplies and create a chokepoint/control access. This 18C built the bridge below the water high/flood level mark. It rained and the bridge washed away, leaving the team stranded away from its supplies (which were eventually stolen by locals).
G	20	2	1.50	0.50	
I*	30	3	1.33	0.47	
All	10	1.30	0.46		

Dim	%	N	M	S	
E	20	2	5.50	1.50	5. The battalion needed 5.56 rounds to conduct a range but had failed to forecast for the rounds. This SF soldier went to external sources to secure rounds. The unit was able to conduct the training.
G	20	2	3.00	0.00	
J*	40	4	6.50	0.50	
All	10	5.10	1.81		

Retranslation Listing of Incidents for Dimension H: (Problem name = 18CA)

Dim	%	N	M	S	
H*	70	7	1.43	0.49	124. This SF NCO was given 30 days notice that he was to infiltrate an SF team onto a beach and spend 24 hours on the island with them. This NCO failed to bring his own food to the field. The team members had to share their food with him.
All	10	1.30	0.46		

Dim	%	N	M	S	
G	20	2	7.00	0.00	133. This SF soldier had the mission of reporting back intelligence on threat vehicles in a specified location. This SF soldier prepared for the mission by reviewing his threat vehicles and preparing his equipment. The SF soldier acquired intelligence on threat vehicles.
H*	60	6	6.00	0.58	
J	20	2	5.50	0.50	
All	10	6.10	0.70		

Dim	%	N	M	S	
G	36	4	1.50	0.50	47. A night insertion was planned for a sensitive mission. This officer failed to get the necessary maps for route planning to the pilots until take-off time. The pilots had to plan at night on the flight strip and one of the 3 elements was inserted 8 kilometers south of the intended landing zone.
H*	45	5	1.40	0.49	
All	11	1.36	0.48		

Dim	%	N	M	S	
H*	45	5	2.20	1.94	69. This 18C was scheduled for deployment for an indeterminate amount of time. He did not get his personal affairs in order before leaving. The colonel had to recall this 18C to the U.S. to take care of the personal problems after the 18C's wife created a scene at the colonel's office; the team was short one person for the duration of the mission.
All	11	2.00	1.41		

Dim	%	N	M	S	
F*	36	4	1.75	0.43	92. During a search and reconnaissance mission, a 2-man element was sent to observe an objective from a closer point. Prior to departure, the element was provided with a radio and advised to use it only in an emergency or if observed by the enemy. This SF soldier took control of the radio and put it into his butt pack. This SF soldier did not secure the radio for ready access. When the element was compromised, it could not make radio contact due to the location of the radio.
H*	36	4	1.75	0.83	
All	11	1.73	0.75		

Dim	%	N	M	S	
H*	36	4	2.00	0.71	138. This 18C was packing a resupply of food for his team. This 18C did not know how to pack the resupply bundle properly, but proceeded to pack it without asking for help. This 18C had to go back and repack the bundle taking more time than necessary.
All	11	2.27	1.05		

Dim	%	N	M	S	
H*	27	3	6.67	0.47	139. An 18C was given the job to help the 18E come up with the number of batteries the detachment would have to carry for the upcoming field exercise. Using math and his knowledge of electricity, this 18C was able to tell his team sergeant not only how many batteries to carry, but also how much energy would be used by the batteries every time the 18E transmitted and/or received a message, and almost exactly how many receives/transmits each battery could make. Due to his work, the ODA was able to stay in the field longer than planned without having to carry or request additional unnecessary batteries.
J*	27	3	5.33	1.25	
V*	27	3	6.67	0.47	
All	11	6.27	0.96		

Dim	%	N	M	S	
H*	27	3	6.33	0.47	163. During a large scale exercise, this 18C was tasked to provide the S-2 intelligence brief. This 18C examined the information provided to him based on past experience and prior knowledge and established a course of action for his brief. This 18C was able to provide the correct information in a timely manner although not formally trained as an intelligence officer.
J*	27	3	6.33	0.47	
All	11	6.09	0.67		

Dim	%	N	M	S	
H*	27	3	6.67	0.47	143. This 18C was tasked to construct a rope bridge across a river. He coordinated the team to span the river with one 120 foot rope and three snap links per man. The team successfully crossed the river, keeping all team equipment and team members dry.
U*	27	3	6.33	0.47	
All	11	6.27	0.75		

Dim	%	N	M	S	
H	27	3	1.00	0.00	159. This SF soldier was tasked to mark a drop zone with flare at its north end for a military free fall jump. This SF soldier placed the flare at the north end of a different airfield. The jumpers landed in trees off the drop zone, one jumper sprained an ankle, and several parachutes were damaged during recovery.
M*	45	5	1.80	0.40	
All	11	1.55	0.66		

Retranslation Listing of Incidents for Dimension I: (Problem name = 18CA)

Dim % N M S 42. An SF team was participating in a day and night land navigation exercise. This NCO did not participate for medical reasons. This NCO therefore took his own time to cache a large bucket of chicken and soda for his detachment at a contact site late at night. The team received a high rating and the morale during and after the exercise increased.

Dim % N M S 63. During off-hours, this SF soldier would take off in a rental vehicle to take care of personal business. The others would wait hours for him to return with the vehicle. When this SF soldier returned, he was not bothered that certain members of the ODA were upset. This SF soldier was ostracized from the rest of the element during deployment.

Dim % N M S 157. This 18D was on patrol with the SF team. The weather was very bad and motivation amongst the team members was low. This 18D kept a good attitude and took charge of the situation, making a conscientious effort to motivate the others. Team morale increased and the mission was completed.

Dim % N M S 33. The 18C on the team purchased a 1911 .45 caliber pistol. The 18C asked this senior 18B how to disassemble the weapon. This 18B told the 18C that he was the tactician on the team and that he did not mess with small weapons. The 18D on the team disassembled the weapon and team members lost respect for the 18B.

Dim % N M S 11. Two team members were always fighting with each other. Once, the entire ODA was embarrassed in a bar because of these two team members. This team sergeant had the team form a circle, placed the trouble makers in the middle, tied their hands together and removed their shoes. The two team members fought until they lay on the ground out of breath; the men are now the best of friends.

Dim % N M S 73. This 18B was tasked to carry the communication sergeant's gear as the 18E had been injured. This 18B had to catch up to the team and he carried the extra gear for a long distance. The communications equipment and men made it to the link-up point at the prescribed time.

Dim % N M S 162. During relocation of the ODA's team room and equipment, the team was told to move in three days to the new location. Only three team members were present and this one team member was in language school. This 18B went to language school daily for eight hours then helped the team relocate, often working until 11:30 pm. He helped construct working areas and a lounge in the team room on his "off" time. The team and all equipment were moved in three days.

Dim % N M S 147. During a team cross country run/swim, this 18B noticed that certain soldiers were having difficulties swimming. This 18B, who was a strong swimmer, fell to the rear of the formation to help the weak swimmers. Everyone completed the run/swim in a good time.

Dim % N M S 20. A team sergeant was very insecure about his authority. He would complain to the ODA, claiming that the team leader was doing his job. This team leader confronted the team sergeant and told him to quit sniveling to the ODA and start acting like a team sergeant. This team leader told him to do his job and the ODA would back him 100%. The team sergeant changed his attitude and proceeded to do his job.

Dim % N M S 116. Selected team members were tasked to train host nation soldiers. This SF soldier who was not assigned a training class assisted others by making copies, obtaining supplies, drawing charts, and listening to practice classes. The instructors for these classes could concentrate more on the quality of their classes instead of having to spend time on details. Classes were given on time and handouts were available to students.

Dim % N M S 16. The team was conducting PT on a day-to-day basis. This team sergeant was incapable of doing many physical activities, and in the process held the team back many times from conducting effective physical training. The team did not utilize PT time effectively and was in poor physical shape.

Dim % N M S 54. An SF team was training an indigenous force. This SF soldier did not like any of the other team members and kept to himself when he was not conducting training. The indigenous soldiers could sense the tension and lost some of their confidence in the team.

Dim % N M S 56. A new NCO took over as supply sergeant within a team. This supply sergeant found a locker which many team members were using to keep spare items and turned everything over that was in the locker. When the soldiers returned to the locker to reclaim their equipment, they found it was not there and each of them was charged over \$100.

Dim % N M S 136. This 18C needed to construct and emplace a bridge connecting a base camp and the land zone/drop zone was used to receive supplies and create a chokepoint/control access. This 18C built the bridge below the water high/flood level mark. It rained and the bridge washed away, leaving the team stranded away from its supplies (which were eventually stolen by locals).

Dim % N M S 152. The detachment was given short notice of a FID mission. The 18C, acting as the S-4, submitted all the supply and equipment requests necessary for the mission and found that several of the items were not available before the deployment date. This 18C started with one box of styrofoam coffee cups and two boxes of fax paper and began trading with other units. After two days, this 18C had acquired all the items the detachment needed. The detachment had all the supplies necessary to accomplish the mission.

Dim % N M S 130. This 18C was told that the team would be in a basic wooden building with all the necessary comfort items while on deployment. When the team arrived in the host nation, the team found that there was no latrine, no doors, no windows or screens, and no showers in the building. This 18C went to town and bought supplies and borrowed tools. This 18C completed the necessary construction to get the team moved in and comfortable. The team was accommodated appropriately.

Dim % N M S 114. This 18B was tasked to give indirect fire training to the team. This 18B did not know the tasks. This 18B used the weekend to study the material and become proficient enough to give the training. The training was conducted to standard.

Dim % N M S 94. This SF team member had no medical training. While a medic was treating a medical emergency (heat casualty), this team member tried to get him to stop treatment so that the medic could operate a computer to get a routine report out. The medic ignored the team member and now has complete contempt for him.

Dim % N M S 74. A soldier was causing problems for the whole platoon by showing up late and failing to complete his work. The platoon was being punished because of him, but the soldier told them he did not care. This platoon sergeant decided to have a class on hand-to-hand, having the trouble-maker "volunteer." Rapport between the platoon sergeant and the platoon strengthened.

Dim % N M S 37. During a training mission, an SF soldier was to crimp a B-cap as part of a ring-main. The soldier was terrified of explosives and could not make himself crimp the cap. When this 18C asked if all caps were crimped, the soldier responded in the affirmative. As the fuse igniters were pulled, this 18C noticed that one charge was not crimped and crimped the cap before going up the range. This 18C pulled aside the soldier, talked to him to give him some confidence, and sent him down the range to try again. The soldier crimped the cap appropriately.

Dim % N M S 58. This 18C needed to construct and emplace a bridge connecting a base camp and the LZ/DZ that was used to receive supplies. Other team members pointed out that he was planning to build the bridge below the high water mark. This 18C would not listen to input from anyone. It rained and the bridge washed away.

Dim	%	N	M	S
I	27	3	5.67	0.94
J	27	3	6.67	0.47
U*	36	4	6.00	0.71
All		11	6.18	0.83

1. The Special Forces team was sent to Africa where the surrounding environment was harsh and unsanitary. This 18C built a shower for the entire company to use from materials he scavenged from the area. The detachment members were able to clean themselves and maintain a more sanitary lifestyle.

Dim	%	N	M	S
D*	45	5	6.20	0.98
I	27	3	6.33	0.47
All		11	6.09	0.90

144. A team was extremely well trained and prepared in all areas but that of language proficiency. This team leader ordered that only Spanish would be spoken during the workday among team members. This team leader made a game out of it, making anyone who was caught speaking English do push-ups. The team greatly increased its capability to communicate in conversational Spanish.

Dim	%	N	M	S
D*	30	3	1.00	0.00
I	20	2	1.00	0.00
J	20	2	1.00	0.00
K*	30	3	1.00	0.00
All		10	1.00	0.00

134. This team member wanted to learn another language instead of Korean. He put up quite a fuss until he found out that people were going to Sogon University in Korea; he bumped out someone else who wanted to go. He did not apply himself and came back to the team without a rating or any workable knowledge of the language. A slot that could have been taken by someone who truly wanted to learn was wasted.

Retranslation Listing of Incidents for Dimension J: (Problem name = 18CA)

D1m % N M S 7. A phone call came into the team room and the resulting conversation indicated that communications equipment needed to be picked up as soon as possible. This 18E overheard the conversation, generated the proper request, and was heading out the door to pick up the equipment before the phone was hung up. The task was accomplished as quickly as possible.

D1m % N M S 101. This SF soldier was told to go to Camp A to start training and was given no other specific information. This soldier got to the camp, assessed the situation, made an outline of what he saw as weak, and started training. Camp A has been trained on their weak areas.

D1m % N M S 38. This newly arrived SF soldier almost drowned on a swim test. Realizing that his swimming ability was weak, this SF soldier spent hours practicing swimming after duty. This SF soldier is now a member of the scuba team.

D1m % N M S 51. This NCO was stationed in Germany for 4 1/2 years. This soldier taught himself to read, write, and speak German during his first tour without formal instruction. He passed his language test with an original rating of 1+2.

D1m % N M S 162. During relocation of the ODA's team room and equipment, the team was told to move in three days to the new location. Only three team members were present and this one team member was in language school. This 18B went to language school daily for eight hours then helped the team relocate, often working until 11:30 pm. He helped construct working areas and a lounge in the team room on his "off" time. The team and all equipment were moved in three days.

D1m % N M S 152. The detachment was given short notice of a FID mission. The 18C, acting as the S-4, submitted all the supply and equipment requests necessary for the mission and found that several of the items were not available before the deployment date. This 18C started with one box of styrofoam coffee cups and two boxes of fax paper and began trading with other units. After two days, this 18C had acquired all the items the detachment needed. The detachment had all the supplies necessary to accomplish the mission.

D1m % N M S 46. The new battalion commander wanted to receive weekly training briefs with the use of slides and other equipment. This 18C utilized his computer skills to assist in producing the slide show and briefing. The presentation was accepted by the battalion commander.

D1m % N M S 5. The battalion needed 5.56 rounds to conduct a range but had failed to forecast for the rounds. This SF soldier went to external sources to secure rounds. The unit was able to conduct the training.

D1m % N M S 146. The detachment was conducting desert survival OCONUS. Water procurement in the area was a major problem. This 18B talked with the locals about how they had procured the water in the area. The detachment learned new water procurement methods.

D1m % N M S 95. During deployment to a foreign country, this 18B was tasked to teach a class in Spanish about certain weapons. This 18B did not speak Spanish very well. This 18B spent many hours after duty practicing Spanish with a local indigenous person. He was able to teach the class.

D1m % N M S 135. This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.

D1m % N M S 139. An 18C was given the job to help the 18E come up with the number of batteries the detachment would have to carry for the upcoming field exercise. Using math and his knowledge of electricity, this 18C was able to tell his team sergeant not only how many batteries to carry,

but also how much energy would be used by the batteries every time the 18E transmitted and/or received a message, and almost exactly how many receives/transmits each battery could make. Due to his work, the ODA was able to stay in the field longer than planned without having to carry or request additional unnecessary batteries.

D1m % N M S 66. This 18B attended a SERE course. This 18B saw the need for survival training within his own team and came up with a week's training plan for movement and daily procedures. This 18B also developed a standardized survival kit for the team. The team conducted survival training and used the survival kit for a period of 7 days.

D1m % N M S 163. During a large scale exercise, this 18C was tasked to provide the S-2 intelligence brief. This 18C examined the information provided to him based on past experience and prior knowledge and established a course of action for his brief. This 18C was able to provide the correct information in a timely manner although not formally trained as an intelligence officer.

D1m % N M S 157. This 18D was on patrol with the SF team. The weather was very bad and motivation amongst the team members was low. This 18D kept a good attitude and took charge of the situation, making a conscientious effort to motivate the others. Team morale increased and the mission was completed.

D1m % N M S 35. This SF soldier was tasked with creating a moving target for live fire training. He planned a moving live fire range complete with vehicle and enemy personnel, in a heavily wooded area. He devised, directed, and organized the construction of the targets, with very little logistical support from the unit. A complete range was built for day and night ambushes with moving targets in an area of the woods that had not previously been used; several units used it for training.

D1m % N M S 1. The Special Forces team was sent to Africa where the surrounding environment was harsh and unsanitary. This 18C built a shower for the entire company to use from materials he scavenged from the area. The detachment members were able to clean themselves and maintain a more sanitary lifestyle.

D1m % N M S 114. This 18B was tasked to give indirect fire training to the team. This 18B did not know the tasks. This 18B used the weekend to study the material and become proficient enough to give the training. The training was conducted to standard.

D1m % N M S 130. This 18C was told that the team would be in a basic wooden building with all the necessary comfort items while on deployment. When the team arrived in the host nation, the team found that there was no latrine, no doors, no windows or screens, and no showers in the building. This 18C went to town and bought supplies and borrowed tools. This 18C completed the necessary construction to get the team moved in and comfortable. The team was accommodated appropriately.

D1m % N M S 145. This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.

D1m % N M S 133. This SF soldier had the mission of reporting back intelligence on threat vehicles in a specified location. This SF soldier prepared for the mission by reviewing his threat vehicles and preparing his equipment. The SF soldier acquired intelligence on threat vehicles.

D1m % N M S 164. This SF engineer was tasked to construct a kill house for close quarters combat. The 18C checked plans for construction, observed other houses that had been built, and came up with his own plan for the house. The design and construction of the house was far superior to any other observed, resulting in an outstanding training facility.

Dim	%	N	M	S	
D*	30	3	1.00	0.00	134. This team member wanted to learn another language instead of Korean. He put up quite a fuss until he found out that people were going to Sogan University in Korea; he bumped out someone else who wanted to go. He did not apply himself and came back to the team without a rating or any workable knowledge of the language. A slot that could have been taken by someone who truly wanted to learn was wasted.
I	20	2	1.00	0.00	
J	20	2	1.00	0.00	
K*	30	3	1.00	0.00	
All		10	1.00	0.00	

Retranslation Listing of Incidents for Dimension K: (Problem name = 18CA)

Dim % K* 91 All	N M S 10 6.20 0.98 11 6.27 0.96	97. Prior to this SF soldier's deployment overseas, another soldier approached him and asked to trade a piece of controlled military equipment with him. This SF soldier felt he was put in an uncomfortable position, but he did not make the trade. The soldier maintained his honor.
Dim % K* 82 All	N M S 9 1.44 0.50 11 1.82 1.40	165. An SF soldier was driving in a foreign country late at night in a military vehicle. This SF soldier accidentally drove down a one-way street. The SF soldier reversed and hit a civilian car. This SF soldier pretended not to notice and drove away. The vehicles sustained minimal damage; the individual was never caught.
Dim % K* 73 All	N M S 8 1.00 0.00 11 1.27 0.62	129. This 18C was placed as an S-4 on an A-team. All team equipment was placed under his control. This 18C either lost or stole several items from the team equipment. The team had to purchase new items.
Dim % J 30 K* 40 T 20 All	N M S 3 6.00 0.82 4 1.25 0.43 2 4.50 2.50 10 3.30 2.49	135. This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.
Dim % J 27 K* 36 All	N M S 3 6.00 0.82 4 1.25 0.43 11 3.36 2.38	145. This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.
Dim % F* 30 I* 30 K* 30 All	N M S 3 1.33 0.47 3 1.67 0.47 3 2.67 1.70 10 1.80 1.17	56. A new NCO took over as supply sergeant within a team. This supply sergeant found a locker which many team members were using to keep spare items and turned everything over that was in the locker. When the soldiers returned to the locker to reclaim their equipment, they found it was not there and each of them was charged over \$100.
Dim % D* 30 I 20 J 20 K* 30 All	N M S 3 1.00 0.00 2 1.00 0.00 2 1.00 0.00 3 1.00 0.00 10 1.00 0.00	134. This team member wanted to learn another language instead of Korean. He put up quite a fuss until he found out that people were going to Sogon University in Korea; he bumped out someone else who wanted to go. He did not apply himself and came back to the team without a rating or any workable knowledge of the language. A slot that could have been taken by someone who truly wanted to learn was wasted.
Dim % K 27 Q* 73 All	N M S 3 2.33 1.25 8 1.00 0.00 11 1.36 0.88	93. This 18E was working at a base station overseas. During the close out of the base station, a portion of a crypto pad that this 18E had said was destroyed was found under his chair. He was given written counseling and constantly supervised.
Dim % F* 27 K* 27 All	N M S 3 1.67 0.47 3 2.00 1.41 11 2.18 1.03	166. A team was deployed in an area occupied by conventional forces. The team was out of fuel for its vehicle and was unable to obtain any through its supply chain. This team member took some fuel from a nearby conventional unit. The conventional unit felt this team member had stolen the fuel and did not supply the team with needed help later on.

Retranslation Listing of Incidents for Dimension L: (Problem name = 18CA)

Dim % I* 55 L 27 All	N M S 6 5.83 1.07 3 6.33 0.47 11 5.82 0.94	73. This 18B was tasked to carry the communication sergeant's gear as the 18E had been injured. This 18B had to catch up to the team and he carried the extra gear for a long distance. The communications equipment and man made it to the link-up point at the prescribed time.
Dim % E* 27 L* 27 All	N M S 3 5.33 0.47 3 5.67 0.94 11 5.55 1.37	12. The detachment was conducting small boat operations off the Maine coast. This 18C was tossed overboard due to engine problems and high seas. This 18C kept himself afloat while giving instructions on how to repair the engine to those left in the boat. The engine was repaired, the 18C was recovered, and the mission was completed without further incident.
Dim % I* 45 L 27 All	N M S 5 1.40 0.49 3 1.67 0.47 11 1.64 0.64	16. The team was conducting PT on a day-to-day basis. This team sergeant was incapable of doing many physical activities, and in the process held the team back many times from conducting effective physical training. The team did not utilize PT time effectively and was in poor physical shape.

Retranslation Listing of Incidents for Dimension M: (Problem name = 18CA)

Dim	%	N	M	S	24. An SF team was serving as lead patrol from point A to point B. This SF soldier was responsible for setting the route from the patrol base to the objective. This SF soldier got the patrol lost in a swamp for 2 hours during the night. The patrol missed the target time and the mission was a failure.
M*	91	10	1.50	0.50	
A11		11	1.45	0.50	
Dim	%	N	M	S	40. The ODA was on an area reconnaissance to look for foot or vehicle movement. The terrain was very steep, rugged, and dangerous. This 18C used his land navigation skills to maneuver the team through the most level terrain. The team was saved a lot of unnecessary movement through rugged terrain, preventing soldiers from sustaining injury.
M*	91	10	6.00	0.89	
A11		11	6.09	0.90	
Dim	%	N	M	S	142. During ARTEP, an ODA was required to pick up a cache of C-rations and water. This SF soldier was tasked to recover the cache at night from the desert floor with little or no landmarks by which to navigate. This SF soldier used resection to locate and recover the cache. The guerilla forces were impressed with the ODA's abilities which enhanced the success of the mission.
M*	73	8	6.38	0.86	
A11		11	6.36	0.88	
Dim	%	N	M	S	84. A team was moving toward a target. This patrol leader determined the distance to the target on the map to be a few kilometers, without taking into account the steep terrain or thick vegetation. The patrol missed the time on target.
M*	64	7	1.86	0.64	
A11		11	1.82	0.72	
Dim	%	N	M	S	159. This SF soldier was tasked to mark a drop zone with flare at its north end for a military free fall jump. This SF soldier placed the flare at the north end of a different airfield. The jumpers landed in trees off the drop zone, one jumper sprained an ankle, and several parachutes were damaged during recovery.
H	27	3	1.00	0.00	
M*	45	5	1.80	0.40	
A11		11	1.55	0.66	
Dim	%	N	M	S	32. A reconnaissance element was to link up with the remainder of the SF team. This team leader decided that the reconnaissance element should move from a prominent piece of terrain to link up with the team, rather than the team meeting the reconnaissance element at the prominent point. Link up took longer than expected as did the amount of time taken to reach the objective.
F*	45	5	1.80	0.75	
G	27	3	2.67	0.47	
M	27	3	2.67	1.25	
A11		11	2.27	0.96	

Retranslation Listing of Incidents for Dimension N: (Problem name = 18CA)

Dim N* 82 A11	N 9 1.56 11 1.45	M 1.07 0.99	S	99. This SF soldier was operating heavy equipment without proper restraints. The SF soldier was speeding in the vehicle, missed a turn, and ran off road. The vehicle turned over killing the soldier.	Dim N* 64 A11	N 7 5.57 11 5.64	M 1.99 1.72	S	149. An 18C was explaining the M21 anti-tank mine to civilian language instructors, explaining how the tilt rod works to make the mine explode. This 18C noticed that an instructor was using a tilt rod and fuse that were live, not ones used for practice. This 18C stopped the individual before he bent the tilt rod in front of 5 civilians. No one was hurt and the tilt rod and fuse were replaced with training versions.
Dim N* 73 A11	N 8 1.00 11 1.09	M 0.00 0.29	S	112. Two C-130s in trail formation on a jump exercise had two jumpmasters per aircraft. The trail aircraft did not offset and fly above the first aircraft; jumpers were about to exit the first aircraft. This SF jumpmaster let the jumpers exit before the plane properly cleared the air. The second aircraft plowed into the jumpers, cutting the parachutes of the individuals, who then fell to their deaths.	Dim N* 64 T 27 A11	N 7 1.71 3 1.67 11 1.64	M 0.70 0.94 0.77	S	19. During a FID mission, this 18C was tasked to conduct counter-booby trap training for host country forces. He was very experienced in this area but didn't always follow standard safety procedures in handling explosives. While performing a demonstration, he inadvertently made an electrical connection which caused an explosive squib to go off in his face. He suffered 2nd degree burns and temporary blindness.
Dim N* 73 A11	N 8 1.38 11 1.27	M 0.70 0.62	S	3. The police gave this 18C numerous types of chemicals. This 18C did not store the materials properly, leaving them where others could find them, and did not tell anyone about the situation in which they arrived. A couple of soldiers found the chemicals and began to experiment with them, making what they would be black powder and causing serious potential danger.	Dim N* 64 A11	N 7 1.00 11 1.00	M 0.00 0.00	S	59. An 18C conducting training for the U.M. in Pakistan purchased mine fuses for training aids at a smugglers bazaar. This 18C took these live fuses to the team house and tried to disarm a fuse with a knife. The fuse blew up, taking three fingers off his hand.
Dim N* 73 A11	N 8 5.63 11 5.82	M 0.99 1.03	S	6. This 18C was in charge of an 18C class that had just set off an explosive charge on the range. The class was then told to check their charges but not to touch anything. This 18C noticed that a student was about to pick up a mortar round. This 18C instructed the student to put down the charge and leave the range. No one was hurt.	Dim N* 64 A11	N 7 3.00 11 2.64	M 1.31 1.37	S	71. This 18C was working on field fortifications, building wire obstacles. The soldier had excess rolls of wire left to be put back on the truck. This 18C pick up a roll of consenteina wire and threw it onto the truck. The wire caught on the soldier's arm and he had to get 14 stitches.
Dim N* 73 A11	N 8 1.38 11 1.27	M 0.70 0.62	S	90. This 18C was training host nation forces in the use of basic demolitions. While organizing demolitions materials in the holding area, this 18C stored blasting caps directly on top of an open box of C-4. The 18C was reprimanded in front of the team and host nation personnel.	Dim N* 55 T 45 A11	N 6 1.17 5 1.80 11 1.45	M 0.37 0.98 0.78	S	105. A team was going on a training exercise to blow up a satellite antenna using live demo. Infiltration was to be by helicopter. The 18C decided to save time by priming the charges, using electrical blasting caps, in flight. This created an extremely hazardous situation for the team.
Dim N* 73 A11	N 8 6.50 11 6.27	M 1.00 1.05	S	131. This 18C was teaching host nation personnel on demolitions safety. During a training ambush, the students counted the number of explosions but were unsure of the count. This 18C waited an appropriate amount of time and checked the kill zone for grenades that had not detonated. A grenade misfire was found and cleared.	Dim N* 50 T 30 A11	N 5 1.60 3 1.33 10 1.70	M 0.49 0.47 0.90	S	121. This 18C was planning to demonstrate how to arm an M19 mine and activate it using an M142 firing device. This 18C planned to detonate the mine using the pull-release on the 142, while laying in a shallow depression not more than 15 meters from the mine. The range NCOIC stopped him.
Dim N* 73 A11	N 8 5.75 11 6.00	M 0.97 0.95	S	80. During cross-training for the battalion, this 18C noticed that one of the soldiers was stuffing cheese charges from an 81mm mortar into a grenade prior to priming it with detonating chord. This 18C stopped the soldier and removed the cheese charges from the grenade. A possibly serious accident was averted.	Dim N* 45 O 36 A11	N 5 1.80 4 1.75 11 2.00	M 0.75 1.30 1.13	S	96. This 18C was placing and setting non-electric charges on a ring main. This 18C threw a roll of tape across the ring main. The 18C could have hit a piece of sensitized detonation cord and killed the class; the 18C was re-educated.
Dim N* 73 A11	N 8 1.63 11 1.64	M 0.70 0.64	S	88. This SF ODA was on the range preparing a demolition ambush; all members had received instruction. A thumbs-up was given and the charge was initiated. After detonation, it was determined that a hand grenade had misfired. This 18C ordered the range cleared. Although the range was not clear, this 18C pulled the pin on another grenade and set it beside the misfire. Two personnel were struck by flying shrapnel.	Dim N* 45 T 27 A11	N 5 1.00 3 3.00 11 1.64	M 0.00 1.41 1.15	S	103. This senior 18C was in charge of the student demolitions range. After most of the students left the range, this 18C decided to get rid of some chemicals he had left from earlier classes. This 18C poured the chemicals on the ground and put a ULI knot in the mound. The gas and oil on the range ignited the mound of chemicals. Luckily, the chemicals just burned and did not detonate; instructors and students had to run for cover.
Dim N* 73 A11	N 8 1.25 11 1.27	M 0.43 0.45	S	53. This 18C was tasked to make improvised hand grenades. He assembled one and needed to perform a test shot. However, this 18C was working in an unauthorized campsite that could not be viewed by passers-by. Still, this 18C pulled the pin on the grenade and threw it over his shoulder. It went over a berm and nearly struck a CSM who was walking by. The 18C was verbally reprimanded on the spot.	Dim N* 45 T 36 A11	N 5 1.80 4 1.25 11 1.45	M 0.98 0.43 0.78	S	36. During a company level live fire exercise for a hasty ambush, there was a very bad storm with lightning striking very close to and on the range. This 18C primed a claymore mine electrically before the movement 800 meters out from the objective. Personnel were endangered given the static electricity that resulted.
Dim N* 73 A11	N 8 1.25 11 1.18	M 0.43 0.39	S	76. This 18C was instructing students on demolitions during cold weather. Some burn barrels were on to provide warmth. This 18C found a container that had some type of black powder in it. This 18C got rid of the powder by emptying it into the burn barrels. The fire ignited the black substance and the NCO lost 2 fingers and half of one palm.	Dim N* 40 A11	N 4 1.00 10 1.00	M 0.00 0.00	S	125. During a mountain assault in white sands, this 18C was tasked to secure a safety line. Because this 18C was unsure of how to tie the appropriate knots, the safety line was not tied. Two soldiers fell 100 feet to their death when the main line broke.
Dim N* 70 O 20 A11	N 7 5.00 2 6.50 10 5.50	M 2.33 0.50 2.11	S	137. This 18C, who was range NCOIC, was observing a class on how to arm an M19AT mine and activate it using an M142 firing device. When he realized that the instructor planned to detonate the mine from a shallow depression 15 meters away, this 18C discontinued the class.	Dim N 40 T* 60 A11	N 4 1.50 6 1.50 10 1.50	M 0.50 0.76 0.67	S	123. SF soldiers were command firing 3.75 inch rockets. After being reminded, this 18C still failed to remove the boar riding safety pin. The rocket failed to detonate and the 18C had to locate and destroy the misfire.



Dim %	N	M	S	Incident Description
N 36 T* 55 A11	4	1.50	0.50	160. This new 18C was instructing non-electric firing systems in demolitions training. This 18C handed an 18B what he thought was some time fuse (but was really detonating cord) and an igniter and told him to time a burn off the time fuse. When after three tries the 18B could not get the fuse to light, another trainee noticed that it was detonating cord, not fuse. This 18C felt stupid for incorrectly identifying the cord; the detonating cord could have been touched off by the 18B applying heat and pressure.
A* 55 N 36 A11	6	1.67	0.47	62. This 18C was giving a class on demolitions techniques to indigenous personnel, teaching them how to use TNT. This 18C gave the block of instruction very quickly and left out some safety precautions such as safe distances and the handling of blasting caps. The soldier was warned about his mistakes and removed from the instructor's role.
F* 55 N 36 A11	6	5.83	0.90	26. During a combat assault on a hot land zone, this SF soldier was told to fire in a certain direction even though there were friendly personnel on his side of the land zone. This SF soldier fired his weapon in such a manner as to avoid the friendlies. None of the friendly personnel were hurt.
N* 36 A11	4	2.00	0.71	150. This 18C was tasked with the removal of a hasty protective minefield. This 18C stepped on a mine. This 18C did not turn away from the sound of the click, but looked at it instead. The 18C took a piece of the training mine in his head.
N 27 T* 45 A11	3	4.67	2.05	110. A team was conducting a live fire night ambush under observation from command elements. The team initiated the ambush with claymores then continued with small arms fire. After the cease fire was called, this 18C inspected demolitions and gave the "all clear," missing an unexploded live claymore. When they moved to the objective for an AAR, the grader notified everyone of the live mine and had it disarmed.
N 27 T* 73 A11	3	1.33	0.47	30. This 18C was to locate and deactivate a mine during a practical exercise on mine/counter-mine operation techniques. This 18C found the first two of five anti-handling devices, but then did not perform the remaining techniques in the order he should have followed. This 18C was killed by the mine.
N 20 T* 60 A11	2	5.50	0.50	126. This 18C was watching an indigenous soldier disarm an anti-tank mine. This 18C stopped the indigenous soldier from removing the mine because he did not check for booby traps. A booby trap was found and the 18C was commended.
O* 73 A11	8	6.63	0.70	102. While this SF soldier was on a rucksack march, he noticed a soldier from another unit go down from heat injury. This SF soldier administered quick first aid by pulling an IV out and giving it to the injured soldier. This SF soldier had another soldier flag down a car for help in getting the injured soldier to the hospital. The individual was saved from heat injury.
O* 73 A11	8	6.38	0.70	161. While operating a jeep in the jungle, far from any roads, an indigenous soldier became a heat injury. This 18C took charge as there was no medic on site. This 18C initiated an IV and treated the soldier. He also directed his medivac to the nearest road. The injured soldier was treated successfully.
O* 73 A11	8	6.63	0.70	111. While on deployment to Hawaii, travelling with range control, exercise thermal gale, this SF soldier noticed another soldier laying beside the road. This SF soldier stopped his vehicle, rushed to the aid of the soldier, noticed he was suffering from heat stroke, and immediately began to administer first aid -- initiating an IV. The SF soldier saved the injured soldier's life.
O* 64 A11	7	6.29	0.88	52. During a field training exercise, a soldier experienced dehydration and extreme heat exhaustion due to high heat and humidity. This 18B cooled the soldier with water, loosened his clothing, administered an IV, and arranged for evacuation. The heat casualty was effectively treated.
O* 64 A11	7	6.29	0.70	148. During a sensitive mission, the detachment was required to split into 3 elements. One element sustained a non-life threatening, but painful injury to one of its members. This element had no 18D. This 18B had carried a medical kit with him on the mission. This 18B treated the injury, where a poisonous plant had entered the soldier's leg and broken off internally, by numbing the area surrounding the wound and extracting the plant. The wounded soldier was able to continue with the mission.
N* 45 O 36 A11	5	1.80	0.75	96. This 18C was placing and setting non-electric charges on a ring main. This 18C threw a roll of tape across the ring main. The 18C could have hit a piece of sensitized detonation cord and killed the class; the 18C was re-educated.
N* 70 O 20 A11	7	5.00	2.33	137. This 18C, who was range NCOIC, was observing a class on how to arm an M19AT mine and activate it using an M142 firing device. When he realized that the instructor planned to detonate the mine from a shallow depression 15 meters away, this 18C discontinued the class. He informed the instructor that needless endangerment on the range was not permissible.

## Retranslation Listing of Incidents for Dimension P: (Problem name = 18CA)

Dim	%	N	M	S	
P*	82	9	6.00	0.94	128. This team leader had primary responsibility for the day-to-day operations of the team. This team leader filled out all required reports, records, and schedules ahead of time. This team leader also provided the 18A with information for mission planning before the 18A requested it. The administrative tasks for the detachment as a whole were more manageable and effective.
All		11	6.00	0.95	

Dim	%	N	M	S	
P*	55	6	6.00	0.82	81. This 18C was the team S-4 and kept track of the team's organic equipment. The records from the prior leadership were ineffective and out-of-date. This 18C completely organized all end items by hand receipts to include team and individual issue. This 18C then established an SOP that covered garrison and packing for deployment and helped identify where everything was, where everything should be loaded, and who was responsible for what (e.g., commo gear...). The SOP enabled the team to cut down on loading time and made accountability easier.
All		11	6.09	0.79	

Dim	%	N	M	S	
J*	45	5	6.20	0.98	46. The new battalion commander wanted to receive weekly training briefs with the use of slides and other equipment. This 18C utilized his computer skills to assist in producing the slide show and briefing. The presentation was accepted by the battalion commander.
P*	45	5	4.80	0.75	
All		11	5.36	1.15	

Dim	%	N	M	S	
E*	45	5	6.00	1.26	9. The battalion team leaders and team sergeants had not been putting forth documents that met all of higher command's requirements for clarity and conciseness. This officer developed an accurate format for such documents. This battalion now has few, if any, significant problems in this area.
P*	45	5	6.00	0.89	
All		11	6.00	1.04	

## Retranslation Listing of Incidents for Dimension Q: (Problem name = 18CA)

Dim	%	N	M	S	
Q*	100	10	1.30	0.46	122. This 18E was on a field training exercise. This 18E dropped his classified material and left it behind. This caused his team extra days in the field and lost training time.
All		10	1.30	0.46	

Dim	%	N	M	S	
Q*	91	10	1.20	0.60	91. An SF company was deployed overseas on an operational mission and was located in a staging base planning missions. This SF soldier frequently called home and told his wife about numerous classified activities. The wife told other individuals and the information reached the SF unit. Morale was lowered but no corrective measures were taken.
All		11	1.27	0.62	

Dim	%	N	M	S	
Q*	91	10	1.40	0.66	104. This SF soldier was buying some fertilizer from a hardware store for a mission. This SF soldier revealed the intent of usage for the fertilizer to an unauthorized host nation civilian while in the store. The team did not trust this soldier with security material anymore.
All		11	1.55	0.78	

Dim	%	N	M	S	
Q*	82	9	1.67	1.05	23. The unit commander liked to have periodic unit formations to talk to his soldiers and tell them how things were going inside and outside the unit. The general information put out was beneficial because it educated the separate sub-units on the major projects with which other units were involved. This unit commander occasionally released classified information, however, to people who had no need to either know or discuss it where passers-by could hear. There was an overall negative impact on the unit OPSEC.
All		11	1.82	1.19	

Dim	%	N	M	S	
K	27	3	2.33	1.25	93. This 18E was working at a base station overseas. During the close out of the base station, a portion of a crypto pad that this 18E had said was destroyed was found under his chair. He was given written counseling and constantly supervised.
Q*	73	8	1.00	0.00	
All		11	1.36	0.88	

Dim	%	N	M	S	
Q*	73	8	1.00	0.00	44. This Special Forces soldier was sitting in a bar talking with another soldier. To impress some females that were sitting nearby, this SF soldier talked about a sensitive mission. This got back to the unit and the CID almost launched an investigation on the soldier.
All		11	1.00	0.00	

Dim	%	N	M	S	
Q*	73	8	1.63	0.99	82. This 18E was instructed to burn used sensitive material and crush the ashes to make them unintelligible. This 18E did not crush the ashes. The team sergeant sprayed hair spray on the ashes, and was able to read a burnt page that held together.
All		11	2.00	1.54	

Retranslation Listing of Incidents for Dimension T: (Problem name = 18CA)

Dim % N M S 4. This 18C was tasked to prime military explosives and to construct a ring main. The 18C's supervisor instructed him to arm each mine, including the anti-tank mines. This 18C did not arm one of the anti-tank mines. A misfire occurred with that mine.

Dim % N M S 117. While training for certification/validation, this 18C was emplacing an M18A1 claymore mine. This 18C refused to receive even a brief explanation of the task. This 18C emplaced the weapon with the front pointing towards him. The 18C received a "no go" at that station and was harassed by his teammates for several years.

Dim % N M S 30. This 18C was to locate and deactivate a mine during a practical exercise on mine/counter-mine operation techniques. This 18C found the first two of five anti-handling devices, but then did not perform the remaining techniques in the order he should have followed. This 18C was killed by the mine.

Dim % N M S 70. During deployment, this 18C was demonstrating alternative means to initiate bangalore torpedoes. He forgot to bring his reference manual to the site, and used too many wraps of detonating cord on the end of the torpedo. The resulting charge shattered the torpedo without setting it off, so he had to use most of the remaining explosive set aside for training to clear the misfire from the site.

Dim % N M S 141. A simulated artillery attack for VIPs had been practiced, tested, and double-checked. During the live fire exercise, the simulation charges did not explode. After the exercise, this 18C inspected the electrical firing system and found nothing wrong. The 18C retried the system and it worked. At the next live fire, instead of using the electrical system, the 18C used a manual system and it worked the first time.

Dim % N M S 86. An SF team was conducting demolitions training on a range. The non-electric firing system was hit and the team was moved to a safe distance. This 18C waited the prescribed time for the time fuse (10 minutes) and then moved down range to check on the material. The 18C pulled off both blasting caps and reinserted new caps and a new time fuse. As the 18C started to walk away, the caps he had removed exploded. The team lost faith in the 18C's ability.

Dim % N M S 14. This SF NCO was instructing students on how to properly clear a room after breaching a door. The firing device was activated, but the explosive system did not go off. This NCO told the students to remain in their positions until they received an all clear from him. The NCO inspected the explosive system, noted it was ignited, and tried to clear from the area. The explosive charge went off and the NCO sustained minor cuts from the flying debris; no one else was hurt.

Dim % N M S 126. This 18C was watching an indigenous soldier disarm an anti-tank mine. This 18C stopped the indigenous soldier from removing the mine because he did not check for booby traps. A booby trap was found and the 18C was commended.

Dim % N M S 123. SF soldiers were command firing 3.75 inch rockets. After being reminded, this 18C still failed to remove the booby riding safety pin. The rocket failed to detonate and the 18C had to locate and destroy the misfire.

Dim % N M S 64. A team was tasked to blow up a vehicle bridge on a training exercise with charges prepared and cut prior to deployment. The target folder was sketchy and indicated a simple truss bridge, but when the team got to it, this 18C realized the load bearing members were heavy I beams closely spaced under the road bed. While hanging from the supports in total darkness, this 18C mentally recalculated and then recut his explosives to cause the bridge to fall by twisting. The charges were judged to be adequate to accomplish the mission by the exercise controllers.

Dim % N M S 22. The team had a demolition mission but their firing system was not operating. This 18C was able to construct a field expedient firing device. The mission was a success.

Dim % N M S 100. On a demo range firing demo with non-electric firing system, this 18C was tasked to construct a non-electric firing system with an 8 minute fuse. While figuring the burn rate, the 18C failed to convert the burn rate correctly. The charges were placed and ignited and personnel walked back from the range safe distance, but the charges blew two minutes early. No one was hurt, but the 18C was counseled for failing to check system computations.

Dim % N M S 160. This new 18C was instructing non-electric firing systems in demolitions training. This 18C handed an 18B what he thought was some time fuse (but was really detonating cord) and an igniter and told him to time a burn off the time fuse. When after three tries the 18B could not get the fuse to light, another trainee noticed that it was detonating cord, not fuse. This 18C felt stupid for incorrectly identifying the cord; the detonating cord could have been touched off by the 18B applying heat and pressure.

Dim % N M S 45. The 2nd division RTA needed an opening to start a CALFX; they gave the team different types of explosive ammo. They wanted an explosion to start the exercise. This 18C added 200 lbs. of C-4, 150 lbs. of TNT, 200 lbs. of Bangalore Torpedo, and 50 lbs. of mines. There was a big boom, which left a big crater and impressed the Thai trainees.

Dim % N M S 120. The team was conducting demolitions training while on FID. This 18C miscalculated the length of a time fuse. The charge went off early and endangered everyone in the area.

Dim % N M S 110. A team was conducting a live fire night ambush under observation from command elements. The team initiated the ambush with claymores then continued with small arms fire. After the cease fire was called, this 18C inspected demolitions and gave the "all clear," missing an unexploded live claymore. When they moved to the objective for an AAR, the grader notified everyone of the live mine and had it disarmed.

Dim % N M S 105. A team was going on a training exercise to blow up a satellite antenna using live demo. Infiltration was to be by helicopter. The 18C decided to save time by priming the charges, using electrical blasting caps, in flight. This created an extremely hazardous situation for the team.

Dim % N M S 2. This 18C was in charge of the team's demolitions training. This 18C displayed excellent knowledge of calculating charges and had the class participate in step-by-step procedures to develop the same. Training was achieved with no injuries or waste of material.

Dim % N M S 36. During a company level live fire exercise for a hasty ambush, there was a very bad storm with lightning striking very close to and on the range. This 18C primed a claymore mine electrically before the movement 800 meters out from the objective. Personnel were endangered given the static electricity that resulted.

Dim % N M S 10. This 18C was to disarm a U.S. anti-personnel mine in a hasty protective minefield. Upon entering the mine field and probing, the soldier located the mine. This 18C felt around the sides of the mine for booby traps, but did not find any before removing it. The mine went off knocking out the 18C's front teeth and blasting sand into his eyes.

Dim % N M S 121. This 18C was planning to demonstrate how to arm an M19 mine and activate it using an M142 firing device. This 18C planned to detonate the mine using the pull-release on the 142, while laying in a shallow depression not more than 15 meters from the mine. The range NCOIC stopped him.

Dim	%	N	M	S
N*	45	5	1.00	0.00
T	27	3	3.00	1.41
All		11	1.64	1.15

103. This senior 18C was in charge of the student demolitions range. After most of the students left the range, this 18C decided to get rid of some chemicals he had left from earlier classes. This 18C poured the chemicals on the ground and put a ULI knot in the mound. The gas and oil on the range ignited the mound of chemicals. Luckily, the chemicals just burned and did not detonate; instructors and students had to run for cover.

Dim	%	N	M	S
E*	27	3	6.00	0.00
T*	27	3	6.00	0.82
U*	27	3	6.00	0.82
All		11	6.18	0.72

43. The team was conducting a DA mission on a railroad bridge and part of their equipment was compromised prior to the interdiction of the target. This 18C produced the necessary demolitions materials from a very austere environment. The mission was accomplished.

Dim	%	N	M	S
N*	64	7	1.71	0.70
T	27	3	1.67	0.94
All		11	1.64	0.77

19. During a FID mission, this 18C was tasked to conduct counter-booby trap training for host country forces. He was very experienced in this area but didn't always follow standard safety procedures in handling explosives. While performing a demonstration, he inadvertently made an electrical connection which caused an explosive squib to go off in his face. He suffered 2nd degree burns and temporary blindness.

Dim	%	N	M	S
A*	64	7	1.57	0.49
T	27	3	3.00	0.00
All		11	2.18	0.94

98. This 18C was giving instructions to students at a demolitions range. This 18C did not give clear instructions on the firing sequence. A student pulled the firing device too soon as the time of detonation was not known.

Dim	%	N	M	S
J	30	3	6.00	0.82
K*	40	4	1.25	0.43
T	20	2	4.50	2.50
All		10	3.30	2.49

135. This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.

Retranslation Listing of Incidents for Dimension U: (Problem name = 18CA)

Dim % N M S 164. This SF engineer was tasked to construct a kill house for close quarters combat. The 18C checked plans for construction, observed other houses that had been built, and came up with his own plan for the house. The design and construction of the house was far superior to any other observed, resulting in an outstanding training facility.

Dim % N M S 155. An A-team was asked to train CQB to indigenous personnel. No CQB range was available so this 18C purchased material and built one. CQB training went on as scheduled.

Dim % N M S 29. This 18C was tasked to construct a wire fortification around a platoon-sized element in preparation for an attack by an OPFOR of unknown size. This 18C determined the necessary logistical requirements and coordinated for and supervised the construction of the wire obstacles. The platoon was able to successfully repair a company-sized element of OPFOR from the platoon-sized defensive perimeter.

Dim % N M S 77. This 18C was tasked to construct targets for a live fire exercise. The support structures for each target were not included in the material provided to assemble the targets. This 18C used natural materials from the immediate environment to replace the material not included. The targets were constructed well enough to withstand rotorwash from 4 helicopters and hundreds of rounds of small arms fire.

Dim % N M S 50. This 18C needed to wire a building in which the team was living. This 18C did not know the basic principles of electricity. This 18C made some bad connections in the lights. The lights burned out causing a break in security.

Dim % N M S 35. This SF soldier was tasked with creating a moving target for live fire training. He planned a moving live fire range complete with vehicle and enemy personnel, in a heavily wooded area. He devised, directed, and organized the construction of the targets, with very little logistical support from the unit. A complete range was built for day and night ambushes with moving targets in an area of the woods that had not previously been used; several units used it for training.

Dim % N M S 85. Live fire training was to be given to foreign nationals in patrolling and in immediate action drills. This SF sergeant was tasked with making the training more realistic. This SF sergeant improvised an economical pop-up target even though the country had very few resources available. The pop-up targets were excellent training aids and enhanced training.

Dim % N M S 130. This 18C was told that the team would be in a basic wooden building with all the necessary comfort items while on deployment. When the team arrived in the host nation, the team found that there was no latrine, no doors, no windows or screens, and no showers in the building. This 18C went to town and bought supplies and borrowed tools. This 18C completed the necessary construction to get the team moved in and comfortable. The team was accommodated appropriately.

Dim % N M S 1. The Special Forces team was sent to Africa where the surrounding environment was harsh and unsanitary. This 18C built a shower for the entire company to use from materials he scavenged from the area. The detachment members were able to clean themselves and maintain a more sanitary lifestyle.

Dim % N M S 15. During an operation, the team needed to transport several heavy items a great distance. This team engineer noticed a farm with broken-down equipment in the field. He developed a system to transport the items by rearranging the wheels and some of the metal pipes. The mission was completed on time.

Dim % N M S 49. This 18C was assigned a task of providing a water source to refugees who were living in a valley. This 18C went into the surrounding hills, located an underground water source, and ran piping from the source to the village. The villagers had clean drinking water.

Dim % N M S 21. This 18C was to calculate the amount of lumber and hardware that was needed to build movable housing for a deployment. This 18C calculated the amount of material necessary correctly, allowing no waste or shortcomings. The mission was a success.

Dim % N M S 143. This 18C was tasked to construct a rope bridge across a river. He coordinated the team to span the river with one 120 foot rope and three snap links per man. The team successfully crossed the river, keeping all team equipment and team members dry.

Dim % N M S 43. The team was conducting a DA mission on a railroad bridge and part of their equipment was compromised prior to the interdiction of the target. This 18C produced the necessary demolitions materials from a very austere environment. The mission was accomplished.

Dim % N M S 58. This 18C needed to construct and emplace a bridge connecting a base camp and the LZ/DZ that was used to receive supplies. Other team members pointed out that he was planning to build the bridge below the high water mark. This 18C would not listen to input from anyone. It rained and the bridge washed away.

Dim % N M S 119. This SF soldier was to teach a basic demolitions class to foreign officers. This SF soldier did not have any training aids. This SF soldier used the resources available to make the necessary training aids to teach the course, cutting down trees with explosives to teach calculations. The training aids were instrumental in getting the training across to the students.

Retranslation Listing of Incidents for Dimension V: (Problem name = 18CA)

Dim	%	N	M	S
V*	73	8	1.63	0.48
All		11	1.91	0.67

39. This SF NCO was required to calculate the "amount of explosives required" to destroy a bridge embankment. This SF NCO made several errors of addition and subtraction. Consequently, the team carried 60 extra pounds of explosives over long and mountainous terrain.

Dim	%	N	M	S
V*	64	7	1.43	0.73
W	27	3	1.00	0.00
All		11	1.36	0.64

57. During the mission planning phase of a field training exercise, this 18C was given photographs and target information and was tasked to calculate the amount of demolitions the ODA would need to carry into the operation. This 18C grossly underestimated the amount of explosive needed in order to keep the ODA from having to carry heavy rucksacks. The ODA was unable to complete its mission to standard.

Dim	%	N	M	S
U	27	3	6.67	0.47
V*	45	5	6.00	1.10
All		11	6.09	1.00

21. This 18C was to calculate the amount of lumber and hardware that was needed to build movable housing for a deployment. This 18C calculated the amount of material necessary correctly, allowing no waste or shortcomings. The mission was a success.

Dim	%	N	M	S
V*	45	5	6.00	0.89
All		11	5.45	1.16

151. This 18C was tasked to paint the inside of the team room. This 18C took measurements of the room to determine its area. The 18C determined how much paint was needed to cover the room.

Dim	%	N	M	S
U*	55	6	6.67	0.47
V	36	4	5.50	0.87
All		11	6.18	0.83

29. This 18C was tasked to construct a wire fortification around a platoon-sized element in preparation for an attack by an OPFOR of unknown size. This 18C determined the necessary logistical requirements and coordinated for and supervised the construction of the wire obstacles. The platoon was able to successfully repel a company-sized element of OPFOR from the platoon-sized defensive perimeter.

Dim	%	N	M	S
V*	36	4	2.50	0.50
W	27	3	2.33	0.94
All		11	2.55	0.89

68. During a mission to destroy a radio tower, the intel-analyst studied aerial photographs of the tower and gave his estimate to the engineer of the measurements of the legs of the tower. This engineer designed his explosive charges based on the information given to him, failing to take into account the information was only an estimate. The tower legs were much larger than estimated and the charges too small. The tower was damaged but still standing and operational.

Dim	%	N	M	S
T*	55	6	1.33	0.47
V	36	4	1.75	0.43
All		11	1.91	1.38

100. On a demo range firing demo with non-electric firing system, this 18C was tasked to construct a non-electric firing system with an 8 minute fuse. While figuring the burn rate, the 18C failed to convert the burn rate correctly. The charges were placed and ignited and personnel walked back from the range safe distance, but the charges blew two minutes early. No one was hurt, but the 18C was counseled for failing to check system computations.

Dim	%	N	M	S
H*	27	3	6.67	0.47
J*	27	3	5.33	1.25
V*	27	3	6.67	0.47
All		11	6.27	0.96

139. An 18C was given the job to help the 18E come up with the number of batteries the detachment would have to carry for the upcoming field exercise. Using math and his knowledge of electricity, this 18C was able to tell his team sergeant not only how many batteries to carry, but also how much energy would be used by the batteries every time the 18E transmitted and/or received a message, and almost exactly how many receives/transmits each battery could make. Due to his work, the ODA was able to stay in the field longer than planned without having to carry or request additional unnecessary batteries.

Dim	%	N	M	S
T*	45	5	2.00	1.55
V	27	3	1.00	0.00
All		11	1.55	1.16

120. The team was conducting demolitions training while on FID. This 18C miscalculated the length of a time fuse. The charge went off early and endangered everyone in the area.

Retranslation Listing of Incidents for Dimension W: (Problem name = 18CA)

Dim	%	N	M	S
W*	100	11	4.09	1.73
All		11	4.09	1.73

167. This 18C was performing a target analysis on a bridge in preparation for a training exercise. He was given an improperly prepared target folder; it had only partial information. This 18C made every effort to obtain critical dimensions from the supporting agency. The agency did not provide the information and consequently, the 18C was unable to calculate demolition charges accurately.

Dim	%	N	M	S
W*	100	11	6.00	1.13
All		11	6.00	1.13

154. A company needed target folders for its training missions. This SF soldier got aerial photos of objects, measurements, and ground photos, including infrared shots. The company performed well as it had in-depth target folders.

Dim	%	N	M	S
W*	91	10	6.00	1.00
All		11	5.91	1.00

79. An SF team was given a mission to sever an oil pipe line. Although it was January, they were given a folder depicting the target in the spring. This 18C requested an update on the target and discovered that the pipeline was covered by four feet of snow. The team waited to complete the mission.

Dim	%	N	M	S
V*	36	4	2.50	0.50
W	27	3	2.33	0.94
All		11	2.55	0.89

68. During a mission to destroy a radio tower, the intel-analyst studied aerial photographs of the tower and gave his estimate to the engineer of the measurements of the legs of the tower. This engineer designed his explosive charges based on the information given to him, failing to take into account the information was only an estimate. The tower legs were much larger than estimated and the charges too small. The tower was damaged but still standing and operational.

Dim	%	N	M	S
V*	64	7	1.43	0.73
W	27	3	1.00	0.00
All		11	1.36	0.64

57. During the mission planning phase of a field training exercise, this 18C was given photographs and target information and was tasked to calculate the amount of demolitions the ODA would need to carry into the operation. This 18C grossly underestimated the amount of explosive needed in order to keep the ODA from having to carry heavy rucksacks. The ODA was unable to complete its mission to standard.

Retranslation Listing of Incidents for Dimension A: (Problem name = 18CB)

Dim %	N	M	S	103. This 18C was tasked to give a class on the M142 firing device to host nation forces. This 18C forgot the sequence in which the pins should be removed from the firing device. The firing device went off and the 18C hurt his hand. The class was discouraged and the 18C's team-mates no longer trusted him.
A* 57	4	2.00	1.73	
T 29	2	1.50	0.50	
All	7	2.29	1.75	
Dim %	N	M	S	96. This 18C was instructing host nation forces in mine/countermine operations. This 18C instructed the forces in laying, recording, removing and identifying U.S. and foreign mines. The survivability of the host nation forces was enhanced, as was their defense of their borders.
A* 57	4	5.50	1.50	
All	7	5.57	1.40	
Dim %	N	M	S	122. This 18C was to cross-train his team in advanced and expedient demolitions. This 18C needed to train himself to be a subject matter expert and to ensure that he had all the materials required for the class. This 18C prepared his classes in such a way that he relied heavily on his manuals. This 18C completed the training, but was reprimanded for not committing more to memory or to notes.
A* 57	4	3.00	1.58	
T 29	2	2.50	0.50	
All	7	3.29	1.67	
Dim %	N	M	S	64. This 18C was conducting training on U.S. mines. This 18C demonstrated the use of an M21 as a platter charge by removing the booster and breaking the plastic shell with a blasting cap, exposing the platter and explosives. The detachment members were made aware of the use of the M21 mine as a platter charge.
A* 38	3	4.67	2.62	
N* 38	3	1.33	0.47	
All	8	3.75	2.59	
Dim %	N	M	S	81. While in the local town, a drunk began to insult a team member. This SF soldier walked way from the confrontation. A major incident was avoided.
A 29	2	5.50	0.50	
C* 57	4	6.25	0.83	
All	7	5.86	0.83	
Dim %	N	M	S	98. The team was training HN forces in basic skills using an interpreter while this 18C, the team's best linguist, observed. This 18C found several cases where the interpreter did not fully understand what was said but told the HN troops what he thought was being said. The 18C corrected the misinformation. The students got the right information.
A 29	2	6.50	0.50	
D* 57	4	6.00	1.00	
All	7	6.00	0.93	
Dim %	N	M	S	119. As an instructor on a field training site, this 18C was responsible for developing and implementing special demolitions techniques. This 18C calculated, placed, and detonated a special demolitions device, cutting a one meter square hole in the roof of a WWII-era building, while standing 2 meters away. The capabilities of both the special demolitions equipment and the instructor were successfully demonstrated.
A* 29	2	6.00	1.00	
All	7	5.86	0.64	
Dim %	N	M	S	104. This 18C was to task out certain classes for an upcoming mission to his junior. This 18C let the junior engineer pick the classes about which he was most knowledgeable so that he could give the best instruction possible. This 18C interacted with the junior to confirm or deny information that should be included in the classes. The junior 18C was able to do a good job and he developed greater respect for his senior.
A 29	2	5.00	2.00	
I* 43	3	6.00	0.82	
All	7	5.57	1.29	
Dim %	N	M	S	12. During a FID mission, this 18B was instructing host nation NCOs and officers in offensive operations. It was very hot. During the classroom portion of the instruction, this 18B made the objective of each attack a Pepsi truck. During the field exercise, this 18B emplaced two coolers filled with Pepsi at the objective. When the students arrived, they "captured" the Pepsi. Rapport was strengthened, the classroom and field portions of training were tied together, and the lesson was driven home.
A 25	2	6.00	0.00	
B* 50	4	6.50	0.50	
All	8	6.00	0.87	
Dim %	N	M	S	50. During a joint exercise with foreign forces, an SF officer got into an argument at the Tactical Operations Center on the issue of where the troops should be fed lunch. This was of no significance from a tactical standpoint. This officer threw a handful of papers in the air, stormed out, and ripped a sink out of the wall in the latrine (water came gushing out of the wall). The foreign division commander called the corps commander and the officer was reprimanded.
A 25	2	2.00	1.00	
B* 50	4	1.25	0.43	
All	8	1.38	0.70	

A 25	2	3.50	2.50
H* 38	3	2.00	0.82
All	8	3.00	1.87

of a carver matrix. This 18C was out of the country and did not have the proper books to prepare the class. This 18C was unable to settle disagreements that arose about how the numbers were used in the rating of the carver as he had not anticipated that he would need his books. The class was not successful.

Dim %	N	M	S
A 25	2	2.50	1.50
H 25	2	1.00	0.00
T* 38	3	3.00	2.16
All	8	2.75	2.11

86. This 18C was conducting demolition training for some ROTC cadets. During the training, one of the cadets asked this 18C how an artillery simulator operated. This 18C responded that the cadet would never need to know such information unless he was an expert in demolitions, but that he would show him. This 18C cut open the simulator with a buck knife. When the 18C was halfway through the simulator, it ignited severely burning him. The 18C was nonoperational for 3 months.

Dim %	N	M	S	54. This 18C was to train his team on the use
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Retranslation Listing of Incidents for Dimension B: (Problem name = 18CB)

Dim ¼ N M S 33. This 18C was deployed to a foreign country. This 18C was honest and open with the indigenous people. It was obvious to all that this 18C really enjoyed being in the country and that he really liked the people. The indigenous people were sorry to see him leave.

Dim ¼ N M S 126. This team member was deployed to the Middle East several times, where he was personally offended by several of the local customs. This left-handed team member ate goat and rice with his right hand, was sprayed with perfume, and held hands with the counterparts. He continued to have good rapport with the local representatives of the host nation forces.

Dim ¼ N M S 34. During construction of a school in a foreign country, the locals presented this SF soldier with various resourceful construction techniques using improvised tools. The SF soldier did not agree with the local methods of construction and refused their input. The school was not finished in time because the locals resented the soldier's response.

Dim ¼ N M S 136. This soldier was in charge of a work detail that was days behind schedule. This soldier made the HN soldiers work on Sundays despite the fact that HN soldiers only had Sundays to visit family members. The HN forces' morale hit rock bottom, their work became sloppy, and they came close to refusing to work anymore at all until they were promised all Sundays off.

Dim ¼ N M S 79. This 18C was giving demolitions training to host nation forces and local civilians, specifically addressing road cratering. A farmer described to the 18C how the technique could help him in building an irrigation ditch. This 18C spent the next class showing the farmer and the other students how to use the technique for the purpose of building an irrigation ditch. The rapport between the SF team and the indigenous forces and people was greatly enhanced.

Dim ¼ N M S 12. During a FID mission, this 18B was instructing host nation NCOs and officers in offensive operations. It was very hot. During the classroom portion of the instruction, this 18B made the objective of each attack a Pepsi truck. During the field exercise, this 18B emplaced two coolers filled with Pepsi at the objective. When the students arrived, they "captured" the Pepsi. Rapport was strengthened, the classroom and field portions of training were tied together, and the lesson was driven home.

Dim ¼ N M S 99. During an OCONUS FID deployment, this 18C became friendly with a local farmer. The farmer identified numerous large trees on his property that he needed removed but did not have the means to do so. This 18C suggested to his team sergeant that the calculation and placement of timber charges be added to the training schedule and that the students remove the trees. The students received additional hands-on experience in the use of demolitions and the rapport between SF personnel and local area civilians was improved.

Dim ¼ N M S 140. This 18C was to get rid of remaining demolition materials. This 18C took the demo materials and went into a valley that was too close to a HN village; he did not coordinate what he was doing with HN personnel. He blew out the windows in the local village. As a result of this 18C's actions, the 18A had to be very diplomatic with the HN officer to smooth out the problem.

Dim ¼ N M S 117. While on an exercise in a third world country, this 18C discovered that the local population lacked an adequate water supply although a water pumping station had recently been installed. This 18C retraced the piping that went from the water station to the pump and discovered that a portion of it had been crushed by a vehicle. This 18C repaired the pipe. The team gained the respect of the local populace.

Dim ¼ N M S 128. This 18C was on a construction site for the host nation. This 18C was in charge of the equipment. This 18C forgot to clean the concrete off some of his tools after conducting

All 7 2.29 1.28 a job. The equipment was damaged and unoperational for a couple of days.

Dim ¼ N M S 53. This 18C was tasked to dispatch a storage truck to transport the team to the range. The 18C did not pull PMCs on the vehicle. The truck broke down on the way to the range and a day was wasted.

Dim ¼ N M S 52. An SF company was sent to assist with Haitian refugees. The refugees only spoke French Creole. This SF soldier went to great pains to learn Creole as there are no Creole-French dictionaries. The SF soldier learned the language in 2 weeks and was able to establish a good working relationship with the refugees.



Retranslation Listing of Incidents for Dimension C: (Problem name = 18CB)

Dim %	N	M	S	Incident Description
C* 71 A11	5 7	5.60 5.71	1.85 1.67	139. While in a host country training indigenous soldiers, an NCO picked up an unsupervised weapon belonging to an Arab. After making his point, the NCO wouldn't return the weapon, creating a tense situation. This SF soldier saw this situation, intervened and told the first NCO that he could destroy the team's credibility (without causing him to lose face with the Arabs). He also told the Arabs it was just a drill and started telling jokes in one of the region's languages. The situation was diffused in a matter of seconds.
A 29 C* 57 A11	2 4 7	5.50 6.25 5.86	0.50 0.83 0.83	81. While in the local town, a drunk began to insult a team member. This SF soldier walked away from the confrontation. A major incident was avoided.
A 25 C* 50 A11	2 4 8	2.00 1.25 1.38	1.00 0.43 0.70	50. During a joint exercise with foreign forces, an SF officer got into an argument at the Tactical Operations Center on the issue of where the troops should be fed lunch. This was of no significance from a tactical standpoint. This officer threw a handful of papers in the air, stormed out, and ripped a sink out of the wall in the latrine (water came gushing out of the wall). The foreign division commander called the corps commander and the officer was reprimanded.
C* 43 I 29 A11	3 2 7	2.33 1.00 2.14	1.89 0.00 1.81	132. During a FID deployment, this team member was unable to adapt to the harsh conditions and became withdrawn. He refused to accept the cultural diversity and was a liability to the mission. This team member was redeployed to the rear and the detachment continued the mission minus one individual.
C* 38 I 25 A11	3 2 8	2.67 1.00 2.75	2.36 0.00 2.28	62. This 18C was tasked to drive a 2 1/2 ton truck to the rifle range. This 18C was upset that he was not asked to go with the advance party in the rental car. This 18C deliberately drove the truck erratically, hitting the brakes hard and dumping the clutch, making the ride very uncomfortable for passengers. The soldier was counseled on his attitude and behavior as an NCO.
C 29 J* 43 A11	2 3 7	5.00 6.33 6.00	1.00 0.47 0.93	97. This 18C was aware of the limited funds available to the unit and of the necessary frequency of demolitions training within the unit. This 18C started a test shot photo album of all the shots that he fired, recording the target material and dimensions with the demolition type and formula used. Consequently, a reference source for test shots was available on file for the detachment's use.
B* 57 C 29 A11	4 2 7	1.50 2.00 2.00	0.50 0.00 0.93	136. This soldier was in charge of a work detail that was days behind schedule. This soldier made the HN soldiers work on Sundays despite the fact that HN soldiers only had Sundays to visit family members. The HN forces' morale hit rock bottom, their work became sloppy, and they came close to refusing to work anymore at all until they were promised all Sundays off.
C* 29 A11	2 7	5.50 5.29	1.50 1.83	75. This 18C was asked to ensure that he knew how to build an A-Frame for the ODA's mountaineer training exercise. This 18C did not know what an A-Frame was. The team sergeant instructed the 18C to present a 4 hour class on knots and lashings. This 18C did the necessary research and gave an outstanding class. The 18C learned what an A-Frame was and the whole team benefitted.
B* 43 C 29 A11	3 2 7	6.33 3.50 5.57	0.94 0.50 1.50	117. While on an exercise in a third world country, this 18C discovered that the local population lacked an adequate water supply although a water pumping station had recently been installed. This 18C retraced the piping that went from the water station to the pump and discovered that a portion of it had been crushed by a vehicle. This 18C repaired the pipe. The team gained the respect of the local populace.
C 29 E 29 N* 43 A11	2 2 3 7	6.50 5.00 5.33 5.57	0.50 0.00 0.47 0.73	80. During a hand grenade range, this SF soldier did not know whether or not he had pulled the pin on a grenade. This 18C cleared everyone off the range and went out to clear the misfire of the hand grenade. The SF engineer noticed the pin was still on the grenade, put it back on line, pulled the pin, and re-threw the grenade. The range did not have to be closed for range control to clear the misfire.

Dim %	N	M	S
C 25	2	3.00	2.00
K* 50	4	1.75	0.43
A11	8	2.00	1.22

25. Members of an SF detachment were drinking at an Air Force sports pub and were involved in some good humored inter-service joking. This officer grabbed a female by the shirt after she said "where you going little guy," breaking her necklace. This officer had previously warned his team members about such behavior. This officer was counselled.

Retranslation Listing of Incidents for Dimension D: (Problem name = 18CB)

Dim	%	N	M	S	
A	29	2	6.50	0.50	98. The team was training HN forces in basic skills using an interpreter while this 18C, the team's best linguist, observed. This 18C found several cases where the interpreter did not fully understand what was said but told the HN troops what he thought was being said. The 18C corrected the misinformation. The students got the right information.
D*	57	4	6.00	1.00	
All		7	6.00	0.93	
Dim	%	N	M	S	
D*	57	4	1.50	0.50	108. A team took part in a pre-deployment language train-up. One member attended only three days of training and during those three days he refused to participate in the group. Four weeks later, when this team member was giving a class in Spanish, he could not pronounce words properly and was not able to get his point across. The HN soldiers laughed at him and later failed a practical exercise on his class.
All		7	2.43	1.76	
Dim	%	N	M	S	
D	29	2	4.00	0.00	118. This 18C was teaching about cratering charges when a misfire occurred below ground. This 18C put a 45 pound shape charge over the cratering charge and ignited it. The shape charge set off the cratering charge and the misfire was cleared.
T*	71	5	6.00	1.10	
All		7	5.43	1.29	
Dim	%	N	M	S	
B*	25	2	6.00	1.00	52. An SF company was sent to assist with Haitian refugees. The refugees only spoke French Creole. This SF soldier went to great pains to learn Creole as there are no Creole-French dictionaries. The SF soldier learned the language in 2 weeks and was able to establish a good working relationship with the refugees.
D*	25	2	6.50	0.50	
J*	25	2	5.50	1.50	
All		8	5.38	1.65	

## Retranslation Listing of Incidents for Dimension E: (Problem name = 18CB)

Dim	%	N	M	S
E*	50	4	6.25	0.43
All		8	6.13	0.93

15. While preparing for an airborne insertion into the desert, the detachment was having problems with the A-21 cargo container. The size of the container was going to be a problem given the size of the drop zone and the number of personnel who were to follow the container. This 18B devised a roller skid that would quickly eject the cargo container. The detachment successfully infilled in only one pass.

Dim	%	N	M	S
E*	50	4	4.75	1.30
All		8	4.75	0.97

41. This 18C was tasked to construct mechanical targets. He constructed the targets but then realized that they could not be removed from the building because they were too large to fit through the door. This 18C thought about removing a wall of the building. This 18C then realized he could disassemble the targets and reassemble them outside. The targets were used outside.

Dim	%	N	M	S
E*	43	3	6.00	0.82
I	29	2	5.50	0.50
All		7	5.57	1.29

137. During an FTX, the detachment was experiencing poor communications. This experienced senior 18E offered concise advice to the detachment 18E on how to improve comms. Comms improved.

Dim	%	N	M	S
E*	38	3	5.00	2.16
J	25	2	7.00	0.00
All		8	4.63	2.23

92. The ODA was short of food and still a few days away from exfil. With the food supply low, this 18E ran an antenna lead to a nearby tree noted to harbor a hefty squirrel population. He placed a small amount of peanut butter on the wire to attract squirrels' attention, then keyed the transmitter and shocked the squirrels when they had the peanut butter in their mouths, stunning them long enough to have someone hastily retrieve the squirrels. The ODA was able to have sufficient food for a couple of extra days.

Dim	%	N	M	S
C	29	2	6.50	0.50
E	29	2	5.00	0.00
N*	43	3	5.33	0.47
All		7	5.57	0.73

80. During a hand grenade range, this SF soldier did not know whether or not he had pulled the pin on a grenade. This 18C cleared everyone off the range and went out to clear the misfire of the hand grenade. The SF engineer noticed the pin was still on the grenade, put it back on line, pulled the pin, and re-threw the grenade. The range did not have to be closed for range control to clear the misfire.

Dim	%	N	M	S
E*	29	2	3.00	2.00
H*	29	2	1.00	0.00
T*	29	2	1.50	0.50
All		7	2.29	1.75

95. This SF engineer was gathering and checking his equipment while preparing to train a demolition course. He checked a Chinese personnel mine with an American test without understanding the electrical system of the Chinese mine. Due to the electrical difference, the mine detonated--killing the engineer.

Dim	%	N	M	S
E*	29	2	6.00	0.00
T*	29	2	7.00	0.00
U*	29	2	5.50	1.50
All		7	6.00	1.07

127. The team was executing the battalion's endurance event. During a river crossing, this 18C made a rig which got a big wooden dummy across the river effectively and in a timely manner. The team accomplished its mission.

Dim	%	N	M	S
E*	29	2	5.00	1.00
All		7	5.43	1.18

102. During a winter, FTX a medic was having trouble keeping the IV solution from freezing up. This medic placed the IV solution in the heat packet that comes in the new MREs. By adding water to this packet, the IV solution heated up and kept the solution from freezing.

Dim	%	N	M	S
E*	25	2	6.00	0.00
V*	25	2	7.00	0.00
All		8	6.63	0.48

30. While on deployment, the need for safe drinking water for 100,000 personnel was evidenced by the high incidence of diarrhea. The team 18C was tasked to construct a system of water delivery that would prevent contamination of water. This 18C contacted a civilian relief agency who supplied 500 yds of 4" plastic pipe. He sank this into a natural spring, ran the pipe down hill and through the camp, punching holes every 50' and installing spigots. Consequently, sick call went from 500+ per day down to less than 100 per day.

Dim	%	N	M	S
E	25	2	5.00	1.00
U*	38	3	6.33	0.47
All		8	6.00	1.00

22. The Special Forces team was instructed to dig a bunker for protection inside the perimeter. The soil was extremely hard and compacted. This 18C instructed the team to use waste water throughout each day to loosen the soil so it would be easier to dig in each morning. As the soil was wet, the digging process was shortened considerably.

## Retranslation Listing of Incidents for Dimension F: (Problem name = 18CB)

Dim	%	N	M	S
F*	75	6	1.50	0.76
All		8	2.38	1.93

49. Several SF teams were training in a very bad snowstorm. This SF officer decided to cancel the training. Instead of keeping the soldiers at the training site in the local barracks, the SF officer ordered the soldiers to drive 30 miles in the storm to the other barracks. One vehicle flipped over killing a medic, injuring 5 other soldiers, and destroying the vehicle.

Dim	%	N	M	S
F*	75	6	1.33	0.47
All		8	1.75	1.30

40. This team leader was informed that a cache of antitank mines in the team's area of operations should be destroyed as they were in hostile hands. The team leader would not allow the team to destroy the mines, saying it was not politically correct for the leaders' careers. Three Canadian vehicles hit mines and the team's medic died after hitting mines on the road.

Dim	%	N	M	S
F*	43	3	1.33	0.47
G	29	2	2.00	0.00
All		7	2.86	2.10

116. A team was participating in a battalion emergency deployment readiness exercise (EDRE) in isolation. This team leader was working on the courses of action. After briefing the courses of action, and being told to work on another, he failed to modify the course of action and continued to do things the way he wanted to. The team failed the briefback and was put into isolation for another week.

Dim	%	N	M	S
F*	38	3	1.00	0.00
N	25	2	2.00	1.00
All		8	3.25	2.59

90. While deployed in Africa, an SF medic told this team leader not to use untreated water or ice. This team leader disregarded the advice and drank a soda with ice made locally. The team leader had severe diarrhea, was treated for parasitic infestation, and was counseled.

Dim	%	N	M	S
B*	29	2	3.00	2.00
F*	29	2	1.50	0.50
J*	29	2	2.50	0.50
All		7	2.29	1.28

128. This 18C was on a construction site for the host nation. This 18C was in charge of the equipment. This 18C forgot to clean the concrete off some of his tools after conducting a job. The equipment was damaged and unoperational for a couple of days.

Dim	%	N	M	S
F*	25	2	2.00	1.00
U*	25	2	5.00	2.00
V*	25	2	2.50	0.50
All		8	3.38	1.73

14. This 18C was working as part of an advisory staff for a mechanized unit. This 18C recommended to the detachment commander that he place a number of anti-tank obstacles at selected sites in his area of operation. This 18C failed to consider the seasonal change that had occurred since the intelligence photos he had reviewed were taken. The SF advisory staff lost credibility with the mechanized unit.

Dim	%	N	M	S
F*	25	2	2.00	1.00
P*	25	2	1.50	0.50
All		8	3.50	2.29

68. This 18C was detailed with obtaining construction material to build simulated placements in host nation training. This 18C was unable to obtain some of the material that he requested. Instead of letting someone in charge know about the deficit in material, this 18C started working on other tasks. The deficit was discovered in a spot check and the material was ordered again.

Dim	%	N	M	S
F*	25	2	6.50	0.50
N*	25	2	6.50	0.50
All		8	5.63	1.41

47. An Air Force C-130 airplane had been struck by a UH-53 helicopter during ground refueling operations on a joint training exercise. The C-130 caught fire, the emergency exit bells sounded, and the soldiers who were on board the C-130 started to exit. This senior NCO inside the burning aircraft realized that the soldiers were starting to panic. He stood up and in a strong and reassuring tone directed the soldiers to their appropriate exits, and was one of the last soldiers off the burning aircraft. All soldiers were evacuated without serious injury.

Retranslation Listing of Incidents for Dimension G: (Problem name = 18CB)

Dim % G* 75 A11	N M S 6 6.33 0.47 8 5.63 1.32	7. During planning for an extensive covert operation, this SF soldier developed an intricate escape and evasion plan. He designed the plan to cover every contingency and briefed every member of the ODA completely so that no one had questions. Although a couple of team members were compromised, the majority of the team was able to escape safely with all sensitive intelligence and equipment.
Dim % G* 43 A11	N M S 3 3.33 1.25 7 3.71 2.12	76. This 18C was responsible for conducting a reconnaissance of the team's area of operations. This 18C did a map reconnaissance and never went to the area itself to see if the team could be supported with the essential elements to survive. The area could not support the team with water and water had to be trucked in.
Dim % G* 38 T 25 A11	N M S 3 1.33 0.47 2 5.50 0.50 8 3.13 2.09	58. The team needed to carry a certain amount of water on infiltration. This SF soldier came up with the idea to carry 5 gallon cans on stretchers to the cache site. The stretcher was more weight than had been bargained for and never made it to the actual site.
Dim % G* 33 A11	N M S 2 4.00 2.00 6 5.17 1.57	120. This SF team was conducting a search and reconnaissance mission during a JRTC rotation. This 18C correctly identified key routes (choke points) in the area of operation. The team was able to occupy positions that allowed them to give critical, time-sensitive information to higher headquarters.
Dim % G* 29 A11	N M S 2 2.00 1.00 7 2.86 1.88	113. This 18C chose a site next to a river for the team's stay during a deployment for training. This 18C failed to take the rainy season into account. The camp site was flooded during the last two weeks of the mission. The detachment had to relocate and lost some equipment.
Dim % F* 43 G 29 A11	N M S 3 1.33 0.47 2 2.00 0.00 7 2.86 2.10	116. A team was participating in a battalion emergency deployment readiness exercise (EDRE) in isolation. This team leader was working on the courses of action. After briefing the courses of action, and being told to work on another, he failed to modify the course of action and continued to do things the way he wanted to. The team failed the briefback and was put into isolation for another week.
Dim % G 29 H 29 V* 43 A11	N M S 2 4.50 2.50 2 3.00 2.00 3 1.00 0.00 7 2.57 2.26	121. This 18C was sent to obtain measurement of a bridge and to determine the best places for and appropriate types of charges. This 18C did not take any measuring devices or writing material with him. The 18C could not remember all of the measurements and alternate plans had to be made.
Dim % G* 29 H* 29 A11	N M S 2 2.50 1.50 2 1.00 0.00 7 2.00 1.60	131. A team was conducting a training exercise involving helo cast ups. This individual exited the helo immediately following the boat and entered the water. The flotation device failed and he could neither swim nor save himself. He drowned.
Dim % G 25 W* 50 A11	N M S 2 6.00 1.00 4 6.50 0.50 8 6.25 0.83	4. For a DA mission, this 18C was tasked to identify key targets for interdiction. He spent four days in isolation studying satellite photos, maps, and intelligence traffic. Due to the thoroughness of his effort, he was able to narrow down the options for direct action targets to three choices.
Dim % G* 25 U* 25 A11	N M S 2 4.00 2.00 2 7.00 0.00 8 5.25 1.85	44. This 18C was tasked to do a route reconnaissance of a critical main supply route and to evaluate the type and amount of repair material needed to open the road for use by tractor-trailers. He measured, sketched, and documented all critical problem areas. This 18C made a detailed reconstruction plan and even developed plans for temporary detours to avoid impeding civilian traffic flow. Consequently, the company was able to accomplish in several weeks what was expected to take several months.

Retranslation Listing of Incidents for Dimension H: (Problem name = 18CB)

Dim % H* 50 A11	N M S 4 1.25 0.43 8 1.88 1.62	16. This 18B was tasked to inspect and issue night vision devices. The 18B forgot to put batteries in the devices. The night vision devices did not work.
Dim % H* 50 A11	N M S 4 1.75 1.30 8 1.75 1.30	51. A team was training on the demolitions range. This 18C was charged with picking up demolitions for the range. The 18C forgot to pick up blasting caps. The team wasted training time waiting for the caps to arrive.
Dim % B 25 H* 50 A11	N M S 2 6.00 1.00 4 1.25 0.43 8 2.38 2.18	53. This 18C was tasked to dispatch a storage truck to transport the team to the range. The 18C did not pull PMCs on the vehicle. The truck broke down on the way to the range and a day was wasted.
Dim % H* 43 A11	N M S 3 2.33 1.25 7 2.57 1.59	106. An ODA was deploying on a strategic reconnaissance mission for 3 days with long movements. This 18C only brought 2 quarts of waters with him and then drank that 2 quarts 6 hours into the mission. The soldier became severely dehydrated and had to rely on other soldiers' supplies. The mission had to be called to an administrative halt.
Dim % A 25 H* 38 A11	N M S 2 3.50 2.50 3 2.00 0.82 8 3.00 1.87	54. This 18C was to train his team on the use of a carver matrix. This 18C was out of the country and did not have the proper books to prepare the class. This 18C was unable to settle disagreements that arose about how the numbers were used in the rating of the carver as he had not anticipated that he would need his books. The class was not successful.
Dim % H* 38 I 25 A11	N M S 3 2.33 0.47 2 1.00 0.00 8 1.75 0.83	20. An A-team was deployed in South East Asia to train on FID. This 18C failed to take proper medication for malaria. The 18C became sick and had to be sent to the hospital.
Dim % H* 38 P* 38 A11	N M S 3 1.67 0.47 3 1.00 0.00 8 2.25 1.71	88. This SF soldier was sent to coordinate lodging, transportation, and training sites for an arriving team. This SF soldier failed to complete his mission as he did not take coordinates, arrange for transportation, or get the training sites. The team lost several training days as they were forced to make the arrangements.
Dim % H 33 K* 67 A11	N M S 2 2.00 0.00 4 1.00 0.00 6 1.33 0.47	135. A team was deploying on a reconnaissance mission. This 18E falsely stated all equipment had been tested. The team was deployed with bad equipment and vital information was denied to the assault force for 18 hours.
Dim % G 29 H 29 V* 43 A11	N M S 2 4.50 2.50 2 3.00 2.00 3 1.00 0.00 7 2.57 2.26	121. This 18C was sent to obtain measurement of a bridge and to determine the best places for and appropriate types of charges. This 18C did not take any measuring devices or writing material with him. The 18C could not remember all of the measurements and alternate plans had to be made.
Dim % H 29 J 29 W* 43 A11	N M S 2 6.00 0.00 2 6.50 0.50 3 6.00 1.41 7 6.14 0.99	130. This SF soldier was sent to conduct reconnaissance of a target area for Army Rangers. This SF soldier acquired pictures of the target area so that they could be developed and placed in a panoramic picture set-up. The Ranger unit was ecstatic with the view and clarity of the target area; their ability to infiltrate the area was greatly improved.
Dim % H 25 L* 50 A11	N M S 2 2.00 1.00 4 2.25 1.64 8 2.75 1.64	21. The team was placed into an extended movement corridor with limited food and water, and had to move 20-25 miles per day on foot for six days. This 18A had placed most of his training emphasis on being able to lift weights and run a 10K rather than extended cross country walking with rucksacks. This 18A developed extensive blisters and became dehydrated while on the move. He was evacuated on the third day due to his condition.
Dim % H* 25 A11	N M S 2 6.50 0.50 8 5.50 1.80	91. This 18C was responsible for locating a site for an ODA that would be moving through the desert area in about 2 weeks. This 18C used movement tables to locate an area that would be easy to identify on the map and ground. The team was on their last quart of water when they came to the area. They were able to easily find the cache and to continue with their mission.

Dim	4	N	M	S	56. This 18C was tasked to run demolitions training on a rainy day. This 18C brought a poorly functioning firing device to the range, resulting in several misfires. The misfires had to be cleared, endangering personnel.
H*	25	2	2.00	1.00	
H*	25	1	1.50	0.50	
T*	25	3	3.00	0.00	
All		6	3.13	1.90	

Retranslation Listing of Incidents for Dimension I: (Problem name = 18CB)

Dim	4	N	M	S	104. This 18C was to task out certain classes for an upcoming mission to his junior. This 18C let the junior engineer pick the classes about which he was most knowledgeable so that he could give the best instruction possible. This 18C interacted with the junior to confirm or deny information that should be included in the classes. The junior 18C was able to do a good job and he developed greater respect for his senior.
A	29	2	5.00	2.00	
I*	43	3	6.00	0.82	
All		7	5.57	1.29	

Dim	4	N	M	S	137. During an FTX, the detachment was experiencing poor communications. This experienced senior 18E offered concise advice to the detachment 18E on how to improve commo. Commo improved.
E*	43	3	6.00	0.82	
I	29	2	5.50	0.50	
All		7	5.57	1.29	

Dim	4	N	M	S	132. During a FID deployment, this team member was unable to adapt to the harsh conditions and became withdrawn. He refused to accept the cultural diversity and was a liability to the mission. This team member was redeployed to the rear and the detachment continued the mission minus one individual.
C*	43	3	2.33	1.89	
I	29	2	1.00	0.00	
All		7	2.14	1.81	

Dim	4	N	M	S	134. An SF team stopped in Panama on its way back to the U.S. The team was notified that their aircraft had mechanical problems and would be delayed for 48 hours. Another aircraft was available in 4 hours that could transport personnel but no equipment. This SF soldier volunteered to stay in Panama until the plane was fixed and then ride with the equipment. The team leader praised this SF soldier for volunteering to stay.
I	29	2	7.00	0.00	
J*	57	4	5.00	2.35	
All		7	5.57	1.99	

Dim	4	N	M	S	125. A class was given to an A-team on how to operate KY-57 by an 18E so all members of the team would be able to send SITREP in the absence of an 18E. This SF soldier was reading a book during the class and did not pay attention. When told to listen-up, he replied he already know this stuff. Two weeks later, this soldier had to send SITREP without an 18E and could not remember the procedures. He ended up clearing the fills and missing contact time.
I*	29	2	1.00	0.00	
K*	29	2	1.50	0.50	
All		7	1.86	1.36	

Dim	4	N	M	S	73. An ODA was to link up with a submarine at sea, in the dark, via CH-47 helicopter. The team helo-casted with all equipment, weapons and rucksacks averaging 80 lbs. each. This SF soldier had an almost consuming fear of water and was a weak swimmer. Though terribly afraid of jumping into the water, this soldier maintained an attitude of enthusiasm, offered words of encouragement and motivation to others who were nervous or apprehensive, and saw to it that the other weak swimmers had a strong swim-buddy assigned to them (even though he was without one). He was first to exit the aircraft to show others how to overcome their fears. All members successfully exited the aircraft and were recovered by the sub without incident or loss of equipment.
I*	29	2	6.50	0.50	
All		7	5.71	1.67	

Dim	4	N	M	S	127. The team was executing the battalion's endurance event. During a river crossing, this 18C made a rig which got a big wooden dummy across the river effectively and in a timely manner. The team accomplished its mission.
E*	29	2	6.00	0.00	
I*	29	2	7.00	0.00	
U*	29	2	5.50	1.50	
All		7	6.00	1.07	

Dim	4	N	M	S	122. This 18C was to cross-train his team in advanced and expedient demolitions. This 18C needed to train himself to be a subject matter expert and to ensure that he had all the materials required for the class. This 18C prepared his classes in such a way that he relied heavily on his manuals. This 18C completed the training, but was reprimanded for not committing more to memory or to notes.
A*	57	4	3.00	1.58	
I	29	2	2.50	0.50	
All		7	3.29	1.67	

Dim	4	N	M	S	20. An A-team was deployed in South East Asia to train on FID. This 18C failed to take proper medication for malaria. The 18C became sick and had to be sent to the hospital.
H*	38	3	2.33	0.47	
I	25	2	1.00	0.00	
All		8	1.75	0.83	

Dim	4	N	M	S	62. This 18C was tasked to drive a 2 1/2 ton truck to the rifle range. This 18C was upset that he was not asked to go with the advance party in the rental car. This 18C deliberately drove the truck erratically, hitting the brakes hard and dumping the clutch, making the ride very uncomfortable for passengers. The soldier was counseled on his attitude and behavior as an NCO.
C*	38	3	2.67	2.36	
I	25	2	1.00	0.00	
All		8	2.75	2.28	

Dim	%	N	M	S
I	25	2	6.50	0.50
T*	50	4	6.75	0.43
All		8	6.25	0.83

31. During a field exercise, the team was practicing using improvised munitions. This 18C taught the rest of the detachment various improvised methods of initiating demolitions that were not found in the SF manuals or taught at school. The team was motivated by the training.

Retranslation Listing of Incidents for Dimension J: (Problem name = 18CB)

Dim	%	N	M	S	
I	29	2	7.00	0.00	134. An SF team stopped in Panama on its way back to the U.S. The team was notified that their aircraft had mechanical problems and would be delayed for 48 hours. Another aircraft was available in 4 hours that could transport personnel but no equipment. This SF soldier volunteered to stay in Panama until the plane was fixed and then ride with the equipment. The team leader praised this SF soldier for volunteering to stay.
J*	57	4	5.00	2.35	
All		7	5.57	1.99	

Dim	%	N	M	S	
J*	50	4	4.75	2.28	18. This 18B was tasked to have the map chest and manual shelf organized for a command inspection. This 18B organized the map chest and manual shelf. The inspector noticed that the map case was filed to its highest standard and the 18B was awarded an MSH for his actions.
P	25	2	6.00	1.00	
All		8	5.25	1.92	

Dim	%	N	M	S	
J*	50	4	6.00	0.71	13. As a deployment was nearing its end, the detachment was very low on ammunition. The situation was not looking good for team training to be conducted. This 18B went out to other units searching for those who had excess ammunition or for those who would be willing to give some ammunition up. The detachment was able to conduct the team training and everyone received instruction as planned.
All		8	5.38	1.32	

Dim	%	N	M	S	
C	29	2	5.00	1.00	97. This 18C was aware of the limited funds available to the unit and of the necessary frequency of demolitions training within the unit. This 18C started a test shot photo album of all the shots that he fired, recording the target material and dimensions with the demolition type and formula used. Consequently, a reference source for test shots was available on file for the detachment's use.
J*	43	3	6.33	0.47	
All		7	6.00	0.93	

Dim	%	N	M	S	
J*	38	3	5.33	0.47	28. During a practice isolation, the detachment was planning its infiltration. The maps needed for this were not available from the S-2. At the completion of the exercise, the detachment found that they had the maps but had not been able to find them due to confusion in the filing system. This 18B took all the maps, charts, and overheads and created a simple, comprehensive filing and marking system. The detachment was able to find and use its assets.
P*	38	3	5.00	0.82	
All		8	4.88	0.93	

Dim	%	N	M	S	
J*	38	3	6.33	0.94	29. This 18C was tasked to give demolitions training to the team prior to allowing team members to use the demolitions on the range. The demolitions were not permitted to be taken into the team room. This 18C bought a cloth line and wood (2" x 2" and 2" x 4") at the store. This 18C drilled holes at each end of each piece of wood and spray painted the wood green. He then used these materials as substitutes for TNT, C-4, and detonation cord. The 18C gave an outstanding class and his team did a great job when they got to the range.
All		8	6.25	1.39	

Dim	%	N	M	S	
J	29	2	6.50	0.50	138. Target analysis was being conducted by several teams. This 18C provided more information on size, capacity, distance, and structure strength to his team than was given to other teams. This 18C's team presented a better target analysis and display than the other teams.
W*	43	3	5.00	1.41	
All		7	5.71	1.28	

Dim	%	N	M	S	
B*	29	2	3.00	2.00	128. This 18C was on a construction site for the host nation. This 18C was in charge of the equipment. This 18C forgot to clean the concrete off some of his tools after conducting a job. The equipment was damaged and unoperational for a couple of days.
F*	29	2	1.50	0.50	
All		7	2.29	1.28	

Dim	%	N	M	S	
H	29	2	6.00	0.00	130. This SF soldier was sent to conduct reconnaissance of a target area for Army Rangers. This SF soldier acquired pictures of the target area so that they could be developed and placed in a panoramic picture set-up. The Ranger unit was ecstatic with the view and clarity of the target area; their ability to infiltrate the area was greatly improved.
J	29	2	6.50	0.50	
All		7	6.14	0.99	

Dim	%	N	M	S	
J	29	2	6.50	0.50	109. This 18C was working at a field training site. This 18C coordinated and supervised the operations of several heavy equipment crews in upgrading the range facilities. The comprehensive operation was completed in one day and the training facility was improved.
U*	43	3	5.33	1.70	
All		7	5.57	1.40	

Dim %	N	M	S	42. During Desert Shield/Desert Storm, a company's sitmap was established weekly or as events occurred. This SF soldier updated the company's sitmap on the enemy situation. Any time the company's sitmap was updated, he returned to the ODA and updated the ODA verbally. The company's sitmap was up-to-date.
J* 25	2	7.00	0.00	
P* 25	2	6.50	0.50	
All	8	5.75	1.20	

Dim %	N	M	S	52. An SF company was sent to assist with Haitian refugees. The refugees only spoke French Creole. This SF soldier went to great pains to learn Creole as there are no Creole-French dictionaries. The SF soldier learned the language in 2 weeks and was able to establish a good working relationship with the refugees.
B* 25	2	6.00	1.00	
D* 25	2	6.50	0.50	
J* 25	2	5.50	1.50	
All	8	5.38	1.65	

Dim %	N	M	S	8. On a recent deployment to Korea during the winter, the temperatures were freezing and there was snow. This weapons sergeant drove on through the bad weather to keep the patrol going until the objective was reached. The team reached the objective on time.
J 25	2	4.50	0.50	
L* 63	5	6.40	0.80	
All	8	5.25	1.92	

Dim %	N	M	S	39. An A-team was deployed overseas with no demolitions equipment although demolitions training was on the schedule. This 18C bought chemicals in the local town and made demolitions material. Demolitions training went on as scheduled.
J 25	2	7.00	0.00	
T* 50	4	6.00	1.00	
All	8	5.75	1.39	

Dim %	N	M	S	92. The ODA was short of food and still a few days away from exfil. With the food supply low, this 18E ran an antenna lead to a nearby tree noted to harbor a hefty squirrel population. He placed a small amount of peanut butter on the wire to attract squirrels' attention, then keyed the transmitter and shocked the squirrels when they had the peanut butter in their mouths, stunning them long enough to have someone hastily retrieve the squirrels. The ODA was able to have sufficient food for a couple of extra days.
E* 38	3	5.00	2.16	
J 25	2	7.00	0.00	
All	8	4.63	2.23	

Retranslation Listing of Incidents for Dimension K: (Problem name = 18CB)

Dim %	N	M	S	19. While deployed in Africa, the team was staying in a villa that had been supplied by the host nation. Caretakers also were provided who did various odds and ends around the villa at no charge. At the end of the stay, the team took up a fund to give each caretaker some money to thank them. This SF soldier said he had no money. This SF soldier later returned from shopping and showed everyone the purse he had bought for his wife. The team members now question the soldier's credibility.
K* 75	6	1.67	0.75	
All	8	2.13	1.62	

Dim %	N	M	S	124. A team was crossing a rope bridge at recondo school. This soldier said he could swim. When he slipped and fell into the water, he had to activate his vest, and float downstream to a safety boat. He was safe.
K* 71	5	1.60	0.80	
All	7	2.29	1.39	

Dim %	N	M	S	135. A team was deploying on a reconnaissance mission. This 18E falsely stated all equipment had been tested. The team was deployed with bad equipment and vital information was denied to the assault force for 18 hours.
H 33	2	2.00	0.00	
K* 67	4	1.00	0.00	
All	6	1.33	0.47	

Dim %	N	M	S	25. Members of an SF detachment were drinking at an Air Force sports pub and were involved in some good humored inter-service joking. This officer grabbed a female by the shirt after she said "where you going little guy," breaking her necklace. This officer had previously warned his team members about such behavior. This officer was counseled.
C 25	2	3.00	2.00	
K* 50	4	1.75	0.43	
All	8	2.00	1.22	

Dim %	N	M	S	125. A class was given to an A-team on how to operate KY-57 by an 18E so all members of the team would be able to send SITREP in the absence of an 18E. This SF soldier was reading a book during the class and did not pay attention. When told to listen-up, he replied he already know this stuff. Two weeks later, this soldier had to send SITREP without an 18E and could not remember the procedures. He ended up clearing the fills and missing contact time.
I* 29	2	1.00	0.00	
K* 29	2	1.50	0.50	
All	7	1.86	1.36	

Dim %	N	M	S	74. This SF NCO was tasked to carry military explosives in his rucksack to be used in target destruction as part of a field training exercise. This SF soldier was unsure of the effects that high altitude would have on the explosives and so removed them from his rucksack prior to making a jump. This NCO left the explosives on the aircraft. The mission could not be completed according to plan and the NCO received a written reprimand.
K* 29	2	1.00	0.00	
All	7	2.29	1.83	

Dim %	N	M	S	83. This 18C was in charge of making a bridge classification. The team had to move construction equipment over this bridge to a different location. This 18C turned in a false classification to his senior engineer, misrepresenting the capabilities of the bridge. A jeep loaded with equipment fell into the creek.
K 25	2	1.50	0.50	
V* 38	3	2.00	1.41	
All	8	3.50	2.40	

Retranslation Listing of Incidents for Dimension L: (Problem name = 18CB)

Dim %	N	M	S	10. This team member was instructed to conduct a reconnaissance of a possible MSS for an SR mission. The terrain was very rocky and mountainous, the temperature was in excess of 100 degrees, and this soldier was infilled with a 70 pound rucksack. After making it to the reconnaissance area and half way back, this SF soldier ran out of water. The individual pushed on until he had to stop to prevent possible heat injury. This SF soldier then gave himself an IV and was able to make it to the exfiltration site. The mission was completed.
L* 88	7	5.57	1.84	
A11	8	5.25	1.92	
Dim %	N	M	S	8. On a recent deployment to Korea during the winter, the temperatures were freezing and there was snow. This weapons sergeant drove on through the bad weather to keep the patrol going until the objective was reached. The team reached the objective on time.
J 25	2	4.50	0.50	
L* 63	5	6.40	0.80	
A11	8	5.25	1.92	
Dim %	N	M	S	21. The team was placed into an extended movement corridor with limited food and water, and had to move 20-25 miles per day on foot for six days. This 18A had placed most of his training emphasis on being able to lift weights and run a 10K rather than extended cross country walking with rucksacks. This 18A developed extensive blisters and became dehydrated while on the move. He was evacuated on the third day due to his condition.
H 25	2	2.00	1.00	
L* 50	4	2.25	1.64	
A11	8	2.75	1.64	
Dim %	N	M	S	100. The team was completing the required 20-mile read march segment of the annual certification exercise. This 53-year old 180A completed the march twice. He earned the respect of the other younger team members.
L* 43	3	6.67	0.47	
A11	7	5.86	2.03	
Dim %	N	M	S	110. This 18C had to conduct bridge reconnaissance while the enemy was guarding the bridge. It was the middle of winter and about 20 degrees at night. This 18C took off all his clothes and swam about 200 meters to get under the bridge and measure critical dimensions. The mission was a success; the bridge was totally demolished.
L* 43	3	6.67	0.47	
A11	7	5.43	1.40	
Dim %	N	M	S	72. The staff had oversupplied the unit with explosives for a FID mission. This 18C brought support personnel down range to blow up explosives. Due to one poorly crimped camp and a faulty time fuse, a misfire occurred. The 18C followed procedures, solved the problem, and detonated the charge. Excess explosives were eliminated.
L 25	2	6.00	0.00	
T* 38	3	5.33	0.47	
A11	8	5.75	0.66	

Retranslation Listing of Incidents for Dimension M: (Problem name = 18CB)

Dim %	N	M	S	5. This 18E was tasked with navigating his team toward the objective rally point. This 18E misplotted the azimuth, ending up 15 degrees off point. The team sergeant had someone else take the responsibility for land navigation.
M* 88	7	3.00	1.77	
A11	8	3.00	1.66	
Dim %	N	M	S	66. This SF soldier was responsible for land navigation techniques, with an estimated time of arrival of 12 midnight. This SF soldier did not arrive until 8 am. He could not use his azimuth or his map appropriately and had gotten lost. The soldiers who were waiting for him were resentful, affecting team morale.
M* 63	5	1.40	0.49	
A11	8	2.13	1.17	
Dim %	N	M	S	142. An SF NCO leading a dismounted patrol realized that the map reconnaissance was wildly inaccurate due to the age of the map. This SF NCO made major deviations from the planned route, navigating on the move. The SF NCO got the patrol to its target within the window and the mission was accomplished.
M* 57	4	5.50	2.06	
A11	7	5.57	1.68	
Dim %	N	M	S	48. This SF soldier was tasked to design and build a new compass course. The present compass course was laid out, but the relatively short distance between the points did not allow for the use of a map to determine the exact azimuth and distance from point to point. This SF soldier used the pythagorean theorem to mathematically determine the exact azimuth and distance between points. The compass course was revised appropriately and used to teach students.
M* 25	2	6.00	1.00	
A11	8	5.88	0.93	



Retranslation Listing of Incidents for Dimension N: (Problem name = 18CB)

Dim	%	N	M	S	Incident Description
D1m	88	7	1.71	0.70	2. This SF soldier was evaluating pistol marksmanship on a shoot and move range. This SF soldier was following a host nation soldier closely through the course, failing to pay attention to prescribed safety rules. When the host nation soldier was changing magazines, his pistol discharged--shooting this SF soldier in the chest and killing him.
N*	38	6	1.33	0.75	
A11		8	1.63	0.70	
D1m	86	7	1.71	1.16	123. Some host nation soldiers gave this 18C some grenades they had found on the border. This 18C attempted to disarm the grenades by removing the detonators and sawing into them. The 18C was verbally reprimanded for a safety violation by the company commander.
N*	29	2	2.50	1.50	
A11		7	2.00	1.60	
D1m	50	4	1.75	1.30	6. This 18C was tasked to remove a hasty protective minefield. As a guide led him around, this 18C stepped into the minefield, looked down, and strayed onto the pressure firing device of a mine. The training mine exploded and launched a projectile that crushed his forehead.
N*	38	3	2.33	0.47	
A11		8	1.88	1.05	
D1m	50	4	1.75	0.43	67. This 18C was giving a class on demolitions, specifically addressing firing systems and military explosives. During the hands-on portion of the class, this 18C instructed the team members to fill ammunition cans with demolitions material and put a couple of blasting caps into the cans. Personnel were needlessly endangered.
N*	29	2	2.00	1.00	
A11		8	2.50	1.32	
D1m	50	4	1.50	0.87	3. This 18C was teaching about breaching charges to foreign soldiers. This 18C made several lengths of sensitized detonation chord which he then looped around his neck while he continued to give the class. This 18C endangered himself and the students around him and was not allowed to teach any more classes.
N*	38	3	1.33	0.47	
A11		8	2.00	1.66	
D1m	50	4	2.00	1.73	26. During the set-up of an electrical firing system, this 18C hooked up the power source before completing the wire splices in the system. This SF soldier then left his M348M and went down the line to continue splicing wires, leaving the system hooked to the power source. The 18C was counseled and reprimanded for the danger in which he placed his life.
N*	38	3	1.33	0.47	
A11		8	2.25	1.92	
D1m	29	2	6.50	0.50	80. During a hand grenade range, this SF soldier did not know whether or not he had pulled the pin on a grenade. This 18C cleared everyone off the range and went out to clear the misfire of the hand grenade. The SF engineer noticed the pin was still on the grenade, put it back on line, pulled the pin, and re-threw the grenade. The range did not have to be closed for range control to clear the misfire.
N*	49	3	5.00	0.00	
T	38	3	5.33	0.47	
N*	29	2	5.57	0.73	
A11		7	5.57	0.73	
D1m	38	3	4.67	2.62	64. This 18C was conducting training on U.S. mines. This 18C demonstrated the use of an M21 as a platter charge by removing the booster and breaking the plastic shell with a blasting cap, exposing the platter and explosives. The detachment members were made aware of the use of the M21 mine as a platter charge.
N*	38	3	1.33	0.47	
T	38	3	3.75	2.59	
A11		8	3.75	2.59	
D1m	38	3	5.33	0.94	23. This 18C was responsible for destroying 100mm and 120mm artillery rounds. He moved the targeted rounds into an abandoned underground bunker from the above-ground site where they were located and detonated. The underground detonation prevented shrapnel from being projected through the air.
N*	38	4	6.25	0.83	
T	50	4	6.25	0.83	
A11		8	5.50	1.32	
D1m	38	3	2.67	0.94	11. On a demolitions range, this 18C allowed team members to bury M-14 AP (toe poppers), but he forgot to remind them to mark the locations. This 18C then told individuals to start the time delays on other charges. Nobody knew where it was safe to walk and time fire was burning on other charges. All individuals were in great danger exiting the down range area.
N*	38	3	1.00	0.00	
T	38	3	2.25	1.71	
A11		8	2.25	1.71	
D1m	38	3	6.67	0.47	1. During a training exercise, this 18C and the host nation personnel noticed a number of grenades were leaking. This 18C was asked to destroy the grenades because they were unstable and a hazard. This 18C followed his training and took all safety precautions in destroying the grenades. The grenades were destroyed properly and a safety hazard was averted.
N*	38	3	6.00	0.82	
T	38	3	6.00	0.82	
A11		8	6.13	0.78	
D1m	38	3	2.00	1.41	60. While conducting training for his ODA on electrical firing systems, this 18C was tasked to ensure that all range safety requirements were followed. When this 18C took his ODA down range to place their charges, he left the power source connected to the firing wire. This 18C had to be reminded by another ODA member to go back and remove the power source before attempting to hook up the charges. No one was injured, but this 18C had difficulty in gaining the trust and confidence of the team.
N*	38	2	1.50	0.50	
A11		8	2.88	2.32	
D1m	29	2	2.50	1.50	131. A team was conducting a training exercise involving helo cast ups. This individual exited the helo immediately following the boat and entered the water. The flotation device failed and he could neither swim nor save himself. He drowned.
N*	29	2	1.00	0.00	
A11		7	2.00	1.60	
D1m	29	2	3.00	2.00	95. This SF engineer was gathering and checking his equipment while preparing to train a demolition course. He checked a Chinese personnel mine with an American test without understanding the electrical system of the Chinese mine. Due to the electrical difference, the mine detonated--killing the engineer.
N*	29	2	1.00	0.00	
T	29	2	1.50	0.50	
A11		7	2.29	1.75	
D1m	43	3	2.67	2.36	140. This 18C was to get rid of remaining demolition materials. This 18C took the demo materials and went into a valley that was too close to a HN village; he did not coordinate what he was doing with HN personnel. He blew out the windows in the local village. As a result of this 18C's actions, the 18A had to be very diplomatic with the HN officer to smooth out the problem.
N*	29	2	2.00	1.00	
A11		7	2.14	1.73	
D1m	38	3	1.00	0.00	90. While deployed in Africa, an SF medic told this team leader not to use untreated water or ice. This team leader disregarded the advice and drank a soda with ice made locally. The team leader had severe diarrhea, was treated for parasitic infestation, and was counseled.
N*	25	2	2.00	1.00	
A11		8	3.25	2.59	
D1m	25	2	5.50	0.50	84. While on a deployment in South America, a captain's camp was overthrown by terrorists. This officer instructed the 18E to destroy all communications equipment and SOI in the camp and take only one radio and antenna. Later after the team members had evacuated the camp and were secured, the 18E used the emergency crypto system to transmit their status to higher HQ using the contingency plan.
N*	25	2	6.00	1.00	
A11		8	6.00	1.12	
D1m	25	2	3.50	2.50	85. This 18C was teaching demolition procedures to foreign nationals. One task was to test the firing circuit and M47 firing device. This 18C did not place a live blasting cap under the sandbag while testing in front of the students. Although the cap did not go off, proper safety procedures for the training context were not followed.
N*	25	2	3.00	2.00	
T	50	4	3.25	0.83	
A11		8	3.50	2.06	
D1m	25	2	2.00	1.00	56. This 18C was tasked to run demolitions training on a rainy day. This 18C brought a poorly functioning firing device to the range, resulting in several misfires. The misfires had to be cleared, endangering personnel.
N*	25	2	1.50	0.50	
T	25	2	3.00	0.00	
A11		8	3.13	1.90	
D1m	25	2	6.50	0.50	47. An Air Force C-130 airplane had been struck by a UH-53 helicopter during ground refueling operations on a joint training exercise. The C-130 caught fire, the emergency exit bells sounded, and the soldiers who were on board the C-130 started to exit. This senior NCO inside the burning aircraft realized that the soldiers were starting to panic. He stood up and in a strong and reassuring tone directed the soldiers to their appropriate exits, and was one of the last soldiers off the burning aircraft. All soldiers were evacuated without serious injury.
N*	25	2	6.50	0.50	
T	25	2	6.50	0.50	
A11		8	5.63	1.41	
D1m	25	2	2.50	1.00	86. This 18C was conducting demolition training for some ROTC cadets. During the training, one of the cadets asked this 18C how an artillery simulator operated. This 18C responded that the cadet would never need to know such information unless he was an expert in demolitions, but that he would show him. This 18C cut open the simulator with a buck knife. When the 18C was halfway through the simulator, it ignited severely burning him. The 18C was nonoperational for 3 months.
N*	25	2	1.00	0.50	
T	38	3	3.00	2.16	
A11		8	2.75	2.11	

D1m	%	N	M	S
N*	25	2	1.00	0.00
All		8	4.50	2.45

82. During an OCONUS FID mission, it was determined that a ditch was necessary outside the village to improve drainage in the area. The detachment 18C calculated and placed the charges necessary to blast the ditch, but did not observe the minimum safe firing distance for personnel in the open. When the charge was initiated, several large dirt clods were launched in the air. One of the dirt clods hit the village chief rendering him unconscious and severely damaging the rapport developed with the local civilians.

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 Retranslation Listing of Incidents for Dimension 0: (Problem name = 18CB)

D1m	%	N	M	S
O*	75	6	6.67	0.47
All		8	6.13	1.27

35. While performing land navigation training, this SF NCO stumbled upon a heat exhausted team member. This NCO pulled the soldier into the shade, loosened his clothing, initiated an IV, applied water, treated him for shock, and evacuated the member. The injured soldier is still alive.

D1m	%	N	M	S
O*	63	5	4.00	1.55
All		8	4.25	1.39

32. A soldier became dehydrated when participating in an obstacle course. This 188 gave an IV to the injured soldier even though he did not know what he was doing. The soldier recovered, but the 188 was given a negative spot report.

D1m	%	N	M	S
O*	50	4	6.50	0.50
All		8	6.25	0.97

69. During OCONUS military operations in urban terrain (MOUT) training, this 188 saw an explosion in an indigenous soldier's hand. The 180 was on another range and this 188 did not have any bandages. This 188 used an indigenous soldier's T-shirt to stop the bleeding. The bleeding was stopped until the 180 arrived to suture the wound and treat for infection.

Retranslation Listing of Incidents for Dimension P: (Problem name = 18CB)

Dim	%	N	M	S	Incident Description
H*	38	3	1.67	0.47	88. This SF soldier was sent to coordinate lodging, transportation, and training sites for an arriving team. This SF soldier failed to complete his mission as he did not take coordinates, arrange for transportation, or get the training sites. The team lost several arrangements as they were forced to make the arrangements.
P*	38	3	1.00	0.00	
All		8	2.25	1.71	
J*	38	3	5.33	0.47	28. During a practice isolation, the detachment was planning its infiltration. The maps needed for this were not available from the S-2. At the completion of the exercise, the detachment found that they had the maps but had not been able to find them due to confusion in the filing system. This 18B took all the maps, charts, and overheads and created a simple, comprehensive filing and marking system. The detachment was able to find and use its assets.
P*	38	3	5.00	0.82	
All		8	4.88	0.93	
J*	29	2	5.50	1.50	77. This SF soldier was in charge of deployments to various locations in the Pacific. This soldier made it possible for the OAs to train while he coordinated everything from travel orders, supplies, equipment, requests for drop zone orders, food, quarters, etc. There were no problems with deployments.
P*	29	2	6.00	0.93	
All		7	6.00	0.93	
J*	25	2	7.00	0.00	42. During Desert Shield/Desert Storm, a company's sitmap was established weekly or as events occurred. This SF soldier updated the company's sitmap on the enemy situation. Any time the company's sitmap was updated, he returned to the OOA and updated the OOA verbally. The company's sitmap was up-to-date.
P*	25	2	6.50	0.50	
All		8	5.75	1.20	
J*	50	4	4.75	2.28	18. This 18B was tasked to have the map chest and manual shelf organized for a command inspection. This 18B organized the map chest and manual shelf. The inspector noticed that the map case was filed to its highest standard and the 18B was awarded an MSM for his standards.
P*	25	2	6.00	1.00	
All		8	5.25	1.92	
F*	25	2	2.00	1.00	68. This 18C was detailed with obtaining construction material to build simulated placements in host nation training. This 18C was unable to obtain some of the material that he requested. Instead of letting someone in charge know about the deficit in material, this 18C started working on other tasks. The deficit was discovered in a spot check and the material was ordered again.
P*	25	2	1.50	0.50	
All		8	3.50	2.29	

Retranslation Listing of Incidents for Dimension Q: (Problem name = 18CB)

Dim	%	N	M	S	Incident Description
Q*	88	7	6.14	0.99	9. The detachment was preparing for an OCONUS mission. For the purpose of planning, classified material was being used. The 18B observed the detachment commander storing confidential material in his desk. This 18B advised the commander that all material classified as confidential and higher must be stored in a safe. The classified material was safeguarded.
All		8	5.75	1.39	
Q*	86	6	1.00	0.00	141. Equipment needed to be turned in for service. This 18E did not clear crypto out of the equipment. Material was seen by unauthorized personnel.
All		7	1.71	1.75	
Q*	57	4	5.25	1.09	112. This SF soldier was to burn or destroy classified material that was mixed in with non-classified material. This individual removed the non-classified material and posted a sign asking others not to throw non-classified material with classified trash. The personnel re-routed their non-classified trash.
All		7	5.57	1.05	
N*	25	2	5.50	0.50	84. While on a deployment in South America, a captain's camp was overthrown by terrorists. This officer instructed the 18E to destroy all communications equipment and SOI in the camp and take only one radio and antenna. Later after the team members had evacuated the camp and were secured, the 18E used the emergency crypto system to transmit their status to higher HQ using the contingency plan.
Q*	25	2	6.00	1.00	
All		8	6.00	1.12	

Retranslation Listing of Incidents for Dimension R: (Problem name = 18CB)

Retranslation Listing of Incidents for Dimension T: (Problem name = 18CB)

Dim	%	N	M	S	Incident Description
O	29	2	4.00	0.00	118. This 18C was teaching about cratering charges when a misfire occurred below ground. This 18C put a 45 pound shape charge over the cratering charge and ignited it. The shape charge set off the cratering charge and the misfire was cleared.
T*	71	5	6.00	1.10	
All		7	5.43	1.29	
O	71	5	1.00	0.00	105. This 18C was instructing on expedient charges, using detonating chord and special knots. This 18C daisy-chained ten claymore mines using detonating chord. This 18C then placed the sliding uily knots on the outside of the claymores instead of prying the backs off and placing them inside. The detonating chord did not detonate the claymores, it just blew them apart. The instructor had to close the range until all claymore fragments were found.
T*	71	5	1.00	0.00	
All		7	2.00	1.77	
O	63	5	3.00	1.26	45. This 18C was preparing for an ambush. This 18C placed the claymore mines along a north to south road, facing north. The emplacement should also have been from east to west as the enemy could have come from either direction. The soldier was verbally corrected and corrective action was taken before the enemy came.
T*	63	5	3.00	1.26	
All		8	2.88	1.05	
O	63	5	1.80	0.75	55. An 18C was tasked to present field expedient demolitions cross training (on incendiaries) to the team. While explaining the quantities of different liquids needed to make a delayed fire bomb, this 18C did not take into account that plastic containers would be dissolved by the chemicals they contained. There was a spontaneous explosion resulting from premature mixing of chemicals. No injuries were sustained.
T*	63	5	1.80	0.75	
All		8	2.50	1.87	
O	63	5	6.60	0.49	37. This 18C was tasked to remove a tree stump from a landing zone. This 18C had an electrical wire and a blasting machine, but did not have an electrical cap. This 18C did have a non-electrical cap, 7.62 rods, tape, and a flash bulb. This 18C used the electrical system to set off the flashbulb, which set off the black powder he removed from the 7.62 rods, which ignited the non-electric cap, which blew up the TNT. The stump was removed and the team gained confidence in the 18C.
T*	63	5	6.60	0.49	
All		8	6.13	1.27	
O	63	5	2.40	1.36	27. 18Cs were conducting demolitions training. This 18C was running behind in his charge construction and, as he was in a rush, failed to conduct a test burn when constructing his firing system. The system detonated 1 minute and 45 seconds prematurely; luckily, no one was hurt.
T*	63	5	2.40	1.36	
All		8	2.00	1.22	
O	57	4	6.00	1.22	111. This 18C was performing a safety inspection of a training site after an explosion had occurred. This 18C discovered a charge that had not exploded. This 18C used all appropriate standard operating procedures and detonated the hazard. The safety hazard was removed and the soldier received an on-the-spot commendation from his team leader.
T*	57	4	6.00	1.22	
All		7	5.71	1.28	
O	38	3	5.33	0.94	23. This 18C was responsible for destroying 100mm and 120mm artillery rounds. He moved the targeted rounds into an abandoned underground bunker from the above-ground site where they were located and detonated. The underground detonation prevented shrapnel from being projected through the air.
T*	50	4	6.25	0.83	
All		8	5.50	1.32	
O	50	4	2.00	0.71	61. This 18C was a breacher with an assault element during a counter-terrorism operation. This 18C emplaced a charge on the door at the breach point. Once the count down was given, the charge did not correspond with the count. Consequently, the team was late getting through the breach point.
T*	50	4	2.00	0.71	
All		8	3.63	2.23	
O	25	2	3.50	2.50	85. This 18C was teaching demolition procedures to foreign nationals. One task was to test the firing circuit and M47 firing device. This 18C did not place a live blasting cap under the sandbag while testing in front of the students. Although the cap did not go off, proper safety procedures for the training context were not followed.
T*	50	4	3.25	0.83	
All		8	3.50	2.06	

D1m % N M S 65. This 18C was tying a firing device with a time fuse on a ring main; another person was tying on the other portion of the ring main for dual prime. On the count of 5, this 18C and the other team member were to pull firing devices simultaneously. However, this 18C did not pull the safety from the device until other team member (who had already pulled his) told him to do so. Consequently, detonation was late.

D1m % N M S 93. This 18C was teaching timing systems to host nation personnel using a time fuse. This 18C made his timing system at about 7 o'clock that morning and fired the system about noon. The change in temperature made the charge fire a lot faster and the explosion caught everyone off guard.

D1m % N M S 31. During a field exercise, the team was practicing using improvised munitions. This 18C taught the rest of the detachment various improvised methods of initiating demotions that were not found in the SF manuals or taught at school. The team was motivated by the training.

D1m % N M S 39. An A-team was deployed overseas with no demotions equipment although demotions training was on the schedule. This 18C bought chemicals in the local town and made demotions material. Demotions training went on as scheduled.

D1m % N M S 57. This SF soldier was learning about firing systems. The soldier used a detonating chord for a time fuse. No harm was done as fuse igniters cannot detonate detonation chords.

D1m % N M S 87. This 18C was setting up booby traps for the enemy in likely avenues of approach. This 18C used 2 pieces of Coca-Cola cans attached to wires connected to a power source and a bouncing Betty to make the booby traps. The booby traps were almost undetectable and killed a squad of aggressors.

D1m % N M S 107. A team was conducting a demolition operation to take down a 40-foot tower and commo. This 18C used specific demo charges for cutting steel and computed where and how much to place on target. This 18C found he needed less total material than had been used by other teams to attempt the operation. The team succeeded where four others had failed.

D1m % N M S 133. A team was to limit the usage of a bridge. This SF soldier miscalculated the amount of charge needed. The bridge was destroyed instead of only limiting its usage.

D1m % N M S 115. This 18C was training foreign soldiers in electric and non-electric systems using improvised missions as primary charges. During the first non-electric charge, an object cut the electric firing wire. This 18C went step-by-step through the electric misfire procedures and connected the broken wire. The class was successfully completed.

D1m % N M S 78. This 18C was to explode some enemy equipment that had been left on a raid site. This 18C was to calculate a 30 second time fuse. This 18C miscalculated the amount of time for the fuse, allowing 50 seconds before the explosion. The 18C was counseled and received extra training.

D1m % N M S 59. A bar of case hardened steel had never been cut although repeated tries had been made. This 18C calculated the appropriate charge to cut the steel using a C-4 diamond. This 18C then added 50% to his calculated amount of explosives. The steel was effectively destroyed.

D1m % N M S 86. This 18C was conducting demolition training for some ROTC cadets. During the training, one of the cadets asked this 18C how an artillery simulator operated. This 18C responded that the cadet would never need to know such information unless he was an expert in demotions, but that he would show him. This 18C cut open the simulator with a buck knife. When the 18C was halfway through the simulator, it ignited severely burning him. The 18C was nonoperational for 3 months.

D1m % N M S 26. During the set-up of an electrical firing system, this 18C hooked up the power source before completing the wire splices in the system. This SF soldier then left his M348M and went down the line to continue splicing wires, leaving the system hooked to the power source. The 18C was counseled and reprimanded for the danger in which he placed his life.

D1m % N M S 6. This 18C was tasked to remove a hasty protective minefield. As a guide led him around, this 18C strayed into the minefield, looked down, and stepped onto the pressure firing device of a mine. The training mine exploded and launched a projectile that crushed his forehead.

D1m % N M S 11. On a demotions range, this 18C allowed team members to bury M-14 AP (toe poppers), but he forgot to remind them to mark the locations. This 18C then told individuals to start the time delays on other charges. Nobody knew where it was safe to walk and time fire was burning on other charges. All individuals were in great danger exiting the down range area.

D1m % N M S 72. The staff had oversupplied the unit with explosives for a FID mission. This 18C brought support personnel down range to blow up explosives. Due to one poorly crimped camp and a faulty time fuse, a misfire occurred. The 18C followed procedures, solved the problem, and detonated the charge. Excess explosives were eliminated.

D1m % N M S 36. An 18C was tasked to construct a tank obstacle to prevent access down a main supply route. It was decided that a fertilizer charge would be used to blow a pit open. This 18C failed to properly calculate the required material and did not use enough explosives. As a result, the hole was not deep or large enough. This 18C spent the rest of the day digging the hole with a shovel.

D1m % N M S 3. This 18C was teaching about breaching charges to foreign soldiers. This 18C made several lengths of sensitized detonation chord which he then looped around his neck while he continued to give the class. This 18C endangered himself and the students around him and was not allowed to teach any more classes.

D1m % N M S 1. During a training exercise, this 18C and the host nation personnel noticed a number of grenades were leaking. This 18C was asked to destroy the grenades because they were unstable and a hazard. This 18C followed his training and took all safety precautions in destroying the grenades. The grenades were destroyed properly and a safety hazard was averted.

D1m % N M S 103. This 18C was tasked to give a class on the M142 firing device to host nation forces. This 18C forgot the sequence in which the pins should be removed from the firing device. The firing device went off and the 18C hurt his hand. The class was discouraged and the 18C's team-mates no longer trusted him.

D1m % N M S 95. This SF engineer was gathering and checking his equipment while preparing to train a demolition course. He checked a Chinese personnel mine with an American test without understanding the electrical system of the Chinese mine. Due to the electrical difference, the mine detonated--killing the engineer.

D1m % N M S 60. While conducting training for his ODA on electrical firing systems, this 18C was tasked to ensure that all range safety requirements were followed. When this 18C took his ODA down range to place their charges, he left the power source connected to the firing wire. This 18C had to be reminded by another ODA member to go back and remove the power source before attempting to hook up the charges. No one was injured, but this 18C had difficulty in gaining the trust and confidence of the team.

D1m % N M S 58. The team needed to carry a certain amount of water on infiltration. This SF soldier came up with the idea to carry 5 gallon cans on stretchers to the cache site. The stretcher was more weight than had been bargained for and never made it to the actual site.

D1m % N M S 56. This 18C was tasked to run demolitions training on a rainy day. This 18C brought a poorly functioning firing device to the range, resulting in several misfires. The misfires had to be cleared, endangering personnel.

H\* 25 2 2.00 1.00  
 N\* 25 2 1.50 0.50  
 T\* 25 2 3.00 0.00  
 A11 8 3.13 1.90

D1m % N M S 71. This 18C was in charge of blowing up a wooden bridge during a team field training exercise. While the demolitions team was emplacing charges and tying into a ring main, this 18C hit his head on a cross beam, dropping his hat and weapon; he immediately recovered his gear and completed the dual primed firing system. The bridge was blown into toothpicks.

H\* 25 2 6.50 0.50  
 T\* 25 8 6.00 0.71  
 A11

D1m % N M S 63. An element was conducting surveillance on a target during flintlock; intelligence sources reported that the target was lightly guarded. This 18C had primary means of destruction with platter charges. He decided to use a light anti-tank weapon as an alternate means of destruction when the team found out that the target was actually guarded by a reinforced platoon. The target experienced 75% instead of 90% destruction, but it was out of action for the required time and the element was not compromised.

H\* 25 2 6.00 0.00  
 T\* 25 8 5.88 0.93  
 A11

D1m % N M S 17. This 18C was tasked to design and construct a facility that could be used as a blast container for explosive charges up to two kilos. He was given several dozen 4" x 4"s, 100 car tires, 50' of chain link fence, and various other construction materials. This 18C constructed a barrier that would absorb any shrapnel produced but that did not take into account gas overpressure. The net designed to trap projectiles was thrown approximately 50'. The soldier spent the next weekend policing the range and reconstructing the demolitions pit.

H\* 25 2 3.50 0.50  
 T\* 25 5 2.60 1.36  
 U\* 63 8 2.88 1.17  
 A11

Retranslation Listing of Incidents for Dimension U: (Problem name = 18CB)

D1m % N M S 17. This 18C was tasked to design and construct a facility that could be used as a blast container for explosive charges up to two kilos. He was given several dozen 4" x 4"s, 100 car tires, 50' of chain link fence, and various other construction materials. This 18C constructed a barrier that would absorb any shrapnel produced but that did not take into account gas overpressure. The net designed to trap projectiles was thrown approximately 50'. The soldier spent the next weekend policing the range and reconstructing the demolitions pit.

H\* 25 2 3.50 0.50  
 U\* 63 5 2.60 1.36  
 A11 8 2.88 1.17

D1m % N M S 129. Six SF soldiers were setting up a gin pole. Before attempting to set the main pole in the hole using a backbone, this 18C set up a leverage system using blocks of tackle and local trees to raise the main pole. The task was made really simple to perform.

H\* 25 4 6.00 1.22  
 U\* 57 7 6.14 0.99  
 A11

D1m % N M S 94. This 18C was given a task to employ the space available for a team room in the most effective way. This 18C blueprinted the room and provided for each of the 12 team members' needs for space. The plan was put to use and the SF team was able to conduct planning, training, isolation, etc. in the space.

H\* 25 4 5.25 2.05  
 U\* 57 7 5.14 1.64  
 A11

D1m % N M S 43. This 18C was tasked to ensure a proper anchoring system was installed in order to provide stability to the structure where students were training. This 18C miscalculated the proper depth of the "dead man" anchoring system given the soil conditions. This 18C did not coordinate with local experts to gain an understanding of the soil type. Training time was lost when the anchoring system had to be replaced to ensure student safety.

H\* 25 4 1.75 0.83  
 U\* 50 8 2.13 1.27  
 A11

D1m % N M S 109. This 18C was working at a field training site. This 18C coordinated and supervised the operations of several heavy equipment crews in upgrading the range facilities. The comprehensive operation was completed in one day and the training facility was improved.

H\* 29 2 6.50 0.50  
 J 29 3 5.33 1.70  
 U\* 43 7 5.57 1.40  
 A11

D1m % N M S 101. This 18C was in charge of making an A-frame rigging device while on a mountain operation; the frame is designed to haul up equipment. This 18C did not remember to tie a safety knot to his security knot. This 18C also did not tie his square knot tight enough to hold the load. The A-frame did not hold the load of the equipment and had to be rebuilt.

H\* 25 3 1.67 0.47  
 U\* 43 7 2.43 1.29  
 A11

D1m % N M S 89. This 18C went on the advanced party to supervise the construction of temporary structures for the team members to live in. This 18C did not ensure that the electrical fixtures were properly protected from the rain. The first time it rained, the team members could not touch any of the doors or light switches.

H\* 25 3 1.33 0.47  
 U\* 38 8 3.50 2.06  
 A11

D1m % N M S 22. The Special Forces team was instructed to dig a bunker for protection inside the perimeter. The soil was extremely hard and compacted. This 18C instructed the team to use waste water throughout each day to loosen the soil so it would be easier to dig in each morning. As the soil was wet, the digging process was shortened considerably.

H\* 25 2 5.00 1.00  
 E 25 3 6.33 0.47  
 U\* 38 8 6.00 1.00  
 A11

D1m % N M S 127. The team was executing the battalion's endurance event. During a river crossing, this 18C made a rig which got a big wooden dummy across the river effectively and in a timely manner. The team accomplished its mission.

H\* 29 2 6.00 0.00  
 E\* 29 2 7.00 0.00  
 I\* 29 2 5.50 1.50  
 U\* 29 7 6.00 1.07  
 A11

D1m % N M S 44. This 18C was tasked to do a route reconnaissance of a critical main supply route and to evaluate the type and amount of repair material needed to open the road for use by tractor-trailers. He measured, sketched, and documented all critical problem areas. This 18C made a detailed reconstruction plan and even developed plans for temporary detours to avoid impeding civilian traffic flow. Consequently, the company was able to accomplish in several weeks what was expected to take several months.

H\* 25 2 4.00 2.00  
 G\* 25 2 7.00 0.00  
 U\* 25 8 5.25 1.85  
 A11

Dim	%	N	M	S
F*	25	2	2.00	1.00
U*	25	2	5.00	2.00
V*	25	2	2.50	0.50
All		8	3.38	1.73

14. This 18C was working as part of an advisory staff for a mechanized unit. This 18C recommended to the detachment commander that he place a number of anti-tank obstacles at selected sites in his area of operation. This 18C failed to consider the seasonal change that had occurred since the intelligence photos he had reviewed were taken. The SF advisory staff lost credibility with the mechanized unit.

Retranslation Listing of Incidents for Dimension V: (Problem name = 18CB)

Dim	%	N	M	S
V*	50	4	6.25	0.83
All		8	6.25	0.83

70. This 18C was tasked to determine the water requirement for each man for training in the desert. The team was to be resupplied every 5 days. This 18C computed the amount of time spent in the desert, the daily movement of the team, and the weather conditions to come up with the amount of water needed per man. No team member ran out of water prior to resupply and the team knew the necessary size and number of containers to be brought to the area.

Dim	%	N	M	S
T	38	3	3.00	0.82
V*	50	4	2.25	0.43
All		8	2.75	0.83

36. An 18C was tasked to construct a tank obstacle to prevent access down a main supply route. It was decided that a fertilizer charge would be used to blow a pit open. This 18C failed to properly calculate the required material and did not use enough explosives. As a result, the hole was not deep or large enough. This 18C spent the rest of the day digging the hole with a shovel.

Dim	%	N	M	S
G	29	2	4.50	2.50
H	29	2	3.00	2.00
V*	43	3	1.00	0.00
All		7	2.57	2.26

121. This 18C was sent to obtain measurement of a bridge and to determine the best places for and appropriate types of charges. This 18C did not take any measuring devices or writing material with him. The 18C could not remember all of the measurements and alternate plans had to be made.

Dim	%	N	M	S
T*	38	3	6.33	0.94
V*	38	3	6.33	0.47
All		8	6.38	0.70

59. A bar of case hardened steel had never been cut although repeated tries had been made. This 18C calculated the appropriate charge to cut the steel using a C-4 diamond. This 18C then added 50% to his calculated amount of explosives. The steel was effectively destroyed.

Dim	%	N	M	S
K	25	2	1.50	0.50
V*	38	3	2.00	1.41
All		8	3.50	2.40

83. This 18C was in charge of making a bridge classification. The team had to move construction equipment over this bridge to a different location. This 18C turned in a false classification to his senior engineer, misrepresenting the capabilities of the bridge. A jeep loaded with equipment fell into the creek.

Dim	%	N	M	S
V*	29	2	1.50	0.50
All		7	2.57	2.06

114. A school house was to be constructed while the team was in El Salvador. This 18C ordered the wrong size and quantity of roofing material. The building of the school was set back 3 or 4 days.

Dim	%	N	M	S
T*	43	3	2.33	0.94
V	29	2	2.00	1.00
All		7	2.29	1.16

133. A team was to limit the usage of a bridge. This SF soldier miscalculated the amount of charge needed. The bridge was destroyed instead of only limiting its usage.

Dim	%	N	M	S
F*	25	2	2.00	1.00
U*	25	2	5.00	2.00
V*	25	2	2.50	0.50
All		8	3.38	1.73

14. This 18C was working as part of an advisory staff for a mechanized unit. This 18C recommended to the detachment commander that he place a number of anti-tank obstacles at selected sites in his area of operation. This 18C failed to consider the seasonal change that had occurred since the intelligence photos he had reviewed were taken. The SF advisory staff lost credibility with the mechanized unit.

Dim	%	N	M	S
V	25	2	6.00	1.00
W*	38	3	6.00	0.00
All		8	6.00	1.00

38. A direct action mission was given to a detachment to blow up a timber trestle bridge. The target folder was a year old. This 18C requested an updated photo, but none was available. This 18C figured that the bridge would have been repaired or at least reinforced by this time. This 18C requested enough demolitions material to accomplish the mission even in the case of steel or concrete reinforcement and planned for a reconnaissance of the target prior to destruction. The bridge had been reinforced with steel I beams and the mission was accomplished.

Dim	%	N	M	S
E*	25	2	6.00	0.00
V*	25	2	7.00	0.00
All		8	6.63	0.48

30. While on deployment, the need for safe drinking water for 100,000 personnel was evidenced by the high incidence of diarrhea. The team 18C was tasked to construct a system of water delivery that would prevent contamination of water. This 18C contacted a civilian relief agency who supplied 500 yds of 4" plastic pipe. He sank this into a natural spring, ran the pipe down hill and through the camp, punching holes every 50' and installing spigots. Consequently, sick call went from 500+ per day down to less than 100 per day.

Dim	%	N	M	S
V	25	2	6.50	0.50
W*	38	3	5.67	1.25
All		8	6.25	0.97

24. This 18C was pre-planning for a DA training exercise. This SF engineer researched the vital statistics of the target from open source material. He was able to realistically plan for demolition and placement of charges to destroy the target.

Retranslation Listing of Incidents for Dimension W: (Problem name = 18CB)

Dim	%	N	M	S
W*	63	5	6.60	0.49
All		8	6.25	0.97

46. An ODA was tasked to recon a railroad bridge and write up a target folder. The team moved into position to provide observation and cover. During the night, this 18C slipped into the stream above the bridge. Using a small tree as cover, this 18C swam to the bridge to get all the critical information needed and swam back downstream to link up again with the team. The target folder was completed and handed over to the conventional forces who then conducted a raid; the mission was a success.

Dim	%	N	M	S
G	25	2	6.00	1.00
W*	50	4	6.50	0.50
All		8	6.25	0.83

4. For a DA mission, this 18C was tasked to identify key targets for interdiction. He spent four days in isolation studying satellite photos, maps, and intelligence traffic. Due to the thoroughness of his work, he was able to narrow down the options for direct action targets to three choices.

Dim	%	N	M	S
H	29	2	6.00	0.00
J	29	2	6.50	0.50
W*	43	3	6.00	1.41
All		7	6.14	0.99

130. This SF soldier was sent to conduct reconnaissance of a target area for Army Rangers. This SF soldier acquired pictures of the target area so that they could be developed and placed in a panoramic picture set-up. The Ranger unit was ecstatic with the view and clarity of the target area; their ability to infiltrate the area was greatly improved.

Dim	%	N	M	S
J	29	2	6.50	0.50
W*	43	3	5.00	1.41
All		7	5.71	1.28

138. Target analysis was being conducted by several teams. This 18C provided more information on size, capacity, distance, and structure strength to his team than was given to other teams. This 18C's team presented a better target analysis and display than the other teams.

Dim	%	N	M	S
V	25	2	6.00	1.00
W*	38	3	6.00	0.00
All		8	6.00	1.00

38. A direct action mission was given to a detachment to blow up a timber trestle bridge. The target folder was a year old. This 18C requested an updated photo, but none was available. This 18C figured that the bridge would have been repaired or at least reinforced by this time. This 18C requested enough demolitions material to accomplish the mission even in the case of steel or concrete reinforcement and planned for a reconnaissance of the target prior to destruction. The bridge had been reinforced with steel I beams and the mission was accomplished.

Dim	%	N	M	S
V	25	2	6.50	0.50
W*	38	3	5.67	1.25
All		8	6.25	0.97

24. This 18C was pre-planning for a DA training exercise. This SF engineer researched the vital statistics of the target from open source material. He was able to realistically plan for demolition and placement of charges to destroy the target.



Retranslation Listing of Incidents for Dimension A: (Problem name = 18da)

Dim % A* 92 All	N M S 11 1.73 0.62 12 1.67 0.62	70. This 18E was to give a communications class. He had developed a lesson plan and was familiar with the task. This 18E skipped about from one subject to another and rarely asked if anyone had any questions. The class was highly ineffective.
Dim % A* 83 All	N M S 10 5.80 0.75 12 5.92 0.76	31. This 18B was tasked to teach encrypt/decrypt to the team. This 18B gathered information from manuals and other SF soldiers. The 18B taught an excellent class and the class objectives were met.
Dim % A* 75 All	N M S 9 6.33 0.47 12 6.33 0.47	81. This NCO was training Kuwaiti soldiers vehicular patrolling. The Kuwaitis were not taking the training seriously, using it as a joy ride. This SF NCO used a remote control demonstration to illustrate "what if" scenarios. He showed different techniques and procedures of traveling. The Kuwaitis were interested in the demonstration. The Kuwaitis began to realize the seriousness of the situation and the implications of not learning.
Dim % A* 67 All	N M S 8 6.25 0.66 12 5.75 1.59	152. This 18D was working in the clinic and noticed a patient performing a self-catheterization incorrectly. This 18D politely stopped the patient, told him how and why the procedure was wrong, performed the procedure correctly for him, and instructed him on correct procedure. The patient learned how to perform catheterization correctly.
Dim % A* 67 All	N M S 8 1.63 0.48 12 1.92 0.64	84. This 18E was tasked to give a class on setting up an ANC-PRC 119 in FM mode and on constructing a field expedient 292. This 18E only brought one radio to the class, no materials to construct a 292, and no visual aids. The students did not get to see or learn how to make a 292 and received no "hands-on" training on the radio.
Dim % A* 58 J 25 All	N M S 7 5.43 0.49 3 6.67 0.47 12 5.83 0.69	23. An SF team was tasked with providing marksmanship training but did not have an 18B at the training site. One of the team members had a greater understanding of marksmanship and so he was tasked with instructing. This instructor set up training using past experiences and props (e.g., balloons, siloets, sand bags, etc.). The SF team was provided with the proper environment in which to learn and all the newly trained individuals were able to fire their weapons effectively.
Dim % A* 58 E 33 All	N M S 7 6.29 0.70 4 6.25 0.43 12 6.25 0.60	127. During a class on IV techniques, a student was having problems understanding the mechanics of starting an IV injection. This 18D used some spare medical tubing, adhesive moleskin, and foam rubber and created a false arm with veins. The student was able to visualize the needle emplacement and the mechanics (physiology) involved and complete the task.
Dim % A* 42 All	N M S 5 5.80 0.75 12 5.83 0.69	3. The team had prepared for deployment on a mission that would last for three days. On the third day, the mission was extended an additional eight days and the team was left with few rations and little water. This team medic was able to quickly give instruction on survival techniques and the gathering of food and water. There were no ill effects and the mission was accomplished.
Dim % A* 42 N 33 All	N M S 5 1.80 0.75 4 1.50 0.50 12 1.58 0.64	124. This 18D was giving IV training for his team. The 18D did not drain the air out of the IV line before inserting the needle into the patient's arm. All the air from the IV line went into the patient's vein.
Dim % A* 33 G 25 All	N M S 4 6.00 0.71 3 6.00 0.82 12 6.08 0.76	105. During a FID train-up phase, this SF soldier was tasked to identify the needs, develop, and be prepared to institute a medical POI for an OCONUS mission. This soldier researched subject areas, assigned classes, and submitted logistical requirements seven days prior to suspense. Although he did not end up using the POI, other detachments used it on three occasions with great success.
Dim % A 33 N* 50 All	N M S 4 1.75 0.43 6 2.83 1.57 12 2.58 1.32	21. An ODA was participating in medical training at the detachment level. This 18D was assigned to observe an 18B initiate an IV on an 18C during a practical exercise. This 18D turned away and started arguing with another team member about the importance of IV

training. While unsupervised, the 18B started the IV, but could not remember whether he had flushed the tubing of air before starting the fluid drip. The 18C was evacuated to the hospital for evaluation, due to the possibility of an air embolus.

Dim % A* 25 H* 25 All	N M S 3 1.00 0.00 3 1.00 0.00 12 1.42 1.11	36. This NCO was tasked to serve as part of a light weapons and small unit tactics committee. This SF NCO was assigned a block of instruction to be given to foreign nationals and given 2 months to prepare and rehearse his classes. One hour prior to the time scheduled for delivering training, this NCO informed the NCO in charge of the committee that he "just couldn't do it." The NCOIC had to give the instruction without preparation.
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Retranslation Listing of Incidents for Dimension B: (Problem name = 18da)

Dim	%	N	M	S	
B*	100	12	6.42	0.64	101. The detachment was attempting to establish rapport with foreign troops. All methods of diplomacy were failing. This 18B moved out of the team house and moved in with the foreign troops. Rapport was established.
All		12	6.42	0.64	

Dim	%	N	M	S	
B*	83	10	1.30	0.46	68. An awards dinner was being given for host nation generals at a foreign base. This SF soldier refused to give a toast in honor of the host nation general. The foreign officers were angry and distrust developed between the SF team and the host nation personnel.
All		12	1.33	0.47	

Dim	%	N	M	S	
B*	83	10	6.40	0.49	95. While in a third world country, this SF soldier was the only American soldier who accompanied a group of local medical personnel to a remote village some distance from the ODA training site. The group was gone for 7 days. This SF soldier independently demonstrated extensive medical knowledge to the group and to the people in the village. A follow-on medical MTT was requested by the host nation.
All		12	6.42	0.49	

Dim	%	N	M	S	
B*	73	8	6.75	0.43	56. While on a mission to aid Kurds, this 18D treated everyone from babies to the elderly. This 18D also helped ensure that a shot program was initiated and went down into the village every day to treat Kurds. This built an incredible amount of rapport with the Kurds. One family adopted him as their own.
All		11	6.64	0.48	

Dim	%	N	M	S	
B*	67	8	1.75	0.43	18. A small child had received second and third degree burns on one arm and had received treatment from the local witch doctor. This medic saw her about one week after the injury and provided care according to the U.S. standard, but ignored local superstitions and beliefs. He removed the plants the witch doctor had applied to the burns and did not perform "rites" or follow any of the local wisdom. The child did not return for follow-up care.
C	25	3	2.00	0.82	
All		12	1.92	0.64	

Dim	%	N	M	S	
B*	67	8	6.38	0.48	66. During a deployment, a village mother took her infant to see an SF medic. The medic diagnosed a severe eye infection and cold, prescribed the appropriate medication, and monitored the child for a day until totally recovered. The village chief overwhelmingly accepted the SF detachment.
X	33	4	6.25	0.83	
All		12	6.33	0.62	

Dim	%	N	M	S	
B*	67	8	1.25	0.43	62. While deployed in a foreign country, this SF soldier went out drinking. This SF soldier got into a fight with a local civilian. This caused tension between SF and the local populace.
C	25	3	1.67	0.47	
All		12	1.42	0.49	

Dim	%	N	M	S	
B*	58	7	6.57	0.49	64. During a vehicle movement on a major highway in a host nation, a group of SF soldiers came upon an accident scene; two regular Army medics were upset, running around, and alarming the victims. This SF medic assigned onlookers to be litter bearers, splinted the fractures, initiated IVs, and talked to victims and onlookers to calm them down. The host nation troops felt confident in the SF medic's abilities.
BB	25	3	6.00	0.82	
All		12	6.33	0.62	

Dim	%	N	M	S	
B*	50	6	5.17	2.03	160. During a training exercise with host country soldiers in building/room clearing, an SF soldier was hit in the head by a large brick, causing a laceration to his head. The host country soldiers were very upset by the bleeding. This 18D cleaned and bandaged the wound and returned him to his training platoon. The host country soldiers gained confidence in the 18D and other soldiers.
X	33	4	6.00	0.71	
All		12	5.50	1.55	

Dim	%	N	M	S	
B*	50	6	6.17	0.69	67. Two teams were deployed overseas to conduct basic infantry training for a battalion at a remote location. This 18D spent his spare time working at the battalion dispensary providing dental treatment for the soldiers. Many of the soldiers received dental treatment for the first time in their lives.
J	42	5	6.40	0.49	
All		12	6.25	0.60	

Dim	%	N	M	S	
B*	50	6	6.67	0.47	80. This 18D was overseas, off-duty, and downtown with his friends in a bar. This 18D went to buy himself another soda as he was the designated driver. A local person came up to the 18D and tried to start trouble, calling him some profane names. This 18D smiled and walked away. The team did not get into an altercation and the team members felt the 18D had done the right thing.
C	33	4	5.75	0.43	
All		12	6.33	0.62	

Dim	%	N	M	S	
B*	42	5	6.00	1.10	17. A civil affairs team was deployed to act as liaison between the civilian populace and the military. During a meeting with a local organization to coordinate security for a mobile clinic, this team's 18D asked if they needed any medical help. When the offer was accepted, he went to all the coalition doctors and asked for volunteers. The volunteers staffed three mobile clinics per week for the next four months.
J*	42	5	5.80	0.75	
All		12	6.00	0.91	

Dim	%	N	M	S	
B	42	5	6.40	0.49	60. While in a host country training indigenous soldiers, an NCO picked up an unsupervised weapon belonging to an Arab. After making his point, the NCO wouldn't return the weapon, creating a tense situation. This SF soldier saw this situation, intervened and told the first NCO that he could destroy the team's credibility (without causing him to lose face with the Arabs). He also told the Arabs it was just a drill and started telling jokes in one of the region's languages. The situation was diffused in a matter of seconds.
C*	50	6	6.33	0.47	
All		12	6.42	0.49	

Dim	%	N	M	S	
B	42	5	7.00	0.00	29. SF medics were sent to a flooded area to conduct a medical exercise. This 18D knew the language very well and was constantly accompanying doctors to serve as a translator, even after duty hours. This 18D was asked to see many patients and saved at least three children due to his ability to communicate and establish rapport with the parents.
D*	50	6	6.33	0.47	
All		12	6.58	0.49	

Dim	%	N	M	S	
B*	33	4	6.50	0.87	125. A pregnant (in active labor) foreign national woman entered an SF treatment facility with her husband and mother. Although she was having difficulty in labor, due to cultural differences the SF medic was not able to either talk directly to or physically touch the woman. This SF medic used his knowledge of the language and indirectly used instruments through the woman's clothing to determine that she was having a breech delivery. He notified an OB/GYN physician and assisted in further treatment. A healthy baby was delivered.
C*	33	4	6.25	0.43	
All		12	6.50	0.65	

Dim	%	N	M	S	
B	27	3	7.00	0.00	12. An 18C was placed to observe a patrol of foreign soldiers. One of the soldiers climbed a tree to get a better view of the target and fell out of the tree. This 18C splinted the host nation soldier's leg and directed the indigenous forces on how to make a stretcher. He then directed the soldiers to the hospital. The event increased the indigenous force's confidence in the SF.
O*	45	5	6.20	0.40	
All		11	6.45	0.50	

Dim	%	N	M	S	
B	27	3	6.67	0.47	55. While in the local town, a drunk began to insult a team member. This SF soldier walked away from the confrontation. A major incident was avoided.
C*	45	5	6.20	0.40	
All		11	6.36	0.48	

Dim	%	N	M	S	
B	27	3	6.33	0.94	109. While driving into a small town, an A team was fired upon. This team leader told the team not to return fire and to wait it out to see where the confusion lay. The local army apparently knew nothing about the team's scheduled arrival. This team leader discussed the situation with the local army and explained why the team was there. The locals received medical treatment for the women and children.
F*	55	6	5.83	0.90	
All		11	6.00	0.95	

Dim	%	N	M	S	
B	25	3	6.33	0.94	149. The team was conducting long range patrolling and basic infantry tactics training for foreign soldiers under extremely hot weather conditions. This SF soldier conducted training day after day in the heat and rough terrain, while maintaining a superior physical appearance, posture, and professional attitude. A greater level of respect for the abilities of U.S. troops was developed.
L*	50	6	5.83	0.69	
All		12	6.00	0.82	

Dim	%	N	M	S	
B	25	3	1.00	0.00	111. This 18C was working with host nation personnel in an arms room. The arms room contained many old weapons, grenades, and arms from various countries. This 18C started playing with the mines. Although he was told to stop playing with the mines as they were live, this 18C continued -- saying that the mines were not live. This 18C then started to take one of the mines apart. The host nation armorer banned the 18C from the arms room for endangering the lives of the personnel.
N*	58	7	1.43	0.73	
All		12	1.25	0.60	

Dim	%	N	M	S	
B	25	3	6.67	0.47	150. A water treatment facility was constructed in a refugee camp. A rumor was circulating that Iraqi agents had contaminated or poisoned the water, causing mass hysteria to break out in the camp. This SF medic assessed the situation, tested the water with a doctor, and convinced the elders that the water was not contaminated. The refugees drank the water and the cases of dehydration continued to decrease.
AA*	33	4	5.75	1.09	
DD	25	3	6.00	0.00	
All		12	6.08	0.76	

Retranslation Listing of Incidents for Dimension C: (Problem name = 18da)

C 25 3 1.67 0.47 got into a fight with a local civilian. This  
 All 12 1.42 0.49 caused tension between SF and the local populace.

Dim % N M S 9. This SF NCO had a different opinion from  
 C\* 67 8 3.00 1.87 that of the team sergeant. This NCO became  
 I 25 3 2.00 0.00 angry as he felt he was right and started to get  
 All 12 2.67 1.60 belligerent. The NCO was given a counseling  
 statement.

Dim % N M S 60. While in a host country training indigenous  
 B 42 5 6.40 0.49 soldiers, an NCO picked up an unsupervised  
 C\* 50 6 6.33 0.47 weapon belonging to an Arab. After making his  
 All 12 6.42 0.49 point, the NCO wouldn't return the weapon,  
 creating a tense situation. This SF soldier saw  
 this situation, intervened and told the first  
 NCO that he could destroy the team's credibility  
 (without causing him to lose face with the  
 Arabs). He also told the Arabs it was just a  
 drill and started telling jokes in one of the  
 region's languages. The situation was diffused  
 in a matter of seconds.

Dim % N M S 55. While in the local town, a drunk began to  
 B 27 3 6.67 0.47 insult a team member. This SF soldier walked  
 C\* 45 5 6.20 0.40 way from the confrontation. A major incident  
 All 11 6.36 0.48 was avoided.

Dim % N M S 106. This 18D had to interview a psychiatric  
 C\* 42 3 6.00 0.63 patient and try to draw blood from her to get  
 DD 25 3 5.67 1.25 lab work completed. This 18D listened to her  
 All 12 5.83 0.80 talk for an hour and then explained why the  
 blood was needed. Finally she agreed to have  
 the blood taken and the diagnosis was confirmed  
 from the lab work.

Dim % N M S 125. A pregnant (in active labor) foreign  
 B\* 33 4 6.50 0.87 national woman entered an SF treatment facility  
 C\* 33 4 6.25 0.43 with her husband and mother. Although she was  
 All 12 6.50 0.65 having difficulty in labor, due to cultural  
 differences the SF medic was not able to either  
 talk directly to or physically touch the woman.  
 This SF medic used his knowledge of the language  
 and indirectly used instruments through the  
 woman's clothing to determine that she was  
 having a breech delivery. He notified an OB/GYN  
 physician and assisted in further treatment. A  
 healthy baby was delivered.

Dim % N M S 77. Members of an SF detachment were drinking  
 C\* 33 4 2.00 0.71 at an Air force sports pub and were involved in  
 All 12 1.83 0.55 some good humored inter-service joking. This  
 officer grabbed a female by the shirt after she  
 said "where you going little guy," breaking her  
 necklace. This officer had previously warned  
 his team members about such behavior. This  
 officer was counseled.

Dim % N M S 80. This 18D was overseas, off-duty, and  
 B\* 50 6 6.67 0.47 downtown with his friends in a bar. This 18D  
 C 33 4 5.75 0.43 went to buy himself another soda as he was the  
 All 12 6.33 0.62 designated driver. A local person came up to  
 the 18D and tried to start trouble, calling him  
 some profane names. This 18D smiled and walked  
 away. The team did not get into an altercation  
 and the team members felt the 18D had done the  
 right thing.

Dim % N M S 63. An officer who could not stand to have  
 C 25 3 2.00 0.82 anything go wrong or get out of his control was  
 I\* 58 7 1.29 0.45 responsible for a warfare scenario. When  
 All 12 2.00 1.63 communications went down and none of the  
 opposing forces had captured any of the teams,  
 he got mad and kicked a hole in the wall. He  
 caused damage and lost the respect of the team.

Dim % N M S 18. A small child had received second and third  
 B\* 67 8 1.75 0.43 degree burns on one arm and had received  
 C 25 3 2.00 0.82 treatment from the local witch doctor. This  
 All 12 1.92 0.64 medic saw her about one week after the injury  
 and provided care according to the U.S.  
 standard, but ignored local superstitions and  
 beliefs. He removed the plants the witch doctor  
 had applied to the burns and did not perform  
 "rites" or follow any of the local wisdom. The  
 child did not return for follow-up care.

Dim % N M S 118. The SF company deployed to a foreign  
 C\* 25 3 4.33 1.25 country to perform special operations missions.  
 AA\* 25 3 6.33 0.47 Living and working space (tents) were at a  
 All 12 5.58 1.32 premium and did not allow for a medical aid  
 tent. This company medic forcefully told the  
 commander that it was necessary to have a  
 medical tent. A tent was allocated and used to  
 handle minor medical procedures and provide  
 laboratory practice for the 18Ds.

Dim % N M S 62. While deployed in a foreign country, this  
 B\* 67 8 1.25 0.43 SF soldier went out drinking. This SF soldier

Retranslation Listing of Incidents for Dimension D: (Problem name = 18da)

Dim	%	N	M	S	
D*	92	11	5.36	0.88	34. This 188 did not know how to speak the host country language. This SF soldier used a small dictionary in his spare time to pick up the language. This 188 was able to help his team members communicate with the guerrilla forces.
All		12	5.42	0.86	

Dim	%	N	M	S	
D*	75	9	6.22	0.79	134. Prior to working in Korea, this team sergeant had been to language classes. When in the Korean CLP (Community Language Program), he put in extra work to improve his language ability. He was able to communicate with and relate better to the Koreans.
J	25	3	5.67	0.94	
All		12	6.08	0.86	

Dim	%	N	M	S	
D*	50	6	6.33	0.47	13. This SF soldier was deployed to a foreign country. This soldier had no relevant language training and had to learn the language. This soldier studied the language, asking questions of native speakers and schooled speakers on the team. This SF soldier learned the language, was more effective on his job, and was of greater use to the team.
J	42	5	6.00	0.63	
All		12	6.17	0.55	

Dim	%	N	M	S	
B	42	5	7.00	0.00	29. SF medics were sent to a flooded area to conduct a medical exercise. This 18D knew the language very well and was constantly accompanying doctors to serve as a translator, even after duty hours. This 18D was asked to see many patients and saved at least three children due to his ability to communicate and establish rapport with the parents.
D*	50	6	6.33	0.47	
All		12	6.58	0.49	

Retranslation Listing of Incidents for Dimension E: (Problem name = 18da)

Dim	%	N	M	S	140. While on an OCONUS FID mission, this SF soldier did not have the materials necessary to conduct the mission. The SF soldier used the resources he had on hand and in the environment to complete the mission. A cost-effective answer was found to the problem.
E*	67	8	6.13	0.60	
All		12	6.25	0.60	
Dim	%	N	M	S	11. Mortar training from the U.S. team was expected by foreign nationals, but no range was available. This SF soldier insisted that a farmer's field could be used as the impact area, even though this was not standard procedure. Live fire training was conducted and students gained more from a live fire exercise.
E*	58	7	5.00	0.76	
All		12	4.75	1.23	
Dim	%	N	M	S	59. On a deployment, this soldier was told to set up a rifle range and give training. He had no materials for setting up the range. This SF soldier went to the landfill and got materials and also looked behind department stores for cardboard boxes to use for targets. The training was a success.
E*	42	5	5.60	0.83	
J*	50	6	6.83	0.37	
All		12	6.33	0.85	
Dim	%	N	M	S	116. It usually takes several days or weeks to go to a live fire range because of problems in scheduling ranges and ammunition requests. This senior 188 was able to coordinate with a friend in another battalion to get five men out to a live fire range. As a result, the five men all zeroed and qualified with M16A2.
E*	42	5	5.00	1.10	
J*	42	5	6.40	0.49	
All		12	5.83	1.07	
Dim	%	N	M	S	127. During a class on IV techniques, a student was having problems understanding the mechanics of starting an IV injection. This 180 used some spare medical tubing, adhesive moleskin, and foam rubber and created a false arm with veins. The student was able to visualize the needle emplacement and the mechanics (physiology) involved and complete the task.
A*	58	7	6.29	0.70	
E	33	4	6.25	0.43	
All		12	6.25	0.60	
Dim	%	N	M	S	148. The detachment was planning for a reconnaissance mission. There was to be a point element to detect, avoid, and engage the enemy before the main body was discovered. The plan for engaging the enemy was getting nowhere. This 188 suggested that silenced weapons be carried by the point element. This gave the point element more time to move away before getting decisively engaged by the enemy's main body.
E	25	3	5.67	0.47	
G*	67	8	6.13	0.78	
All		12	6.08	0.76	

Retranslation Listing of Incidents for Dimension F: (Problem name = 18da)

Dim % F* 92 All	N M S 11 5.64 1.07 12 5.58 1.04	7. A "G" base that had just been constructed was over-flown by an unknown aircraft. This SF team commander had everyone move to the alternate location. The team was safe.
Dim % F* 83 All	N M S 10 1.40 0.80 12 1.92 1.71	78. This SF team leader was given a direct action mission. This team leader led his team to the target and found 2 platoons of the enemy there instead of just one squad. This team leader did not pull back, but continued with the hit on the target. Many SF casualties resulted.
Dim % F* 75 All	N M S 9 6.78 0.42 12 6.75 0.43	107. During an actual combat mission, the UH-ID was receiving heavy ground fire. It was relayed to the air crew that friendly indigenous troops were in the field of fire. The order was given to the gunner to ignore this and provide fire. This 18B heard the order and asked for it to be repeated to be sure that he was in fact being told to fire on friendly troops. This 18B shifted his fire in the mean time so that it affected no one. The order had in fact been a mistake.
Dim % F* 67 All	N M S 8 6.50 0.50 12 6.50 0.50	89. A group of SF soldiers were static in a hide site observing an enemy position when all of a sudden it was compromised. Quickly, this 18B grabbed the radio, called in fire on the advancing enemy assault force, and called for an emergency exfiltration. The team was able to distract and destroy the enemy so the SF soldiers could escape.
Dim % F* 58 All	N M S 7 5.57 1.05 12 5.75 1.30	86. A composite team of males and females, the majority of whom were not SF, were on an evasion exercise. Exercise instructions said not to use bridges. The team was confronted with a river in flood stage. This SF NCO was placed in charge. This SF NCO made a short reconnaissance of the river bank and found a road bridge. The SF NCO led the team over the bridge on the basis of its being the safest route. The team safely crossed the river and accomplished the mission.
Dim % F* 58 I 25 All	N M S 7 2.00 0.76 3 1.67 0.47 12 1.75 0.72	137. This officer was deployed in a foreign country and went out for the evening with some of the guys. This officer got drunk and gave the car keys to one of the guys he saw in the bar without informing the other soldiers. The car was lost and it took several hours for the others to find it.
Dim % B 27 F* 55 All	N M S 3 6.33 0.94 6 5.83 0.90 11 6.00 0.95	109. While driving into a small town, an A team was fired upon. This team leader told the team not to return fire and to wait it out to see where the confusion lay. The local army apparently knew nothing about the team's scheduled arrival. This team leader discussed the situation with the local army and explained why the team was there. The locals received medical treatment for the women and children.
Dim % F* 45 L 27 All	N M S 5 5.60 0.49 3 6.00 1.41 11 5.91 0.90	45. A three-man SF element was positioned to watch a known crossing point along the U.S./Mexican border in support of a counterdrug operation. A civilian car pulled up and one occupant started walking towards the SF soldiers. This SF soldier noticed mannerisms consistent with aggressive and threatening behavior, positioned his weapon, and when the civilian reached behind him, swung his weapon to cover the civilian and said "Show me your hands." He lifted up the civilian's shirt and noticed a BHP in his waistband, then told him to leave the area. The civilian left, averting a potential deadly encounter.
Dim % F* 45 J 27 All	N M S 5 1.60 0.49 3 1.67 0.47 11 1.73 0.62	52. While working with law enforcement and two team members, this 18E had to climb an extremely hazardous mountain with a 100-pound ruck. He was very fatigued. This 18E volunteered for extended radio watch, rather than assigning each man a specific radio watch time. He tried to stay up all night but fell asleep for eight hours and missed eight contacts. As a result of the lost contact for eight hours, an emergency plan had to be implemented.
Dim % F 36 G* 45 All	N M S 4 2.25 0.43 5 2.20 0.98 11 2.18 0.83	108. There was to be an 0800 formation. This SF soldier instructed the teams to be in the parking lot of a local school for formation. As there were three parking lots, SF personnel were scattered all over.
Dim % N M S		159. During a field training exercise, the team

F* 33	4 1.25 0.43
G 25	3 1.00 0.00
All	12 1.08 0.28

received a message that gave a different attack time than that layed out in isolation planning. When confirmation of the new time was given, this SF officer did not pass on the new information to the team members. The attack took place at the wrong time and the team was compromised.

Dim % F* 27 All	N M S 3 1.33 0.47 11 1.82 0.72
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44. A parade was scheduled. It was put out that the appropriate uniform to be worn in the parade consisted of BDUs and black boots that had been spit-shined. This SF soldier came to the parade in jungle boots. This soldier stated that he did not think it would make a difference what boots he wore and that he was planning to stay in the back of the formation anyway. The soldier was replaced with another individual wearing the correct boots and was counseled at a later date.

Dim % F 25 X* 58 All	N M S 3 6.33 0.94 7 6.43 0.49 12 6.25 0.72
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144. A senior NCO who had previous ankle problems twisted his ankle during an endurance event for certification. This medic examined the ankle and found the injury to be minor, but thought that the NCO would cause more serious injury to it (and possible permanent damage) if allowed to continue the event. He evacuated the NCO to prevent more damage, and stuck to his decision despite the NCO's protests. The NCO's ankle healed and he was able to participate in follow-on missions.

Dim % F 25 K 25 H* 50 All	N M S 3 1.00 0.00 3 1.00 0.00 6 1.17 0.37 12 1.08 0.28
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39. The unit was conducting a navigation and evasion exercise. The opposing force was patrolling the roads on foot and in vehicles. The exercise was being conducted on an individual basis. This officer chose to walk on the roads rather than cross-country. The officer was captured 3 times, twice in the same location. This officer failed the exercise and in real life would have been killed or captured.

Retranslation Listing of Incidents for Dimension G: (Problem name - 18Da)

submitted logistical requirements seven days prior to suspense. Although he did not end up using the POI, other detachments used it on three occasions with great success.

Dim	%	N	M	S	
G*	82	9	2.67	1.56	46. An S-3 for the forward operating base was tasked to plan a mission for three ODAs. This S-3 took 12 hours to develop a Mitask that was substandard. The ODA's planning was compressed and the mission was hurt.
All		11	2.45	1.50	
Dim	%	N	M	S	
G*	75	9	6.33	0.82	123. During a mission planning phase, this 18B was responsible for threat assessment. This 18B found that the enemy was an overwhelming force that the team would not be able to handle. The mission was canceled and many lives were spared.
All		12	6.50	0.76	
Dim	%	N	M	S	
E	25	3	5.67	0.47	148. The detachment was planning for a reconnaissance mission. There was to be a point element to detect, avoid, and engage the enemy before the main body was discovered. The plan for engaging the enemy was getting nowhere. This 18B suggested that silenced weapons be carried by the point element. This gave the point element more time to move away before getting decisively engaged by the enemy's main body.
G*	67	8	6.13	0.78	
All		12	6.08	0.76	
Dim	%	N	M	S	
G*	58	7	1.43	0.49	14. An SF team was given a mission requiring air infiltration and a foot march to the target. This team leader, without studying the area and conducting reconnaissance of the operational environment, decided to recover cached water along the route. The team ran out of water before they got to the cache and had to have water flown in, risking compromise of the mission.
H	33	4	1.75	0.43	
All		12	1.50	0.50	
Dim	%	N	M	S	
G*	50	6	6.17	0.69	20. This 18C, new to SF and only with the team for six months, was given the mission to plan and conduct a 20-day demolition POI. This 18C reviewed previous lesson plans from other teams, reviewed the training request from the Thai Army, prepared the POI, and cross-trained his team to the level needed to conduct classes. Training was completed in Thailand without injury or loss of equipment.
All		12	5.83	0.80	
Dim	%	N	M	S	
F	36	4	2.25	0.43	108. There was to be an 0800 formation. This SF soldier instructed the teams to be in the parking lot of a local school for formation. As there were three parking lots, SF personnel were scattered all over.
G*	45	5	2.20	0.98	
All		11	2.18	0.83	
Dim	%	N	M	S	
G*	42	5	6.20	0.40	85. An 18D was deployed on a team to South America to provide treatment to civilians at three remote locations. The country's government planned to spend \$250,000 on medical supplies for the three aid stations. This 18D determined the list of supplies that should be purchased, advised the team sergeant on the sources for obtaining the supplies, and developed a training program to teach civilians how to use the supplies. The detailed planning helped in establishing the aid stations.
AA	25	3	6.67	0.47	
All		12	6.33	0.62	
Dim	%	N	M	S	
G	33	4	2.25	0.43	4. This SF soldier was in charge of planning the route of march for a team. This SF soldier planned what he thought was a good route around features such as tall mountains and lakes. This SF soldier forgot to look at the contour interval used and the type of map; the map used a ratio of 1:25,000. The team would have had to go through very deep ravines.
M*	50	6	2.17	1.07	
All		12	2.08	0.86	
Dim	%	N	M	S	
G	25	3	2.00	0.82	132. An ODA was conducting its annual dive requalification with this 18D serving as Dive Medical Technician. This 18D did not assess the experience and comfort level of the divers before they made a 120-foot dive in a dark lake nor did he make recommendations to the team sergeant about who should or should not dive. One inexperienced diver panicked and surfaced too quickly, lost consciousness, and required treatment.
N*	42	5	2.60	0.80	
All		12	1.92	0.95	
Dim	%	N	M	S	
F*	33	4	1.25	0.43	159. During a field training exercise, the team received a message that gave a different attack time than that layed out in isolation planning. When confirmation of the new time was given, this SF officer did not pass on the new information to the team members. The attack took place at the wrong time and the team was compromised.
G	25	3	1.00	0.00	
All		12	1.08	0.28	
Dim	%	N	M	S	
A*	33	4	6.00	0.71	105. During a FID train-up phase, this SF soldier was tasked to identify the needs, develop, and be prepared to institute a medical POI for an OCONUS mission. This soldier researched subject areas, assigned classes, and
G	25	3	6.00	0.82	
All		12	6.08	0.76	

Retranslation Listing of Incidents for Dimension H: (Problem name = 18da)

Dim	%	N	M	S	
H*	58	7	1.53	0.49	162. During a search and reconnaissance mission, a 2-man element was sent to observe an objective from a closer point. Prior to departure, the element was provided with a radio and advised to use it only in an emergency or if observed by the enemy. This SF soldier took control of the radio and put it into his butt pack. This SF soldier did not secure the radio for ready access. When the element was compromised, it could not make radio contact due to the location of the radio.
A11		12	1.58	0.49	

Dim	%	N	M	S	
H*	50	6	5.83	0.69	16. A team was preparing to deploy to Saudi Arabia. This team member gathered information from every available source and constantly dispensed it to the team to keep them informed. As a result, the team members felt that they could handle anything required by higher command because they were well informed.
I	25	3	6.00	0.00	
A11		12	6.08	0.64	

Dim	%	N	M	S	
H	33	4	1.25	0.43	115. While conducting DA FTX, the SF detachment was required to carry surface swimming equipment in addition to normal field gear. This SF soldier did not carry his assigned equipment. This was not due to physical inability. The detachment arrived on target without critical equipment.
I*	42	5	1.20	0.40	
A11		12	1.33	0.47	

Dim	%	N	M	S	
G*	58	7	1.43	0.49	14. An SF team was given a mission requiring air infiltration and a foot march to the target. This team leader, without studying the area and conducting reconnaissance of the operational environment, decided to recover cached water along the route. The team ran out of water before they got to the cache and had to have water flown in, risking compromise of the mission.
H	33	4	1.75	0.43	
A11		12	1.50	0.50	

Dim	%	N	M	S	
A*	25	3	1.00	0.00	36. This NCO was tasked to serve as part of a light weapons and small unit tactics committee. This SF NCO was assigned a block of instruction to be given to foreign nationals and given 2 months to prepare and rehearse his classes. One hour prior to the time scheduled for delivering training, this NCO informed the NCO in charge of the committee that he "just couldn't do it." The NCOIC had to give the instruction without preparation.
H*	25	3	1.00	0.00	
A11		12	1.42	1.11	

Retranslation Listing of Incidents for Dimension I: (Problem name = 18da)

Dim	%	N	M	S	
I*	100	12	6.17	0.80	112. This SF NCO was on an SR mission requiring SATCOM, 4 days of water requirements (4 gallons), observation equipment, a hide site kit, and so on. This SF NCO realized that the 18E had a very heavy load of equipment. This NCO took half of the 18E's equipment, sharing the load. This lifted the 18E's spirits and helped the team accomplish the mission.
A11		12	6.17	0.80	

Dim	%	N	M	S	
I*	92	11	1.73	0.62	50. During off-hours, this SF soldier would take off in a rental vehicle to take care of personal business. The others would wait hours for him to return with the vehicle. When this SF soldier returned, he was not bothered that certain members of the ODA were upset. This SF soldier was ostracized from the rest of the element during deployment.
A11		12	1.67	0.62	

Dim	%	N	M	S	
I*	92	11	5.91	0.67	153. While on deployment, a member of the detachment was responsible for making radio communication with higher headquarters late at night. Because of sleep requirements, this could have prevented the soldier from conducting other activities during training hours. This SF soldier volunteered to help the individual with demonstrations and other tasks that he was to perform as much as possible. The tasks were completed with little aggravation.
A11		12	5.92	0.64	

Dim	%	N	M	S	
I*	75	9	5.89	1.29	88. Selected team members were tasked to train host nation soldiers. This SF soldier who was not assigned a training class assisted others by making copies, obtaining supplies, drawing charts, and listening to practice classes. The instructors for these classes could concentrate more on the quality of their classes instead of having to spend time on details. Classes were given on time and handouts were available to students.
A11		12	5.75	1.16	

Dim	%	N	M	S	
I*	70	7	1.71	0.45	28. The detachment was preparing for a live fire assault on a fortified position. This SF soldier disrupted the training exercise by showing up late and failing to perform his assigned duties. The entire platoon was punished with extra PT due to his actions.
A11		10	1.50	0.50	

Dim	%	N	M	S	
I*	67	8	6.38	0.70	142. This junior NCO was given duties as a team sergeant even though another member of the team outranked him. This junior NCO used the input of the senior NCO at all times. The senior NCO felt his opinions were important and the team's moral remained intact.
A11		12	6.17	0.90	

Dim	%	N	M	S	
C	25	3	2.00	0.82	63. An officer who could not stand to have anything go wrong or get out of his control was responsible for a warfare scenario. When communications went down and none of the opposing forces had captured any of the teams, he got mad and kicked a hole in the wall. He caused damage and lost the respect of the team.
I*	58	7	1.29	0.45	
A11		12	2.00	1.63	

Dim	%	N	M	S	
I*	50	6	1.33	0.47	145. An ODA was conducting a land navigation exercise for a company size element during periods of extremely warm weather. This 18E was on radio watch in case any emergencies arose and so he could pass messages to and from range control. This 18E wandered away from his station and forgot about his assigned radio duties. While he was gone, an individual came running in to the team's position to report two heat injuries he'd been unable to report over the radio. The treatment for the heat casualty victims was delayed by two hours; the 18E was relieved of his duties.
A11		12	1.17	0.37	

Dim	%	N	M	S	
H	33	4	1.25	0.43	115. While conducting DA FTX, the SF detachment was required to carry surface swimming equipment in addition to normal field gear. This SF soldier did not carry his assigned equipment. This was not due to physical inability. The detachment arrived on target without critical equipment.
I*	42	5	1.20	0.40	
A11		12	1.33	0.47	

Dim	%	N	M	S	
C*	67	8	3.00	1.87	9. This SF NCO had a different opinion from that of the team sergeant. This NCO became angry as he felt he was right and started to get belligerent. The NCO was given a counseling statement.
I	25	3	2.00	0.00	
A11		12	2.67	1.60	



Dim	%	N	M	S
I	25	3	1.67	0.47
J*	33	4	1.00	0.00
All		12	1.58	0.86

102. A senior engineer was supervising a construction project. The senior engineer had to leave for about 2 weeks and left this junior sergeant with explicit instructions for project completion. This junior 18C was unable to think or act without his senior engineer's guidance. The senior engineer returned to find that no work had been done in his absence.

Dim	%	N	M	S
F*	58	7	2.00	0.76
I	25	3	1.67	0.47
All		12	1.75	0.72

137. This officer was deployed in a foreign country and went out for the evening with some of the guys. This officer got drunk and gave the car keys to one of the guys he saw in the bar without informing the other soldiers. The car was lost and it took several hours for the others to find it.

Dim	%	N	M	S
H*	50	6	5.83	0.69
I	25	3	6.00	0.00
All		12	6.08	0.64

16. A team was preparing to deploy to Saudi Arabia. This team member gathered information from every available source and constantly dispensed it to the team to keep them informed. As a result, the team members felt that they could handle anything required by higher command because they were well informed.

Retranslation Listing of Incidents for Dimension J: (Problem name = 18da)

Dim	%	N	M	S
J*	92	11	6.55	0.66
All		12	6.58	0.64

128. On his own, this medic arranged a program with hospital staff so that he could work after-duty hours in the post hospital emergency room. This medic screened patients and assisted doctors; they relied on him to supervise junior enlisted E.R. staff in medical procedures. He received more exposure to hospital operations and trauma-type injuries and gained experience in supervising others.

Dim	%	N	M	S
E	42	5	5.60	0.80
J*	50	6	6.83	0.37
All		12	6.33	0.85

59. On a deployment, this soldier was told to set up a rifle range and give training. He had no materials for setting up the range. This SF soldier went to the landfill and got materials and also looked behind department stores for cardboard boxes to use for targets. The training was a success.

Dim	%	N	M	S
J*	50	6	5.17	0.69
L	42	5	6.80	0.40
All		12	5.83	0.99

131. This SF soldier wanted to make up his workout routine but was not sure what to focus on. This SF soldier conducted research on what is needed to accomplish each mission and decided that physical endurance was the most important physical ability. This SF soldier got in shape.

Dim	%	N	M	S
E*	42	5	5.00	1.10
J*	42	5	6.40	0.49
All		12	5.83	1.07

116. It usually takes several days or weeks to go to a live fire range because of problems in scheduling ranges and ammunition requests. This senior 18B was able to coordinate with a friend in another battalion to get five men out to a live fire range. As a result, the five men all zeroed and qualified with M16A2.

Dim	%	N	M	S
B*	50	6	6.17	0.69
J	42	5	6.40	0.49
All		12	6.25	0.60

67. Two teams were deployed overseas to conduct basic infantry training for a battalion at a remote location. This 18D spent his spare time working at the battalion dispensary providing dental treatment for the soldiers. Many of the soldiers received dental treatment for the first time in their lives.

Dim	%	N	M	S
D*	50	6	6.33	0.47
J	42	5	6.00	0.63
All		12	6.17	0.55

13. This SF soldier was deployed to a foreign country. This soldier had no relevant language training and had to learn the language. This soldier studied the language, asking questions of native speakers and schooled speakers on the team. This SF soldier learned the language, was more effective on his job, and was of greater use to the team.

Dim	%	N	M	S
B*	42	5	6.00	1.10
J*	42	5	5.80	0.75
All		12	6.00	0.91

17. A civil affairs team was deployed to act as liaison between the civilian populace and the military. During a meeting with a local organization to coordinate security for a mobile clinic, this team's 18D asked if they needed any medical help. When the offer was accepted, he went to all the coalition doctors and asked for volunteers. The volunteers staffed three mobile clinics per week for the next four months.

Dim	%	N	M	S
I	25	3	1.67	0.47
J*	33	4	1.00	0.00
All		12	1.58	0.86

102. A senior engineer was supervising a construction project. The senior engineer had to leave for about 2 weeks and left this junior sergeant with explicit instructions for project completion. This junior 18C was unable to think or act without his senior engineer's guidance. The senior engineer returned to find that no work had been done in his absence.

Dim	%	N	M	S
J	33	4	6.50	0.50
P*	42	5	5.40	0.49
All		12	5.92	0.64

5. During a practice isolation, the detachment was planning its infiltration. The maps needed for this were not available from the S-2. At the completion of the exercise, the detachment found that they had the maps but had not been able to find them due to confusion in the filing system. This 18B took all the maps, charts, and overheads and created a simple, comprehensive filing and marking system. The detachment was able to find and use its assets.

Dim	%	N	M	S
F*	45	5	1.60	0.49
J	27	3	1.67	0.47
All		11	1.73	0.62

52. While working with law enforcement and two team members, this 18E had to climb an extremely hazardous mountain with a 100-pound ruck. He was very fatigued. This 18E volunteered for extended radio watch, rather than assigning each man a specific radio watch time. He tried to stay up all night but fell asleep for eight hours and missed eight contacts. As a result of the lost contact for eight hours, an emergency plan had to be implemented.

Dim	%	N	M	S
J	25	3	6.00	0.82
P*	50	6	5.67	0.47
All		12	6.08	0.76

96. This 18B was tasked to have the map chest and manual shelf organized for a command inspection. This 18B organized the map chest and manual shelf. The inspector noticed that the map case was filed to its highest standard and the 18B was awarded an MSM for his actions.

Dim	%	N	M	S
J	25	3	6.67	0.47
L*	58	7	5.43	1.92
All		12	5.92	1.61

72. This ODA was tasked to conduct a small boat infiltration into a target area. The team was transported on a large Coast Guard cutter to a release point approximately 10 miles from the shore. Approximately 90 percent of the ODA was becoming sea sick. This SF soldier, who was not feeling sick, entered one of the two boats that was lowered into the water, worked for 20 minutes to get the boat to started, and went on the mission. The mission was a success and the team received recognition for overcoming tremendous obstacles.

Dim	%	N	M	S
A*	58	7	5.43	0.49
J	25	3	6.67	0.47
All		12	5.83	0.69

23. An SF team was tasked with providing marksmanship training but did not have an 18B at the training site. One of the team members had a greater understanding of marksmanship and so he was tasked with instructing. This instructor set up training using past experiences and props (e.g., balloons, siloets, sand bags, etc.). The SF team was provided with the proper environment in which to learn and all the newly trained individuals were able to fire their weapons effectively.

Dim	%	N	M	S
D*	75	9	6.22	0.79
J	25	3	5.67	0.94
All		12	6.08	0.86

134. Prior to working in Korea, this team sergeant had been to language classes. When in the Korean CLP (Community Language Program), he put in extra work to improve his language ability. He was able to communicate with and relate better to the Koreans.

Dim	%	N	M	S
J	25	3	6.00	0.82
P*	58	7	5.57	0.90
All		12	5.67	0.85

15. A commo inspection was upcoming and the 18E was told to insure all his paperwork was in order. This 18E went over all of his maintenance forms thoroughly and, to the best of his knowledge, filled them out correctly. He received a commendable report on the inspection.

Dim	%	N	M	S
J	25	3	6.67	0.47
X*	42	5	5.60	0.49
BB	25	3	5.67	0.47
All		12	6.00	0.71

138. A patient requested a rectal exam, complaining of pain. This 18D discovered an ano/rectal fistula. Since he could not remember the significance, he went home and looked it up, discovered it was life-threatening, and contacted IT for follow-up with a PA/Dr. The patient had surgery.

Retranslation Listing of Incidents for Dimension K: (Problem name = 18da)

Dim	%	N	M	S
K*	100	11	6.00	0.85
All		11	6.00	0.85

54. A soldier asked this SF soldier to trade a protective mask for whatever item he could get in trade for it overseas. This SF soldier said he would not trade a piece of military equipment for any reason. This SF soldier did not break regulations.

Dim	%	N	M	S
K*	92	11	5.36	1.55
All		12	5.42	1.50

117. An SF soldier had what he called a "legitimate war trophy" that obviously had nothing to do with the war and had belonged to a civilian. This younger SF soldier pointed out to the soldier that he was stealing. The war trophy was given to a local church.

Dim	%	N	M	S
K*	92	11	6.27	0.86
All		12	6.33	0.85

75. During a battalion-sized ARTEP, this senior NCO was sent to monitor and evaluate the SF operations base. This SF NCO made an honest but critical evaluation, even though he knew it would be an unpopular point of view. The superiors of the evaluated unit questioned his loyalty to the unit.

Dim	%	N	M	S
F	25	3	1.00	0.00
K	25	3	1.00	0.00
M*	50	6	1.17	0.37
All		12	1.08	0.28

39. The unit was conducting a navigation and evasion exercise. The opposing force was patrolling the roads on foot and in vehicles. The exercise was being conducted on an individual basis. This officer chose to walk on the roads rather than cross-country. The officer was captured 3 times, twice in the same location. This officer failed the exercise and in real life would have been killed or captured.

Retranslation Listing of Incidents for Dimension L: (Problem name = 18da)

Dim %	N	M	S	
L* 92	11	6.09	0.67	61. This SF soldier was participating in a water jump exercise into extremely cold water. After following the rubber aircraft out of the aircraft, this soldier continued swimming despite the distance and cold; he reached the raft, put it into operative condition, and picked up the fellow jumpers in the water. The training mission was completed.
All	12	6.17	0.69	

Dim %	N	M	S	
L* 83	10	6.20	0.60	129. This SF soldier sprained his ankle during a mission while carrying a commo ruck. There was no possible way for him to be evacuated because of the surrounding terrain. This SF soldier switched the commo ruck with one that was lighter and obtained a strong limb to use as a cane. The soldier walked until he reached a place where he could be picked up by the medivac.
All	12	6.25	0.60	

Dim %	N	M	S	
L* 67	8	1.50	0.50	122. A training mission was being conducted in very steep mountains. The team members were carrying rucksacks weighing about 85 pounds. This SF soldier kept falling behind as he could not keep up with the other team members. This SF soldier required that the team members stop and wait for him many times during the mission. The time on target was almost missed and there were no eyes on the target because of the length of time it took to get there.
All	12	1.58	0.64	

Dim %	N	M	S	
J 25	3	6.67	0.47	72. This ODA was tasked to conduct a small boat infiltration into a target area. The team was transported on a large Coast Guard cutter to a release point approximately 10 miles from the shore. Approximately 90 percent of the ODA was becoming sea sick. This SF soldier, who was not feeling sick, entered one of the two boats that was lowered into the water, worked for 20 minutes to get the boat to started, and went on the mission. The mission was a success and the team received recognition for overcoming tremendous obstacles.
L* 58	7	5.43	1.92	
All	12	5.92	1.61	

Dim %	N	M	S	
B 25	3	6.33	0.94	149. The team was conducting long range patrolling and basic infantry tactics training for foreign soldiers under extremely hot weather conditions. This SF soldier conducted training day after day in the heat and rough terrain, while maintaining a superior physical appearance, posture, and professional attitude. A greater level of respect for the abilities of U.S. troops was developed.
L* 50	6	5.83	0.69	
All	12	6.00	0.82	

Dim %	N	M	S	
J* 50	6	5.17	0.69	131. This SF soldier wanted to make up his workout routine but was not sure what to focus on. This SF soldier conducted research on what is needed to accomplish each mission and decided that physical endurance was the most important physical ability. This SF soldier got in shape.
L 42	5	6.80	0.40	
All	12	5.83	0.99	

Dim %	N	M	S	
F* 45	5	5.60	0.49	45. A three-man SF element was positioned to watch a known crossing point along the U.S./Mexican border in support of a counterdrug operation. A civilian car pulled up and one occupant started walking towards the SF soldiers. This SF soldier noticed mannerisms consistent with aggressive and threatening behavior, positioned his weapon, and when the civilian reached behind him, swung his weapon to cover the civilian and said "Show me your hands." He lifted up the civilian's shirt and noticed a BHP in his waistband, then told him to leave the area. The civilian left, averting a potential deadly encounter.
L 27	3	6.00	1.41	
All	11	5.91	0.90	

Retranslation Listing of Incidents for Dimension M: (Problem name = 18da)

Dim %	N	M	S	
M* 100	12	6.00	0.71	41. The ODA was on an area reconnaissance to look for foot or vehicle movement. The terrain was very steep, rugged, and dangerous. This 18C used his land navigation skills to maneuver the team through the most level terrain. The team was saved a lot of unnecessary movement through rugged terrain, preventing soldiers from sustaining injury.
All	12	6.00	0.71	

Dim %	N	M	S	
M* 92	11	1.73	0.62	143. An SF soldier was tasked for a reconnaissance mission during a training exercise overseas. This soldier got lost, despite having a major highway to use as a reference. The soldier didn't return at the scheduled time, foot search parties couldn't find him, and a helicopter recovered him about 4 km from the main highway. He suffered severe dehydration and nearly caused the team to miss exfiltration.
All	12	1.67	0.62	

Dim %	N	M	S	
M* 91	10	5.90	0.83	157. This team member was the point man on patrol while conducting a long cross-country movement. This point man became disoriented, then used resection to locate his position. He got his team to the pickup zone on time.
All	11	6.00	0.85	

Dim %	N	M	S	
M* 73	8	6.38	0.48	26. The ODA was conducting soft duck operations in the Atlantic Ocean. This SF soldier, who had received limited nautical navigation instruction, was responsible for navigation. Despite no land references, this soldier guided the coxain to the exact BLS during night conditions. The mission was a success.
All	11	6.27	0.45	

Dim %	N	M	S	
F 25	3	1.00	0.00	39. The unit was conducting a navigation and evasion exercise. The opposing force was patrolling the roads on foot and in vehicles. The exercise was being conducted on an individual basis. This officer chose to walk on the roads rather than cross-country. The officer was captured 3 times, twice in the same location. This officer failed the exercise and in real life would have been killed or captured.
K 25	3	1.00	0.00	
M* 50	6	1.17	0.37	
All	12	1.08	0.28	

Dim %	N	M	S	
G 33	4	2.25	0.43	4. This SF soldier was in charge of planning the route of march for a team. This SF soldier planned what he thought was a good route around features such as tall mountains and lakes. This SF soldier forgot to look at the contour interval used and the type of map; the map used a ratio of 1:25,000. The team would have had to go through very deep ravines.
M* 50	6	2.17	1.07	
All	12	2.08	0.86	

Retranslation Listing of Incidents for Dimension N: (Problem name = 18da)

Dim % N* 75 All	N M S 9 1.00 0.00 12 1.17 0.55	43. This SF NCO was sitting on his bunk playing with his pistol (BP-35). This NCO was told repeatedly to stop playing with his weapon. Shortly thereafter, the NCO accidentally fired the pistol. His team sergeant was hit in the back, permanently paralyzing him from the chest down.
Dim % N* 67 All	N M S 8 1.00 0.00 12 1.00 0.00	136. This 18C was teaching an indigenous soldier how to use a circular saw. Another 18C disagreed with him on the saw's use and the two soldiers started arguing. This 18C did not watch over the circular saw or turn it off. The circular saw fell on the indigenous soldier's head and killed him; an international incident resulted.
Dim % N* 58 All	N M S 7 1.00 0.00 12 1.17 0.55	139. A group of students was instructed on setting up a landing zone/pickup point for stall aircraft. They were informed of all hazards and told to remain alert because the exercise was conducted in the dark. This individual, despite acting as security, disregarded the instructions and fell asleep on the landing zone path. He was crushed by the wheel of an aircraft and died.
Dim % B 25 N* 58 All	N M S 3 1.00 0.00 7 1.43 0.73 12 1.25 0.60	111. This 18C was working with host nation personnel in an arms room. The arms room contained many old weapons, grenades, and arms from various countries. This 18C started playing with the mines. Although he was told to stop playing with the mines as they were live, this 18C continued -- saying that the mines were not live. This 18C then started to take one of the mines apart. The host nation armorer banned the 18C from the arms room for endangering the lives of the personnel.
Dim % A 33 N* 50 All	N M S 4 1.75 0.43 6 2.83 1.57 12 2.58 1.32	21. An ODA was participating in medical training at the detachment level. This 18D was assigned to observe an 18B initiate an IV on an 18C during a practical exercise. This 18D turned away and started arguing with another team member about the importance of IV training. While unsupervised, the 18B started the IV, but could not remember whether he had flushed the tubing of air before starting the fluid drip. The 18C was evacuated to the hospital for evaluation, due to the possibility of an air embolus.
Dim % G 25 N* 42 All	N M S 3 2.00 0.82 5 2.60 0.80 12 1.92 0.95	132. An ODA was conducting its annual dive requalification with this 18D serving as Dive Medical Technician. This 18D did not assess the experience and comfort level of the divers before they made a 120-foot dive in a dark lake nor did he make recommendations to the team sergeant about who should or should not dive. One inexperienced diver panicked and surfaced too quickly, lost consciousness, and required treatment.
Dim % A* 42 N 33 All	N M S 5 1.80 0.75 4 1.50 0.50 12 1.58 0.64	124. This 18D was giving IV training for his team. The 18D did not drain the air out of the IV line before inserting the needle into the patient's arm. All the air from the IV line went into the patient's vein.

Retranslation Listing of Incidents for Dimension O: (Problem name = 18da)

Dim % O* 67 X 25 All	N M S 8 5.88 0.60 3 6.33 0.94 12 6.08 0.76	92. While on a field training exercise in a forest, a soldier fell out of a tree and caught his hand on a broken branch; the entire right palm and thumb were avulsed. This 18D stopped the bleeding, covered the wound, radioed for assistance, and treated the soldier for shock until medical assistance arrived. The soldier recovered and regained full use of his thumb.
Dim % O* 67 All	N M S 8 6.00 0.87 12 6.08 0.86	103. Two SF soldiers were sent on a recon in the Panama jungle. They had to move fast and the temperature was very high. One soldier suffered heat injury. This SF soldier treated the other, although he had no medical background. The injured soldier recovered and the mission was completed.
Dim % O* 67 All	N M S 7 5.71 0.48 12 6.08 0.76	93. While on survival training, this NCO observed a fellow detachment member shaking out of control. This NCO identified that the fellow soldier was experiencing hypothermia. This SF NCO got the soldier as warm as he could, treated him for shock, and called for the soldier's evacuation. The patient was removed from the cold to the hospital.
Dim % O* 58 BB 42 All	N M S 7 5.71 0.45 5 7.00 0.00 12 6.25 0.72	133. A soldier suffered heat stroke. This 18D immediately took the patient's blood pressure and temperature, assessed the extent of the soldier's condition, doused him with water, started an IV, and evacuated him to the THC. The soldier recovered without permanent injury after being evacuated to the hospital.
Dim % O* 50 BB* 50 All	N M S 6 5.33 1.11 6 5.50 1.50 12 5.42 1.32	104. A soldier was injured by an explosive while handling what he thought was an inert mine. This medic remained calm despite the carnage, cleared an airway, and did a cut-down to start an IV. The soldier died due to massive injuries but it was good hands-on training for the medic.
Dim % O* 50 BB 25 All	N M S 6 5.83 0.90 3 6.67 0.47 12 6.25 0.83	151. While in a host nation, this SF soldier with no medical training witnessed a boy being hit by a car. This SF soldier went to the boy's aid, maintaining control of the situation until medical help arrived. The boy was cared for properly.
Dim % O* 50 BB 42 All	N M S 6 1.83 1.07 5 2.80 1.72 12 2.67 1.93	94. A team was fast roping out of a helicopter and one team member sustained a neck injury. This 18D did not follow proper C-spine precautions; he grabbed the team member by the shoulder and dragged him out from under the helicopter. Fortunately, no serious problems occurred as a result of his action.
Dim % B 27 O* 45 All	N M S 3 7.00 0.00 5 6.20 0.40 11 6.45 0.50	12. An 18C was placed to observe a patrol of foreign soldiers. One of the soldiers climbed a tree to get a better view of the target and fell out of the tree. This 18C splinted the host nation soldier's leg and directed the indigenous forces on how to make a stretcher. He then directed the soldiers to the hospital. The event increased the indigenous force's confidence in the SF.
Dim % O* 42 BB 25 All	N M S 5 5.60 0.49 3 7.00 0.00 12 6.33 0.75	113. This 18D examined an indigenous man who had cut his foot in half with an axe. This 18D calmly administered emergency first aid. He then treated the man for about a month, giving medications, daily nursing care, and follow-up treatment. The man's foot healed with full range of motion.
Dim % O 42 BB* 50 All	N M S 5 2.20 0.98 6 2.50 0.76 12 2.75 1.53	83. This 18D witnessed a car accident where one person had an open fracture of the femur. Although he did not have a traction splint, he applied traction to the leg. When a regular splint was applied, he released traction and the bone ends were displaced again.
Dim % O 42 BB* 58 All	N M S 5 1.00 0.00 7 1.00 0.00 12 1.00 0.00	163. This 18D was the drop zone medic covering a parachute jump. A member of his company was knocked unconscious on the jump. This 18D did not initiate basic first aid -- no I.V.s and no oxygen. The soldier went into anoxia-induced seizures and had to be hospitalized for several days.

Dim	%	N	M	S	97. During battalion downhill ski training, the instructor for the beginner group fell and dislocated his shoulder; his radio did not work. This 18D came upon the injured instructor, improvised a ski-litter, secured his dislocation, and moved him down the mountain to the ambulance on call in the parking lot. It was later found that the arm was broken as well as dislocated, and further trauma had been avoided by securing, rather than reducing, the dislocation.
O*	42	5	5.80	0.40	
X	33	4	6.50	0.87	
All		12	6.25	0.72	
Dim	%	N	M	S	69. This medic was returning home from work and witnessed an automobile accident where a man was hit by a car. He retrieved his medical bag and treated the victim until the ambulance arrived. He intervened and supervised the loading when the ambulance crew tried to improperly move the injured man before splinting fractures. The injured man recovered and commended the medic.
O	33	4	6.00	0.00	
BB*	58	7	6.29	0.88	
All		12	6.25	0.72	
Dim	%	N	M	S	33. While serving in an observation position, an SF soldier was shot in the face when the position came under fire. This medic on site administered first aid, stopping the bleeding and inserting an IV. The soldier was moved to a hospital where his treatment was continued by this medic; the soldier's life was saved.
O	33	4	6.25	0.83	
BB*	67	8	6.50	0.50	
All		12	6.42	0.54	
Dim	%	N	M	S	82. This 18D was ending a long UW training exercise. A team member was stung or bit by an unidentified insect. This 18D examined the team member and found his condition worsening. He identified the problem as anaphylactic shock and gave him Benadryl and Epinephrine. The team member was monitored throughout the night and recovered 100%.
O	33	4	5.75	0.43	
BB*	58	7	6.43	0.73	
All		12	6.17	0.69	
Dim	%	N	M	S	8. During a static line jump, a soldier fractured his femur. This medic in the drop zone set his leg and stabilized him for the evacuating helicopter. The patient arrived at the hospital ready for x-ray and emergency surgery.
O	33	4	6.00	0.00	
BB*	58	7	6.29	0.70	
All		12	6.17	0.55	
Dim	%	N	M	S	35. In a combat environment, an 18D was faced with a profusely bleeding patient with multiple associated war wounds. This 18D approached the patient with confidence, worked quickly, and made decisions about treatment. The patient survived and was stable for transportation.
O	33	4	6.00	0.71	
BB*	67	8	6.50	0.50	
All		12	6.33	0.62	
Dim	%	N	M	S	98. A soldier fell during a training exercise and punctured his eye with a metal object. This 18D prescribed Demerol for the pain. The soldier's nausea increased, leading to increased intrathoracic pressure and retinal detachment.
O	25	3	1.67	0.47	
Y*	50	6	1.17	0.37	
All		12	1.33	0.47	
Dim	%	N	M	S	154. At halo school, a soldier had a partial malfunction of his parachute and fell quickly to the ground from a moderate altitude. This 18D arrived on the scene and evaluated the soldier, finding a fractured right ankle and left leg posteriorly dislocated at the knee. When a Physician Assistant arrived, he treated the injuries identified by the 18D.
O	25	3	4.33	1.70	
X	25	3	5.00	0.82	
All		12	5.42	1.38	
Dim	%	N	M	S	22. This 18D came across a group of people standing around an unconscious person in a park. He checked the person over, noticed the medic alert tag on the wrist, sent someone to call EMS, and administered first aid for a diabetic condition. The person recovered immediately, avoiding a life-threatening situation.
O	25	3	6.00	0.82	
BB*	67	8	6.38	0.86	
All		12	6.25	0.83	
Dim	%	N	M	S	42. This 18D found a very badly injured halo jumper. This 18D performed lifesaving measures and arranged for evacuation. Although the jumper was paralyzed by the accident, his life was saved.
O	25	3	6.00	0.82	
BB*	75	9	6.00	0.82	
All		12	6.00	0.82	
Dim	%	N	M	S	87. An 18D received an indigenous child with a fishing hook in his left eye. This 18D obtained a history, applied a bandage and arranged for transportation to a local hospital. This 18D remained calm and reassured the child and parents. The patient was transported to the capital for treatment.
O*	25	3	6.33	0.47	
X*	25	3	5.67	0.94	
All		12	5.92	0.95	
Dim	%	N	M	S	100. A civilian was brought into the clinic after a car accident. This 18D on duty assessed the man, immobilized the head and neck, cleaned and bandaged the wounds and transported the patient 25 miles for X-rays. The man recovered from his injuries.
O	25	3	5.67	0.47	
X*	33	4	5.50	0.87	
All		12	6.00	0.82	

Retranslation Listing of Incidents for Dimension P: (Problem name = 18da)

Dim	%	N	M	S	
P*	67	8	6.13	0.78	135. This team leader had primary responsibility for the day-to-day operations of the team. This team leader filled out all required reports, records, and schedules ahead of time. This team leader also provided the 18A with information for mission planning before the 18A requested it. The administrative tasks for the detachment as a whole were more manageable and effective.
All		12	6.00	0.71	

Dim	%	N	M	S	
J	25	3	6.00	0.82	15. A commo inspection was upcoming and the 18E was told to insure all his paperwork was in order. This 18E went over all of his maintenance forms thoroughly and, to the best of his knowledge, filled them out correctly. He received a commendable report on the inspection.
P*	58	7	5.57	0.90	
All		12	5.67	0.85	

Dim	%	N	M	S	
J	25	3	6.00	0.82	96. This 18B was tasked to have the map chest and manual shelf organized for a command inspection. This 18B organized the map chest and manual shelf. The inspector noticed that the map case was filed to its highest standard and the 18B was awarded an MSM for his actions.
P*	50	6	5.67	0.47	
All		12	6.08	0.76	

Dim	%	N	M	S	
J	33	4	6.50	0.50	5. During a practice isolation, the detachment was planning its infiltration. The maps needed for this were not available from the S-2. At the completion of the exercise, the detachment found that they had the maps but had not been able to find them due to confusion in the filing system. This 18B took all the maps, charts, and overheads and created a simple, comprehensive filing and marking system. The detachment was able to find and use its assets.
P*	42	3	5.40	0.49	
All		12	5.92	0.64	

Retranslation Listing of Incidents for Dimension Q: (Problem name = 18da)

Dim	%	N	M	S	
Q*	100	11	2.00	0.74	53. This 18B was assigned the task of destroying sensitive materials in order to sterilize the detachment's isolation area. Some of the material was recorded on plastic viewgraph film, requiring that it be completely burned. This 18D did not ensure the materials were completely burned. The intelligence sergeant checked the burn barrel and discovered that some mission-related information could still be gleaned from the film; this 18D was counseled and given corrective training.
All		11	2.00	0.74	

Dim	%	N	M	S	
Q*	83	10	1.60	0.80	40. The unit commander liked to have periodic unit formations to talk to his soldiers and tell them how things were going inside and outside the unit. The general information put out was beneficial because it educated the separate sub-units on the major projects with which other units were involved. This unit commander occasionally released classified information, however, to people who had no need to either know or discuss it where passers-by could hear. There was an overall negative impact on the unit OPSEC.
All		12	1.58	0.76	

Dim	%	N	M	S	
Q*	83	10	4.70	2.00	57. While on an OCONUS mission, classified messages were left unsecured and unattended after an COA left their forward-location and moved back to a rear area. This SF soldier, upon arrival at the rear area, established that the messages were missing after speaking with the team leader about their location. This soldier returned to the forward location and recovered the messages. The confidentiality of the materials was not compromised.
All		12	4.67	1.84	

Dim	%	N	M	S	
Q*	82	9	1.11	0.31	24. A team leader was tasked to write a mission concept for a sensitive overseas deployment. Against regulations, the team leader wrote the classified concept on his own personal computer. He was relieved for the improper safeguarding of sensitive classified material.
All		11	1.45	1.16	

Retranslation Listing of Incidents for Dimension X: (Problem name = 18da)

Dim % N M S 155. During a communication FTX, a soldier reported to this medic with tooth pain and a severe headache. This medic examined the patient and discovered tooth decay. He administered treatment, medications, and forwarded the soldier for dental care. The soldier experienced little discomfort, received proper care and returned to the exercise without any further problems.

Dim % N M S 58. The weapons sergeant was suffering from a viral URI, stayed in his room for three days without telling anyone, and became dehydrated. This 18D noticed he hadn't seen the weapons sergeant over the 4-day weekend, found him in a weakened state in his room, checked his vitals, ran tests, and ruled out a bacterial infection clinically. He started an IV, gave him Tylenol, etc. The weapons sergeant recovered quickly.

Dim % N M S 156. An indigenous soldier came to an 18D because he could not hear out of his right ear. The 18D found the ear to be full of dirt and wax. The 18D slowly cleaned out the soldier's ear over a period of several hours. The soldier was able to hear again.

Dim % N M S 2. On a deployment overseas, a soldier was having ear pain/problems. A junior medic examined the ear, diagnosed an ear infection, and asked the senior medic to look. This senior medic said there was no infection and gave no treatment. Later, green stuff started running out of the soldier's ear and he was in a lot of pain.

Dim % N M S 158. A soldier complained of nausea and behaved as if confused. After taking vitals and getting a second opinion, this 18D decided the soldier was a malingeringer and sent him back to the barracks. The soldier then vomited and was evacuated to the hospital; his condition was diagnosed to be due to an environmental condition not covered in medic school.

Dim % N M S 47. After climbing a volcano in Central America, 90% of two teams came down with a dry, persistent, nonproductive cough. This 18D diagnosed the condition as high altitude bronchitis caused by the cold dry air and the heavy mouth breathing used on the volcano. This 18D treated the coughs symptomatically with cough suppressants and recommended saunas to moisten the team members' lungs. The coughs were resolved within two days.

Dim % N M S 91. A woman came to the ER with symptoms of pain, cramping, distention, and a foul odor emanating from her vagina. This SF medic examined her and found a month-old tampon impacted under the cervix. He removed it, performed curettage with copious amounts of saline solution, and prescribed some antibiotics. The woman felt much better.

Dim % N M S 37. A female prostitute complained of itching in the pubic region and had shaved off her hair thinking she had lice. This 18D observed red bumps scattered throughout the mons pubis and made the clinical diagnosis of scabies. He treated her with lindane cream and advised her to contact previous sexual partners so that they too could be treated. Her condition was resolved within a week.

Dim % N M S 65. An ODA was deployed in a cold weather area. Multiple team members began developing cough, congestion, chest pain, and fatigue. This medic performed physical exams and administered medications. The team members' conditions did not deteriorate and the ODA was able to complete its mission.

Dim % N M S 49. A soldier had followed a physician's treatment of antifungal therapy. When the condition worsened, he went to an SF medic. The SF medic examined him and determined that the soldier was suffering from a bacterial-related condition and treated it accordingly. The soldier had a good outcome and developed more respect for SF medic abilities.

Dim % N M S 19. A man entered the clinic with jaundice. This 18D did a lot of reading in different manuals to determine the correct diagnosis and

how to treat the problem. The diagnosis was made and treatment started.

Dim % N M S 90. While a team was returning to the U.S. on a C-130, a team member complained of not being able to urinate. This medic started an I.V. The team member attempted an intra-public stick and the medic finally catheterized him. This resolved the problem.

Dim % N M S 32. An SF medic on a clinical practice rotation in an emergency room examined a child complaining of nausea and vomiting. When the child vomited all over the office, this medic decided the child might be dehydrated, prescribed an IV, and admitted the child with a doctor's confirmation for one day. The child recovered from viral enteritis without complication from dehydration.

Dim % N M S 114. This 18D was checking for range of shoulder motion on a patient with a history of dislocated shoulder. After taking the medical history, he pushed the arm anteriorly to check the patient's story and dislocated the shoulder. The patient reset the shoulder himself.

Dim % N M S 141. A team member went to this 18D and complained about a possible STD. He was concerned because he was returning to the U.S. (and his wife) in 142 days. This 18D took a sample and cultured it, identified the organism, and successfully treated the team member. No cross-contamination occurred.

Dim % N M S 99. During Operation Provide Comfort, a refugee's leg was amputated due to diabetes. This 18D treated the festering wounds on the refugee's leg stump continually for two weeks. Due to his treatment, the stump healed and the man required no further amputation.

Dim % N M S 144. A senior NCO who had previous ankle problems twisted his ankle during an endurance event for certification. This medic examined the ankle and found the injury to be minor, but thought that the NCO would cause more serious injury to it (and possible permanent damage) if allowed to continue the event. He evacuated the NCO to prevent more damage, and stuck to his decision despite the NCO's protests. The NCO's ankle healed and he was able to participate in follow-on missions.

Dim % N M S 121. A team member became very ill (nausea, vomiting, diarrhea, high temperature) while deployed in Central America. This 18D was busy socializing with the local females and did not monitor or treat the team member; he left him alone and virtually unattended for four days. The team member went into septic shock due to a burst appendix. The injured soldier spent four weeks in a hospital and three months on convalescent leave.

Dim % N M S 138. A patient requested a rectal exam, complaining of pain. This 18D discovered an ano/rectal fistula. Since he could not remember the significance, he went home and looked it up, discovered it was life-threatening, and contacted IT for follow-up with a PA/Dr. The patient had surgery.

Dim % N M S 161. A patient in her first pregnancy was dilated to 10cm in the delivery room. The doctor and this medic did not pay attention to the patient. The baby almost dropped to the floor.

Dim % N M S 97. During battalion downhill ski training, the instructor for the beginner group fell and dislocated his shoulder; his radio did not work. This 18D came upon the injured instructor, improvised a ski-litter, secured his dislocation, and moved him down the mountain to the ambulance on call in the parking lot. It was later found that the arm was broken as well as dislocated, and further trauma had been avoided by securing, rather than reducing, the dislocation.

D1m	%	N	M	S	160. During a training exercise with host country soldiers in building/room clearing, an SF soldier was hit in the head by a large brick, causing a laceration to his head. The host country soldiers were very upset by the bleeding. This 18D cleaned and bandaged the wound and returned him to his training platoon. The host country soldiers gained confidence in the 18D and other soldiers.
B*	50	6	5.17	2.03	
X	33	4	6.00	0.71	
X	33	4	6.00	0.71	
All		12	5.50	1.55	
X	25	3	6.33	0.47	in with a fever of unknown origin, and after running tests, the doctor couldn't figure out the etiology and sent him home. This SF medic got a personal history from the patient, found out he'd been to India, and identified the parasite. The doctor then ran tests, confirmed malaria, and treated the patient.
Z*	42	5	6.00	0.63	
All		12	6.17	0.69	
D1m	%	N	M	S	100. A civilian was brought into the clinic after a car accident. This 18D on duty assessed the man, immobilized the head and neck, cleaned and bandaged the wounds and transported the patient 25 miles for X-rays. The man recovered from his injuries.
O	25	3	5.67	0.47	
X*	33	4	5.50	0.87	
BB*	33	4	6.50	0.50	
All		12	6.00	0.82	
D1m	%	N	M	S	48. A senior company medic was responsible for medical treatment of 50 support personnel on a month-long winter deployment. This medic established a daily post-training sick call and treated an average of ten personnel per day for various illnesses and orthopedic injuries. Minor illnesses were effectively treated and serious conditions/illnesses were referred to higher medical authorities.
X	33	4	5.75	1.09	
AA*	58	7	5.86	1.12	
All		12	5.83	1.07	
D1m	%	N	M	S	66. During a deployment, a village mother took her infant to see an SF medic. The medic diagnosed a severe eye infection and cold, prescribed the appropriate medication, and monitored the child for a day until totally recovered. The village chief overwhelmingly accepted the SF detachment.
B*	67	8	6.38	0.48	
X	33	4	6.25	0.83	
All		12	6.33	0.62	
D1m	%	N	M	S	51. A team member came in to be treated. This 18D began to apply Solu-Cortef to the face of a team member who was using Retin A on his face. Several other 18Ds had to tell him this was an unwise treatment so that he would not cause further injury to the team member.
X	25	3	1.67	0.47	
Y*	67	8	2.00	0.50	
All		12	2.33	1.49	
D1m	%	N	M	S	147. A patient had multiple cavities on his tooth. This 18D attempted a maxillary block with outdated Xylocaine. An effective level of anesthesia was not achieved and the decayed tooth could not be extracted.
X	25	3	2.00	0.82	
Y*	75	9	2.11	0.74	
All		12	2.08	0.76	
D1m	%	N	M	S	87. An 18D received an indigenous child with a fishing hook in his left eye. This 18D obtained a history, applied a bandage and arranged for transportation to a local hospital. This 18D remained calm and reassured the child and parents. The patient was transported to the capital for treatment.
O*	25	3	6.33	0.47	
X*	25	3	5.67	0.94	
BB*	25	3	6.00	0.82	
All		12	5.92	0.95	
D1m	%	N	M	S	74. Seven of eleven team members became ill (vomiting and diarrhea) while deployed, although the HN water supply had been checked and purified. This junior 18D first rechecked the water supply, then widened his search to include an inspection of the meat packing ice, finding that the ice was not being treated prior to being frozen. He had the procedures changed and continued to treat the team. Within a week, all team members were healthy and able to continue the mission.
X	25	3	6.33	0.47	
AA*	75	9	6.11	0.87	
All		12	6.17	0.80	
D1m	%	N	M	S	154. At halo school, a soldier had a partial malfunction of his parachute and fell quickly to the ground from a moderate altitude. This 18D arrived on the scene and evaluated the soldier, finding a fractured right ankle and left leg posteriorly dislocated at the knee. When a Physicians Assistant arrived, he treated the injuries identified by the 18D.
O	25	3	4.33	1.70	
X	25	3	5.00	0.82	
BB*	50	6	6.17	0.90	
All		12	5.42	1.38	
D1m	%	N	M	S	6. This 18D was working in the troop medical clinic preparing a patient for the removal of an ingrown toenail. The PA asked this 18D to anesthetize the patient's big toe. This 18D had the patient sit with his foot dangling over the edge of the table, rather than lie down on the table. When he injected the patient's toe, the patient passed out and fell, hitting his head on the floor. He required sutures on his head.
X	25	3	1.33	0.47	
CC*	58	7	1.86	0.64	
All		12	1.58	0.64	
D1m	%	N	M	S	92. While on a field training exercise in a forest, a soldier fell out of a tree and caught his hand on a broken branch; the entire right palm and thumb were avulsed. This 18D stopped the bleeding, covered the wound, radioed for assistance, and treated the soldier for shock until medical assistance arrived. The soldier recovered and regained full use of his thumb.
O*	67	8	5.88	0.60	
X	25	3	6.33	0.94	
All		12	6.08	0.76	
D1m	%	N	M	S	30. During a hospital rotation, a patient came



Retranslation Listing of Incidents for Dimension Y: (Problem name = 18da)

Dim	%	N	M	S	
Y*	100	12	1.58	0.49	130. A patient required an injection of a drug. This 18D misplaced the decimal point while calculating the dosage. A reduced amount of the drug was given and the patient had to be retreated for his illness.
All		12	1.58	0.49	

Dim	%	N	M	S	
Y*	92	11	2.82	2.21	10. This 18D needed to request a medication for a respiratory condition for a detachment member. He classified the drug incorrectly and requested the inappropriate drug at a dosage and duration well above the safe level. When a medical supervisor reviewed the request, he noticed the error and ensured the patient was put on the proper medication.
All		12	2.75	2.13	

Dim	%	N	M	S	
X*	25	3	2.00	0.82	147. A patient had multiple cavities on his tooth. This 18D accepted a maxillary block with outdated Xylocaine. An effective level of anesthesia was not achieved and the decayed tooth could not be extracted.
Y*	75	9	2.11	0.74	
All		12	2.08	0.76	

Dim	%	N	M	S	
Y*	73	8	1.00	0.00	27. This 18D was told he did not properly secure some narcotic medications, this 18D continued to leave medication in the open for free access. Later, 96 tablets were found to be missing.
All		11	1.00	0.00	

Dim	%	N	M	S	
X*	25	3	1.67	0.47	51. A team member came in to be treated. This 18D began to apply Solu-Cortef to the face of a team member who was using Retin A on his face. Several other 18Ds had to tell him this was an unwise treatment so that he would not cause further injury to the team member.
Y*	67	8	2.00	0.50	
All		12	2.33	1.49	

Dim	%	N	M	S	
Y*	67	8	1.00	0.00	126. On a deployment to Thailand, an 18C was having back pain. This 18D was the only individual present with medical knowledge above the basic level. This 18D gave the injured soldier an IV of the wrong medication and left the 18C with the IV still in him. The medication given to the 18C caused a psychiatric disorder and the soldier spent a month in the hospital.
All		12	1.00	0.00	

Dim	%	N	M	S	
Y*	60	6	1.17	0.37	110. A new medic was running sick call with this senior medic for students in SF training. A student complained of burning in his stomach, so the new medic treated him. This senior medic told the new medic to give the student Thorazine. The student slept for 18 hours, with danger to his well-being; the new medic never listened to the senior medic again.
All		10	2.10	1.87	

Dim	%	N	M	S	
O	25	3	1.67	0.47	98. A soldier fell during a training exercise and punctured his eye with a metal object. This 18D prescribed Demerol for the pain. The patient's nausea increased, leading to increased intrathoracic pressure and retinal detachment.
Y*	50	6	1.17	0.37	
All		12	1.33	0.47	

Dim	%	N	M	S	
Y*	25	3	2.00	0.00	73. This 18D was told by a doctor to start an IV. He cleaned the site, applied a tourniquet, and inserted the IV. The IV did not run. A second medic determined the problem was that the tourniquet was still on.
CC*	25	3	2.67	0.47	
All		12	3.17	1.62	

Retranslation Listing of Incidents for Dimension Z: (Problem name = 18da)

Dim	%	N	M	S	
X*	25	3	6.33	0.47	30. During a hospital rotation, a patient came in with a fever of unknown origin, and after running tests, the doctor couldn't figure out the etiology and sent him home. This SF medic got a personal history from the patient, found out he'd been to India, and identified the parasite. The doctor then ran tests, confirmed malaria, and treated the patient.
Z*	42	5	6.00	0.63	
All		12	6.17	0.69	

Retranslation Listing of Incidents for Dimension AA: (Problem name = 18da)

Dim	%	N	M	S
AA*	100	12	5.83	0.80
All		12	5.83	0.80

38. A team was in an area where the food could be purchased locally and then slaughtered. This 18D inspected animals prior to purchase, then slaughtered them and conducted detailed inspections of the major organs for diseases, parasitic infestation, and any other abnormalities prior to approving that it could be safely consumed. The team was able to get its food locally.

Dim	%	N	M	S
AA*	92	11	6.27	0.75
All		12	6.33	0.75

120. This 18D was deployed with an advance party for an overseas training exercise. This 18D noticed that the host-nation trucks transporting water were also used to transport fuel. He advised the advance party members not to drink the water. The MCOIC made other arrangements for water and none of the advance party members got sick.

Dim	%	N	M	S
AA*	92	11	5.91	0.79
All		12	5.92	0.76

71. This 18D was responsible for the team's food consumption during a deployment. He discussed and performed a physical exam of each cow's heart, lungs, eyes, nose, mouth, and feces while the cow was alive. This 18D then euthanized each cow and looked at the lungs, heart, liver, spleen, and intestines for parasites or abnormalities. Food free of diseases was available for the team's survival.

Dim	%	N	M	S
AA*	92	11	6.09	0.79
All		12	6.08	0.76

146. During a field operation, an A team was to be deployed to train guerrilla forces for approximately five weeks in the jungle. This 18D gave basic instructions to the guerrilla forces to build some deep-pit latrines with banana-leaf partitions and bamboo-hole covers; he also instructed them to consolidate all trash in one remote burn pit. The conditions were clean and sanitary with fewer insects and rodents; there were no infections from poor field sanitation.

Dim	%	N	M	S
X	25	3	6.33	0.47
AA*	75	9	6.11	0.87
All		12	6.17	0.80

74. Seven of eleven team members became ill (vomiting and diarrhea) while deployed, although the HN water supply had been checked and purified. This junior 18D first rechecked the water supply, then widened his search to include an inspection of the meat packing ice, finding that the ice was not being treated prior to being frozen. He had the procedures changed and continued to treat the team. Within a week, all team members were healthy and able to continue the mission.

Dim	%	N	M	S
X	33	4	5.75	1.09
AA*	58	7	5.86	1.12
All		12	5.83	1.07

48. A senior company medic was responsible for medical treatment of 50 support personnel on a month-long winter deployment. This medic established a daily post-training sick call and treated an average of ten personnel per day for various illnesses and orthopedic injuries. Minor illnesses were effectively treated and serious conditions/illnesses were referred to higher medical authorities.

Dim	%	N	M	S
B	25	3	6.67	0.47
AA*	33	4	5.75	1.09
DD	25	3	6.00	0.00
All		12	6.08	0.76

150. A water treatment facility was constructed in a refugee camp. A rumor was circulating that Iraqi agents had contaminated or poisoned the water, causing mass hysteria to break out in the camp. This SF medic assessed the situation, tested the water with a doctor, and convinced the elders that the water was not contaminated. The refugees drank the water and the cases of dehydration continued to decrease.

Dim	%	N	M	S
G*	42	5	6.20	0.40
AA*	25	3	6.67	0.47
All		12	6.33	0.62

85. An 18D was deployed on a team to South America to provide treatment to civilians at three remote locations. The country's government planned to spend \$250,000 on medical supplies for the three aid stations. This 18D determined the list of supplies that should be purchased, advised the team sergeant on the sources for obtaining the supplies, and developed a training program to teach civilians how to use the supplies. The detailed planning helped in establishing the aid stations.

Dim	%	N	M	S
C*	25	3	4.33	1.25
AA*	25	3	6.33	0.47
All		12	5.58	1.32

118. The SF company deployed to a foreign country to perform special operations missions. Living and working space (tents) were at a premium and did not allow for a medical aid tent. This company medic forcefully told the commander that it was necessary to have a medical tent. A tent was allocated and used to handle minor medical procedures and provide laboratory practice for the 18Ds.

Retranslation Listing of Incidents for Dimension BB: (Problem name = 18da)

Dim	%	N	M	S
O	25	3	6.00	0.82
BB*	75	9	6.00	0.82
All		12	6.00	0.82

42. This 18D found a very badly injured halo jumper. This 18D performed lifesaving measures and arranged for evacuation. Although the jumper was paralyzed by the accident, his life was saved.

Dim	%	N	M	S
BB*	67	8	6.50	0.50
All		12	6.42	0.49

1. A physician examined a soldier with a high fever, and put him into an ice bath and on an IV with a high rate of infiltration. Vital signs taken over the following hour showed the soldier's condition was worsening. This SF medic was asked to observe and immediately determined the problem, shut down the IV, and administered a diuretic. The patient's vital signs shortly improved and remained within normal limits; he avoided a life-threatening condition and completely recovered.

Dim	%	N	M	S
O	33	4	6.00	0.71
BB*	67	8	6.50	0.50
All		12	6.33	0.62

35. In a combat environment, an 18D was faced with a profusely bleeding patient with multiple associated war wounds. This 18D approached the patient with confidence, worked quickly, and made decisions about treatment. The patient survived and was stable for transportation.

Dim	%	N	M	S
O	33	4	6.25	0.83
BB*	67	8	6.50	0.50
All		12	6.42	0.64

33. While serving in an observation position, an SF soldier was shot in the face when the position came under fire. This medic on site administered first aid, stopping the bleeding and inserting an IV. The soldier was moved to a hospital where his treatment was continued by this medic; the soldier's life was saved.

Dim	%	N	M	S
O	25	3	6.00	0.82
BB*	67	8	6.38	0.86
All		12	6.25	0.83

22. This 18D came across a group of people standing around an unconscious person in a park. He checked the person over, noticed the medic alert tag on the wrist, sent someone to call EMS, and administered first aid for a diabetic condition. The person recovered immediately, avoiding a life-threatening situation.

Dim	%	N	M	S
O	33	4	5.75	0.43
BB*	58	7	6.43	0.73
All		12	6.17	0.69

82. This 18D was ending a long UW training exercise. A team member was stung or bit by an unidentified insect. This 18D examined the team member and found his condition worsening. He identified the problem as anaphylactic shock and gave him Benadryl and Epinephrine. The team member was monitored throughout the night and recovered 100%.

Dim	%	N	M	S
O	33	4	6.00	0.00
BB*	58	7	6.29	0.70
All		12	6.17	0.55

8. During a static line jump, a soldier fractured his femur. This medic in the drop zone set his leg and stabilized him for the evacuating helicopter. The patient arrived at the hospital ready for x-ray and emergency surgery.

Dim	%	N	M	S
O	33	4	6.00	0.00
BB*	58	7	6.29	0.88
All		12	6.25	0.72

69. This medic was returning home from work and witnessed an automobile accident where a man was hit by a car. He retrieved his medical bag and treated the victim until the ambulance arrived. He intervened and supervised the loading when the ambulance crew tried to improperly move the injured man before splinting fractures. The injured man recovered and commended the medic.

Dim	%	N	M	S
O	42	5	1.00	0.00
BB*	58	7	1.00	0.00
All		12	1.00	0.00

163. This 18D was the drop zone medic covering a parachute jump. A member of his company was knocked unconscious on the jump. This 18D did not initiate basic first aid -- no I.V.s and no oxygen. The soldier went into anoxia-induced seizures and had to be hospitalized for several days.

Dim	%	N	M	S
O*	50	6	5.33	1.11
BB*	50	6	5.50	1.50
All		12	5.42	1.32

104. A soldier was injured by an explosive while handling what he thought was an inert mine. This medic remained calm despite the carnage, cleared an airway, and did a cut-down to start an IV. The soldier died due to massive injuries but it was good hands-on training for the medic.

Dim	%	N	M	S
O	42	5	2.20	0.98
BB*	50	6	2.50	0.76
All		12	2.75	1.53

83. This 18D witnessed a car accident where one person had an open fracture of the femur. Although he did not have a traction splint, he applied traction to the leg. When a regular splint was applied, he released traction and the bone ends were displaced again.

Dim	%	N	M	S
O	25	3	4.33	1.70
X	25	3	5.00	0.82
BB*	50	6	6.17	0.90

154. At halo school, a soldier had a partial malfunction of his parachute and fell quickly to the ground from a moderate altitude. This 18D arrived on the scene and evaluated the soldier.

All 12 5.42 1.38

finding a fractured right ankle and left leg posteriorly dislocated at the knee. When a Physician Assistant arrived, he treated the injuries identified by the 18D.

J 25 3 6.67 0.47  
X\* 42 3 5.60 0.49  
BB 25 3 5.67 0.47  
All 12 6.00 0.71

complaining of pain. This 18D discovered an ano/rectal fistula. Since he could not remember the significance, he went home and looked it up, discovered it was life-threatening, and contacted IT for follow-up with a PA/Dr. The patient had surgery.

Dim % N M S  
O\* 50 6 1.83 1.07  
BB 42 5 2.80 1.72  
All 12 2.67 1.93

94. A team was fast roping out of a helicopter and one team member sustained a neck injury. This 18D did not follow proper C-spine precautions; he grabbed the team member by the shoulder and dragged him out from under the helicopter. Fortunately, no serious problems occurred as a result of his action.

Dim % N M S  
O\* 58 7 5.71 0.45  
BB 42 5 7.00 0.00  
All 12 6.25 0.72

133. A soldier suffered heat stroke. This 18D immediately took the patient's blood pressure and temperature, assessed the extent of the soldier's condition, doused him with water, started an IV, and evacuated him to the TMC. The soldier recovered without permanent injury after being evacuated to the hospital.

Dim % N M S  
BB\* 36 4 3.75 1.09  
All 11 3.64 1.77

25. A one-year old male child arrived at the clinic with respiratory distress. This 18D started the patient on low flow oxygen through the nasal cannula. He started an IV with a scalp vein needle but then spent precious time trying to calculate the dose required for a child from the dose required for adults. This 18D then decided that the equipment and medications he needed to treat the child were not available. The patient was evacuated to another clinic and treated there.

Dim % N M S  
O 25 3 5.67 0.47  
X\* 33 4 5.50 0.87  
BB\* 33 4 6.50 0.50  
All 12 6.00 0.82

100. A civilian was brought into the clinic after a car accident. This 18D on duty assessed the man, immobilized the head and neck, cleaned and bandaged the wounds and transported the patient 25 miles for X-rays. The man recovered from his injuries.

Dim % N M S  
O\* 50 6 5.83 0.90  
BB 25 3 6.67 0.47  
All 12 6.25 0.83

151. While in a host nation, this SF soldier with no medical training witnessed a boy being hit by a car. This SF soldier went to the boy's aid, maintaining control of the situation until medical help arrived. The boy was cared for properly.

Dim % N M S  
O\* 42 5 5.60 0.49  
BB 25 3 7.00 0.00  
All 12 6.33 0.75

113. This 18D examined an indigenous man who had cut his foot in half with an axe. This 18D calmly administered emergency first aid. He then treated the man for about a month, giving medications, daily nursing care, and follow-up treatment. The man's foot healed with full range of motion.

Dim % N M S  
B\* 58 7 6.57 0.49  
BB 25 3 6.00 0.82  
All 12 6.33 0.62

64. During a vehicle movement on a major highway in a host nation, a group of SF soldiers came upon an accident scene; two regular Army medics were upset, running around, and alarming the victims. This SF medic assigned onlookers to be litter bearers, splinted the fractures, initiated IVs, and talked to victims and onlookers to calm them down. The host nation troops felt confident in the SF medic's abilities.

Dim % N M S  
X\* 42 5 1.00 0.00  
BB 25 3 1.00 0.00  
All 12 1.00 0.00

121. A team member became very ill (nausea, vomiting, diarrhea, high temperature) while deployed in Central America. This 18D was busy socializing with the local females and did not monitor or treat the team member; he left him alone and virtually unattended for four days. The team member went into septic shock due to a burst appendix. The injured soldier spent four weeks in a hospital and three months on convalescent leave.

Dim % N M S  
BB 25 3 6.00 0.82  
CC\* 58 7 6.43 0.49  
All 12 6.42 0.64

76. A man suffered multiple injuries when a grenade exploded in his hands: both of his hands were blown off and he had penetrating and lacerating wounds over his entire body. This 18D worked for five hours with an indigenous doctor performing multiple procedures to stabilize and then manage the wounds. The patient's life-threatening wounds were stabilized enough to send him to a medical facility 50 miles away.

Dim % N M S  
O\* 25 3 6.33 0.47  
X\* 25 3 5.67 0.94  
BB\* 25 3 6.00 0.82  
All 12 5.92 0.95

87. An 18D received an indigenous child with a fishing hook in his left eye. This 18D obtained a history, applied a bandage and arranged for transportation to a local hospital. This 18D remained calm and reassured the child and parents. The patient was transported to the capital for treatment.

Dim % N M S

138. A patient requested a rectal exam,

Retranslation Listing of Incidents for Dimension CC: (Problem name = 18da)

Dim	%	N	M	S
CC*	100	12	2.08	0.64
All		12	2.08	0.64

119. This medic was working with a dentist during a tooth extraction. The dentist told the medic not to show the patient the pliers to be used for the extraction. This medic did not hide the pliers well enough, and the patient saw the tool. The patient got out of the chair, left the clinic, and did not return.

Dim	%	N	M	S
BB	25	3	6.00	0.82
CC*	58	7	6.43	0.49
All		12	6.42	0.64

76. A man suffered multiple injuries when a grenade exploded in his hands: both of his hands were blown off and he had penetrating and lacerating wounds over his entire body. This 18D worked for five hours with an indigenous doctor performing multiple procedures to stabilize and then manage the wounds. The patient's life-threatening wounds were stabilized enough to send him to a medical facility 50 miles away.

Dim	%	N	M	S
X	25	3	1.33	0.47
CC*	58	7	1.86	0.64
All		12	1.58	0.64

6. This 18D was working in the troop medical clinic preparing a patient for the removal of an ingrown toenail. The PA asked this 18D to anesthetize the patient's big toe. This 18D had the patient sit with his foot dangling over the edge of the table, rather than lie down on the table. When he injected the patient's toe, the patient passed out and fell, hitting his head on the floor. He required sutures on his head.

Dim	%	N	M	S
X	33	4	1.50	0.87
CC*	50	6	1.00	0.00
All		12	1.25	0.60

161. A patient in her first pregnancy was dilated to 10cm in the delivery room. The doctor and this medic did not pay attention to the patient. The baby almost dropped to the floor.

Dim	%	N	M	S
Y*	25	3	2.00	0.00
CC*	25	3	2.67	0.47
All		12	3.17	1.62

73. This 18D was told by a doctor to start an IV. He cleaned the site, applied a tourniquet, and inserted the IV. The IV did not run. A second medic determined the problem was that the tourniquet was still on.

Retranslation Listing of Incidents for Dimension DD: (Problem name = 18da)

Dim	%	N	M	S
DD*	67	8	6.13	0.60
All		12	6.17	0.69

79. A group was examining a chest X-ray with a group in a hospital, this 18D noticed something unusual that the rest of the group had not identified. This 18D pointed out that the left lung was not fully inflated. The patient's doctor was notified that his patient had a collapsed lung that he failed to identify, and the 18D was commended for his attention to detail.

Dim	%	N	M	S
X*	58	7	5.71	0.70
DD	33	4	6.50	0.50
All		12	6.08	0.76

141. A team member went to this 18D and complained about a possible STD. He was concerned because he was returning to the U.S. (and his wife) in 142 days. This 18D took a sample and cultured it, identified the organism, and successfully treated the team member. No cross-contamination occurred.

Dim	%	N	M	S
C*	42	5	6.00	0.63
DD	25	3	5.67	1.25
All		12	5.83	0.80

106. This 18D had to interview a psychiatric patient and try to draw blood from her to get lab work completed. This 18D listened to her talk for an hour and then explained why the blood was needed. Finally she agreed to have the blood taken and the diagnosis was confirmed from the lab work.

Dim	%	N	M	S
B	25	3	6.67	0.47
AA*	33	4	5.75	1.09
DD	25	3	6.00	0.00
All		12	6.08	0.76

150. A water treatment facility was constructed in a refugee camp. A rumor was circulating that Iraqi agents had contaminated or poisoned the water, causing mass hysteria to break out in the camp. This SF medic assessed the situation, tested the water with a doctor, and convinced the elders that the water was not contaminated. The refugees drank the water and the cases of dehydration continued to decrease.

Retranslation Listing of Incidents for Dimension A: (Problem name - 18db)

Dim % A* 88 All	N M S 7 6.86 0.35 8 6.75 0.43	64. An SF team was tasked to give instruction on basic land navigation and movement techniques to Park Service personnel. This 18C suggested using only the equipment available to the Park Service personnel, rather than military equipment that was unobtainable, and suggested that Park Service Personnel demonstrate their typical techniques prior to starting the actual classes. The Park Service personnel were involved and interested in all phases of the classes, and each group learned as much as it taught.
Dim % A* 78 All	N M S 7 6.14 0.99 9 6.22 0.92	55. This senior 18D was giving a class on IV insertion when a volunteer inserting an IV into another soldier fainted. The class was more concerned about the person who fainted than the class itself. This 18D pulled out some ammonia inhalant to revive the individual. The tension of the class was relieved and the training continued.
Dim % A* 75 B 25 All	N M S 6 6.50 0.76 2 7.00 0.00 8 6.63 0.70	72. While deployed in a foreign country, a local person came to the team's bivouac and asked for help in treating a laceration on his horse. This 18D grabbed his aid bag and took the team members present along to use it as a training opportunity. He instructed the team members in how to sew up the laceration. The horse lived, the team received some valuable hands-on training, and the incident helped in establishing rapport with the indigenous population.
Dim % A* 67 I 22 All	N M S 6 5.50 1.26 2 3.50 2.50 9 4.89 1.79	57. During a surgical trainup, this demo man (acting as the assistant surgeon) was asked to debride a wound. He nicked an artery and the wound immediately filled up with blood. He threw up his hands, asked what to do, and became rattled. The medic assistant put hemostats and gauze over the bleeding site and the procedure continued.
Dim % A* 67 I 33 All	N M S 6 6.67 0.47 3 6.67 0.47 9 6.67 0.47	49. This 18B was tasked to give foreign weapons training to the team and to a mortar squad. This 18B got the rest of the team in on the training by letting each member prepare a class of instruction on a designated weapon. The mortar squad was impressed by the knowledge of the whole team, the team members learned by participating, and the training was a success.
Dim % A* 56 B 33 All	N M S 5 6.80 0.40 3 7.00 0.00 9 6.89 0.31	106. While attached to Egyptian forces during Desert Storm, this 18D found out that the Egyptians did not know how to use the nerve agent auto-injector. This 18D set up classes on the proper use of auto injectors and other basic NBC-related classes. This prepared the Egyptians for NBC agents and established better rapport because they valued the 18D's knowledge in medical matters.
Dim % A* 56 Y 33 All	N M S 5 2.40 1.50 3 1.33 0.47 9 1.89 1.29	61. This 18D was providing medical training on lab animals to other medics. An experimental anesthesia was to be used, but no doctor was available for support. This 18D was not familiar with the drug but used it anyway. The lab animal being used died from an overdose.
Dim % A* 45 All	N M S 5 1.60 1.20 11 1.64 0.98	16. This 18D was supervising a very busy clinic in a developing nation and was instructing his weapons sergeant in dentistry. The 18D was called away to see an injured child. This 18D told the weapons sergeant to continue with the removal of the tooth. Without supervision, the weapons sergeant used too much force and broke the tooth. The patient had to undergo three hours of painful root removal.
Dim % A* 44 L 33 All	N M S 4 5.75 1.09 3 5.67 0.94 9 5.44 1.07	41. This 18D dislocated his shoulder in a ski accident during winter training about 60 miles from the nearest clinic. The 91A at the ski site did not know how to reduce a dislocation, so this 18D talked the 91A through the procedure. The 18D's pain was reduced, making the 60 mile trip to the nearest doctor unnecessary.
Dim % A 25 C* 63 All	N M S 2 6.50 0.50 5 6.80 0.40 8 6.75 0.43	88. During physical training, a soldier made a sarcastic remark about the HN personnel. This SF soldier removed the soldier from the training area and pointed out his inappropriate behavior and the consequences of that behavior. The soldier stopped making negative comments.

Dim % A 22 D* 67 All	N M S 2 4.50 0.50 6 2.67 1.49 9 3.33 1.56	42. This soldier was tasked to teach surround and search procedures to HN forces. Although he possessed the technical skills to do the job himself, this soldier was not able to speak Spanish well enough to make his instructions clear to soldiers. A translator had to be assigned to the soldier, which took up valuable training time.
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Dim % A* 22 All	N M S 2 6.50 0.50 9 5.11 1.91	127. During a three-month deployment in Africa, this senior 18D was responsible for supervising two junior 18Ds. After a long day of training, the two medics refused to bandage a child's cut and referred him to the local army base clinic. When this senior 18D was notified, he treated the child and counseled the two 18Ds about rapport with foreign nations. The 18Ds were reminded of their responsibilities.
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Dim % A 22 G 22 AA* 44 All	N M S 2 6.50 0.50 2 6.50 0.50 4 5.50 2.60 9 6.11 1.85	37. During an OCONUS Medical HCA mission, this 18D planned immunization, sanitation, and hygiene programs. This 18D gave immunizations to selected host country civilian personnel, and gave classes in general sanitation and personal hygiene to selected civilian communities. The national government got help with their programs and the community became more aware of diseases related to poor sanitation and personal hygiene.
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Dim % A 22 G 22 H* 33 I 22 All	N M S 2 7.00 0.00 2 5.50 0.50 3 6.67 0.47 2 7.00 0.00 9 6.56 0.68	151. A team was tasked to deploy to Africa to teach classes for three months. This team member divided the class tasking list according to abilities and issued classes to individuals, then assisted them in getting equipment and contacting people for help. The team had more than enough training material and felt a sense of accomplishment for the efficiency involved in preparing the training.
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Retranslation Listing of Incidents for Dimension B: (Problem name = 18db)

Dim %	N	M	S	22. The mayor of a small village in Honduras threw a party for the A team that had been there for two months. This team member had too much to drink and attempted to talk the mayor's sixteen-year old daughter into dancing with him. When she declined, he grabbed her and dragged her, kicking and screaming, onto the dance floor. After he released her, the party ended and the team instantly lost all rapport they had built over the previous two months.
B* 82	9	1.00	0.00	
All	11	1.00	0.00	
Dim %	N	M	S	36. On an OCONUS mission, this SF soldier was training foreign soldiers in tactical maneuvers. During the course of the training, this soldier made statements that these people were stupid, dirty, and not trainable. The foreign soldiers overheard his comments, their morale dropped, and the mission failed in this soldier's area.
B* 67	6	1.00	0.00	
C 22	2	1.50	0.50	
All	9	1.11	0.31	
Dim %	N	M	S	162. During Operation Provide Comfort, numerous refugees relied on horses for transportation. A helicopter landed near an area with concertina wire, startling a horse so that it bolted and got stuck in the wire. This SF medic helped get the horse out of the wire and put stitches on the bleeding spots. His actions helped in gaining rapport with the Kurds and the horse was able to be used again in one week.
B* 67	6	6.17	1.07	
C 22	2	5.50	0.50	
All	9	6.11	0.99	
Dim %	N	M	S	4. During the Gulf War the team was stationed with a Kuwaiti brigade. This SF team member adjusted to the culture of the Arabs. He learned to eat using his right hand only and did not show offense when greeting a Kuwaiti male who wanted to kiss on the cheek or hold hands. The greater understanding of the culture helped the team integrate into the Kuwaiti brigade.
B* 64	7	6.57	0.49	
C 27	3	6.00	0.82	
All	11	6.36	0.64	
Dim %	N	M	S	73. This 18D was OCONUS treating patients and observed a local trying to find something wrong with himself in order to be treated by the 18D. The local finally stated that he had a headache. This 18D knew it wasn't true, but gave him one large pink pill (Motrin, 400 mg.) because he didn't want to insult or embarrass the local. This treatment made the local happy and helped the 18D establish rapport with him.
B* 63	5	6.40	0.80	
C 25	2	6.00	1.00	
All	8	6.38	0.86	
Dim %	N	M	S	8. This 18D was managing a clinic in Turkey. Several children were seen by the Turkish doctors for loss of vision and spasticities of the eyes but were not treated. This 18D saw several of these children at his clinic and immediately recognized the condition as Trachoma, which he had seen in Senegal. The children were treated, regained their sight, and rapport with the refugees was greatly increased.
B 45	5	6.40	0.80	
X* 55	6	6.50	0.50	
All	11	6.45	0.66	
Dim %	N	M	S	145. This soldier was in charge of a work detail that was days behind schedule. This soldier made the HN soldiers work on Sundays despite the fact that HN soldiers only had Sundays to visit family members. The HN forces' morale hit rock bottom, their work became sloppy, and they came close to refusing to work anymore at all until they were promised all Sundays off.
B* 44	4	2.00	0.71	
C 33	3	2.33	0.47	
P 22	2	5.50	1.50	
All	9	2.89	1.66	
Dim %	N	M	S	114. The team was attempting to build rapport with and win the confidence of an indigenous force. The team leader could not make the indigenous force's leader like him, although he made great efforts to make the individual happy. This warrant officer jumped in and got the two leaders to better understand and accept each other. The team was able to build rapport with the indigenous force.
B 44	4	5.75	1.09	
C* 56	5	6.60	0.49	
All	9	6.22	0.92	
Dim %	N	M	S	2. During a live fire exercise, a farmer's water buffalo was injured. This medic on the scene performed a quick assessment, removed foreign bodies and monitored the animal. The animal recovered, enabling the farmer to support his family.
B* 36	4	6.75	0.43	
All	11	6.45	0.66	
Dim %	N	M	S	106. While attached to Egyptian forces during Desert Storm, this 18D found out that the Egyptians did not know how to use the nerve agent auto-injector. This 18D set up classes on the proper use of auto injectors and other basic NBC-related classes. This prepared the Egyptians for NBC agents and established better rapport because they valued the 18D's knowledge in medical matters.
A* 56	5	6.80	0.40	
B 33	3	7.00	0.00	
All	9	6.89	0.31	

Dim %	N	M	S	72. While deployed in a foreign country, a local person came to the team's bivouac and asked for help in treating a laceration on his horse. This 18D grabbed his aid bag and took the team members present along to use it as a training opportunity. He instructed the team members in how to sew up the laceration. The horse lived, the team received some valuable hands-on training, and the incident helped in establishing rapport with the indigenous population.
A* 75	6	6.50	0.76	
B 25	2	7.00	0.00	
All	8	6.63	0.70	
Dim %	N	M	S	156. This SF team was conducting maritime operations training in a kleeper. The kleeper flipped over in the waves ejecting the team into the water. This SF soldier was not a good swimmer and was not able to support himself in the water. The other team members brought him to shore, sending him to the hospital as he had swallowed a lot of water.
B 25	2	5.00	2.00	
I 25	2	6.50	0.50	
L* 38	3	3.33	2.62	
All	8	4.25	2.59	
Dim %	N	M	S	83. During a training exercise, some indigenous and SF soldiers had been drinking heavily one night. Early the next morning, one Thai soldier began vomiting blood and became unconscious. The Thai soldiers woke this 18D; he treated the soldier and evacuated him to a hospital. The soldier was returned to duty three days later with no performance restrictions.
B 22	2	5.50	1.50	
O* 33	3	4.67	2.05	
X 22	2	4.50	0.50	
All	9	5.22	1.62	
Dim %	N	M	S	135. A patient with an injury would not allow a doctor to look at him. This 18D established rapport with him, demonstrating his maturity and demeanor. The patient allowed the 18D to treat him, which solved his medical problem and led to better relations.
B 22	2	7.00	0.00	
C* 44	4	7.00	0.00	
E 22	2	3.50	2.50	
All	9	5.78	2.10	

Retranslation Listing of Incidents for Dimension C: (Problem name = 18db)

Dim % C* 89 A11	N M S 8 2.25 1.20 9 2.22 1.13	152. An SF company was trying to get its equipment cleared through a foreign country's customs that was very restrictive. This SF soldier, who did not know anything about the customs process, became very insulting and loud when he realized that some of the equipment was being impounded. The customs officials walked away and had to be bribed just to return.
Dim % A 78 A11	N M S 7 7.00 0.00 9 6.89 0.31	108. An SF medic working with foreign nationals received an important government official as a patient. The patient and medic could not communicate in each others' languages. The medic used sign language and his knowledge of the foreign national's culture and background to determine that the patient had a worm problem. He took appropriate action to remedy the situation, and also established good relations with the host nation.
Dim % A 25 C* 63 A11	N M S 2 6.50 0.50 5 6.80 0.40 8 6.75 0.43	88. During physical training, a soldier made a sarcastic remark about the HN personnel. This SF soldier removed the soldier from the training area and pointed out his inappropriate behavior and the consequences of that behavior. The soldier stopped making negative comments.
Dim % B 44 C* 56 A11	N M S 4 5.75 1.09 5 6.60 0.49 9 6.22 0.92	114. The team was attempting to build rapport with and win the confidence of an indigenous force. The team leader could not make the indigenous force's leader like him, although he made great efforts to make the individual happy. This warrant officer jumped in and got the two leaders to better understand and accept each other. The team was able to build rapport with the indigenous force.
Dim % B 22 C* 44 E 22 A11	N M S 2 7.00 0.00 4 7.00 0.00 2 3.50 2.50 9 5.78 2.10	135. A patient with an injury would not allow a doctor to look at him. This 18D established rapport with him, demonstrating his maturity and demeanor. The patient allowed the 18D to treat him, which solved his medical problem and led to better relations.
Dim % C* 33 AA* 33 A11	N M S 3 7.00 0.00 3 6.33 0.94 9 6.67 0.67	148. During an overseas deployment, all American soldiers were required to eat in a foreign dining facility. This 18D and preventative medicine NCO went to the dining facility for an inspection. This 18D was constructive in assisting the natives with increasing the standards of the sanitation but did so without making comments that would offend them. The standards markedly increased and intestinal disease incidence remained at a very minimum.
Dim % B* 44 C 33 P 22 A11	N M S 4 2.00 0.71 3 2.33 0.47 2 5.50 1.50 9 2.89 1.66	145. This soldier was in charge of a work detail that was days behind schedule. This soldier made the HN soldiers work on Sundays despite the fact that HN soldiers only had Sundays to visit family members. The HN forces' morale hit rock bottom, their work became sloppy, and they came close to refusing to work anymore at all until they were promised all Sundays off.
Dim % B* 64 C 27 A11	N M S 7 6.57 0.49 3 6.00 0.82 11 6.36 0.64	4. During the Gulf War the team was stationed with a Kuwaiti brigade. This SF team member adjusted to the culture of the Arabs. He learned to eat using his right hand only and did not show offense when greeting a Kuwaiti male who wanted to kiss on the cheek or hold hands. The greater understanding of the culture helped the team integrate into the Kuwaiti brigade.
Dim % B* 63 C 25 A11	N M S 5 6.40 0.80 2 6.00 1.00 8 6.38 0.86	73. This 18D was OCONUS treating patients and observed a local trying to find something wrong with himself in order to be treated by the 18D. The local finally stated that he had a headache. This 18D knew it wasn't true, but gave him one large pink pill (Motrin, 400 mg.) because he didn't want to insult or embarrass the local. This treatment made the local happy and helped the 18D establish rapport with him.
Dim % B* 67 C 22 A11	N M S 6 1.00 0.00 2 1.50 0.50 9 1.11 0.31	36. On an OCONUS mission, this SF soldier was training foreign soldiers in tactical maneuvers. During the course of the training, this soldier made statements that these people were stupid, dirty, and not trainable. The foreign soldiers overheard his comments, their morale dropped, and the mission failed in this soldier's area.
Dim % C 22 D* 56	N M S 2 6.50 0.50 5 7.00 0.00	62. This 18D was called to see an HN civilian for a follow-up on a previous illness. When asked what the illness was, the patient said

A11 9 6.11 1.85 "the smilin' mighty Jesus." Instead of blowing it off, this 18D talked to the patient in his language, asked to see the medication, and asked him to describe the symptoms. The patient finally produced a scrap of paper with the diagnosis of spinal meningitis; the exam was completed and proper protective measures were taken.

Dim %  
B\* 67  
C 22  
A11

N M S  
6 6.17 1.07  
2 5.50 0.50  
9 6.11 0.99

162. During Operation Provide Comfort, numerous refugees relied on horses for transportation. A helicopter landed near an area with concertina wire, startling a horse so that it bolted and got stuck in the wire. This SF medic helped get the horse out of the wire and put stitches on the bleeding spots. His actions helped in gaining rapport with the Kurds and the horse was able to be used again in one week.

Retranslation Listing of Incidents for Dimension D: (Problem name = 18db)

Dim	%	N	M	S	9. This soldier was deployed to Thailand to work in a combined U.S./Thai headquarters with senior Thai officers. He didn't know any of the Thai language, which made it difficult to have a working rapport with the Thai officers. This soldier learned enough of the language from a Thai civilian (who spoke excellent English) to greet the Thai officers in the morning. The Thai officers appreciated his effort and he developed a more comfortable working relationship with them.
D*	82	9	5.89	0.87	
All		11	5.64	0.98	

Dim	%	N	M	S	84. During R&R time on a deployment in Korea, three soldiers were finding their way back from downtown and became lost. This soldier, who had forgotten most of the Korean he had taken three years earlier, managed to communicate with a civilian bystander to get directions. The soldiers got back to base camp on time.
D*	78	7	4.86	1.96	
All		9	4.67	2.00	

Dim	%	N	M	S	87. During a military gathering, this SF soldier was sitting at a table with a Marine Corps commander when they were joined by a Spanish speaking officer. The two officers were trying to communicate, but neither could speak the other person's language. This SF soldier offered to translate for both individuals. The offer was accepted and the officers were able to productively exchange ideas.
D*	75	6	6.83	0.37	
All		8	6.63	0.70	

Dim	%	N	M	S	42. This soldier was tasked to teach surround and search procedures to HN forces. Although he possessed the technical skills to do the job himself, this soldier was not able to speak Spanish well enough to make his instructions clear to soldiers. A translator had to be assigned to the soldier, which took up valuable training time.
A	22	2	4.50	0.50	
D*	67	6	2.67	1.49	
All		9	3.33	1.56	

Dim	%	N	M	S	122. While in Africa, the detachment was sharing a host nation meal with French-speaking indigenous personnel. This 18E asked for butter in French. The soldier misspoke the word and the host nation personnel thought he had said he was leaving. This 18E lost a little of his credibility with the indigenous forces.
D*	56	5	3.00	0.89	
All		9	3.56	1.34	

Dim	%	N	M	S	62. This 18D was called to see an HN civilian for a follow-up on a previous illness. When asked what the illness was, the patient said "the smilin' mighty Jesus." Instead of blowing it off, this 18D talked to the patient in his language, asked to see the medication, and asked him to describe the symptoms. The patient finally produced a scrap of paper with the diagnosis of spinal meningitis; the exam was completed and proper protective measures were taken.
C	22	2	6.50	0.50	
D*	56	5	7.00	0.00	
All		9	6.11	1.85	



Retranslation Listing of Incidents for Dimension E: (Problem name = 18db)

Dim	%	N	M	S
E*	78	7	6.43	0.73
A11		9	6.56	0.68

97. During a UW mission in Thailand, an 18D had 100 local guerrillas on sick call every day. He had limited resources for medical treatment. With help from a local soldier, this 18D used bamboo for splints, litter poles, and a temporary drug/supply case. The mission was successful, with no untreated injuries or illnesses.

Dim	%	N	M	S
E*	73	8	6.50	0.71
A11		11	6.36	0.64

27. This 18B was responsible for weapons training in an African country. Upon arrival, it was discovered that there were no ranges. This 18B talked to the 18C and the supply sergeant on the team about getting the equipment to build a range and developing a plan for its construction. The range was built and the host nation was able to acquire the materials to make more ranges.

Dim	%	N	M	S
E	33	3	6.33	0.94
Y*	44	4	6.50	0.50
A11		9	6.44	0.68

111. On a mission in Africa, the pharmacy exhausted its supply of human worm medicine but still had a case of veterinary worm medicine. This senior 18D purchased a mortar and pestle, ground up the medication, broke down the dosage, put it in powdered milk, and used it on the personnel. The animal medication was adapted to personnel in sufficient supply to complete the mission.

Dim	%	N	M	S
E	25	2	6.50	0.50
BB*	50	4	6.75	0.43
A11		8	6.75	0.43

76. During a health civic action, this medic was to evaluate a child. He couldn't understand the child and no translator was available. He completed a thorough physical exam, noting movements, reflexes, and facial expressions of the child. The medic made a correct diagnosis of appendicitis and was able to evacuate the child, thus saving her life.

Dim	%	N	M	S
E	22	2	7.00	0.00
AA*	67	6	5.17	2.61
A11		9	5.78	2.30

133. This 18D observed that the HN battalion had no procedures for field sanitation for 600 in a field perimeter, and over 30% had dysentery symptoms. This 18D politely suggested field sanitation, latrine, and wash facilities to the HN adjutant, then obtained materials and supervised team members and HN soldiers in building field showers, wash basins, and latrine facilities. The dysentery cases dropped off to less than 10% battalion-wide.

Dim	%	N	M	S
E	22	2	6.50	0.50
J	22	2	5.50	0.50
L*	33	3	6.33	0.94
A11		9	6.22	0.79

50. This 18D was on a training exercise transporting wounded soldiers by helicopter. Without prior training in taking vitals during transportation, this 18D figured out how to obtain blood pressure in a high noise environment by putting the cuff on and watching the needle. He was able to monitor blood pressure during transportation.

Dim	%	N	M	S
B	22	2	7.00	0.00
C*	44	4	7.00	0.00
E	22	2	3.50	2.50
A11		9	5.78	2.10

135. A patient with an injury would not allow a doctor to look at him. This 18D established rapport with him, demonstrating his maturity and demeanor. The patient allowed the 18D to treat him, which solved his medical problem and led to better relations.

Retranslation Listing of Incidents for Dimension F: (Problem name = 18db)

Dim	%	N	M	S
F*	100	8	2.25	0.66
A11		8	2.25	0.66

78. This SF individual was HALO jumpmaster on a 18,000' night, combat equipment (CE), O2 jump. This SF jumpmaster hesitated on his decision to give the "Go" command. The team missed the DZ by 1 1/2 kilometers and some members got hung up in the trees.

Dim	%	N	M	S
F*	56	5	1.00	0.00
BB	22	2	1.00	0.00
A11		9	1.67	1.89

134. A soldier fell off a 75-foot tower and broke his back and right leg on impact. This 18D who was on-site had left the training facility with the ambulance to make a "soda" run. The soldier laid on the ground untreated for over an hour until the 18D returned.

Dim	%	N	M	S
F*	56	5	5.80	1.17
A11		2	4.00	3.00
		9	5.56	1.89

117. A cache of 84 antitank mines was found in Somalia. This 18C strongly suggested to the team leader that the mines should be destroyed because they were in the hands of hostile Somalis and posed a direct threat to the U.S. and Canadian forces in the area. This advice was supported and the mines were destroyed.

Dim	%	N	M	S
F*	50	4	1.25	0.43
AA	25	2	1.50	0.50
A11		8	1.25	0.43

66. The company deployed to the Middle East and all medics were advised to treat the water. This senior medic did not test or treat the water, based on the word from the host country that the water was 100% potable. Everyone drank the water and 90% of the company got severe diarrhea, preventing them from training with the host country. When tested, the water was found to be contaminated with bacteria.

Dim	%	N	M	S
F*	44	4	2.00	1.22
CC	22	2	2.00	1.00
A11		9	1.89	0.99

141. An 18D was in the team room with the engineer discussing a growth on the engineer's neck. The engineer put a lot of pressure on the medic to remove the growth. The medic went ahead and removed the growth, using equipment that was not sterile and improper suture material. The engineer has a large scar, and the 18D knew to not make that mistake again.

Dim	%	N	M	S
F*	33	3	5.67	1.25
O*	33	3	5.33	2.36
A11		9	5.56	1.71

53. During a training exercise, a local severely injured his hand. This medic countermanded the orders of several ranking individuals and treated the injury in spite of several senior personnel trying to overrule him. The local regained partial use of his hand.

Dim	%	N	M	S
F*	33	3	1.33	0.47
CC*	33	3	1.00	0.00
A11		9	1.33	0.67

154. This 18D was assisting a veterinarian in an operation on a horse. This 18D left the horse unattended for approximately 10 minutes. During this time, the horse stopped breathing and died; the U.S. government paid for the horse.

Dim	%	N	M	S
F*	29	2	4.50	0.50
O*	29	2	4.00	0.00
A11		7	3.14	1.46

79. During a training exercise, this 18D was serving with a FID team advising a platoon of foreign nationals. This 18D came upon some U.S. casualties, read their casualty cards, examined them, treated them with the supplies on hand, instructed foreign nationals to move them to the road for pick-up, and went back to the platoon to continue in his role as advisor for the attack. Although he treated the initial wounds, the conditions were not managed and the casualties "died of wounds" according to the exercise rules.

Dim	%	N	M	S
F	25	2	1.00	0.00
AA*	38	3	2.00	0.82
A11		8	1.75	0.83

75. A team was deployed to the Caribbean islands. This junior medic walked barefoot and ate local foods not cooked completely. He contracted schistosomiasis and was doubled up with cramps and diarrhea. The senior medic had to treat him with drugs.

Dim	%	N	M	S
F	22	2	2.00	0.00
K*	33	3	2.67	0.47
A11		9	3.11	1.10

101. A team was deployed in an area occupied by conventional forces. The team was out of fuel for its vehicle and was unable to obtain any through its supply chain. This team member took some fuel from a nearby conventional unit. The conventional unit felt this team member had stolen the fuel and did not supply the team with needed help later on.

Dim	%	N	M	S
F*	22	2	5.00	0.00
K*	22	2	6.50	0.50
A11		9	5.78	1.03

104. During hospital rotations, an 18D was ordered by a physician to catheterize a female soldier patient. She was alone in the exam room and the ER was too busy to afford a female chaperone. This 18D approached the young female soldier in a respectful manner, explained the procedure, and offered a female chaperone if she desired. She later expressed gratitude and positive comments to the physician about the 18D's maturity and professionalism.

Dim	%	N	M	S
F	22	2	6.50	0.50
L	22	2	6.50	0.50
X*	33	3	5.67	1.25
All		9	6.33	0.94

96. This medic accompanied a support company on a raid during winter environmental training in a mountainous area. The temperatures were below zero and it was windy. One support soldier arrived at the ORP complaining of dizziness, shortness of breath, and coldness. This medic evaluated the soldier, kept him in the ORP, put him in his own sleeping bag (remaining in the cold himself), and stayed with him until the raid was over, then evacuating him to lower altitude. The soldier was evacuated back to base camp.

Dim	%	N	M	S
F	22	2	1.00	0.00
K	22	2	1.00	0.00
CC*	33	3	1.00	0.00
All		9	1.11	0.31

139. One night during the time this 18D was on hospital rotation, he was out partying and stopped by the ER to meet some friends. The doctor was working on a trauma patient's leg fractures. When asked by the doctor (who didn't realize he was drunk) to assist in K-wire insertion in the bones of the leg so that traction could be applied, this 18D said he would assist. This 18D didn't align the K-wires properly and drilled two or three times to get the wires in straight. The patient was very traumatized.

Dim	%	N	M	S
F	22	2	6.00	0.00
N	22	2	5.50	0.50
O*	33	3	7.00	0.00
BB	22	2	6.00	0.00
All		9	6.22	0.63

51. A soldier injured his leg during an airborne operation in a location where evacuation to a hospital would take a lot of time. This medic looked at the closed fracture and evaluated the benefits of immobilizing the leg vs. trying to set the bone prior to splinting the fracture. He decided to immobilize the leg and evaluate. The soldier had shattered the leg into at least ten separate bone fragments, requiring surgery.

Retranslation Listing of Incidents for Dimension G: (Problem name = 18db)

Dim	%	N	M	S
G*	45	5	1.60	0.80
H	27	3	1.33	0.47
All		11	1.55	0.66

10. A company was deploying OCONUS. This medic did not check on the endemic diseases present in the country, and did not find out the strain of malaria present before treating everyone with an anti-malarial drug. Although no one contracted malaria, this medic had treated everyone with the wrong drug.

Dim	%	N	M	S
G*	45	5	5.60	0.80
J*	45	5	6.60	0.49
All		11	6.09	0.79

12. This SF soldier planned and directed the calls for fire and close air support (with various A-10, F-15, F-16 and F-1 Mirage aviation assets) for multi-service, multi-unit training during overseas deployment. He insured that interoperability worked well by orchestrating the entire scenario for day and night operations. Consequently, the aviation units and SF teams were able to train up quickly.

Dim	%	N	M	S
G	33	3	2.33	0.94
H*	44	4	2.25	0.43
All		9	2.33	0.67

110. This 18C was tasked to provide a briefback. This 18C did not follow the specified briefing format, trying instead to brief off the top of his head. The 18C skipped some areas and mentioned other areas twice. The team did not appear ready to conduct the mission.

Dim	%	N	M	S
G	33	3	2.33	0.94
H*	56	5	1.20	0.40
All		9	1.78	0.92

105. Selected individuals were sent to serve as an advanced party that would set up a base of operations. This SF soldier failed to procure vehicles and training areas and forgot to sign for CLV supplies (ammunition, etc.). Time was wasted in accomplishing the advanced party's mission.

Dim	%	N	M	S
G*	27	3	4.67	0.94
All		11	4.82	1.47

11. Team members deployed in Peru started suffering from high altitude sickness. This 18D did not have the proper medication to treat the team members so he treated them with a local cure (coco tea) made from the leaves of the coco plant. The team members recovered and completed the mission.

Dim	%	N	M	S
G	22	2	1.50	0.50
H*	44	4	2.00	0.71
I	22	2	1.50	0.50
All		9	1.67	0.67

95. On a scuba operation deployment, some team members got colds. This 18D had brought the wrong bag (bandages, not medications) with him; the other bag was at the rear. The individuals with colds could not be given medication and were not able to dive that day, resulting in a loss of operational ability.

Dim	%	N	M	S
A	22	2	6.50	0.50
G	22	2	6.50	0.50
AA*	44	4	5.50	2.60
All		9	6.11	1.85

37. During an OCONUS Medical HCA mission, this 18D planned immunization, sanitation, and hygiene programs. This 18D gave immunizations to selected host country civilian personnel and gave classes in general sanitation and personal hygiene to selected civilian communities. The national government got help with their programs and the community became more aware of diseases related to poor sanitation and personal hygiene.

Dim	%	N	M	S
A	22	2	7.00	0.00
G	22	2	5.50	0.50
H*	33	3	6.67	0.47
I	22	2	7.00	0.00
All		9	6.56	0.68

151. A team was tasked to deploy to Africa to teach classes for three months. This team member divided the class tasking list according to abilities and issued classes to individuals, then assisted them in getting equipment and contacting people for help. The team had more than enough training material and felt a sense of accomplishment for the efficiency involved in preparing the training.

Retranslation Listing of Incidents for Dimension H: (Problem name = 18db)

Dim % N M S 150. This Special Forces soldier was tasked to teach a class and was given two weeks prior notice. This SF soldier began to prepare for the class at 0900 on the day the class was scheduled. The class began late and the SF soldier read the material out of the manual.

Dim % N M S 105. Selected individuals were sent to serve as an advanced party that would set up a base of operations. This SF soldier failed to procure vehicles and training areas and forgot to sign for CLV supplies (ammunition, etc.). Time was wasted in accomplishing the advanced party's mission.

Dim % N M S 129. This SF NCO was tasked to jumpmaster his team with 2 days notice. This NCO did not properly JMPI his jumpers, did not put out necessary jump information, and did not conduct his 30 second outside-air safety check. The NCO's jumpers were nervous and lost confidence in his ability.

Dim % N M S 95. On a scuba operation deployment, some team members got colds. This 18D had brought the wrong bag (bandages, not medications) with him; the other bag was at the rear. The individuals with colds could not be given medication and were not able to dive that day, resulting in a loss of operational ability.

Dim % N M S 110. This 18C was tasked to provide a briefback. This 18C did not follow the specified briefing format, trying instead to brief off the top of his head. The 18C skipped some areas and mentioned other areas twice. The team did not appear ready to conduct the mission.

Dim % N M S 151. A team was tasked to deploy to Africa to teach classes for three months. This team member divided the class tasking list according to abilities and issued classes to individuals, then assisted them in getting equipment and contacting people for help. The team had more than enough training material and felt a sense of accomplishment for the efficiency involved in preparing the training.

Dim % N M S 10. A company was deploying OCONUS. This medic did not check on the endemic diseases present in the country, and did not find out the strain of malaria present before treating everyone with an anti-malarial drug. Although no one contracted malaria, this medic had treated everyone with the wrong drug.

Dim % N M S 63. An ODA was given the mission to conduct a search and reconnaissance mission for a training exercise. They infiltrated by air and began their movement to the search and reconnaissance site. This SF soldier's job was rear security and counter-tracking. The SF soldier cleared the tracks. The enemy was not able to track the element.

Dim % N M S 45. The team was in a remote mountainous area. Team policy was to remain parked and ready to move at a moment's notice, especially during daylight hours. A helicopter came close and hovered overhead. This SF soldier had not maintained his equipment in immediate evacuate mode and pulled a red smoke grenade while attempting to secure his rucksack. The team location was compromised, resulting in hasty withdrawal and compromise of the mission.

Retranslation Listing of Incidents for Dimension I: (Problem name = 18db)

Dim % N M S 19. A new team member arrived on a team. This SF officer told the new member how to behave to make the team more effective. This SF officer also told the new member not to call each other by rank as everyone knows what rank they all are. Team members understood the importance of team unity.

Dim % N M S 93. This 18D was the senior medic for a team in the field during a training exercise. He did not carry any medical supplies in his aid bag and refused to treat any minor problems. Although the team leader and team sergeant overlooked it, others felt he was avoiding his duties.

Dim % N M S 142. The detachment was preparing for a live fire assault on a fortified position. This SF soldier disrupted the training exercise by showing up late and failing to perform his assigned duties. The entire platoon was punished with extra PT due to his actions.

Dim % N M S 128. A team was on a FID mission for 70+ days. At times when no one wanted to get out to train, this soldier injected humor and reminded team members of the mission in such a way that everyone wanted to work all night. As a result, it was the best FID team and also had fun while accomplishing the mission.

Dim % N M S 45. The team was in a remote mountainous area. Team policy was to remain parked and ready to move at a moment's notice, especially during daylight hours. A helicopter came close and hovered overhead. This SF soldier had not maintained his equipment in immediate evacuate mode and pulled a red smoke grenade while attempting to secure his rucksack. The team location was compromised, resulting in hasty withdrawal and compromise of the mission.

Dim % N M S 63. An ODA was given the mission to conduct a search and reconnaissance mission for a training exercise. They infiltrated by air and began their movement to the search and reconnaissance site. This SF soldier's job was rear security and counter-tracking. The SF soldier cleared the tracks. The enemy was not able to track the element.

Dim % N M S 49. This 18B was tasked to give foreign weapons training to the team and to a mortar squad. This 18B got the rest of the team in on the training by letting each member prepare a class of instruction on a designated weapon. The mortar squad was impressed by the knowledge of the whole team, the team members learned by participating, and the training was a success.

Dim % N M S 98. This captain was tasked to conduct mountain training and was leading the company up a very steep trail into the mountains. The 18E had a lot of weight (about 100 pounds) in his ruck sack and became very tired quickly. This captain put the ruck on his own back and carried it up the rest of the way, refusing help even though others offered. He made it to the top and didn't appear to be tired.

Dim % N M S 90. An SF company was deployed in a country overseas where no US support facilities were present other than the US Embassy and Consulate. The company's 18D established an aid station to provide a comprehensive sick call and initial emergency medicine capability. The other company soldiers were confident that if they were sick or injured, there would be an adequate facility to which they could be taken.

Dim % N M S 156. This SF team was conducting maritime operations training in a kleeper. The kleeper flipped over in the waves ejecting the team into the water. This SF soldier was not a good swimmer and was not able to support himself in the water. The other team members brought him to shore, sending him to the hospital as he had swallowed a lot of water.

Dim	%	N	M	S
I*	25	2	7.00	0.00
K*	25	2	6.00	1.00
Y*	25	2	7.00	0.00
All		8	6.75	0.66

74. The team deployed to a malaria endemic area. Anti-malarial medication was available that had unpleasant side-effects that made the team not want to take the medication. This 18D took the medication himself and physically observed the other team members take it to ensure compliance. The team members took the medication that had been prescribed for them.

Dim	%	N	M	S
G	22	2	1.50	0.50
H*	44	4	2.00	0.71
I	22	2	1.50	0.50
All		9	1.67	0.67

95. On a scuba operation deployment, some team members got colds. This 18D had brought the wrong bag (bandages, not medications) with him; the other bag was at the rear. The individuals with colds could not be given medication and were not able to dive that day, resulting in a loss of operational ability.

Dim	%	N	M	S
A	22	2	7.00	0.00
G	22	2	5.50	0.50
H*	33	3	6.67	0.47
I	22	2	7.00	0.00
All		9	6.56	0.68

151. A team was tasked to deploy to Africa to teach classes for three months. This team member divided the class tasking list according to abilities and issued classes to individuals, then assisted them in getting equipment and contacting people for help. The team had more than enough training material and felt a sense of accomplishment for the efficiency involved in preparing the training.

Dim	%	N	M	S
A*	67	6	5.50	1.26
I	22	2	3.50	2.50
All		9	4.89	1.79

57. During a surgical trainup, this demo man (acting as the assistant surgeon) was asked to debride a wound. He nicked an artery and the wound immediately filled up with blood. He threw up his hands, asked what to do, and became rattled. The medic assistant put hemostats and gauze over the bleeding site and the procedure continued.

Retranslation Listing of Incidents of Dimension J: (Problem name = 18db)

Dim	%	N	M	S
J*	91	10	4.10	2.21
All		11	4.09	2.11

13. This SF soldier placed a high emphasis on hard work. This SF soldier would come into work on weekend days to start on work for the following week. When finished, this SF soldier would water the grass and re-wax the floors on the way out if he left footprints on the floor. The team had the best looking building and was proud of it. The team knew they would have to follow this soldier's standards when he left.

Dim	%	N	M	S
J*	67	6	7.00	0.00
All		9	6.33	1.25

118. A team received a late notice JCET and had one week to prepare a 45-day POI. This team member was "volunteered" to prepare the POI. He spent extremely late nights and early mornings preparing the POI, in addition to completing his normal work assignments and instructing other team members on POI production. The POI was completed on time.

Dim	%	N	M	S
J*	56	5	6.60	0.49
P	22	2	6.50	0.50
All		9	5.89	1.37

146. This SF soldier was tasked to work individually to produce operational information. This SF soldier researched, developed, and wrote a standard operating procedure for operations to be conducted by Special Forces in the future. SOP was developed in areas that had never been addressed.

Dim	%	N	M	S
J*	56	5	5.20	2.23
P	22	2	5.50	0.50
All		9	5.22	1.93

43. The new battalion commander wanted to receive weekly training briefs with the use of slides and other equipment. This 18C utilized his computer skills to assist in producing the slide show and briefing. The presentation was accepted by the battalion commander.

Dim	%	N	M	S
J*	55	6	6.17	0.90
All		11	5.82	1.70

18. Two SF A teams deployed to Honduras to provide basic infantry training to a Honduran battalion at a remote site. This 18D spent his spare time working at the battalion's dispensary providing dental care for the Honduran soldiers. Many of the Honduran soldiers received dental treatment for the first time in their lives.

Dim	%	N	M	S
G*	45	5	5.60	0.80
J*	45	5	6.60	0.49
All		11	6.09	0.79

12. This SF soldier planned and directed the calls for fire and close air support (with various A-10, F-15, F-16 and F-1 Mirage aviation assets) for multi-service, multi-unit training during overseas deployment. He insured that interoperability worked well by orchestrating the entire scenario for day and night operations. Consequently, the aviation units and SF teams were able to train up quickly.

Dim	%	N	M	S
J	44	4	7.00	0.00
P*	56	5	6.80	0.40
All		9	6.89	0.31

44. This 18C was the team S-4 and kept track of the team's organic equipment. The records from the prior leadership were ineffective and out-of-date. This 18C completely organized all end items by hand receipts to include team and individual issue. This 18C then established an SOP that covered garrison and packing for deployment and helped identify where everything was, where everything should be loaded, and who was responsible for what (e.g., commo gear...). The SOP enabled the team to cut down on loading time and made accountability easier.

Dim	%	N	M	S
J	36	4	6.50	0.87
L*	45	5	5.80	1.17
All		11	5.82	1.34

31. During a training mission, it was discovered that all the water in the area was poisoned. The nearest location for alternate water was 4 miles away and the team members were dehydrated. This SF soldier directed the other team members to wait in the area while he went to get safe water. This SF soldier went the 4 miles to get the water and brought enough back for everyone. All the team members were rehydrated and were able to continue with the mission.

Dim	%	N	M	S
J	33	3	5.67	0.47
L*	44	4	7.00	0.00
All		9	5.78	1.81

46. During team mountain training, an SF soldier was unable to physically climb a training platform without aid. He knew basic mountain climbing techniques but he was physically unprepared. He modified his P.T. program to improve his physical condition and didn't quit. On the next mountain training exercise, he easily climbed and maneuvered around the training platform.

Dim	%	N	M	S
J	22	2	7.00	0.00
P*	33	3	6.00	0.82
All		9	5.22	1.93

124. The battalion team leaders and team sergeants had not been putting forth documents that met all of higher command's requirements for clarity and conciseness. This officer developed an accurate format for such documents. This battalion now has few, if any, significant problems in this area.

Dim	%	N	M	S
H*	44	4	1.75	0.83
J	22	2	1.00	0.00
All		9	2.00	1.56

129. This SF NCO was tasked to jumpmaster his team with 2 days notice. This NCO did not properly JMFI his jumpers, did not put out necessary jump information, and did not conduct his 30 second outside-air safety check. The NCO's jumpers were nervous and lost confidence in his ability.

Dim	%	N	M	S
E	22	2	6.50	0.50
J	22	2	5.50	0.50
L*	33	3	6.33	0.94
All		9	6.22	0.79

50. This 180 was on a training exercise transporting wounded soldiers by helicopter. Without prior training in taking vitals during transportation, this 18D figured out how to obtain blood pressure in a high noise environment by putting the cuff on and watching the needle. He was able to monitor blood pressure during transportation.

Dim	%	N	M	S
I*	67	6	6.33	0.54
J	22	2	7.00	0.00
All		9	6.22	1.13

128. A team was on a FID mission for 70+ days. At times when no one wanted to get out to train, this soldier injected humor and reminded team members of the mission in such a way that everyone wanted to work all night. As a result, it was the best FID team and also had fun while accomplishing the mission.

Retranslation Listing of Incidents for Dimension K: (Problem name = 18db)

Dim	%	N	M	S
K*	78	7	1.29	0.45
All		9	1.33	0.47

140. This junior 18B was told to clear out his locker, rucksack, and duffle bag of all non-authorized equipment and contraband in preparation for a walk through inspection of the company's team rooms. This 18B took all of the extra personal field gear, unused explosives, bullets, and pyrotechnics that he had failed to properly turn in and put it all in the pack drawer of his wall locker. He stuffed a few items on top of them so they would not be noticeable. The 18B was counseled in writing because his team sergeant found the items during a pre-inspection.

Dim	%	N	M	S
K*	78	7	1.00	0.00
All		9	1.22	0.63

155. A soldier was tasked to set up commo via SATCOM with a team in the field. This soldier chose to sleep and did not even attempt to make commo. When this soldier said that he tried, another soldier with him disputed his statement, saying he simply slept all night. Commo was not made with the team in field.

Dim	%	N	M	S
K*	60	6	2.50	2.14
N	20	2	1.50	0.50
All		10	2.00	1.79

33. This 18A's SF OOA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.

Dim	%	N	M	S
K*	38	3	5.67	1.25
All		8	5.50	1.94

80. A detachment went to the local medical facility to receive immunizations, incorporating team medical training. After everyone had been given needed immunizations, the 18A instructed the detachment to go to lunch. This 18D demanded that the team stay put for the required 20 minutes to rule out any allergic reactions. Less than five minutes later, an 18E went into anaphylactic shock from his rabies vaccination and had to be hospitalized. The 18A went back to his own work and left the team operations to the NCOs.

Dim	%	N	M	S
F	22	2	2.00	0.00
K*	33	3	2.67	0.47
All		9	3.11	1.10

101. A team was deployed in an area occupied by conventional forces. The team was out of fuel for its vehicle and was unable to obtain any through its supply chain. This team member took some fuel from a nearby conventional unit. The conventional unit felt this team member had stolen the fuel and did not supply the team with needed help later on.

Dim	%	N	M	S
I*	25	2	7.00	0.00
K*	25	2	6.00	1.00
Y*	25	2	7.00	0.00
All		8	6.75	0.66

74. The team deployed to a malaria endemic area. Anti-malarial medication was available that had unpleasant side-effects that made the team not want to take the medication. This 18D took the medication himself and physically observed the other team members take it to ensure compliance. The team members took the medication that had been prescribed for them.

Dim	%	N	M	S
F	22	2	1.00	0.00
K	22	2	1.00	0.00
CC*	33	3	1.00	0.00
All		9	1.11	0.31

139. One night during the time this 18D was on hospital rotation, he was out partying and stopped by the ER to meet some friends. The doctor was working on a trauma patient's leg fractures. When asked by the doctor (who didn't realize he was drunk) to assist in K-wire insertion in the bones of the leg so that traction could be applied, this 18D said he would assist. This 18D didn't align the K-wires properly and drilled two or three times to get the wires in straight. The patient was very traumatized.

Dim	%	N	M	S
F*	22	2	5.00	0.00
K*	22	2	6.50	0.50
All		9	5.78	1.03

104. During hospital rotations, an 18D was ordered by a physician to catheterize a female soldier patient. She was alone in the exam room and the ER was too busy to afford a female chaperone. This 18D approached the young female soldier in a respectful manner, explained the procedure, and offered a female chaperone if she desired. She later expressed gratitude and positive comments to the physician about the 18D's maturity and professionalism.

Retranslation Listing of Incidents for Dimension L: (Problem name = 18db)

Dim % N M S 149. This soldier was in an escape and survival situation. He could not be evacuated due to the difficulty of the terrain. He constructed a shelter, built a fire without matches, and trapped and cooked game. He was able to survive until three days later when he was rescued and evacuated.

Dim % N M S 109. A team was conducting an operation within a short time frame that required a long movement, using rubber boats that had to be paddled and then pulled along the bank when the current was too strong. It was expected that this could not be accomplished and a backup plan was ready. This team member paddled and pulled his boat continuously despite the strong current. He made it to the objective in time. The ambush operation was executed.

Dim % N M S 14. A soldier was struggling in a fast flowing river after diving in and cracking his head on a rock. This SF team member saw the problem and got in to help. He struggled against the current and brought the soldier back to shore. The soldier fully recovered because of the strong swimming by this SF team member.

Dim % N M S 98. This captain was tasked to conduct mountain training and was leading the company up a very steep trail into the mountains. The 18E had a lot of weight (about 100 pounds) in his ruck sack and became very tired quickly. This captain put the ruck on his own back and carried it up the rest of the way, refusing help even though others offered. He made it to the top and didn't appear to be tired.

Dim % N M S 31. During a training mission, it was discovered that all the water in the area was poisoned. The nearest location for alternate water was 4 miles away and the team members were dehydrated. This SF soldier directed the other team members to wait in the area while he went to get safe water. This SF soldier went the 4 miles to get the water and brought enough back for everyone. All the team members were rehydrated and were able to continue with the mission.

Dim % N M S 46. During team mountain training, an SF soldier was unable to physically climb a training platform without aid. He knew basic mountain climbing techniques but he was physically unprepared. He modified his P.T. program to improve his physical condition and didn't quit. On the next mountain training exercise, he easily climbed and maneuvered around the training platform.

Dim % N M S 156. This SF team was conducting maritime operations training in a kleeper. The kleeper flipped over in the waves ejecting the team into the water. This SF soldier was not a good swimmer and was not able to support himself in the water. The other team members brought him to shore, sending him to the hospital as he had swallowed a lot of water.

Dim % N M S 47. An OOA was teaching basic rappelling to a group of soldiers from an artillery unit. During the training, a soldier shattered his ankle half way down a 75-foot rappel. This 18D coordinated the initial rescue by organizing personnel to prepare an IV and medications, constructed a litter, and called for evacuation. The 18D then climbed down and stabilized the ankle, placed the patient on his back, and pulled him back up. The patient was treated and evacuated from a potentially dangerous situation with minimal discomfort and suffering.

Dim % N M S 41. This 18D dislocated his shoulder in a ski accident during winter training about 60 miles from the nearest clinic. The 91A at the ski site did not know how to reduce a dislocation, so this 18D talked the 91A through the procedure. The 18D's pain was reduced, making the 60 mile trip to the nearest doctor unnecessary.

Dim % N M S 158. On a recent deployment to Korea during the winter, the temperatures were freezing and there was snow. This weapons sergeant drove on through the bad weather to keep the patrol going until the objective was reached. The team

reached the objective on time.

Dim % N M S 50. This 18D was on a training exercise transporting wounded soldiers by helicopter. Without prior training in taking vitals during transportation, this 18D figured out how to obtain blood pressure in a high noise environment by putting the cuff on and watching the needle. He was able to monitor blood pressure during transportation.

Dim % N M S 96. This medic accompanied a support company on a raid during winter environmental training in a mountainous area. The temperatures were below zero and it was windy. One support soldier arrived at the ORP complaining of dizziness, shortness of breath, and coldness. This medic evaluated the soldier, kept him in the ORP, put him in his own sleeping bag (remaining in the cold himself), and stayed with him until the raid was over, then evacuating him to lower altitude. The soldier was evacuated back to base camp.

Retranslation Listing of Incidents for Dimension M: (Problem name = 18db)

Dim %	N	M	S	132. This 18B was tasked to locate a point on a map to exfiltrate. The 18B could not find the point. The team missed exfiltration.
M* 78	7	2.00	2.07	
All	9	2.44	2.22	
Dim %	N	M	S	138. During a three day land navigation exercise, an SF soldier lost his map heading to his final point. It was about 0100 on a very dark night and he was approximately three kilometers from his prior point. This student made his way back to the prior point in two hours, using the hill tops to orient himself. The student was able to overcome a difficult situation.
M* 78	7	5.29	2.05	
All	9	5.00	2.11	
Dim %	N	M	S	82. An operations sergeant directed this 18C to navigate the detachment through mountainous terrain during a winter non-tactical movement. The operations sergeant recommended a fast route over the terrain on a trail plainly marked on the map and on the ground. This 18C said he understood the instructions, then led the detachment in another direction on a different trail to a point 25km from the intended endpoint. The operations sergeant had the team navigate all night to get back to the right location and teach the 18C a navigation lesson.
M* 67	6	1.67	0.75	
All	9	2.22	1.81	
Dim %	N	M	S	3. During a sensitive mission, a night insertion was planned. A three man element was inserted 8 kilometers south of the intended landing zone. The next day, this team leader was able to determine the team's approximate location on the ground using terrain features and distances traveled. The team notified the command element of their location and they were picked up and re-inserted in the correct location. The mission was a success.
M* 64	7	5.29	1.28	
All	11	5.64	1.23	
Dim %	N	M	S	63. An ODA was given the mission to conduct a search and reconnaissance mission for a training exercise. They infiltrated by air and began their movement to the search and reconnaissance site. This SF soldier's job was rear security and counter-tracking. The SF soldier cleared the tracks. The enemy was not able to track the element.
H 25	2	6.50	0.50	
I* 38	3	6.67	0.47	
M 25	2	6.50	0.50	
All	8	6.63	0.48	

Retranslation Listing of Incidents for Dimension N: (Problem name = 18db)

Dim %	N	M	S	29. This SF soldier recovered unauthorized mines during a deployment. The SF soldier improperly stored the anti-personnel mines in a drawer in the team room, planning to use them as training aids. An explosion occurred, resulting in the death of a soldier.
N* 45	5	1.00	0.00	
O 27	3	1.00	0.00	
All	11	1.00	0.00	
Dim %	N	M	S	81. An 18C was disarming an MV2 57 fuse when it exploded in his hands. When this 18D living down the hall heard the explosion, he rushed down the hall and had the 18C's hands bandaged and the bleeding under control in less than three minutes. The 18C was treated promptly.
N 33	3	3.33	2.62	
O* 44	4	6.50	0.50	
All	9	5.56	2.22	
Dim %	N	M	S	117. A cache of 84 antitank mines was found in Somalia. This 18C strongly suggested to the team leader that the mines should be destroyed because they were in the hands of hostile Somalis and posed a direct threat to the U.S. and Canadian forces in the area. This advice was supported and the mines were destroyed.
F* 56	5	5.80	1.17	
N 22	2	4.00	3.00	
All	9	5.56	1.89	
Dim %	N	M	S	51. A soldier injured his leg during an airborne operation in a location where evacuation to a hospital would take a lot of time. This medic looked at the closed fracture and evaluated the benefits of immobilizing the leg vs. trying to set the bone prior to splinting the fracture. He decided to immobilize the leg and evaluate. The soldier had shattered the leg into at least ten separate bone fragments, requiring surgery.
F 22	2	6.00	0.00	
N 22	2	5.50	0.50	
O* 33	3	7.00	0.00	
BB 22	2	6.00	0.00	
All	9	6.22	0.63	
Dim %	N	M	S	33. This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.
K* 60	6	2.50	2.14	
N 20	2	1.50	0.50	
All	10	2.00	1.79	

Retranslation Listing of Incidents for Dimension O: (Problem name = 18db)

Dim % O* 67 BB 22 All	N M S 5 5.83 1.34 2 6.50 0.50 9 5.67 1.49	144. While this 18D was at home, the hysterical 14-year-old son of his friend called the 18D to say he had been bitten by his pet rattlesnake. This 18D got the child's mother to calm him down and wash the wound while he collected his gear and got to their house. He then put a restricting band on the child, observing there were actually bites on the palm and one finger. After two weeks in the hospital, the child was discharged, missing only the tip of one finger.
Dim % O* 63 All	N M S 5 5.80 1.94 8 5.88 1.62	69. During a pre-scuba course, one of the students started to hyperventilate during a confidence exercise. The student was pulled from the pool to be given medical attention. This medic was on call and noticed that the soldier's fingers and toes were curled and suspected a possible seizure might be occurring. He gave the individual a paper bag to breathe into. The student's respiration rate slowed down, preventing a potential seizure.
Dim % O* 56 X 22 All	N M S 5 1.20 0.40 2 1.50 0.50 9 1.67 0.82	125. An SF soldier had gotten an object stuck in his ear during a field training exercise. This medic tried to pull the object out, although he lacked the proper medical tools and adequate light to perform the task. This medic inadvertently pushed the object further into the ear. The soldier was in more pain and the object caused more damage; he had to be treated by doctors at the hospital.
Dim % O* 56 X 33 All	N M S 5 7.00 0.00 3 7.00 0.00 9 7.00 0.00	38. This 18D noticed a team member slip, fall, and grab at his leg. This 18D kept others away and examined the injured team member. He determined the leg was broken, splinted it, and moved him onto a stretcher and into a shelter to wait for the ambulance. Further injury to the leg was prevented.
Dim % O* 56 X 22 All	N M S 5 1.60 0.49 2 3.00 2.00 9 2.67 1.76	136. During a weekend of skydiving, a soldier ran into a wind sock on the DZ. This team medic conducted a manipulation exam, gave him Motrin, and told him to get an X-ray later in the week. Three weeks later the soldier had 50cc of blood extracted and the X-ray showed a fracture of the tibia plateau. The soldier was placed in a brace for three weeks, with the possibility of surgery.
Dim % O* 50 X 25 All	N M S 4 7.00 0.00 2 6.50 0.50 8 6.25 1.30	130. A man came in with a snake bite which he had covered in human feces and wrapped in leaves. This 18D cleaned off the wound, put on a clean dressing and started the man on antibiotics. The man was spared a possible secondary infection resulting from his personal treatment.
Dim % O* 45 BB 27 All	N M S 5 5.80 1.47 3 6.67 0.47 11 6.27 1.14	15. This 18D examined a female patient with extensive vaginal bleeding. He determined that the bleeding was uterine, packed the vagina with gauze, tamponaded the bleeding, and transported the patient to a nearby Ob/Gyn doctor who was able to perform a D&C. The patient was fine and came back to thank the 18D.
Dim % O* 44 X 22 BB 33 All	N M S 4 1.75 0.43 2 1.00 0.00 3 1.67 0.47 9 1.56 0.50	40. This 18D came upon a woman with a severe laceration to her left arm at the site of a multiple auto accident. This 18D put a tourniquet above and below the injury site, thus applying a pressure dressing. The woman had a loss of circulation in the distal extremity and had to have more extensive repair than would otherwise have been necessary.
Dim % N 33 O* 44 All	N M S 3 3.33 2.62 4 6.50 0.50 9 5.56 2.22	81. An 18C was disarming an MV2 57 fuse when it exploded in his hands. When this 18D living down the hall heard the explosion, he rushed down the hall and had the 18C's hands bandaged and the bleeding under control in less than three minutes. The 18C was treated promptly.
Dim % O 36 BB* 55 All	N M S 3 4.75 0.43 6 7.00 0.00 11 6.91 0.29	6. A man went into cardiac arrest while on a helicopter. This 18D worked in a tight, awkward position to perform CPR on the patient while the helicopter was in motion. The man's vital signs were restored.
Dim % O* 33 BB* 33 All	N M S 3 4.00 2.45 3 5.67 0.47 9 5.22 1.87	143. This 18D was riding in a convoy going through a village while deployed in Africa. A small child ran between two parked vehicles into the road and was hit by the vehicle the medic was in. This medic assessed the child, determined she had a broken arm, and informed the parents of the location of the nearest

clinic. The child was treated successfully.

Dim % O* 33 All	N M S 3 6.00 0.82 9 5.78 1.13	39. A detachment on a night-time training mission walked through a field of grain that was about four and a half feet tall and that had been treated with a combination pesticide/herbicide. This 18D initiated treatment for three team members for allergic reaction. They were transported to the hospital, given blood analysis, and treated for organo-phosphate poisoning (nerve agent).
Dim % O 33 BB* 44 All	N M S 3 7.00 0.00 4 6.75 0.43 9 6.89 0.31	56. A patient was complaining of lethargy. This 18D performed a quick medical exam and identified several signs of congestive heart failure that had not been identified by the doctor: shortness of breath, distended neck veins, pitting edema, and positional dyspnea. The patient was quickly hospitalized.
Dim % O 33 BB* 67 All	N M S 3 5.67 0.94 6 5.83 1.07 9 5.78 1.03	54. During an OOA's annual dive requalification, a diver with minimal experience was on a 120-foot dive in a dark lake when he panicked. This 18D, the Dive Medical Technician for the dive, saw the diver shoot to the surface at a very fast pace, grunt, lose consciousness, and begin to sink. This 18D grabbed him, pulled him into the boat, and initiated treatment for an unconscious diver. The diver regained consciousness.
Dim % F* 33 O* 33 All	N M S 3 5.67 1.25 3 5.33 2.36 9 5.56 1.71	53. During a training exercise, a local severely injured his hand. This medic countermanded the orders of several ranking individuals and treated the injury in spite of several senior personnel trying to overrule him. The local regained partial use of his hand.
Dim % O 33 X* 56 All	N M S 3 3.33 0.94 9 2.60 1.20 9 2.78 1.13	103. An SF soldier broke his leg while rock climbing. Although the break was minor, it still needed a cast. This SF medic placed the cast improperly and put the foot in the wrong position. The tendons in the leg became sore over time and the man suffered from tendinitis.
Dim % B 22 O* 33 X 22 All	N M S 2 5.50 1.50 3 4.67 2.05 2 4.50 0.50 9 5.22 1.62	83. During a training exercise, some indigenous and SF soldiers had been drinking heavily one night. Early the next morning, one Thai soldier began vomiting blood and became unconscious. The Thai soldiers woke this 18D; he treated the soldier and evacuated him to a hospital. The soldier was returned to duty three days later with no performance restrictions.
Dim % F 22 N 22 O* 33 BB 22 All	N M S 2 6.00 0.00 2 5.00 0.50 3 7.00 0.00 2 6.00 0.00 9 6.22 0.63	51. A soldier injured his leg during an airborne operation in a location where evacuation to a hospital would take a lot of time. This medic looked at the closed fracture and evaluated the benefits of immobilizing the leg vs. trying to set the bone prior to splinting the fracture. He decided to immobilize the leg and evaluate. The soldier had shattered the leg into at least ten separate bone fragments, requiring surgery.
Dim % O* 30 X 20 Y* 30 All	N M S 3 4.00 1.63 2 2.50 0.50 3 4.00 1.63 10 3.70 1.95	32. An OOA was conducting pre-scuba training. During an exercise a soldier came to the surface breathing very rapidly and was brought to this junior 18D. This 18D tried to calm the patient by placing him on oxygen. The patient became disoriented and had tingling in his hands; a senior 18D came and took the hyperventilating patient off the oxygen.
Dim % F* 29 O* 29 All	N M S 2 4.50 0.50 2 4.00 0.00 7 3.14 1.46	79. During a training exercise, this 18D was serving with a FID team advising a platoon of foreign nationals. This 18D came upon some U.S. casualties, read their casualty cards, examined them, treated them with the supplies on hand, instructed foreign nationals to move them to the road for pick-up, and went back to the platoon to continue in his role as advisor for the attack. Although he treated the initial wounds, the conditions were not managed and the casualties "died of wounds" according to the exercise rules.
Dim % O* 27 BB* 27 All	N M S 3 2.67 1.25 3 3.33 1.70 11 4.09 1.88	7. A fifty-year-old male arrived at the clinic with a snakebite. He had placed human feces over the snake bite. This 18D was initially confused, then he treated the patient while ignoring the feces and keeping what he felt about the situation to himself. The patient survived.



Dim	%	N	M	S	
N*	45	5	1.00	0.00	29. This SF soldier recovered unauthorized mines during a deployment. The SF soldier improperly stored the anti-personnel mines in a drawer in the team room, planning to use them as training aids. An explosion occurred, resulting in the death of a soldier.
O	27	3	1.00	0.00	
A11		11	1.00	0.00	

Dim	%	N	M	S	
O	25	2	7.00	0.00	52. A student in SERE training developed a combat, stress-like syndrome. This 18D was called when the student was locked in classic body position. This 18D removed the student from the cause of stress, identified himself as a friendly U.S. medic, gave him warm fluids, rubbed his tingling arms and legs, and talked to him in a father-to-son way. The student recovered within two to four hours and was reinserted into the situation with no further problems.
X*	50	4	7.00	0.00	
A11		8	6.63	0.70	

Dim	%	N	M	S	
O	22	2	1.00	0.00	99. A soldier overheated during a physical performance event. This 18D told him to lay down in the back of the truck but did not take his temperature. The soldier's body temperature exceeded 108 degrees and he had to be hospitalized.
BB*	67	6	1.83	0.37	
A11		9	1.56	0.50	

Dim	%	N	M	S	
O	22	2	1.00	0.00	92. This 18D saw a patient complaining of diarrhea. This 18D did not perform physical or laboratory tests. The patient almost died from appendicitis.
DD*	56	5	1.00	0.00	
A11		9	1.22	0.42	

Dim	%	N	M	S	
O	22	2	7.00	0.00	112. A soldier complained to a medic about contracting frostbite in Louisiana, where it had not been below 32 degrees since the previous year. This medic performed a complete medical check and wrote up the records. The soldier was sent back to duty.
Z*	67	6	5.83	1.07	
A11		9	6.11	0.99	

Dim	%	N	M	S	
O	22	2	6.00	1.00	48. When a company was conducting an airborne operation, one individual landed in the trees and got a stick in his eye while still hanging from the tree. This 18D was notified and went to the casualty. This 18D calmed down the semi-shocked patient, treated the injury quickly, and evacuated the patient to the ER while reassuring him that he wouldn't lose the eye. The patient was treated with minimal injury to the eye.
BB*	44	4	7.00	0.00	
A11		9	6.44	1.07	

Dim	%	N	M	S	
O	22	2	6.50	0.50	120. A man reported to the ER complaining of a pain in his penis. This medic assessed the condition as paraphimosis (foreskin stuck behind head of penis), applied ice, started an IV, administered valium and demerol (as instructed by the doctor), cleaned the area, and applied topical antibiotics. The patient was relieved of pain and was referred to surgery for circumcision.
X*	44	4	6.50	0.50	
CC	33	3	7.00	0.00	
A11		9	6.67	0.47	

Retranslation Listing of Incidents for Dimension P: (Problem name = 18db)

Dim	%	N	M	S	
J	44	4	7.00	0.00	44. This 18C was the team S-4 and kept track of the team's organic equipment. The records from the prior leadership were ineffective and out-of-date. This 18C completely organized all end items by hand receipts to include team and individual issue. This 18C then established an SOP that covered garrison and packing for deployment and helped identify where everything was, where everything should be loaded, and who was responsible for what (e.g., commo gear...). The SOP enabled the team to cut down on loading time and made accountability easier.
P*	56	5	6.80	0.40	
A11		9	6.89	0.31	

Dim	%	N	M	S	
J	22	2	7.00	0.00	124. The battalion team leaders and team sergeants had not been putting forth documents that met all of higher command's requirements for clarity and conciseness. This officer developed an accurate format for such documents. This battalion now has few, if any, significant problems in this area.
P*	33	3	6.00	0.82	
A11		9	5.22	1.93	

Dim	%	N	M	S	
B*	44	4	2.00	0.71	145. This soldier was in charge of a work detail that was days behind schedule. This soldier made the HN soldiers work on Sundays despite the fact that HN soldiers only had Sundays to visit family members. The HN forces' morale hit rock bottom, their work became sloppy, and they came close to refusing to work anymore at all until they were promised all Sundays off.
C	33	3	2.33	0.47	
P	22	2	5.50	1.50	
A11		9	2.89	1.66	

Dim	%	N	M	S	
J*	56	5	5.20	2.23	43. The new battalion commander wanted to receive weekly training briefs with the use of slides and other equipment. This 18C utilized his computer skills to assist in producing the slide show and briefing. The presentation was accepted by the battalion commander.
P	22	2	5.50	0.50	
A11		9	5.22	1.93	

Dim	%	N	M	S	
J*	56	5	6.60	0.49	146. This SF soldier was tasked to work individually to produce operational information. This SF soldier researched, developed, and wrote a standard operating procedure for operations to be conducted by Special Forces in the future. SOP was developed in areas that had never been addressed.
P	22	2	6.50	0.50	
A11		9	5.89	1.37	

Retranslation Listing of Incidents for Dimension Q: (Problem name = 18db)

Dim % Q* 100 All	N M S 9 1.67 0.82 9 1.67 0.82	85. This SF soldier found classified material while cleaning the team room. This SF soldier stored the classified material in a foot locker. The material was found during an inspection.
Dim % Q* 100 All	N M S 11 2.27 1.14 11 2.27 1.14	24. This soldier (with no training in classified document handling) was destroying exercise-related documents that had instructions stating "Destroy at end of exercise." He did not complete a destruction certificate or keep a log of the documents he destroyed. Another individual (trained in handling these documents) had to make a determination about what was destroyed and make logs showing accountability.
Dim % Q* 78 All	N M S 7 4.57 2.19 9 4.00 2.26	157. This SF soldier was tasked to destroy classified materials. This SF soldier moved directly to the shredder without speaking to anyone. The classified materials were destroyed.
Dim % Q* 78 All	N M S 7 1.43 0.49 9 2.11 1.79	160. This 18E was on a field training exercise. This 18E dropped his classified material and left it behind. This caused his team extra days in the field and lost training time.
Dim % Q* 33 All	N M S 3 7.00 0.00 9 6.00 2.00	159. This 18E went out of the base camp to make contact with the base station using HF equipment; he took two locals with him to provide security on site. Prior to departing the area, the 18E checked the areas where the locals were providing security, and found pocket litter pertaining to sensitive activities that would be performed at a later time. He delivered the pocket litter to his intelligence and team sergeant. The two locals were informants working for the opposition under duress conditions.

Retranslation Listing of Incidents for Dimension X: (Problem name = 18db)

Dim % X* 100 All	N M S 9 1.89 0.87 9 1.89 0.87	100. An NCO on deployment complained of a numb tongue and had difficulty speaking. This medic did not recognize the symptoms as the beginnings of a neurologic condition and did not seek higher medical authority. The NCO was evacuated from the field when his condition worsened; he was diagnosed with Bell's Palsy.
Dim % X* 82 All	N M S 9 1.11 0.31 11 1.09 0.29	20. A patient was having ear pain and requested an examination. This 18D examined the ears, discovered large amounts of hardened wax, and attempted to dig out the wax with the broken end of a stick. When the patient reported to another 18D for pain about 12 hours later, there was blood in the canals and signs of lacerations. The patient was seen by a doctor and later recovered.
Dim % X* 82 All	N M S 9 2.22 0.79 11 6.27 0.75	25. This 18D noticed that a team member had a persistent cough for three days. The team member thought the cough was due to having the flu several weeks earlier. This 18D examined him and determined the cough was caused by a bacterial infection and gave him an antibiotic. The cough disappeared after several days.
Dim % X* 82 All	N M S 9 2.22 0.92 11 2.09 0.90	1. This 18D was presented with a 26-year old male complaining of pain of the lower leg and foot that had lasted about three months and that increased with activity. This 18D X-rayed the foot, found nothing, then treated the soldier for tendonitis. This soldier later returned to the clinic and was treated for a boot-top stress fracture.
Dim % X* 78 All	N M S 7 1.71 0.70 9 2.22 1.81	161. During R&R on a training exercise, some soldiers were playing basketball when one sustained a severe ankle injury. This 18D evaluated the injury, wrapped it, administered pain medication and returned the soldier to duty with a two-week physical profile requiring no future evaluations. The soldier was debilitated by the injury for five weeks and then permanently disabled because a necessary surgical procedure was delayed for that time.
Dim % X* 73 All	N M S 8 1.50 0.50 11 1.91 1.68	17. This medic saw a soldier with a sinus problem during sick call. This 18D had never conducted an EENT exam before, but proceeded to examine the soldier and found nothing significant. When the physician reviewed the patient, he found symptoms of sinusitis, gave the proper medications, and required that the medic give a briefing on EENT exams and sinusitis.
Dim % X* 56 Y 22 All	N M S 5 1.60 0.49 2 3.00 0.00 9 2.56 1.71	153. While on an OCONUS mission to Africa, a detachment member suffered from severe diarrhea. This 18D gave him an antimotility medication to stop the diarrhea. The patient really had amebiasis; the amoeba invaded the mucosa and caused diverticulitis which greatly prolonged the recovery period.
Dim % O 33 X* 56 All	N M S 3 3.33 0.94 5 2.60 1.20 9 2.78 1.13	103. An SF soldier broke his leg while rock climbing. Although the break was minor, it still needed a cast. This SF medic placed the cast improperly and put the foot in the wrong position. The tendons in the leg became sore over time and the man suffered from tendonitis.
Dim % B 45 X* 55 All	N M S 5 6.40 0.80 6 6.50 0.50 11 6.45 0.66	8. This 18D was managing a clinic in Turkey. Several children were seen by the Turkish doctors for loss of vision and spasticities of the eyes but were not treated. This 18D saw several of these children at his clinic and immediately recognized the condition as Trachoma, which he had seen in Senegal. The children were treated, regained their sight, and rapport with the refugees was greatly increased.
Dim % X* 50 All	N M S 4 6.50 0.50 8 6.50 0.50	71. A soldier deployed to Thailand got stomach cramps, nausea, headaches, and a general run-down condition from eating the local food. This 18D had the choice of treating him on-site or evacuating him to another location. He questioned the soldier, gave him antibiotics, placed him on bed rest, and monitored his condition. The soldier got better in 24 hours.

D1m	%	N	M	S	52. A student in SERE training developed a combat, stress-like syndrome. This 18D was called when the student was locked in classic body position. This 18D removed the student from the cause of stress, identified himself as a friendly U.S. medic, gave him warm fluids, rubbed his tingling arms and legs, and talked to him in a father-to-son way. The student recovered within two to four hours and was reinserted into the situation with no further problems.
O	25	2	7.00	0.00	
X*	50	4	7.00	0.00	
		8	6.63	0.70	
All					

D1m	%	N	M	S	67. This 18D was examining a youth complaining of shortness of breath and fatigue. This 18D was going to treat for flu-like syndrome after hearing abnormal lung sounds. After being examined by a doctor, the patient was diagnosed as having rheumatic heart disease; this 18D learned to always seek higher level care when available.
X*	50	4	3.75	1.92	
		8	3.63	2.12	
All					

D1m	%	N	M	S	120. A man reported to the ER complaining of a pain in his penis. This medic assessed the condition as paraphimosis (foreskin stuck behind head of penis), applied ice, started an IV, administered valium and demerol (as instructed by the doctor), cleaned the area, and applied topical antibiotics. The patient was relieved of pain and was referred to surgery for circumcision.
O	22	2	6.50	0.50	
X*	44	4	6.50	0.50	
CC	33	3	7.00	0.00	
All		9	6.67	0.47	

D1m	%	N	M	S	59. The leader of a team participating in a joint exercise in Thailand had complained of stomach pain and diarrhea for five days. This 18D examined him, took a medical history, determined he had an amoebic dysentery relapse, and treated him with medications. The commander recovered fully; confidence in the 18D was established.
X*	44	4	7.00	0.00	
Y	33	3	6.67	0.47	
All		9	6.89	0.31	

D1m	%	N	M	S	102. A patient came to see this 18D for "jock itch." This 18D did a fungal scraping and correctly diagnosed tenia cruris. The patient was cured.
X*	44	4	7.00	0.00	
DD	33	3	6.00	0.82	
All		9	6.67	0.67	

D1m	%	N	M	S	77. A student was injured by some fragments from an explosive device. This 18D surgically removed the fragments but did not sterilize the operative site. The patient developed a secondary infection in the surgical site.
X	38	3	4.33	0.47	
CC*	50	4	3.00	0.71	
All		8	3.50	0.87	

D1m	%	N	M	S	70. An 18D at SERE observed that one instructor was unable to take himself out of the role of POW camp worker; he became angry and upset all the time and spoke with the accent required for his role. This 18D reported what he saw to the psychiatrist and expressed his concern for the individual. Unfortunately, very little action was taken. The instructor killed himself three months later.
X*	38	3	3.00	1.41	
All		8	2.88	1.36	

D1m	%	N	M	S	38. This 18D noticed a team member slip, fall, and grab at his leg. This 18D kept others away and examined the injured team member. He determined the leg was broken, splinted it, and moved him onto a stretcher and into a shelter to wait for the ambulance. Further injury to the leg was prevented.
O*	56	5	7.00	0.00	
X	33	3	7.00	0.00	
All		9	7.00	0.00	

D1m	%	N	M	S	96. This medic accompanied a support company on a raid during winter environmental training in a mountainous area. The temperatures were below zero and it was windy. One support soldier arrived at the ORP complaining of dizziness, shortness of breath, and coldness. This medic evaluated the soldier, kept him in the ORP, put him in his own sleeping bag (remaining in the cold himself), and stayed with him until the raid was over, then evacuating him to lower altitude. The soldier was evacuated back to base camp.
F	22	2	6.50	0.50	
L	22	2	6.50	0.50	
X*	33	3	5.67	1.25	
All		9	6.33	0.94	

D1m	%	N	M	S	35. This 18D was OCONUS at an isolated site with no other medical support available. He used the wrong treatment on a soldier with cellulitis of the lower leg. The soldier became septic, was hospitalized for three weeks, and almost lost his leg.
X	30	3	1.67	0.47	
Y*	60	6	2.17	2.19	
All		10	1.90	1.76	

D1m	%	N	M	S	116. A medic was doing follow-up wound care and a dressing change on a motorcycle accident victim. The wound care was painful for the victim. This medic continually talked about how stupid it was to ride motorcycles. The wound healed, but the talk caused the patient mental anguish.
X*	25	2	2.50	0.50	
All		8	2.75	0.97	

D1m	%	N	M	S	130. A man came in with a snake bite which he had covered in human feces and wrapped in leaves. This 18D cleaned off the wound, put on a clean dressing and started the man on antibiotics. The man was spared a possible secondary infection resulting from his personal treatment.
O*	50	4	7.00	0.00	
X	25	2	6.50	0.50	
All		8	6.25	1.30	

D1m	%	N	M	S	47. An ODA was teaching basic rappelling to a group of soldiers from an artillery unit. During the training, a soldier shattered his ankle half way down a 75-foot rappel. This 18D coordinated the initial rescue by organizing personnel to prepare an IV and medications, constructed a litter, and called for evacuation. The 18D then climbed down and stabilized the ankle, placed the patient on his back, and pulled him back up. The patient was treated and evacuated from a potentially dangerous situation with minimal discomfort and suffering.
L*	33	3	6.33	0.94	
X	22	2	7.00	0.00	
BB	22	2	7.00	0.00	
All		9	6.67	0.67	

D1m	%	N	M	S	60. A soldier went to this SF medic (instead of the hospital) over a period of several days complaining of chills and night sweats. This medic did not take a personal/medical history and advised him that it was just a cold and to take aspirin. The soldier went to the hospital, where he was diagnosed with malaria as a result of his recent return from a malaria area.
X	22	2	1.00	0.00	
Y	22	2	1.00	0.00	
Z*	33	3	2.00	1.41	
All		9	1.33	0.94	

D1m	%	N	M	S	40. This 18D came upon a woman with a severe laceration to her left arm at the site of a multiple auto accident. This 18D put a tourniquet above and below the injury site, thus applying a pressure dressing. The woman had a loss of circulation in the distal extremity and had to have more extensive repair than would otherwise have been necessary.
O*	44	4	1.75	0.43	
X	22	2	1.00	0.00	
All		9	1.56	0.50	

D1m	%	N	M	S	83. During a training exercise, some indigenous and SF soldiers had been drinking heavily one night. Early the next morning, one Thai soldier began vomiting blood and became unconscious. The Thai soldiers woke this 18D; he treated the soldier and evacuated him to a hospital. The soldier was returned to duty three days later with no performance restrictions.
B	22	2	5.50	1.50	
O*	33	3	4.67	2.05	
X	22	2	4.50	0.50	
All		9	5.22	1.62	

D1m	%	N	M	S	136. During a weekend of skydiving, a soldier ran into a wind sock on the DZ. This team medic conducted a manipulation exam, gave him Motrin, and told him to get an X-ray later in the week. Three weeks later the soldier had 50cc of blood extracted and the X-ray showed a fracture of the tibia plateau. The soldier was placed in a brace for three weeks, with the possibility of surgery.
O*	56	5	1.60	0.49	
X	22	2	3.00	2.00	
All		9	2.67	1.76	

D1m	%	N	M	S	125. An SF soldier had gotten an object stuck in his ear during a field training exercise. This medic tried to pull the object out, although he lacked the proper medical tools and adequate light to perform the task. This medic inadvertently pushed the object further into the ear. The soldier was in more pain and the object caused more damage; he had to be treated by doctors at the hospital.
O*	56	5	1.20	0.40	
X	22	2	1.50	0.50	
All		9	1.67	0.82	

D1m	%	N	M	S	32. An ODA was conducting pre-scuba training. During an exercise a soldier came to the surface breathing very rapidly and was brought to this junior 18D. This 18D tried to calm the patient by placing him on oxygen. The patient became disoriented and had tingling in his hands; a senior 18D came and took the hyperventilating patient off the oxygen.
O*	30	3	4.00	1.63	
X	20	2	2.50	0.50	
Y*	30	3	4.00	1.63	
All		10	3.70	1.95	

Retranslation Listing of Incidents for Dimension Y: (Problem name = 18db)

Dim % N M S 91. A patient was diagnosed with malaria. This Y\* 100 9 3.11 1.59 18D prescribed medication based on his recall of All 9 3.11 1.59 pharmacology; he prescribed about ten times the recommended dosage. The supervisor caught the mistake before the drug regimen was started. He counseled this 18D and advised him to use a drug book.

Dim % N M S 147. This 18D was in charge of administering the Y\* 89 8 2.00 1.22 anesthesia (IV) to a patient. Instead of All 9 2.56 1.95 administering the required 1-2 mm of the drug, he accidentally administered 12 mm of the drug. The patient's breathing slowed below the recommended amount and the patient had to be bagged for an hour.

Dim % N M S 123. This senior medic working in the battalion Y\* 89 8 1.75 1.09 surgeon's office was responsible for All 9 2.22 1.69 immunizations. He gave immunizations without checking either expiration dates or the shelf life of the medicines. Several individuals in the battalion became very sick.

Dim % N M S 131. This medic was treating a child who had Y\* 89 8 2.38 1.41 multiple cuts from a dog attack. The child was All 9 2.22 1.40 scared and screaming while the medic attempted to suture him. This medic injected too much local anesthesia. Although the child was monitored and nothing serious happened, the injection was potentially toxic.

Dim % N M S 94. A small child came into the clinic with Y\* 67 6 6.83 0.37 respiratory distress. This 18D weighed the BB 33 3 6.67 0.47 child, calculated the dosage, and diluted the All 9 6.78 0.42 medications to be administered to the child. The child was medicated properly and was brought out of respiratory distress.

Dim % N M S 119. During a routine exercise a soldier was Y\* 67 6 2.00 1.15 stung by a bee. The man was allergic to bee BB 22 2 2.50 0.50 stings. This SF medic gave the man three shots All 9 2.33 1.15 from the bee sting kit instead of a lesser amount. The man had difficulty breathing and chest pain from too much epinephrine; an excess of this could have caused a heart attack.

Dim % N M S 86. An 18-year-old patient was stung by a bee Y\* 67 6 1.67 0.94 and in respiratory distress. This 18D started All 9 2.33 1.41 an IV Antecubital and started to give him 1ml of 1:1000 Epinephrine through an IV route. When told by a second 18D that the dose and dilution were wrong, this 18D couldn't remember how to calculate the new dose. The second 18D had to give the correct dosage.

Dim % N M S 35. This 18D was OCONUS at an isolated site Y\* 30 3 1.67 0.47 with no other medical support available. He X 30 6 2.17 2.19 used the wrong treatment on a soldier with All 10 1.90 1.76 cellulitis of the lower leg. The soldier became septic, was hospitalized for three weeks, and almost lost his leg.

Dim % N M S 111. On a mission in Africa, the pharmacy Y\* 33 3 6.33 0.94 exhausted its supply of human worm medicine but E 33 4 6.50 0.50 still had a case of veterinary worm medicine. All 9 6.44 0.68 This senior 18D purchased a mortar and pestle, ground up the medication, broke down the dosage, put it in powdered milk, and used it on the personnel. The animal medication was adapted to personnel in sufficient supply to complete the mission.

Dim % N M S 68. This 18D was administering an inhalation Y\* 38 3 1.67 0.94 anesthesia. He did not check the patient's Z 25 2 1.00 0.00 vital signs every five minutes. The patient CC 25 2 1.00 0.00 went into cardiac arrest; this 18D began CPR All 8 1.25 0.66 but the patient still died.

Dim % N M S 61. This 18D was providing medical training on Y\* 56 5 2.40 1.50 lab animals to other medics. An experimental A 33 3 1.33 0.47 anesthesia was to be used, but no doctor was All 9 1.89 1.29 available for support. This 18D was not familiar with the drug but used it anyway. The lab animal being used died from an overdose.

Dim % N M S 59. The leader of a team participating in a Y\* 44 4 7.00 0.00 joint exercise in Thailand had complained of X 33 3 6.67 0.47 stomach pain and diarrhea for five days. This All 9 6.89 0.31 18D examined him, took a medical history, determined he had an amoebic dysentery relapse, and treated him with medications. The commander recovered fully; confidence in the 18D was established.

Dim % N M S 32. An ODA was conducting pre-scuba training. O\* 30 3 4.00 1.63 During an exercise a soldier came to the surface X 20 2 2.50 0.50 breathing very rapidly and was brought to this X\* 30 3 4.00 1.63 junior 18D. This 18D tried to calm the patient All 10 3.70 1.95 by placing him on oxygen. The patient became disoriented and had tingling in his hands; a senior 18D came and took the hyperventilating patient off the oxygen.

Dim % N M S 74. The team deployed to a malaria endemic I\* 25 2 7.00 0.00 area. Anti-malarial medication was available K\* 25 2 6.00 1.00 that had unpleasant side-effects that made the Y\* 25 2 7.00 0.00 team not want to take the medication. This 18D All 8 6.75 0.66 took the medication himself and physically observed the other team members take it to ensure compliance. The team members took the medication that had been prescribed for them.

Dim % N M S 153. While on an OCONUS mission to Africa, a X\* 56 5 1.60 0.49 detachment member suffered from severe Y 22 2 3.00 0.00 diarrhea. This 18D gave him an antimotility All 9 2.56 1.71 medication to stop the diarrhea. The patient really had amebiasis; the amoeba invaded the mucosa and caused diverticulitis which greatly prolonged the recovery period.

Dim % N M S 60. A soldier went to this SF medic (instead of X 22 2 1.00 0.00 the hospital) over a period of several days Y 22 2 1.00 0.00 complaining of chills and night sweats. This Z\* 33 3 2.00 1.41 medic did not take a personal/medical history All 9 1.33 0.94 and advised him that it was just a cold and to take aspirin. The soldier went to the hospital, where he was diagnosed with malaria as a result of his recent return from a malaria area.

Retranslation Listing of Incidents for Dimension Z: (Problem name - 18db)

Dim	%	N	M	S	Incident Description
Z*	78	7	2.29	0.88	126. A patient was receiving care for an injury. This medic did not document his treatments. At a later time, medical care had to be delayed in order to determine the patient's history.
All		9	2.22	0.92	
O	22	2	7.00	0.00	112. A soldier complained to a medic about contracting frostbite in Louisiana, where it had not been below 32 degrees since the previous year. This medic performed a complete medical check and wrote up the records. The soldier was sent back to duty.
Z*	67	6	5.83	1.07	
All		9	6.11	0.99	
X	22	2	1.00	0.00	60. A soldier went to this SF medic (instead of the hospital) over a period of several days complaining of chills and night sweats. This medic did not take a personal/medical history and advised him that it was just a cold and to take aspirin. The soldier went to the hospital, where he was diagnosed with malaria as a result of his recent return from a malaria area.
Y	22	2	1.00	0.00	
Z*	33	3	2.00	1.41	
All		9	1.33	0.94	
Y*	38	3	1.67	0.94	68. This 18D was administering an inhalation anesthesia. He did not check the patient's vital signs every five minutes. The patient went into cardiac arrest; this 18D began CPR but the patient still died.
Z	25	2	1.00	0.00	
CC	25	2	1.00	0.00	
All		8	1.25	0.66	

Retranslation Listing of Incidents for Dimension AA: (Problem name - 18db)

Dim	%	N	M	S	Incident Description
E	22	2	7.00	0.00	133. This 18D observed that the HN battalion had no procedures for field sanitation for 600 in a field perimeter, and over 30% had dysentery symptoms. This 18D politely suggested field sanitation, latrine, and wash facilities to the HN adjutant, then obtained materials and supervised team members and HN soldiers in building field showers, wash basins, and latrine facilities. The dysentery cases dropped off to less than 10% battalion-wide.
AA*	67	6	5.17	2.61	
All		9	5.78	2.30	
I	33	3	5.33	1.70	90. An SF company was deployed in a country overseas where no US support facilities were present other than the US Embassy and Consulate. The company's 18D established an aid station to provide a comprehensive sick call and initial emergency medicine capability. The other company soldiers were confident that if they were sick or injured, there would be an adequate facility to which they could be taken.
AA*	56	5	6.80	0.40	
All		9	6.33	1.25	
A	22	2	6.50	0.50	37. During an OCONUS Medical HCA mission, this 18D planned immunization, sanitation, and hygiene programs. This 18D gave immunizations to selected host country civilian personnel, and gave classes in general sanitation and personal hygiene to selected civilian communities. The national government got help with their programs and the community became more aware of diseases related to poor sanitation and personal hygiene.
G	22	2	6.50	0.50	
AA*	44	4	5.50	2.60	
All		9	6.11	1.85	
F	25	2	1.00	0.00	75. A team was deployed to the Caribbean islands. This junior medic walked barefoot and ate local foods not cooked completely. He contracted schistosomiasis and was doubled up with cramps and diarrhea. The senior medic had to treat him with drugs.
AA*	38	3	2.00	0.82	
All		8	1.75	0.83	
AA*	36	4	6.25	0.83	5. This senior 18D was sent to a major SF training camp to serve as a medical supervisor. Three subordinate medic slots were not assigned due to shortages. This 18D estimated the requirements, planned for the logistics and ordered the logistical base, requested and received the budget, and helped establish the evacuation net. The camp had a system of proper medical care and evacuation for all SF students in the field.
All		11	6.64	0.64	
C*	33	3	7.00	0.00	148. During an overseas deployment, all American soldiers were required to eat in a foreign dining facility. This 18D and preventative medicine NCO went to the dining facility for an inspection. This 18D was constructive in assisting the natives with increasing the standards of the sanitation but did so without making comments that would offend them. The standards markedly increased and intestinal disease incidence remained at a very minimum.
AA*	33	3	6.33	0.94	
All		9	6.67	0.67	
F*	50	4	1.25	0.43	66. The company deployed to the Middle East and all medics were advised to treat the water. This senior medic did not test or treat the water, based on the word from the host country that the water was 100% potable. Everyone drank the water and 90% of the company got severe diarrhea, preventing them from training with the host country. When tested, the water was found to be contaminated with bacteria.
AA*	25	2	1.50	0.50	
All		8	1.25	0.43	

Retranslation Listing of Incidents for Dimension BB: (Problem name = 18db)

D1m % N M S  
 BB\* 89 8 6.88 0.33  
 A11 9 6.89 0.31

58. This 18D was covering HALO school jumps. There was a mid-air entanglement that caused two jumpers to fall 200 feet. This 18D recovered, treated, and talked to the soldiers while he treated them. Later, doctors said that the treatment saved their lives, one said he would have died if the 18D had not talked to him, and the 18D was recommended for a soldier's medal.

D1m % N M S  
 BB\* 89 8 2.88 1.36  
 A11 9 2.89 1.29

107. During an OCONUS training exercise, two SF soldiers had been stabbed, one in the leg and one in the neck. This 18D stopped the bleeding and dressed the leg wound. For the neck wound, he initiated IVs and applied a dressing without ascertaining internal bleeding, taking a blood pressure reading. The soldier with the leg wound was evacuated and lived; the one with the neck wound died within four hours.

D1m % N M S  
 BB\* 89 8 6.25 1.30  
 A11 9 6.33 1.25

115. A medic came upon an accident scene. A person was lying in the road covered by coats, with his leg (severed below the knee) in his view. This medic picked up the severed leg and put it out of sight of the patient. This reduced the patient's anxiety.

D1m % N M S  
 BB\* 78 7 7.00 0.00  
 A11 9 7.00 0.00

113. A small airplane landed at an airfield and a woman got out and walked into the propeller. Her entire chest area and side of her head were cracked open; she was losing blood fast. This medic stopped the other medical personnel at the scene from throwing her in an ambulance and rushing her to the hospital. He applied immediate first aid and stopped some of the bleeding before transporting her. Her life was saved; she would have bled to death without immediate treatment.

D1m % N M S  
 BB\* 78 7 6.43 1.05  
 A11 9 6.56 0.96

137. During a deployment to the Caribbean, this 18D walked by and noticed a man that had been robbed and stabbed through the lung. He retrieved his medical equipment from the base camp, placed an occlusive dressing to the puncture wound, started an I.V., and arranged for transportation. The man was taken to the local hospital and then released.

D1m % N M S  
 BB\* 75 6 6.83 0.37  
 A11 8 6.88 0.33

89. This 18D was attending a Christmas party off post at a restaurant when a team member told him that a man was dying in the restroom. This 18D ran to the restroom and found an elderly man apparently suffering a heart attack; he began CPR and mouth-to-mouth, and revived the man. The civilian paramedics took the man to the hospital and the 18D received praise for his efforts.

D1m % N M S  
 BB\* 73 8 6.38 0.99  
 A11 11 6.45 0.89

21. A man arrived at the clinic with extremely severe respiratory distress. He was very anxious due to hypoxia, making it impossible to get a physical exam done. This 18D prepared for the possibility that the man might stop breathing and assembled all the equipment he might need. When the patient needed it, this 18D was able to calmly insert an ET tube and begin artificial respiration on the patient.

D1m % N M S  
 BB\* 70 7 5.29 0.88  
 A11 10 5.00 1.55

34. During waterborne operations with a NATO country, an SF soldier was severely injured while diving. The host nation was not prepared to provide relief for the SF soldier. This 18D took charge of the situation by providing first aid and directing the rescue and relief of the injured diver. The diver died but the 18D demonstrated his skill and training while working under stress.

D1m % N M S  
 O 33 3 5.67 0.94  
 BB\* 67 6 5.83 1.07  
 A11 9 5.78 1.03

54. During an ODA's annual dive requalification, a diver with minimal experience was on a 120-foot dive in a dark lake when he panicked. This 18D, the Dive Medical Technician for the dive, saw the diver shoot to the surface at a very fast pace, grunt, lose consciousness, and begin to sink. This 18D grabbed him, pulled him into the boat, and initiated treatment for an unconscious diver. The diver regained consciousness.

D1m % N M S  
 O 22 2 1.00 0.00  
 BB\* 67 6 1.83 0.37  
 A11 9 1.56 0.50

99. A soldier overheated during a physical performance event. This 18D told him to lay down in the back of the truck but did not take his temperature. The soldier's body temperature exceeded 108 degrees and he had to be hospitalized.

D1m % N M S  
 BB\* 64 7 6.29 0.70  
 A11 11 6.55 0.66

28. A soldier driving a vehicle had rolled it over and the steering wheel had crushed his chest. An SF medic used available materials to treat this chest trauma casualty; he placed a chest tube and one way valve using a regular pipe and a finger cut from a rubber glove. The injured soldier survived and fully recovered.

D1m % N M S  
 BB\* 64 7 6.71 0.45  
 A11 11 6.64 0.64

30. This 18D was driving down the freeway with his family, saw smoke up ahead, and then a car on the side of the road in flames. This 18D stopped, got his aid bag, dragged the unconscious victim from the car, and gave him medical care until an ambulance came. The victim lived.

D1m % N M S  
 O 36 4 6.75 0.43  
 BB\* 55 6 7.00 0.00  
 A11 11 6.91 0.29

6. A man went into cardiac arrest while on a helicopter. This 18D worked in a tight, awkward position to perform CPR on the patient while the helicopter was in motion. The man's vital signs were restored.

D1m % N M S  
 BB\* 55 6 6.33 1.11  
 CC 36 4 5.50 2.60  
 A11 11 5.82 1.90

23. A patient sustained a gunshot wound to his thigh that shattered the femur. This 18D performed prompt surgical treatment, which included a complete amputation of the injured leg. The skin closure was skillful and neat, with no further harm to the patient.

D1m % N M S  
 E 25 2 6.50 0.50  
 BB\* 50 4 6.75 0.43  
 A11 8 6.75 0.43

76. During a health civic action, this medic was to evaluate a child. He couldn't understand the child and no translator was available. He completed a thorough physical exam, noting movements, reflexes, and facial expressions of the child. The medic made a correct diagnosis of appendicitis and was able to evacuate the child, thus saving her life.

D1m % N M S  
 BB\* 45 5 5.80 1.17  
 A11 11 5.91 1.00

26. During hospital rotations, this 18D was on duty in the E.R. when a gunshot wound patient was admitted. Although he had never before performed it on a female patient, this 18D catheterized the patient without assistance. All treatment was done appropriately and the patient was resuscitated.

D1m % N M S  
 O 22 2 6.00 1.00  
 BB\* 44 4 7.00 0.00  
 A11 9 6.44 1.07

48. When a company was conducting an airborne operation, one individual landed in the trees and got a stick in his eye while still hanging from the tree. This 18D was notified and went to the casualty. This 18D calmed down the semi-shocked patient, treated the injury quickly, and evacuated the patient to the ER while reassuring him that he wouldn't lose the eye. The patient was treated with minimal injury to the eye.

D1m % N M S  
 O 33 3 7.00 0.00  
 BB\* 44 4 6.75 0.43  
 A11 9 6.89 0.31

56. A patient was complaining of lethargy. This 18D performed a quick medical exam and identified several signs of congestive heart failure that had not been identified by the doctor: shortness of breath, distended neck veins, pitting edema, and positional dyspnea. The patient was quickly hospitalized.

D1m % N M S  
 BB\* 43 3 7.00 0.00  
 A11 7 6.71 0.45

65. During a dive operation off the North Atlantic coast line, a diver slipped and fell off the dock into the icy water before he had put his regulator into his mouth. This 18D noticed the problem right away and instructed someone to stick the regulator into his mouth. The diver immediately calmed down; a near-drowning incident was averted and the dive was continued.

D1m % N M S  
 O\* 44 4 1.75 0.43  
 X 22 2 1.00 0.00  
 BB 33 3 1.67 0.47  
 A11 9 1.56 0.50

40. This 18D came upon a woman with a severe laceration to her left arm at the site of a multiple auto accident. This 18D put a tourniquet above and below the injury site, thus applying a pressure dressing. The woman had a loss of circulation in the distal extremity and had to have more extensive repair than would otherwise have been necessary.

D1m % N M S  
 O\* 33 3 4.00 2.45  
 BB\* 33 3 5.67 0.47  
 A11 9 5.22 1.87

143. This 18D was riding in a convoy going through a village while deployed in Africa. A small child ran between two parked vehicles into the road and was hit by the vehicle the medic was in. This medic assessed the child, determined she had a broken arm, and informed the parents of the location of the nearest clinic. The child was treated successfully.

D1m	%	N	M	S	94. A small child came into the clinic with respiratory distress. This 18D weighed the child, calculated the dosage, and diluted the medications to be administered to the child. The child was medicated properly and was brought out of respiratory distress.
Y*	67	6	6.83	0.37	
BB	33	3	6.67	0.47	
All		9	6.78	0.42	

D1m	%	N	M	S	7. A fifty-year-old male arrived at the clinic with a snakebite. He had placed human feces over the snake bite. This 18D was initially confused, then he treated the patient while ignoring the feces and keeping what he felt about the situation to himself. The patient survived.
O*	27	3	2.67	1.25	
BB	27	3	3.33	1.70	
All		11	4.09	1.88	

D1m	%	N	M	S	15. This 18D examined a female patient with extensive vaginal bleeding. He determined that the bleeding was uterine, packed the vagina with gauze, tamponaded the bleeding, and transported the patient to a nearby Ob/Gyn doctor who was able to perform a D&C. The patient was fine and came back to thank the 18D.
O*	45	5	5.80	1.47	
BB	27	3	6.67	0.47	
All		11	6.27	1.14	

D1m	%	N	M	S	51. A soldier injured his leg during an airborne operation in a location where evacuation to a hospital would take a lot of time. This medic looked at the closed fracture and evaluated the benefits of immobilizing the leg vs. trying to set the bone prior to splinting the fracture. He decided to immobilize the leg and evaluate. The soldier had shattered the leg into at least ten separate bone fragments, requiring surgery.
F	22	2	6.00	0.00	
M	22	2	5.50	0.50	
O*	22	3	7.00	0.00	
BB	33	2	6.00	0.00	
All		9	6.22	0.63	

D1m	%	N	M	S	134. A soldier fell off a 75-foot tower and broke his back and right leg on impact. This 18D who was on-site had left the training facility with the ambulance to make a "soda" run. The soldier laid on the ground untreated for over an hour until the 18D returned.
F*	56	5	1.00	0.00	
BB	22	2	1.00	0.00	
All		9	1.67	1.89	

D1m	%	N	M	S	119. During a routine exercise a soldier was stung by a bee. The man was allergic to bee stings. This SF medic gave the man three shots from the bee sting kit instead of a lesser amount. The man had difficulty breathing and chest pain from too much epinephrine; an excess of this could have caused a heart attack.
Y*	67	6	2.00	1.15	
BB	22	2	2.50	0.50	
All		9	2.33	1.15	

D1m	%	N	M	S	47. An ODA was teaching basic rappelling to a group of soldiers from an artillery unit. During the training, a soldier shattered his ankle half way down a 75-foot rappel. This 18D coordinated the initial rescue by organizing personnel to prepare an IV and medications, constructed a litter, and called for evacuation. The 18D then climbed down and stabilized the ankle, placed the patient on his back, and pulled him back up. The patient was treated and evacuated from a potentially dangerous situation with minimal discomfort and suffering.
L*	33	3	6.33	0.94	
X	22	2	7.00	0.00	
BB	22	2	7.00	0.00	
All		9	6.67	0.67	

D1m	%	N	M	S	144. While this 18D was at home, the hysterical 14-year-old son of his friend called the 18D to say he had been bitten by his pet rattlesnake. This 18D got the child's mother to calm him down and wash the wound while he collected his gear and got to their house. He then put a restricting band on the child, observing there were actually bites on the palm and one finger. After two weeks in the hospital, the child was discharged, missing only the tip of one finger.
O*	67	6	5.83	1.34	
BB	22	2	6.50	0.50	
All		9	5.67	1.49	

Retranslation Listing of Incidents for Dimension CC: (Problem name = 18db)

D1m	%	N	M	S	77. A student was injured by some fragments from an explosive device. This 18D surgically removed the fragments but did not sterilize the operative site. The patient developed a secondary infection in the surgical site.
X	38	3	4.33	0.47	
CC*	50	4	3.00	0.71	
All		8	3.50	0.87	

D1m	%	N	M	S	23. A patient sustained a gunshot wound to his thigh that shattered the femur. This 18D performed prompt surgical treatment, which included a complete amputation of the injured leg. The skin closure was skillful and neat, with no further harm to the patient.
BB*	55	6	6.33	1.11	
CC	36	4	5.50	2.60	
All		11	5.82	1.90	

D1m	%	N	M	S	154. This 18D was assisting a veterinarian in an operation on a horse. This 18D left the horse unattended for approximately 10 minutes. During this time, the horse stopped breathing and died; the U.S. government paid for the horse.
F*	33	3	1.33	0.47	
CC*	33	3	1.00	0.00	
All		9	1.33	0.67	

D1m	%	N	M	S	139. One night during the time this 18D was on hospital rotation, he was out partying and stopped by the ER to meet some friends. The doctor was working on a trauma patient's leg fractures. When asked by the doctor (who didn't realize he was drunk) to assist in K-wire insertion in the bones of the leg so that traction could be applied, this 18D said he would assist. This 18D didn't align the K-wires properly and drilled two or three times to get the wires in straight. The patient was very traumatized.
F	22	2	1.00	0.00	
K	22	2	1.00	0.00	
CC*	33	3	1.00	0.00	
All		9	1.11	0.31	

D1m	%	N	M	S	120. A man reported to the ER complaining of a pain in his penis. This medic assessed the condition as paraphimosis (foreskin stuck behind head of penis), applied ice, started an IV, administered valium and demerol (as instructed by the doctor), cleaned the area, and applied topical antibiotics. The patient was relieved of pain and was referred to surgery for circumcision.
O	22	2	6.50	0.50	
X*	44	4	6.50	0.50	
CC	33	3	7.00	0.00	
All		9	6.67	0.47	

D1m	%	N	M	S	68. This 18D was administering an inhalation anesthesia. He did not check the patient's vital signs every five minutes. The patient went into cardiac arrest; this 18D began CPR but the patient still died.
Y*	38	3	1.67	0.94	
Z	25	2	1.00	0.00	
All		8	1.25	0.66	

D1m	%	N	M	S	141. An 18D was in the team room with the engineer discussing a growth on the engineer's neck. The engineer put a lot of pressure on the medic to remove the growth. The medic went ahead and removed the growth, using equipment that was not sterile and improper suture material. The engineer has a large scar, and the 18D knew to not make that mistake again.
F*	44	4	2.00	1.22	
CC	22	2	2.00	1.00	
All		9	1.89	0.99	

Retranslation Listing of Incidents for Dimension DD: (Problem name = 18db)

Dim	%	N	M	S	
DD*	100	9	1.78	1.31	121. A patient complained of malaria. This medic drew blood and prepared for the lab test. He looked at the slide and incorrectly determined that malaria was not present. The patient was not treated for his condition.
All		9	1.78	1.31	

Dim	%	N	M	S	
O	22	2	1.00	0.00	92. This 18D saw a patient complaining of diarrhea. This 18D did not perform physical or laboratory tests. The patient almost died from appendicitis.
DD*	56	5	1.00	0.00	
All		9	1.22	0.42	

Dim	%	N	M	S	
X*	44	4	7.00	0.00	102. A patient came to see this 18D for "jock itch." This 18D did a fungal scraping and correctly diagnosed tenia cruris. The patient was cured.
DD	33	3	6.00	0.82	
All		9	6.67	0.67	

Retranslation Listing of Incidents for Dimension HH: (Problem name = 18db)



Retranslation Listing of Incidents for Dimension A: (Problem name = 18EA)

Dim	%	N	M	S	11. This SF soldier was giving a class in cycle of operations to a group of students. This SF soldier gathered training aids to help with his class and related the cycle of operations to everyday actions. The soldiers had a good working knowledge of the cycle of operations.
A*	86	12	5.83	0.80	
All		14	5.86	0.83	
Dim	%	N	M	S	91. This 18E was to teach a class on the PRC 104. This 18E did not acquire all the materials needed for the class. This 18E also did not develop a full understanding of the material he was to teach. The class did not go well and the students did not learn the material they were supposed to learn.
A*	69	9	2.22	1.93	
All		13	2.54	1.91	
Dim	%	N	M	S	4. During a battalion train-up, an 18E was required to teach emergency cryptographic systems. This 18E developed his own POI and made simplistic charts for instructions. The entire battalion was trained on the systems, thereby enhancing its capabilities.
A*	64	9	5.89	0.74	
HH	29	4	6.75	0.43	
All		14	6.21	0.77	
Dim	%	N	M	S	84. An 18E was to give a class on computing and applying time zone indicators. This 18E, in the allotted time of one hour, was not able to correctly teach the students on the subject matter. He was slow in presenting the material and was not prepared. This 18E was removed from his teaching position and not allowed to lead or supervise students.
A*	62	8	1.75	1.30	
H	23	3	1.33	0.47	
All		13	1.69	1.07	
Dim	%	N	M	S	99. An 18E was tasked to train his team on the procedures to determine the proper 120 group call-up. This 18E thoroughly reviewed the procedures, drew up simplistic charts to aid his call and presented the information accurately without any undue information. He also conducted classroom exercises, and field exercises with another post. The team was fully trained on 120 group call-up, sending and receiving burst transmissions, and antenna construction.
A*	62	8	6.50	0.71	
All		13	6.62	0.62	
Dim	%	N	M	S	113. An A-team received several new members unfamiliar with emergency crypto. This new 18E was tasked with training emergency crypto; he was not familiar with it. This 18E used a variety of training aids such as practice sheets, butcher blocks, and several types of emergency crypto systems that were very easy to remember. The instructions were clear easy to understand, and effective. This 18E effectively cross-trained the entire detachment in several types of emergency crypto.
A*	54	7	6.00	0.76	
All		13	6.23	0.80	
Dim	%	N	M	S	98. An 18E was responsible for teaching basic antenna theory to a host country. While teaching classes his transition was inconsistent and out of sequence. As a result, the host nation students became frustrated and inattentive.
A*	50	6	3.00	1.63	
D	33	4	2.25	0.83	
All		12	2.58	1.38	
Dim	%	N	M	S	51. Isolation was being conducted for a mission. This SF officer assigned team members staff tasks that were outside their area of expertise. The team members were forced to see mission planning from a different angle.
A*	38	5	5.40	1.02	
G	23	3	4.33	0.47	
All		13	4.85	1.41	
Dim	%	N	M	S	13. An 18E was supposed to give a block of instruction on the TSEC KY 57. This 18E did not know how to operate this piece of communications equipment. He could not give this block of instruction and had to be retrained.
A	36	5	1.60	0.80	
GG*	43	6	1.50	0.76	
All		14	1.57	0.82	
Dim	%	N	M	S	5. An SF soldier was required to give a slide presentation to a senior officer. This soldier did not check the slides prior to the briefing and the spelling was grossly incorrect. Before the presentation, this individual told some crude jokes. The senior officer made several comments on the misspelled words and the whole presentation made all involved look less than professional.
A	21	3	2.67	0.47	
J*	50	7	2.57	1.99	
All		14	2.43	1.50	

Retranslation Listing of Incidents for Dimension B: (Problem name = 18EA)

Dim	%	N	M	S	Incident Description
B*	82	9	1.89	1.20	86. While deployed in a foreign country, this SF soldier went out drinking. This SF soldier got into a fight with a local civilian. This caused tension between SF and the local populace.
All		11	2.00	1.28	
B*	69	9	2.11	1.97	27. A US ODA and a host nation ODA trained and executed a night live fire raid. A host nation soldier and a US soldier who had become friends both performed the raid in an outstanding manner. The host nation soldier had limited capability in English. This SF NCO put his arm around his host nation friend and said "you are one bad m.f..." The host nation soldier understood the words but not the context and had to be physically restrained by his team leader. Rapport was permanently, negatively affected with the host nation ODA.
All		13	2.69	2.01	
B*	64	9	1.89	1.29	16. A detachment was deployed to Korea to provide a support element for a Joint U.S. and Korean exercise. When the convoy arrived at its destination, this SF soldier could not locate his baggage. This SF soldier became irate and yelled at the Korean private driver. The Korean NCO repeatedly struck the private for his mistake even though the baggage was later located. The other drivers saw that the bag was recovered and, seeing no apology from the SF soldier, lost a lot of respect for the U.S. forces.
C	36	5	2.60	1.02	
All		14	2.14	1.25	
B*	62	8	5.38	0.86	50. This 18D, who was in Pakistan, knew the Pashtu language and owned some of the regional clothes. He was invited to dinner at an Afghan instructor's house. This 18D wore the local garb and sat on the floor eating with his hands, as was the custom. A visiting Pakistani neighbor mistook him for an Afghan because he was not able to fit in so well.
C	23	3	6.00	1.41	
All		13	5.38	1.21	
B*	62	8	1.88	1.05	116. While in Saudi Arabia, a host country soldier had said that he was a rappal master but then fell while rappelling. This 18D made fun of the soldier. When it was discovered that the soldier had broken his arm, the 18D took him to the local hospital to set and cast the arm; he still lost rapport with the host country because he had made fun of the soldier.
All		13	2.38	1.64	
B*	50	6	1.67	0.75	97. The team was training African host nation forces in light infantry tactics. The live fire range was covered with dud mortar rounds. The SF team marked the dud rounds and instructed the indigenous forces not to touch them. This SF soldier decided he would like to keep an inert 120mm mortar for a door stop and took one back to his tent. The indigenous forces saw the soldier take the mortar and reported him to their colonel. The soldier was counseled on safety and had to make a personal apology to the host nation troops.
N	42	5	2.40	2.33	
All		12	2.00	1.63	
B*	46	6	2.50	0.96	
C*	54	7	1.71	1.39	60. An SF company was trying to get its equipment cleared through a foreign country's customs that was very restrictive. This SF soldier, who did not know anything about the customs process, became very insulting and loud when he realized that some of the equipment was being impounded. The customs officials walked away and had to be bribed just to return.
All		13	2.08	1.27	
B	42	5	4.20	1.94	102. While in a host country training indigenous soldiers, an NCO picked up an unsupervised weapon belonging to an Arab. After making his point, the NCO wouldn't return the weapon, creating a tense situation. This SF soldier saw this situation, intervened and told the first NCO that he could destroy the team's credibility (without causing him to lose face with the Arabs). He also told the Arabs it was just a drill and started telling jokes in one of the region's languages. The situation was diffused in a matter of seconds.
C*	50	6	6.00	0.82	
All		12	4.92	1.85	
B	31	4	5.50	1.50	110. Classes were being given to Kenyan soldiers on field expedient shelters. It was a forest environment with a great deal of rain. As night fell, the Kenyans refused to sleep in the shelters. This SF team leader questioned the senior Kenyan NCO who showed him a nearby path created the previous night by elephants. The SF leader noted the large uprooted trees and crushed vegetation and had the SF personnel move out of the shelters also. Everyone was safe.
N*	46	6	6.00	0.82	
All		13	5.77	1.37	
B	46	6	6.00	0.82	42. The Special Forces unit was sent to assist the Haitian refugees. The Haitians did not like it when the soldiers spoke French because it was the language used by the government officials. Within one week, this Special Forces soldier learned French Creole, which was spoken by the Haitians. This assisted in much smoother operations and improved morale among the Haitians.
All		13	6.31	0.72	

Retranslation Listing of Incidents for Dimension C: (Problem name = 18EA)

Dim	1/2	N	M	S	105. While deployed in Africa, an 18C was in an NCO club drinking beer with indigenous NCOs. This 18C was accosted by another soldier who was drunk and belligerent. This 18C immediately disengaged himself and reported the incident. The drunk soldier was counseled.
C*	62	8	6.13	1.05	
All		13	5.46	1.55	

Dim	1/2	N	M	S	60. An SF company was trying to get its equipment cleared through a foreign country's customs that was very restrictive. This SF soldier, who did not know anything about the customs process, became very insulting and loud when he realized that some of the equipment was being impounded. The customs officials walked away and had to be bribed just to return.
B	46	6	2.50	0.96	
C*	54	7	1.71	1.39	
All		13	2.08	1.27	

Dim	1/2	N	M	S	102. While in a host country training indigenous soldiers, an NCO picked up an unsupervised weapon belonging to an Arab. After making his point, the NCO wouldn't return the weapon, creating a tense situation. This SF soldier saw this situation, intervened and told the first NCO that he could destroy the team's credibility (without causing him to lose face with the Arabs). He also told the Arabs it was just a drill and started telling jokes in one of the region's languages. The situation was diffused in a matter of seconds.
B	42	5	4.20	1.94	
C*	50	6	6.00	0.82	
All		12	4.92	1.85	

Dim	1/2	N	M	S	16. A detachment was deployed to Korea to provide a support element for a joint U.S. and Korean exercise. When the convoy arrived at its destination, this SF soldier could not locate his baggage. This SF soldier became irate and yelled at the Korean private driver. The Korean NCO repeatedly struck the private for his mistake even though the baggage was later located. The other drivers saw that the bag was recovered and, seeing no apology from the SF soldier, lost a lot of respect for the U.S. forces.
B*	64	9	1.89	1.29	
C	36	5	2.60	1.02	
All		14	2.14	1.25	

Dim	1/2	N	M	S	50. This 18D, who was in Pakistan, knew the Pashtu language and owned some of the regional clothes. He was invited to dinner at an Afghan instructor's house. This 18D wore the local garb and sat on the floor eating with his hands, as was the custom. A visiting Pakistani neighbor mistook him for an Afghan because he was not able to fit in so well.
B*	62	8	5.38	0.86	
C	23	3	6.00	1.41	
All		13	5.38	1.21	

Retranslation Listing of Incidents for Dimension D: (Problem name = 18EA)

Dim	%	N	M	S	
D*	82	9	6.11	0.87	87. The team was conducting training overseas with translators provided by the host nation. One day there was a substitute for the usual translator and this team member, who spoke the language, noticed that the new interpreter was not accurately translating the class. This team member notified the team sergeant and then replaced the translator. The course continued on schedule with its content translated correctly.
All		11	5.91	0.90	
D*	77	10	6.40	0.80	58. A detachment was on a deployment in Iraq. This SF soldier picked up a 300-400 word vocabulary of Iraqi Kurdish within three weeks. This soldier could communicate with camp refugees.
All		13	5.85	1.46	
D*	62	8	6.13	1.27	108. A team was extremely well trained and prepared in all areas but that of language proficiency. This team leader ordered that only Spanish would be spoken during the workday among team members. This team leader made a game out of it, making anyone who was caught speaking English do push-ups. The team greatly increased its capability to communicate in conversational Spanish.
All		13	5.77	1.25	
D*	23	3	6.33	0.94	42. The Special Forces unit was sent to assist the Haitian refugees. The Haitians did not like it when the soldiers spoke French because it was the language used by the government officials. Within one week, this Special Forces soldier learned French Creole, which was spoken by the Haitians. This assisted in much smoother operations and improved morale among the Haitians.
D*	46	6	6.17	0.37	
All		13	6.31	0.72	
D*	50	6	3.00	1.63	98. An 18E was responsible for teaching basic antenna theory to a host country. While teaching classes his transition was inconsistent and out of sequence. As a result, the host nation students became frustrated and inattentive.
D	33	4	2.25	0.83	
All		12	2.58	1.38	
D*	23	3	5.33	0.47	118. An ODA was deployed to a third world country where English was not spoken. No interpreters were available. This 18E initiated the use of Q and Z signals with the communication specialist from the host nation army. The team was able to train and communicate with the host nation army.
D*	31	4	5.25	1.79	
All		13	5.46	1.28	

Retranslation Listing of Incidents for Dimension E: (Problem name = 18EA)

Dim % E* 71 All	N M S 10 6.10 0.83 14 6.21 0.86	15. Contact had to be made with range control to open a drop zone, located on the far edge of the post. A 292 antenna group had been erected, but a communications path was not established. This communications chief directed two soldiers in the construction of a field-expedient vertical half-rhombic antenna, attaching it to the 292 antenna mast using old wire found on the DZ. A strong communications path was established with range control.
Dim % E* 64 J 27 All	N M S 7 6.14 0.64 3 5.67 1.89 11 5.64 1.61	85. An 18E on deployment to Thailand occupying the billets, noticed the lights did not work and the fans were not running. After accomplishing his assigned tasks, on his own accord, this 18E investigated the problem and rewired the billets. There was electricity for the lights and fans.
Dim % E* 57 J 21 GG 21 All	N M S 8 5.38 1.32 3 6.33 0.94 3 6.67 0.47 14 5.86 1.25	7. During a mission requiring long range HF communications between the Middle East and United States, an 18E worked on his own to make long-range HF communications. The probability of making communications were low with small windows of opportunity. This 18E designed and constructed field expedient antennas such as arrays and log period basically with a bunch of wire that would typically take a wrench to set up. The group was able to communicate using voice a few times.
Dim % E* 54 EE 23 All	N M S 7 6.43 1.05 3 6.67 0.47 13 6.62 0.84	33. After the team jumped into Korea, the PSC-7 was damaged and would work only intermittently. This senior commo sergeant took apart the face plate to try to determine if there was an obvious deficiency. He found a broken contact pin on the power switch and bridged the gap with some tin foil. The "fix" (though unauthorized) allowed the team to make satellite communication.
Dim % E* 54 All	N M S 7 6.71 0.70 13 6.23 1.31	80. The detachment was deployed to a forward site OCONUS and was required to maintain communication with headquarters by SATCOM. During infiltration, the antenna was broken. This 18E built a replacement antenna out of two broomsticks and some house wire. SATCOM communications was established with headquarters.
Dim % E* 50 J* 50 All	N M S 7 6.57 0.49 7 6.43 0.73 14 6.50 0.63	6. This detachment member realized the need to conduct vehicle modifications. The detachment member applied his welding background and welded all necessary parts to the vehicles without having been directed to do so. The detachment was able to mount crew-served weapons systems on its vehicles, thus enhancing its combat capabilities.
Dim % E* 46 GG 31 All	N M S 6 6.17 1.07 4 6.00 1.22 13 5.77 1.42	94. An 18E was on a field training exercise. He was required to make comms but found that the antenna was broken. This 18E figured out the antenna length and used a barbed wire fence to make comms over a 1000 mile distance. Thus, comms was maintained.
Dim % E* 43 GG* 43 All	N M S 6 5.67 0.75 6 6.00 1.00 14 5.93 0.88	1. An 18E wanted a light, portable, handheld system in lower VHF range to communicate with O.P. over 20 miles away. While at his checkpoint, this 18E built a 292 and installed an antenna on the PRC-126 (local radio). O.P. followed his initiative, using KL-43C for secure device and contact was established. Communications were maintained night and day in a secure manner.
Dim % E* 38 J 23 P 31 All	N M S 5 5.60 1.02 3 6.33 0.47 4 5.50 1.12 13 5.77 0.97	46. This warrant officer was trying to plan training concepts while remaining under a specific budgeted amount. This warrant officer used creativity and innovation to plan a full week of training and still stay under the budget. The mission was complete.
Dim % E* 38 All	N M S 5 6.00 0.89 13 4.85 2.07	83. A detachment was operating in a remote location in South East Asia and the length of operation was extended. An AN/PRC-70 was being carried and the 18E had issued an extra 70 rechargeable batteries to team members to carry. The detachment had urgent intelligence pass approximately 12 days into the operation. The batteries were brought out, but all were dead and the only recharge available was solar. This 18E used a phone with alligator clips that he always carried, found a phone line approximately 6 kilometers distant, spliced into a line, spoke with a local operator then to an overseas operator, and finally to base station

at FOB. The intelligence was reported in a timely manner and the mission was completed.

Dim % E* 38 All	N M S 5 4.80 1.17 13 4.62 1.73	30. A local field problem required the making of a comms shot. The B team was utilizing the wrong antenna. This 18E had to construct four different antennas before finally making contact. The comms shot was made.
Dim % E* 38 FF 31 All	N M S 5 6.80 0.40 4 5.50 0.87 13 5.62 1.33	115. An 18Z ordered information from base through his 18E. This 18E exhausted all types of radio and antenna configurations that the jungle and high mountainous terrain would allow. This 18E then tuned his radio to "CW" continuous wave and transmitted his message by morse code, using his hand mike as he did not have a code key. Radio contact was made and, seconds later, base responded via code.
Dim % E* 38 F 23 FF 23 All	N M S 5 6.40 0.80 3 6.33 0.47 3 6.00 1.41 13 6.23 0.89	28. This 18E unsuccessfully made repeated attempts to make HF communication with Ft. Bragg. The 18E insisted that the frequencies for transmission must be incorrect for that time period. He tried several different types of antennas, moved his transmission site to optimize transmission, and asked for input and suggestions from other team members with more experience. Finally the base station was contacted by telephone and informed of the 18Es opinion of the frequencies being used. The base station re-checked the calculations for determining frequencies and determined that the 18E was correct; the team then made all scheduled contacts and changes were made to the base station SOP.
Dim % E* 36 H 21 L 21 All	N M S 5 6.00 0.89 3 5.67 0.47 3 5.67 1.25 14 5.86 0.91	25. A team was operating in the mountains with only a two days supply of water. After no resupply, the team was out of water and there was no potable water source in the area. This 18D had packed a water filter kit that some teams had been given to evaluate. He extracted a one-day supply of water from a mud hole. The team was able to continue the mission for an additional day without compromise.
Dim % E* 31 All	N M S 4 6.50 0.50 13 5.54 1.08	39. During a winter, FTX a medic was having trouble keeping the IV solution from freezing up. This medic placed the IV solution in the heat packet that comes in the new HREs. By adding water to this packet, the IV solution heated up and kept the solution from freezing.
Dim % E* 31 J* 38 All	N M S 4 6.00 0.00 5 5.60 1.20 13 5.69 0.99	111. An ODA was deployed on a search and reconnaissance mission. They needed to make communication with higher HQ but could not get through. This comms sergeant dressed in civilian clothes and walked through a populated area so he could get to some higher ground. The comms sergeant made contact with higher HQ and the ODA was given a good rating.
Dim % E* 23 H* 38 All	N M S 3 5.67 0.94 5 6.20 0.75 13 5.77 0.97	57. Prior to deployment it was determined that FM comms would be used with training sites from headquarters. An RC-292 jungle antenna was requested and not available. This 18E grabbed his field-expedient RC-292 antenna and packed it with his gear. The FM base station was able to communicate with all training sites.
Dim % E* 23 FF* 23 GG* 23 All	N M S 3 2.67 0.94 3 2.67 0.94 3 1.67 0.94 13 2.62 1.15	92. During a joint foreign training exercise, this 18E was supposed to make communications from the outstation to the base station using the AN/PRC-70 as the primary means and the KAL-43 and SATCOM as the secondary means. This 18E attempted to make comms with the AN/PRC-70 a couple of times using the same type of antenna from the same location without success. This 18E then went to his alternate means using the KAL-43 in conjunction with the foreign lines which were unsecured instead of reconfiguring the antenna and radio. Communication was established through ineffective means.
Dim % E* 23 J* 31 FF 23 All	N M S 3 5.33 0.47 4 6.00 1.00 3 6.00 0.82 13 5.46 1.39	72. During an exercise there was complete base station failure of the AN/TSC-99. This 18E immediately started to send 20 group call ups via morse code. 90% comms was maintained with outlying stations until AN/TSC-99 was brought back online.

Dim	%	N	M	S
F	21	3	4.00	1.63
I	21	3	6.00	1.41
GG*	50	7	3.14	0.83
All		14	4.14	1.68

14. During an exercise prior to an SR deployment the base station was having trouble making SATCOM checks with the teams. The 18E at the base station went through his team to ensure his radio was working properly but was not having any luck. Eventually, an 18B checked the antenna system and found a loose connection was causing the problem. This 18E was so focused on the technical operation of the radio that he had failed to thoroughly check the entire system. With the help of the 18B, the 18E was able to communicate.

Dim	%	N	M	S
F	21	3	5.00	0.00
F*	29	4	6.50	0.50
G*	29	4	5.75	0.83
All		14	5.93	0.88

10. A Special Forces company was deployed to JRTC to act as an AOB in a battalion field training exercise. This SF soldier who was tasked to plan the mission found that the required actions were changed several times. This SF soldier successfully made the required changes using his own ideas and those of his subordinates. Everything was accomplished.

Retranslation Listing of Incidents for Dimension F: (Problem name = 18EA)

Dim	%	N	M	S
F*	77	10	5.50	1.12
All		13	5.54	1.15

49. SF team leader was commanding the team through a survival, evade, and escape exercise. This SF team leader decided to make contact with local indigenous personnel for possible survival and escape assistance. The detachment was set up in a secure safe house and through a series of secure assets, the detachment was returned to friendly lines.

Dim	%	N	M	S
F*	69	9	1.67	0.67
All		13	2.31	1.73

93. An ODA was deployed on a search and reconnaissance mission. They were tasked to dig a reinforced hide site and to relay all information to the MSS. This team member decided to change the construction plans and construct the door of the hide site with poncho and leaves. An enemy soldier stepped on the hide site door and fell into the hide site; the team was compromised and had to escape and evade.

Dim	%	N	M	S
F*	38	5	2.40	1.85
I	31	4	1.25	0.43
All		13	1.77	1.31

114. This 18B was put in charge of an SR team for a 5 day mission; one of the team members was an 18C who taught hide site construction. This 18B put the 18C in charge of communications and personally took charge of the hide site construction. When the 18C tried to make suggestions, this 18B told the 18C that he was in charge and that was the end of it. The hide site was constructed poorly and built in an inappropriate site.

Dim	%	N	M	S
F*	31	4	2.00	0.71
G*	31	4	2.00	0.71
H	23	3	4.00	1.63
All		13	2.77	1.37

112. A team was packing mission-essential equipment for an upcoming mission. This team sergeant directed the way in which the equipment would be packed without asking other team members for guidance. He had them pack badly needed equipment which should have been at the top at the bottom. As a result, the team spent a lot of unnecessary time unpacking and re-packing.

Dim	%	N	M	S
F	21	3	5.00	0.00
F*	29	4	6.50	0.50
G*	29	4	5.75	0.83
All		14	5.93	0.88

10. A Special Forces company was deployed to JRTC to act as an AOB in a battalion field training exercise. This SF soldier who was tasked to plan the mission found that the required actions were changed several times. This SF soldier successfully made the required changes using his own ideas and those of his subordinates. Everything was accomplished.

Dim	%	N	M	S
F	23	3	1.33	0.47
N*	54	7	2.43	1.92
All		13	2.15	1.56

103. Ordnance was found by a team while overseas. The team's 18C strongly advised this team leader that each ordnance piece had to be individually charged (because it would not sympathetically detonate) but that the team did not have enough demolitions material to place a charge on each separate piece. This team leader said to "do it anyway." The explosion launched several unexploded projectiles towards the team at a high rate of velocity.

Dim	%	N	M	S
F*	38	5	6.40	0.80
F	23	3	6.33	0.47
FF	23	3	6.00	1.41
All		13	6.23	0.89

28. This 18E unsuccessfully made repeated attempts to make HF communication with Ft. Bragg. The 18E insisted that the frequencies for transmission must be incorrect for that time period. He tried several different types of antennas, moved his transmission site to optimize transmission, and asked for input and suggestions from other team members with more experience. Finally the base station was contacted by telephone and informed of the 18Es opinion of the frequencies being used. The base station re-checked the calculations for determining frequencies and determined that the 18E was correct; the team then made all scheduled contacts and changes were made to the base station SOP.

Retranslation Listing of Incidents for Dimension G: (Problem name = 18EA)

D1m	%	N	M	S	20. The senior 18E was tasked with being the team sergeant for the first time to conduct a mission that required linking up with sixty guerrillas. During isolation, this 18E planned a DA mission against a multiple-building target with a platoon of OPFOR on the target. The mission was a complete success.
G*	79	11	6.36	0.88	
A11		14	6.43	0.82	
D1m	%	N	M	S	78. This senior SF NCO was tasked with preparing an operations order. This SF soldier completed the writing order without thinking about basic security considerations and gave it to the team. The operation did not take place and the soldier was told to write the operations order again.
G*	54	7	2.00	0.93	
A11		13	2.23	1.37	
D1m	%	N	M	S	36. This officer was tasked to conduct a site survey to JRTC for the company forward operating base. Upon arriving at JRTC, this officer learned that no ammunition had been coordinated for the rotation. This officer did not work out the problem with higher headquarters. The company had no ammunition at the beginning of JRTC rotation.
G*	46	6	1.67	1.11	
H	23	3	4.00	0.82	
A11		13	2.15	1.35	
D1m	%	N	M	S	63. Operating as part of a Combat Support Counter-terrorism (CSCT) in Korea, this 18E had planned to use lithium batteries to power the PRC-70s. On day two of the exercise, the power cable failed (another power cable was not available) and the 18E was forced to use pieces of wire and safety pins to make contact between the radio and the batteries. The connection was not positive and shorted out his supply of batteries half way through the FTX. To maintain comms, the 18E had to leave the field site to get a resupply of batteries.
G*	31	4	3.50	2.06	
A11		13	3.15	1.46	
D1m	%	N	M	S	112. A team was packing mission-essential equipment for an upcoming mission. This team sergeant directed the way in which the equipment would be packed without asking other team members for guidance. He had them pack badly needed equipment which should have been at the top at the bottom. As a result, the team spent a lot of unnecessary time unpacking and re-packing.
F*	31	4	2.00	0.71	
G*	31	4	2.00	0.71	
H	23	3	4.00	1.63	
A11		13	2.77	1.37	
D1m	%	N	M	S	47. A mission was given to a team at JRTC for an ARTEP to rescue a downed pilot. Intelligence reports gave no information on the size of the force and very little information regarding the terrain. This 18A planned the mission using the little information they had. This 18A ensured the battalion commander that the mission would be a success because he thought that was what the commander wanted to hear, instead of rejecting the mission until more information was received. The team failed.
G	31	4	1.75	1.30	
K*	46	6	2.33	1.80	
A11		13	2.23	1.53	
D1m	%	N	M	S	10. A Special Forces company was deployed to JRTC to act as an AOB in a battalion field training exercise. This SF soldier who was tasked to plan the mission found that the required actions were changed several times. This SF soldier successfully made the required changes using his own ideas and those of his subordinates. Everything was accomplished.
E	21	3	5.00	0.00	
F*	29	4	6.50	0.50	
G*	29	4	5.75	0.83	
A11		14	5.93	0.88	
D1m	%	N	M	S	32. An A detachment was responsible for collecting and forwarding intelligence on the enemy during the Gulf war. This 18E experimented with several HF antennas in order to ensure back-up communications would be available if needed. At the outbreak of hostilities, the satellite channels were so jammed with traffic that no one could pass intelligence reports. This 18E hooked up the HF radio to the HF antenna he had constructed. Timely intelligence was sent to headquarters.
G*	25	3	6.33	0.47	
GG*	25	3	7.00	0.00	
A11		12	6.58	0.64	
D1m	%	N	M	S	104. This weapons sergeant was tasked with requesting the range for a weapons-firing exercise. He did not follow up on the request to be sure the range was scheduled. Two weeks later -- the day before the range exercise -- it was discovered that range control had never received the request because it had never left the company; the team lost out on training time.
G	25	3	2.67	1.25	
P*	33	4	1.75	0.83	
A11		12	2.58	1.50	
D1m	%	N	M	S	109. An 18E was responsible for establishing communication for a team deployment. This 18E failed to conduct an operational check of his equipment prior to departure. The equipment was inoperable and the team was unable to provide adequate communication, resulting in an
G	23	3	2.67	0.47	
H*	38	5	1.40	0.80	
EE	31	4	3.00	2.45	
A11		13	2.23	1.62	

unsatisfactory rating.

D1m	%	N	M	S	51. Isolation was being conducted for a mission. This SF officer assigned team members staff tasks that were outside their area of expertise. The team members were forced to see mission planning from a different angle.
A*	38	5	5.40	1.02	
G	23	3	4.33	0.47	
A11		13	4.85	1.41	
D1m	%	N	M	S	40. Prior to deployment, it was determined that there may be a requirement for manual morse code. This 18E did not practice copying or sending code prior to deployment. During the deployment, this 18E needed to receive manual morse code but was unable to copy the message. The team did not receive vital information.
G	23	3	3.00	2.16	
H*	38	5	1.00	0.00	
A11		13	2.08	1.77	

Retranslation Listing of Incidents for Dimension H: (Problem name = 18EA)

Dim % H* 69 A11	N M S 9 2.22 1.81 13 1.92 1.59	26. The team was in a remote mountainous area. Team policy was to remain parked and ready to move at a moment's notice, especially during daylight hours. A helicopter came close and hovered overhead. This SF soldier had not maintained his equipment in immediate evacuate mode and pulled a red smoke grenade while attempting to secure his rucksack. The team location was compromised, resulting in hasty withdrawal and compromise of the mission.
Dim % H* 54 Q 23 A11	N M S 7 2.14 2.03 3 1.00 0.00 13 1.77 1.62	43. A team was doing an ARTEP with a unit stationed out of state. This 18E left all crypto for his unit at his home station. The exercise was delayed four days.
Dim % H* 54 EE 23 A11	N M S 7 3.43 1.40 3 2.00 0.82 13 2.62 1.44	117. While deployed on an SR mission at NTC, the detachment's primary means of communication was secure SATCOM voice/data using an LSF-5 radio and a KY-57 secure device. The 18E on this detachment failed to properly test all the equipment prior to infiltration. The detachment had to repair the KY-57 in the field, thereby sending a late angus initial infiltration report.
Dim % G 23 H* 38 EE 31 A11	N M S 3 2.67 0.47 5 1.40 0.80 4 3.00 2.45 13 2.23 1.62	109. An 18E was responsible for establishing communication for a team deployment. This 18E failed to conduct an operational check of his equipment prior to departure. The equipment was inoperable and the team was unable to provide adequate communication, resulting in an unsatisfactory rating.
Dim % H* 38 HH 31 A11	N M S 5 3.20 2.40 4 1.00 0.00 13 2.00 1.84	29. During a training exercise, message encryption/decryption was required. This 18E forgot to bring the encrypt/decrypt pads and did not check with the COMSEC custodian about receiving the pads. This 18E received a verbal reprimand for not complying with policy.
Dim % E 23 H* 38 A11	N M S 3 5.67 0.94 5 6.20 0.75 13 5.77 0.97	57. Prior to deployment it was determined that FM comms would be used with training sites from headquarters. An RC-292 jungle antenna was requested and not available. This 18E grabbed his field-expedient RC-292 antenna and packed it with his gear. The FM base station was able to communicate with all training sites.
Dim % H* 38 EE 23 FF 23 A11	N M S 5 3.20 1.60 3 1.33 0.47 3 2.00 0.82 13 2.46 1.34	100. An 18E was to perform a radio check with the base station prior to deploying on a training exercise. This 18E used a whip antenna with the radio set instead of the antenna wire he would have used to construct an antenna while in the field. This 18E was not able to make commo as the antenna wire had a break in the radiating element.
Dim % G 23 H* 38 A11	N M S 3 3.00 2.16 5 1.00 0.00 13 2.08 1.77	40. Prior to deployment, it was determined that there may be a requirement for manual morse code. This 18E did not practice copying or sending code prior to deployment. During the deployment, this 18E needed to receive manual morse code but was unable to copy the message. The team did not receive vital information.
Dim % H 31 Q* 38 A11	N M S 4 3.75 1.64 5 2.20 2.40 13 3.08 2.06	68. An A detachment deployed on an SR training exercise with a primary communications means of HF wing PRC-70s, manual CW, and one-time pads. The senior 18E forgot the one-time pads, leaving them in the isolation area. Although the team utilized the alternate crypto system to encode/decode message traffic, they were looked upon poorly for leaving their crypto behind and unsecured.
Dim % H 29 H* 57 A11	N M S 4 2.75 1.09 8 2.13 1.17 14 2.21 1.15	19. This SF soldier was to complete a certification. He did not test his compass before starting, and travelled unnecessary miles before he realized his compass was sticking. He failed his first test.
Dim % A* 62 H 23 A11	N M S 8 1.75 1.30 3 1.33 0.47 13 1.69 1.07	84. An 18E was to give a class on computing and applying time zone indicators. This 18E, in the allotted time of one hour, was not able to correctly teach the students on the subject matter. He was slow in presenting the material and was not prepared. This 18E was removed from his teaching position and not allowed to lead or supervise students.
Dim % H 23 FF* 54 A11	N M S 3 1.67 0.94 7 2.29 1.67 13 2.46 1.78	69. This 18E was responsible for maintaining his skill level at sending and receiving manual morse code. When an officer decided to use his 18E's skills at morse code, he directed that all

commo be done in this manner. This 18E was out-of-practice with code and was so slow that his transmissions could not be correctly copied at headquarters. Communications totally broke down, forcing communication to be made by voice.

Dim % G* 46 H 23 A11	N M S 6 1.67 1.11 3 4.00 0.82 13 2.15 1.35	36. This officer was tasked to conduct a site survey to JRTC for the company forward operating base. Upon arriving at JRTC, this officer learned that no ammunition had been coordinated for the rotation. This officer did not work out the problem with higher headquarters. The company had no ammunition at the beginning of JRTC rotation.
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Dim % H 23 Q* 31 GG* 31 A11	N M S 3 1.00 0.00 4 1.00 0.00 4 3.25 2.28 13 1.92 1.73	64. The team was deployed on a real world search and reconnaissance mission. This Special Forces soldier deployed to the field without a good working knowledge of the radios. Once in the field, this SF soldier lost the fill for the crypto device. The team could not establish communications with higher HQ for information or evacuation.
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Dim % H 23 FF* 62 A11	N M S 3 3.67 0.94 8 3.00 1.41 13 3.08 1.27	38. This 18E was establishing a communications net with SATCOM as the main method of communications and HF (PRC-70) as the back-up method. The SATCOM failed, reverted to HF communications, and the 18E received a series of "Q & Z" signals, asking him questions. This 18E did not know the "Q & Z" signals received, and had to look them up in the manual. There were long delays in communicating, tying up the HF net and causing long hours for the 18E and the base station.
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Dim % F* 31 G* 31 H 23 A11	N M S 4 2.00 0.71 4 2.00 0.71 3 4.00 1.63 13 2.77 1.37	112. A team was packing mission-essential equipment for an upcoming mission. This team sergeant directed the way in which the equipment would be packed without asking other team members for guidance. He had them pack badly needed equipment which should have been at the top at the bottom. As a result, the team spent a lot of unnecessary time unpacking and re-packing.
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Dim % H 21 EE* 71 A11	N M S 3 1.33 0.47 10 1.90 1.04 14 1.86 0.99	8. This 18E was responsible for maintaining the battalion's radios in good working order. This 18E was lax about doing regular PMCS and had not checked out the radios since returning from the last deployment. When the battalion deployed for a major training exercise (which involved extensive communications requirements), several radios did not operate -- delaying establishment of communications.
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Dim % E* 36 H 21 L 21 A11	N M S 5 6.00 0.89 3 5.67 0.47 3 5.67 1.25 14 5.86 0.91	25. A team was operating in the mountains with only a two days supply of water. After no resupply, the team was out of water and there was no potable water source in the area. This 18D had packed a water filter kit that some teams had been given to evaluate. He extracted a one-day supply of water from a mud hole. The team was able to continue the mission for an additional day without compromise.
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Dim % H 21 J* 36 P* 36 A11	N M S 3 6.33 0.94 5 6.00 0.89 5 6.20 0.75 14 6.07 0.88	12. This 18C was the team S-4 and kept track of the team's organic equipment. The records from the prior leadership were ineffective and out-of-date. This 18C completely organized all end items by hand receipts to include team and individual issue. This 18C then established an SOP that covered garrison and packing for deployment and helped identify where everything was, where everything should be loaded, and who was responsible for what (e.g., comms gear...). The SOP enabled the team to cut down on loading time and made accountability easier.
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Retranslation Listing of Incidents for Dimension I: (Problem name = 18EA)

GG\* 50 7 3.14 0.83  
A11 14 4.14 1.68

the base station went through his team to ensure his radio was working properly but was not having any luck. Eventually, an 18B checked the antenna system and found a loose connection was causing the problem. This 18E was so focused on the technical operation of the radio that he had failed to thoroughly check the entire system. With the help of the 18B, the 18E was able to communicate.

Dim	%	N	M	S	
I*	85	11	6.09	0.90	76. This SF NCO was on an SR mission requiring SATCOM, 4 days of water requirements (4 gallons), observation equipment, a hide site kit, and so on. This SF NCO realized that the 18E had a very heavy load of equipment. This NCO took half of the 18E's equipment, sharing the load. This lifted the 18E's spirits and helped the team accomplish the mission.
A11		13	5.92	1.00	
I*	69	9	1.78	1.55	56. This detachment commander felt some of the detachment members were not working hard enough. During isolation before a deployment, this 18A stated very seriously that all the NCOs were unprofessional, then stood up and stormed out of the room. After talking to the team sergeant, he agreed that it had been the wrong thing to do but didn't say that to the detachment. This ruined the morale of the detachment and made the team sergeant's job more difficult.
A11		13	1.77	1.37	
I*	62	8	6.25	0.66	61. An SF team was doing an evaluated endurance event, moving a long distance with a lot of equipment. This team member realized that the team was moving too slow and tried to motivate the team by taking the lead and giving words of encouragement. The team completed the endurance event within the time standard.
J	23	3	4.33	2.49	
A11		13	5.38	1.82	
I*	46	6	2.17	1.46	44. During a joint foreign training exercise after isolation, everybody's equipment was divided up equally. The mountainous terrain made travel difficult. This SF soldier, who had "sprained his ankle" in several previous training exercises, sprained his ankle again and his equipment had to be distributed among the other team members. Team morale suffered because the other team members suspected that this SF soldier might be faking the sprained ankle.
K	23	3	3.00	1.41	
A11		13	2.85	1.83	
I*	38	5	6.20	0.75	77. While on a counter narcotics mission, an ODA did not have an 18E. The SR mission had to maintain a push to make commo at all times. This 18D took charge of all communications, including AM/FM and SATCOM radios. He encrypted/decrypted all messages and sent them through burst transmission. The ODA maintained commo with the B team for the entire mission.
J*	38	5	6.80	0.40	
A11		13	6.00	1.47	
I*	38	5	4.60	1.62	71. Selected team members were tasked to train host nation soldiers. This SF soldier who was not assigned a training class assisted others by making copies, obtaining supplies, drawing charts, and listening to practice classes. The instructors for these classes could concentrate more on the quality of their classes instead of having to spend time on details. Classes were given on time and handouts were available to students.
J	23	3	6.33	0.47	
P	23	3	6.33	0.94	
A11		13	5.31	1.90	
I*	38	5	7.00	0.00	67. Three team members were going through pre-scuba and were in the middle of the second (last) week of the very physically taxing course. During cross overs, one team member had a bad cramp in his hamstring and could only cross the pool on the bottom using his hands. This team member saw him, dove down to help, and lifted him up on the wall, using up his own few seconds of breathing time and risking a reprimand from the instructor for letting go of the wall. This team member gained the respect of the rescued team member.
J	23	3	3.00	1.41	
A11		13	5.69	1.73	
F*	38	5	2.40	1.85	114. This 18B was put in charge of an SR team for a 5 day mission; one of the team members was an 18C who taught hide site construction. This 18B put the 18C in charge of communications and personally took charge of the hide site construction. When the 18C tried to make suggestions, this 18B told the 18C that he was in charge and that was the end of it. The hide site was constructed poorly and built in an inappropriate site.
I	31	4	1.25	0.43	
A11		13	1.77	1.31	
I	23	3	3.00	1.41	119. This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.
K*	31	4	2.75	1.48	
A11		13	3.46	1.78	
E	21	3	4.00	1.63	14. During an exercise prior to an SR deployment the base station was having trouble making SATCOM checks with the teams. The 18E at
I	21	3	6.00	1.41	

Retranslation Listing of Incidents for Dimension J: (Problem name = 18EA)

D1m % J* 92 A11	N M S 12 6.67 0.75 13 6.38 1.21	65. This 18E was scheduled to take the SQT test. He began studying months in advance. This 18E scored 100% on the test and was placed in a position of greater responsibility.
D1m % J* 69 A11	N M S 9 6.22 1.03 13 6.38 0.92	31. Although SF personnel write a message using crypto-text to produce the code, this SF soldier developed the capability to listen to the code while looking at the crypto-text and simultaneously write down the decrypted message. He eliminated the time consuming task of writing the encrypted text, decrypting the message, and then writing the plain text message.
D1m % J* 69 A11	N M S 9 5.78 0.79 13 5.77 0.97	73. An 18E just out of the Q-course was assigned to an A-team, without the benefit of a senior commo sergeant to mentor him. He was not familiar with the radio equipment used by the team or with the base operating procedures for the battalion. This 18E arranged to meet with the B-team commo sergeant to learn radio and maintenance procedures. He became familiar with all the company and battalion radio procedures and SOPs.
D1m % J* 69 A11	N M S 9 5.78 1.13 13 5.69 1.14	37. An 18E was on a communications exercise and was being evaluated on his ability to send/receive manual morse code. This individual was originally an 18B and had not received any formal 18E/morse code training. As this individual did not have the skills necessary to receive morse code at the speed transmitted, he used a tape recorder so he could play back the message as often as necessary until he had a complete message. The 18E had a 100% receive score at the end of the exercise and carried out all instructions contained in the messages.
D1m % A 21 J* 50 A11	N M S 3 2.67 0.47 7 2.57 1.99 14 2.43 1.50	5. An SF soldier was required to give a slide presentation to a senior officer. This soldier did not check the slides prior to the briefing and the spelling was grossly incorrect. Before the presentation, this individual told some crude jokes. The senior officer made several comments on the misspelled words and the whole presentation made all involved look less than professional.
D1m % E* 50 J* 50 A11	N M S 7 6.57 0.49 7 6.43 0.73 14 6.50 0.63	6. This detachment member realized the need to conduct vehicle modifications. The detachment member applied his welding background and welded all necessary parts to the vehicles without having been directed to do so. The detachment was able to mount crew-served weapons systems on its vehicles, thus enhancing its combat capabilities.
D1m % J* 46 A11	N M S 6 5.83 1.07 6 5.83 0.90 13 5.62 1.21	107. This SF soldier was tasked to work individually to produce operational information. This SF soldier researched, developed, and wrote a standard operating procedure for operations to be conducted by Special Forces in the future. SOP was developed in areas that had never been addressed.
D1m % E 31 J* 38 A11	N M S 4 6.00 0.00 5 5.60 1.20 13 5.69 0.99	111. An ODA was deployed on a search and reconnaissance mission. They needed to make communication with higher HQ but could not get through. This commo sergeant dressed in civilian clothes and walked through a populated area so he could get to some higher ground. The commo sergeant made contact with higher HQ and the ODA was given a good rating.
D1m % I* 38 J* 38 A11	N M S 5 6.20 0.75 5 6.80 0.40 13 6.00 1.47	77. While on a counter narcotics mission, an ODA did not have an 18E. The SR mission had to maintain a push to make commo at all times. This 18D took charge of all communications, including AM/FM and SATCOM radios. He encrypted/decrypted all messages and sent them through burst transmission. The ODA maintained commo with the B team for the entire mission.
D1m % H 21 J* 36 P* 36 A11	N M S 3 6.33 0.94 5 6.00 0.89 5 6.20 0.75 14 6.07 0.88	12. This 18C was the team S-4 and kept track of the team's organic equipment. The records from the prior leadership were ineffective and out-of-date. This 18C completely organized all end items by hand receipts to include team and individual issue. This 18C then established an SOP that covered garrison and packing for deployment and helped identify where everything was, where everything should be loaded, and who was responsible for what (e.g., commo gear...). The SOP enabled the team to cut down on loading time and made accountability easier.

Dim % J 31 O* 38 A11	N M S 4 5.00 1.41 5 7.00 0.00 13 5.92 1.64	70. An 18B was off duty at a local restaurant. This 18B observed a civilian having a heart attack and administered CPR until the emergency medical services arrived. The man lived.
Dim % E 23 J* 31 FF 23 A11	N M S 3 5.33 0.47 4 6.00 1.00 3 6.00 0.82 13 5.46 1.39	72. During an exercise there was complete base station failure of the AN/TSC-99. This 18E immediately started to send 20 group call ups via morse code. 90% commo was maintained with outlying stations until AN/TSC-99 was brought back online.
Dim % J* 31 A11	N M S 4 6.00 0.71 13 5.62 1.50	75. This 18E was sent to an A-team right out of the Q course. He did not know the team's equipment or the base operating procedures for the battalion. This 18E established a maintenance program and became familiar with the team's radio equipment. This 18E was able to perform as expected.
Dim % D 23 J* 31 A11	N M S 3 5.33 0.47 4 5.25 1.79 13 5.46 1.28	118. An ODA was deployed to a third world country where English was not spoken. No interpreters were available. This 18E initiated the use of Q and Z signals with the communication specialist from the host nation army. The team was able to train and communicate with the host nation army.
Dim % J* 31 GG 23 A11	N M S 4 6.25 0.43 3 7.00 0.00 13 6.23 1.12	35. An A team was training host nation forces in the desert. The battalion was spread out over a large area and had fewer radios than needed. This 18E went into abandoned tanks and APCs and removed the radio sets. He worked on them and repaired enough to send out one radio with each company. The team was able to communicate with each other at all times.
Dim % E* 64 J 27 A11	N M S 7 6.14 0.64 3 5.67 1.89 11 5.64 1.61	85. An 18E on deployment to Thailand occupying the billets, noticed the lights did not work and the fans were not running. After accomplishing his assigned tasks, on his own accord, this 18E investigated the problem and rewired the billets. There was electricity for the lights and fans.
Dim % I* 62 J 23 A11	N M S 8 6.25 0.66 3 4.33 2.49 13 5.38 1.82	61. An SF team was doing an evaluated endurance event, moving a long distance with a lot of equipment. This team member realized that the team was moving too slow and tried to motivate the team by taking the lead and giving words of encouragement. The team completed the endurance event within the time standard.
Dim % J 23 P* 46 A11	N M S 3 5.67 0.94 6 5.50 1.38 13 5.62 1.27	45. The new battalion commander wanted to receive weekly training briefs with the use of slides and other equipment. This 18C utilized his computer skills to assist in producing the slide show and briefing. The presentation was accepted by the battalion commander.
Dim % J* 23 L* 23 A11	N M S 3 6.00 0.82 3 5.67 0.94 13 5.54 1.28	24. Because the detachment had not been dropped at the correct landzone, it had to make an unplanned crossing of an inland waterway to get to its objective. This SF soldier was able to swim across the waterway. The detachment was able to reach its objective without incident.
Dim % E* 38 J 23 P 31 A11	N M S 5 5.60 1.02 3 6.33 0.47 4 5.50 1.12 13 5.77 0.97	46. This warrant officer was trying to plan training concepts while remaining under a specific budgeted amount. This warrant officer used creativity and innovation to plan a full week of training and still stay under the budget. The mission was complete.
Dim % J 23 P* 69 A11	N M S 3 5.67 0.47 9 5.78 0.92 13 5.69 0.82	59. This team leader had primary responsibility for the day-to-day operations of the team. This team leader filled out all required reports, records, and schedules ahead of time. This team leader also provided the 18A with information for mission planning before the 18A requested it. The administrative tasks for the detachment as a whole were more manageable and effective.
Dim % I* 38 J 23 A11	N M S 5 7.00 0.00 3 3.00 1.41 13 5.69 1.73	67. Three team members were going through pre-scuba and were in the middle of the second (last) week of the very physically taxing course. During cross overs, one team member had a bad cramp in his hamstring and could only cross the pool on the bottom using his hands. This team member saw him, dove down to help, and lifted him up on the wall, using up his own few seconds of breathing time and risking a reprimand from the instructor for letting go of the wall. This team member gained the respect of the rescued team member.

Dim	%	N	M	S
I*	38	4.60	1.62	
J	23	6.33	0.47	
P	23	6.33	0.94	
All	13	5.31	1.90	

71. Selected team members were tasked to train host nation soldiers. This SF soldier who was not assigned a training class assisted others by making copies, obtaining supplies, drawing charts, and listening to practice classes. The instructors for these classes could concentrate more on the quality of their classes instead of having to spend time on details. Classes were given on time and handouts were available to students.

Dim	%	N	M	S
E*	57	5.38	1.32	
J	21	6.33	0.94	
GG	21	6.67	0.47	
All	14	5.86	1.25	

7. During a mission requiring long range HF communications between the Middle East and United States, an 18E worked on his own to make long-range HF communications. The probability of making communications were low with small windows of opportunity. This 18E designed and constructed field expedient antennas such as arrays and log period basically with a bunch of wire that would typically take a wrench to set up. The group was able to communicate using voice a few times.

Dim	%	N	M	S
J	21	6.33	0.47	
L*	43	6.50	0.50	
All	14	6.21	0.77	

9. On an OCONUS DFT, the detachment came under simulated artillery attack in the open in a snowy environment. One member received simulated wounds and needed to be carried. This 18D saw that no one could lift the wounded man into an appropriate carry, so he lifted and carried him himself for approximately 300 meters. The detachment was able to escape the area of attack with the wounded man.

Retranslation Listing of Incidents for Dimension K: (Problem name = 18EA)

Dim	%	N	M	S
K*	77	10	1.90	1.58
All	13	1.85	1.46	

120. This 18E lost a tool box and tools for which he was responsible. Instead of reporting the missing items and then paying for them through the Army, this 18E decided to purchase the missing items himself in the civilian market. When an inventory was called for, this 18E borrowed a tool box and tools from another company to display to the company commander as his own as he had not yet bought all the material lost. This 18E is being investigated for filing a false report with the commander.

Dim	%	N	M	S
K*	64	9	2.78	1.31
All	14	2.93	1.39	

21. At the School of the Americas, this 18D was assigned to evaluate each member of an E1 Salvadoran squad of NCOs on his patrol leading skills. At the conclusion of the 3-day field exercise, this 18D gave all members of the patrol a grade of 100%. The NCOs were not properly evaluated.

Dim	%	N	M	S
K*	54	7	2.29	1.48
All	13	3.00	2.00	

82. A Special Forces team was deployed in the field. This team leader allowed the unit to drink alcohol while in the field. The unit did not get caught.

Dim	%	N	M	S
G	31	4	1.75	1.30
K*	46	6	2.33	1.80
All	13	2.23	1.53	

47. A mission was given to a team at JRTC for an ARTEP to rescue a downed pilot. Intelligence reports gave no information on the size of the force and very little information regarding the terrain. This 18A planned the mission using the little information they had. This 18A ensured the battalion commander that the mission would be a success because he thought that was what the commander wanted to hear, instead of rejecting the mission until more information was received. The team failed.

Dim	%	N	M	S
I	23	3	3.00	1.41
K*	31	4	2.75	1.48
All	13	3.46	1.78	

119. This 18A's SF ODA was on the range preparing a demolition ambush. After detonation, it was determined that the 18A's grenade had misfired. This 18A stated that he had done everything correctly and it was not his responsibility to clear the misfire. An 18C took the responsibility and cleared it for him.

Dim	%	N	M	S
I*	46	6	2.17	1.46
K	23	3	3.00	1.41
All	13	2.85	1.83	

44. During a joint foreign training exercise after isolation, everybody's equipment was divided up equally. The mountainous terrain made travel difficult. This SF soldier, who had "sprained his ankle" in several previous training exercises, sprained his ankle again and his equipment had to be distributed among the other team members. Team morale suffered because the other team members suspected that this SF soldier might be faking the sprained ankle.

Retranslation Listing of Incidents for Dimension L: (Problem name = 18EA)

Dim	%	N	M	S	
L*	77	10	1.70	0.64	74. An SF team was on a mission in which they needed to reach a target by a certain time. This team member was very out of shape and moved slower than was acceptable. The team was forced to move much slower and they did not reach the target in time.
All		13	2.31	1.49	

Dim	%	N	M	S	
J	21	3	6.33	0.47	9. On an OCONUS DFT, the detachment came under simulated artillery attack in the open in a snowy environment. One member received simulated wounds and needed to be carried. This 18D saw that no one could lift the wounded man into an appropriate carry, so he lifted and carried him himself for approximately 300 meters. The detachment was able to escape the area of attack with the wounded man.
L*	43	6	6.50	0.50	
All		14	6.21	0.77	

Dim	%	N	M	S	
J*	23	3	6.00	0.82	24. Because the detachment had not been dropped at the correct landzone, it had to make an unplanned crossing of an inland waterway to get to its objective. This SF soldier was able to swim across the waterway. The detachment was able to reach its objective without incident.
L*	23	3	5.67	0.94	
All		13	5.54	1.28	

Dim	%	N	M	S	
E*	36	5	6.00	0.89	25. A team was operating in the mountains with only a two days supply of water. After no resupply, the team was out of water and there was no potable water source in the area. This 18D had packed a water filter kit that some teams had been given to evaluate. He extracted a one-day supply of water from a mud hole. The team was able to continue the mission for an additional day without compromise.
H	21	3	5.67	0.47	
L	21	3	5.67	1.25	
All		14	5.86	0.91	

Retranslation Listing of Incidents for Dimension M: (Problem name = 18EA)

Dim	%	N	M	S	
M*	92	11	2.09	1.44	96. This soldier was told to recon an area and meet the team at a given location. Although this soldier had a map and compass, he became lost and could not find the team. The mission had to be cancelled so that the rest of the team could locate the lost soldier.
All		12	2.08	1.38	

Dim	%	N	M	S	
M*	77	10	6.00	0.77	54. During ARTEP, an ODA was required to pick up a cache of C-rations and water. This SF soldier was tasked to recover the cache at night from the desert floor with little or no landmarks by which to navigate. This SF soldier used resection to locate and recover the cache. The guerilla forces were impressed with the ODA's abilities which enhanced the success of the mission.
All		13	5.92	1.14	

Dim	%	N	M	S	
M*	77	10	6.10	0.70	62. An SF NCO leading a dismounted patrol realized that the map reconnaissance was wildly inaccurate due to the age of the map. This SF NCO made major deviations from the planned route, navigating on the move. The SF NCO got the patrol to its target within the window and the mission was accomplished.
All		13	5.77	1.19	

Dim	%	N	M	S	
M*	69	9	6.22	0.79	48. A detachment infiltrated into an exercise by C-130 aircraft. Once on the ground, this SF soldier realized the plane did not drop them where they had planned to be dropped. This soldier oriented the team on the ground, located them on the map, and moved them out. The mission was a success once they overcame the problem of unfamiliar terrain.
All		13	5.85	1.03	

Dim	%	N	M	S	
H	29	4	2.75	1.09	19. This SF soldier was to complete a certification. He did not test his compass before starting, and travelled unnecessary miles before he realized his compass was sticking. He failed his first test.
M*	57	8	2.13	1.17	
All		14	2.21	1.15	

Retranslation Listing of Incidents for Dimension N: (Problem name = 18EA)

Dim	%	N	M	S	90. This SF NCO was told not to handle large anti-tank hand grenades. The NCO picked one up anyway and chucked it down a bunker. The NCO blew up the bunker and himself and had to be evacuated, leaving the split team short-handed.
N*	77	10	1.60	1.80	
All		13	1.62	1.64	

Dim	%	N	M	S	81. During the preparation of an ambush, an 18B noticed that this 18C was putting a potentially dangerous explosive device with an ineffective detonating device. The 18B told this 18C not to put the two together as he would get blown up. This 18C said he would try something else, but actually went back to what he had been doing and was blown up as he triggered his own detonating device.
N*	77	10	1.60	1.80	
All		13	1.54	1.60	

Dim	%	N	M	S	88. An SF team was training a regular Army unit in demolitions. Several bangelores were placed under a wire obstacle and individually detonated, resulting in a grass fire on the range. While the brush fire was being fought, this 18C noticed that one of the bangelores had been cut off and was in the fire that the SF and Army soldiers were fighting while waiting for fire trucks. The 18C immediately moved all personnel to a safe distance from the explosive. When the fire was contained, the 18C and his junior sergeant safely destroyed the mine.
N*	64	7	6.29	1.03	
All		11	6.36	0.88	

Dim	%	N	M	S	79. While deployed on an OCONUS FID mission, the team sergeant instructed all detachment members on the speed limit when operating tactical vehicles off the road. This detachment member went over the speed limit and hit a large sharp rock that could have been avoided at the proper speed. The vehicle's front tire had a catastrophic failure, requiring the team to use one of only two spares they had.
N*	54	7	2.57	1.18	
All		13	2.69	1.43	

Dim	%	N	M	S	103. Ordnance was found by a team while overseas. The team's 18C strongly advised this team leader that each ordnance piece had to be individually charged (because it would not sympathetically detonate) but that the team did not have enough demolitions material to place a charge on each separate piece. This team leader said to "do it anyway." The explosion launched several unexploded projectiles towards the team at a high rate of velocity.
N*	54	7	2.43	1.92	
All		13	2.15	1.56	

Dim	%	N	M	S	110. Classes were being given to Kenyan soldiers on field expedient shelters. It was a forest environment with a great deal of rain. As night fell, the Kenyans refused to sleep in the shelters. This SF team leader questioned the senior Kenyan NCO who showed him a nearby path created the previous night by elephants. The SF leader noted the large uprooted trees and crushed vegetation and had the SF personnel move out of the shelters also. Everyone was safe.
N*	46	6	6.00	0.82	
All		13	5.77	1.37	

Dim	%	N	M	S	97. The team was training African host nation forces in light infantry tactics. The live fire range was covered with dud mortar rounds. The SF team marked the dud rounds and instructed the indigenous forces not to touch them. This SF soldier decided he would like to keep an inert 120mm mortar for a door stop and took one back to his tent. The indigenous forces saw the soldier take the mortar and reported him to their colonel. The soldier was counseled on safety and had to make a personal apology to the host nation troops.
N*	50	6	1.67	0.75	
All		12	2.00	1.63	

Retranslation Listing of Incidents for Dimension O: (Problem name = 18EA)

Dim	%	N	M	S	70. An 18B was off duty at a local restaurant. This 18B observed a civilian having a heart attack and administered CPR until the emergency medical services arrived. The man lived.
N*	31	4	5.00	1.41	
All		13	5.92	1.64	

## Retranslation Listing of Incidents for Dimension P: (Problem name = 18EA)

Dim	%	N	M	S
J	23	3	5.67	0.47
P*	69	9	5.78	0.92
All		13	5.69	0.82

59. This team leader had primary responsibility for the day-to-day operations of the team. This team leader filled out all required reports, records, and schedules ahead of time. This team leader also provided the 18A with information for mission planning before the 18A requested it. The administrative tasks for the detachment as a whole were more manageable and effective.

Dim	%	N	M	S
P*	57	8	5.75	0.83
All		14	5.86	0.91

2. A detachment commander conducted his initial inventory of assigned team equipment and was shocked by the poor condition in which the equipment was maintained. This detachment commander established a maintenance/recovery SOP. The detachment equipment is now 100% mission-ready.

Dim	%	N	M	S
J	23	3	5.67	0.94
P*	46	6	5.50	1.38
All		13	5.62	1.27

45. The new battalion commander wanted to receive weekly training briefs with the use of slides and other equipment. This 18C utilized his computer skills to assist in producing the slide show and briefing. The presentation was accepted by the battalion commander.

Dim	%	N	M	S
J*	46	6	5.83	1.07
P*	46	6	5.83	0.90
All		13	5.62	1.21

107. This SF soldier was tasked to work individually to produce operational information. This SF soldier researched, developed, and wrote a standard operating procedure for operations to be conducted by Special Forces in the future. SOP was developed in areas that had never been addressed.

Dim	%	N	M	S
H	21	3	6.33	0.94
J*	36	5	6.00	0.89
P*	36	5	6.20	0.75
All		14	6.07	0.88

12. This 18C was the team S-4 and kept track of the team's organic equipment. The records from the prior leadership were ineffective and out-of-date. This 18C completely organized all end items by hand receipts to include team and individual issue. This 18C then established an SOP that covered garrison and packing for deployment and helped identify where everything was, where everything should be loaded, and who was responsible for what (e.g., commo gear...). The SOP enabled the team to cut down on loading time and made accountability easier.

Dim	%	N	M	S
G	25	3	2.67	1.25
P*	33	4	1.75	0.83
All		12	2.58	1.50

104. This weapons sergeant was tasked with requesting the range for a weapons-firing exercise. He did not follow up on the request to be sure the range was scheduled. Two weeks later -- the day before the range exercise -- it was discovered that range control had never received the request because it had never left the company; the team lost out on training time.

Dim	%	N	M	S
E*	38	5	5.60	1.02
J	23	3	6.33	0.47
P	31	4	5.50	1.12
All		13	5.77	0.97

46. This warrant officer was trying to plan training concepts while remaining under a specific budgeted amount. This warrant officer used creativity and innovation to plan a full week of training and still stay under the budget. The mission was complete.

Dim	%	N	M	S
I*	38	5	4.60	1.62
J	23	3	6.33	0.47
P	23	3	6.33	0.94
All		13	5.31	1.90

71. Selected team members were tasked to train host nation soldiers. This SF soldier who was not assigned a training class assisted others by making copies, obtaining supplies, drawing charts, and listening to practice classes. The instructors for these classes could concentrate more on the quality of their classes instead of having to spend time on details. Classes were given on time and handouts were available to students.

## Retranslation Listing of Incidents for Dimension Q: (Problem name = 18EA)

Dim	%	N	M	S
Q*	92	11	2.09	1.50
All		12	2.08	1.44

95. This SF officer was given classified documents pertaining to his area of operation while preparing for an OCONUS mission. He attended a briefing and then got up, walked out, and left the classified documents in the office where the briefing was held. This officer was informed about leaving the papers and instructed to ensure he accounted for all documents.

Dim	%	N	M	S
Q*	85	11	4.64	1.82
All		13	4.54	1.74

106. The detachment was preparing for an OCONUS mission and for planning purposes they were using classified material. An 18B was in an officer's vicinity when the officer was supposed to be safeguarding classified material. This 18B observed the officer place the confidential material in his desk rather than in his safe. This 18B lectured the officer about the proper procedure for classified material storage. The material was stored appropriately.

Dim	%	N	M	S
Q*	71	10	1.50	1.02
All		14	1.71	1.03

22. A team leader was tasked to write a mission concept for a sensitive overseas deployment. Against regulations, the team leader wrote the classified concept on his own personal computer. He was relieved for the improper safeguarding of sensitive classified material.

Dim	%	N	M	S
Q*	64	7	2.43	1.50
All		11	2.27	1.29

89. During a deployment, a team was responsible for maintaining all sensitive items. This 18E did not do a proper check and later noticed that his crypto was missing, even though he had been reporting all sensitive items accounted for. He had the team locked down, conducting a search in order to find the missing items. The sensitive items were found and the 18E was given a letter of reprimand.

Dim	%	N	M	S
Q*	62	8	1.50	1.32
All		13	1.69	1.32

53. An ODA was deployed CONUS under field conditions on a training mission for 13 days. Commo was not required on a daily basis. Three days into field, after moving base camp two times for a total distance of approximately nine kilometers, this 18E discovered he had misplaced his one-time pads. He thoroughly searched his personal equipment and could not locate the pads. The 18E did not then notify his team sergeant, but assumed the other 18E had the pads. On the following day, when a commo link was required using crypto, the 18E finally told the team sergeant he had lost the pads. The team failed to make commo when required and the crypto pads could not be recovered due to distance.

Dim	%	N	M	S
H	31	4	3.75	1.64
Q*	38	5	2.20	2.40
All		13	3.08	2.06

68. An A detachment deployed on an SR training exercise with a primary communications means of HF wing PRC-70s, manual CW, and one-time pads. The senior 18E forgot the one-time pads, leaving them in the isolation area. Although the team utilized the alternate crypto system to encode/decode message traffic, they were looked upon poorly for leaving their crypto behind and unsecured.

Dim	%	N	M	S
H	23	3	1.00	0.00
Q*	31	4	1.00	0.00
GG*	31	4	3.25	2.28
All		13	1.92	1.73

64. The team was deployed on a real world search and reconnaissance mission. This Special Forces soldier deployed to the field without a good working knowledge of the radios. Once in the field, this SF soldier lost the fill for the crypto device. The team could not establish communications with higher HQ for information or evacuation.

Dim	%	N	M	S
H*	54	7	2.14	2.03
Q	23	3	1.00	0.00
All		13	1.77	1.62

43. A team was doing an ARTEP with a unit stationed out of state. This 18E left all crypto for his unit at his home station. The exercise was delayed four days.

Dim	%	N	M	S
Q	21	3	1.00	0.00
HH*	64	9	2.33	1.94
All		14	1.93	1.67

17. An 18E attempted to make an unscheduled contact using a SATCOM radio, KY-57 secure device, and a DMDG. The message in the DMDG was in plain text since a secure device would scramble the message. After two hours of continuously attempting to make contact via SATCOM unsuccessfully, the 18E decided to use an HF system to transmit his message. The 18E set up the HF system, obtained the appropriate frequency and transmitted the message using the DMDG. He failed to check the message in the DMDG and transmitted the message in plain text without properly encrypting the message prior to transmission. Operational information was transmitted in the clear that could have compromised the ODAs location.

## Retranslation Listing of Incidents for Dimension EE: (Problem name = 18EA)

Dim	%	N	M	S	
EE*	85	11	1.64	1.43	55. While deployed on an exercise requiring communications, the communications equipment did not work. This 18E had failed to inspect the communications equipment prior to deployment. This 18E received a reprimand for not following maintenance policy.
All		13	1.62	1.33	

Dim	%	N	M	S	
H*	21	3	1.33	0.47	8. This 18E was responsible for maintaining the battalion's radios in good working order. This 18E was lax about doing regular PMCS and had not checked out the radios since returning from the last deployment. When the battalion deployed for a major training exercise (which involved extensive communications requirements), several radios did not operate -- delaying establishment of communications.
EE*	71	10	1.90	1.04	
All		14	1.86	0.99	

Dim	%	N	M	S	
G	23	3	2.67	0.47	109. An 18E was responsible for establishing communication for a team deployment. This 18E failed to conduct an operational check of his equipment prior to departure. The equipment was inoperable and the team was unable to provide adequate communication, resulting in an unsatisfactory rating.
H*	38	5	1.40	0.80	
EE	31	4	3.00	2.45	
All		13	2.23	1.62	

Dim	%	N	M	S	
H*	38	5	3.20	1.60	100. An 18E was to perform a radio check with the base station prior to deploying on a training exercise. This 18E used a whip antenna with the radio set instead of the antenna wire he would have used to construct an antenna while in the field. This 18E was not able to make commo as the antenna wire had a break in the radiating element.
EE	23	3	1.33	0.47	
FF	23	3	2.00	0.82	
All		13	2.46	1.34	

Dim	%	N	M	S	
H*	54	7	3.43	1.40	117. While deployed on an SR mission at NTC, the detachment's primary means of communication was secure SATCOM voice/data using an LST-5 radio and a KY-57 secure device. The 18E on this detachment failed to properly test all the equipment prior to infiltration. The detachment had to repair the KY-57 in the field, thereby sending a late angus initial infiltration report.
EE	23	3	2.00	0.82	
All		13	2.62	1.44	

Dim	%	N	M	S	
E*	54	7	6.43	1.05	33. After the team jumped into Korea, the PSC-7 was damaged and would work only intermittently. This senior commo sergeant took apart the face plate to try to determine if there was an obvious deficiency. He found a broken contact pin on the power switch and bridged the gap with some tin foil. The "fix" (though unauthorized) allowed the team to make satellite communication.
EE	23	3	6.67	0.47	
All		13	6.62	0.84	

## Retranslation Listing of Incidents for Dimension FF: (Problem name = 18EA)

Dim	%	N	M	S	
FF*	69	9	2.11	1.20	101. An 18E transmitted 20-group call up but did not install Special Operations code in correct group. Because he forgot where to place special code, he did not send the message. This 18E was written up for mission failure.
All		13	2.15	1.23	

Dim	%	N	M	S	
H*	23	3	3.67	0.94	38. This 18E was establishing a communications net with SATCOM as the main method of communications and HF (PRC-70) as the back-up method. The SATCOM failed, reverted to HF communications, and the 18E received a series of "Q & Z" signals, asking him questions. This 18E did not know the "Q & Z" signals received, and had to look them up in the manual. There were long delays in communicating, tying up the HF net and causing long hours for the 18E and the base station.
FF*	62	8	3.00	1.41	
All		13	3.08	1.27	

Dim	%	N	M	S	
H	23	3	1.67	0.94	69. This 18E was responsible for maintaining his skill level at sending and receiving manual morse code. When an officer decided to use his 18E's skills at morse code, he directed that all commo be done in this manner. This 18E was out-of-practice with code and was so slow that his transmissions could not be correctly copied at headquarters. Communications totally broke down, forcing communication to be made by voice.
FF*	54	7	2.29	1.67	
All		13	2.46	1.78	

Dim	%	N	M	S	
FF*	43	6	2.67	0.94	3. During an exercise with host nation forces, an 18E was sending in a morse code net using Q and Z signals. This 18E was unable to perform timely message transfer because he did not know Q and Z signals. This 18E had to be retrained and there was negative contact with the host nation forces.
HH	36	5	1.40	0.80	
All		14	2.00	1.00	

Dim	%	N	M	S	
E*	38	5	6.80	0.40	115. An 18Z ordered information from base through his 18E. This 18E exhausted all types of radio and antenna configurations that the jungle and high mountainous terrain would allow. This 18E then tuned his radio to "CW" continuous wave and transmitted his message by morse code, using his hand mike as he did not have a code key. Radio contact was made and, seconds later, base responded via code.
FF	31	4	5.50	0.87	
All		13	5.62	1.33	

Dim	%	N	M	S	
H*	38	5	3.20	1.60	100. An 18E was to perform a radio check with the base station prior to deploying on a training exercise. This 18E used a whip antenna with the radio set instead of the antenna wire he would have used to construct an antenna while in the field. This 18E was not able to make commo as the antenna wire had a break in the radiating element.
EE	23	3	1.33	0.47	
FF	23	3	2.00	0.82	
All		13	2.46	1.34	

Dim	%	N	M	S	
E	23	3	5.33	0.47	72. During an exercise there was complete base station failure of the AN/TSC-99. This 18E immediately started to send 20 group call ups via morse code. 90% commo was maintained with outlying stations until AN/TSC-99 was brought back online.
J*	31	4	6.00	1.00	
FF	23	3	6.00	0.82	
All		13	5.46	1.39	

Dim	%	N	M	S	
FF	23	3	1.00	0.00	66. An 18E was to assist in the assembly of the "Hermes Loop" antenna system in support of the TSC-99 operation. This 18E placed lithium grease on the connectors of the nitrogen-filled antenna cables. The antenna system malfunctioned and the ODAs in the field were not able to communicate with the base station.
GG*	62	8	1.88	1.54	
All		13	2.08	1.90	

Dim	%	N	M	S	
E*	38	5	6.40	0.80	28. This 18E unsuccessfully made repeated attempts to make HF communication with Ft. Bragg. The 18E insisted that the frequencies for transmission must be incorrect for that time period. He tried several different types of antennas, moved his transmission site to optimize transmission, and asked for input and suggestions from other team members with more experience. Finally the base station was contacted by telephone and informed of the 18E's opinion of the frequencies being used. The base station re-checked the calculations for determining frequencies and determined that the 18E was correct; the team then made all scheduled contacts and changes were made to the base station SOP.
F	23	3	6.33	0.47	
FF	23	3	6.00	1.41	
All		13	6.23	0.89	

Dim	%	N	M	S
E*	23	3	2.67	0.94
FF*	23	3	2.67	0.94
GG*	23	3	1.67	0.94
All		13	2.62	1.15

92. During a joint foreign training exercise, this 18E was supposed to make communications from the outstation to the base station using the AN/PRC-70 as the primary means and the KAL-43 and SATCOM as the secondary means. This 18E attempted to make commo with the AN/PRC-70 a couple of times using the same type of antenna from the same location without success. This 18E then went to his alternate means using the KAL-43 in conjunction with the foreign lines which were unsecured instead of reconfiguring the antenna and radio. Communication was established through ineffective means.

Retranslation Listing of Incidents for Dimension GG: (Problem name = 18EA)

Dim	%	N	M	S
GG*	86	12	1.92	1.11
All		14	2.07	1.16

23. This soldier was tasked to install an OE-316/TSC-99 antenna group during an overseas training exercise. The TSC-99 unit was being used as the base operations radio station. Under this soldier's supervision, the antenna was assembled and installed improperly and damaged. Another antenna had to be brought in, delaying base operation for several hours and delaying deployment of the teams.

Dim	%	N	M	S
GG*	85	11	2.55	1.50
All		13	2.77	1.67

34. On an OCONUS training exercise, an 18E with the battalion's signal detachment was responsible for rapidly establishing satellite communications with Ft. Campbell. This 18E had forgotten how to properly load the uplink and downlink frequencies into the satellite radio. Satellite communications were not established rapidly.

Dim	%	N	M	S
GG*	77	10	1.60	0.92
All		13	2.15	1.51

41. During desert training, a new 18E installed radios in vehicles. This 18E failed to connect one antenna cable to the radio on the team sergeant's vehicle. No communication was established that night with that element.

Dim	%	N	M	S
FF	23	3	1.00	0.00
GG*	62	8	1.88	1.54
All		13	2.08	1.90

66. An 18E was to assist in the assembly of the "Hermes Loop" antenna system in support of the TSC-99 operation. This 18E placed lithium grease on the connectors of the nitrogen-filled antenna cables. The antenna system malfunctioned and the ODAs in the field were not able to communicate with the base station.

Dim	%	N	M	S
GG*	54	7	2.43	1.18
All		13	3.15	1.35

52. An A-team was requesting extraction from a beach site. An LST-5 SATCOM radio was being used to talk to a submarine at antenna depth. The 18E used line-of-site with the satellite antenna and was unable to keep the antenna on azimuth because it is a directional antenna. The satellite antenna was damaged due to salt-water spray and the 18E received several RF burns from the uninsulated antenna. Commo with the sub was sporadic until the LOS antenna was used.

Dim	%	N	M	S
E	21	3	4.00	1.63
I	21	3	6.00	1.41
GG*	50	7	3.14	0.83
All		14	4.14	1.68

14. During an exercise prior to an SR deployment the base station was having trouble making SATCOM checks with the teams. The 18E at the base station went through his team to ensure his radio was working properly but was not having any luck. Eventually, an 18B checked the antenna system and found a loose connection was causing the problem. This 18E was so focused on the technical operation of the radio that he had failed to thoroughly check the entire system. With the help of the 18B, the 18E was able to communicate.

Dim	%	N	M	S
A	36	5	1.60	0.80
GG*	43	6	1.50	0.76
All		14	1.57	0.82

13. An 18E was supposed to give a block of instruction on the TSEC KY 57. This 18E did not know how to operate this piece of communications equipment. He could not give this block of instruction and had to be retrained.

Dim	%	N	M	S
E*	43	6	5.67	0.75
GG*	43	6	6.00	1.00
All		14	5.93	0.88

1. An 18E wanted a light, portable, handheld system in lower VHF range to communicate with O.P. over 20 miles away. While at his checkpoint, this 18E built a 292 and installed an antenna on the PRC-126 (local radio). O.P. followed his initiative, using KL-43C for secure device and contact was established. Communications were maintained night and day in a secure manner.

Dim	%	N	M	S
H	23	3	1.00	0.00
O*	31	4	1.00	0.00
GG*	31	4	3.25	2.28
All		13	1.92	1.73

64. The team was deployed on a real world search and reconnaissance mission. This Special Forces soldier deployed to the field without a good working knowledge of the radios. Once in the field, this SF soldier lost the fill for the crypto device. The team could not establish communications with higher HQ for information or evacuation.

Dim	%	N	M	S
E*	46	6	6.17	1.07
GG	31	4	6.00	1.22
All		13	5.77	1.42

94. An 18E was on a field training exercise. He was required to make commo but found that the antenna was broken. This 18E figured out the antenna length and used a barbed wire fence to make commo over a 1000 mile distance. Thus, commo was maintained.



Dim %	N	M	S
G* 25	3	6.33	0.47
GG* 25	3	7.00	0.00
All	12	6.58	0.64

32. An A detachment was responsible for collecting and forwarding intelligence on the enemy during the Gulf war. This 18E experimented with several HF antennas in order to ensure back-up communications would be available if needed. At the outbreak of hostilities, the satellite channels were so jammed with traffic that no one could pass intelligence reports. This 18E hooked up the HF radio to the HF antenna he had constructed. Timely intelligence was sent to headquarters.

Dim %	N	M	S
E* 23	3	2.67	0.94
FF* 23	3	2.67	0.94
GG* 23	3	1.67	0.94
All	13	2.62	1.15

92. During a joint foreign training exercise, this 18E was supposed to make communications from the outstation to the base station using the AN/PRC-70 as the primary means and the KAL-43 and SATCOM as the secondary means. This 18E attempted to make commo with the AN/PRC-70 a couple of times using the same type of antenna from the same location without success. This 18E then went to his alternate means using the KAL-43 in conjunction with the foreign lines which were unsecured instead of reconfiguring the antenna and radio. Communication was established through ineffective means.

Dim %	N	M	S
J* 31	4	6.25	0.43
GG 23	3	7.00	0.00
All	13	6.23	1.12

35. An A team was training host nation forces in the desert. The battalion was spread out over a large area and had fewer radios than needed. This 18E went into abandoned tanks and APCs and removed the radio sets. He worked on them and repaired enough to send out one radio with each company. The team was able to communicate with each other at all times.

Dim %	N	M	S
E* 57	8	5.38	1.32
J* 21	3	6.33	0.94
GG 21	3	6.67	0.47
All	14	5.86	1.25

7. During a mission requiring long range HF communications between the Middle East and United States, an 18E worked on his own to make long-range HF communications. The probability of making communications were low with small windows of opportunity. This 18E designed and constructed field expedient antennas such as arrays and log period basically with a bunch of wire that would typically take a wrench to set up. The group was able to communicate using voice a few times.

Retranslation Listing of Incidents for Dimension HH: (Problem name = 18EA)

Dim %	N	M	S
O 21	3	1.00	0.00
HH* 64	9	2.33	1.94
All	14	1.93	1.67

17. An 18E attempted to make an unscheduled contact using a SATCOM radio, KY-57 secure device, and a DMG. The message in the DMG was in plain text since a secure device would scramble the message. After two hours of continuously attempting to make contact via SATCOM unsuccessfully, the 18E decided to use an HF system to transmit his message. The 18E set up the HF system, obtained the appropriate frequency and transmitted the message using the DMG. He failed to check the message in the DMG and transmitted the message in plain text without properly encrypting the message prior to transmission. Operational information was transmitted in the clear that could have compromised the ODA's location.

Dim %	N	M	S
HH* 57	8	1.50	0.50
All	14	1.71	1.03

18. This 18E was sent out to make communications for the day from the A-team's position. The 18E used the wrong one-time pad to send his message. Communication was not made and the team did not receive the resupply requested.

Dim %	N	M	S
FF* 43	6	2.67	0.94
HH 36	5	1.40	0.80
All	14	2.00	1.00

3. During an exercise with host nation forces, an 18E was sending in a morse code net using Q and Z signals. This 18E was unable to perform timely message transfer because he did not know Q and Z signals. This 18E had to be retrained and there was negative contact with the host nation forces.

Dim %	N	M	S
H* 38	5	3.20	2.40
HH 31	4	1.00	0.00
All	13	2.00	1.84

29. During a training exercise, message encryption/decryption was required. This 18E forgot to bring the encrypt/decrypt pads and did not check with the COMSEC custodian about receiving the pads. This 18E received a verbal reprimand for not complying with policy.

Dim %	N	M	S
A* 64	9	5.89	0.74
HH 29	4	6.75	0.43
All	14	6.21	0.77

4. During a battalion train-up, an 18E was required to teach emergency cryptographic systems. This 18E developed his own POI and made simplistic charts for instructions. The entire battalion was trained on the systems, thereby enhancing its capabilities.

Retranslation Listing of Incidents for Dimension A: (Problem name = 18EB)

Dim	%	N	M	S	Incident Description
A*	100	9	6.56	0.50	81. This SF soldier was tasked to give a class on various types of operating systems to a group of civilians. This SF soldier lectured, showed the class a videotape on the subject, and then took the civilians to the range and gave a live fire demonstration for each operating system. The civilians had an excellent working knowledge of operating systems.
All		9	6.56	0.50	
A*	89	8	5.75	1.85	117. An 18F was having a difficult time understanding/learning how to operate the PSC-3 after extensive one-on-one training with his 18E. This 18E took small pieces of paper and put them on each switch of the radio, thus making it so simple even the 18F could put switch and talk. The 18F was able to make commo without an 18E helping.
All		9	5.44	1.95	
A*	78	7	1.57	1.05	40. An instructor was giving a class on proper set-up and operation of the TSEC/KY-57 with an AN/PRC-77 radio. During the class, the instructor (11B) stated that he really did not know how to operate the TSEC/KY-57. Secure communications between the two radio sets did not occur.
All		9	1.56	0.96	
A*	78	7	6.43	0.49	93. The team was due for yearly certification. This 18E provided his team with enough basics to establishing commo without his presence. The team members passed the certification.
I	22	2	5.00	1.00	
All		9	6.11	0.87	
A*	67	6	6.67	0.47	114. During an FTX, the detachment was experiencing poor communications. This experienced senior 18E offered concise advice to the detachment 18E on how to improve commo. Commo improved.
All		9	6.22	0.79	
A*	67	6	6.00	0.82	19. During airborne school for foreign troops, this instructor was unable to speak Spanish. To compensate, he used signs and gestures and a positive, energetic style in his instruction. The trainees comprehended the training, and he was actually thought to be a better instructor than others who could speak the language.
All		9	5.78	0.92	
A*	56	5	1.60	0.80	52. This NCO was training Kuwaiti soldiers on vehicular patrolling. The Kuwaitis were not taking the training seriously. This NCO drew on a chalkboard the location of vehicles in a movement formation and lectured the Kuwaitis. The Kuwaitis completely lost interest and did not learn.
B	22	2	2.00	0.00	
All		9	1.56	0.68	
A*	44	4	5.75	0.43	23. An 18E was tasked to instruct his ODA on antenna construction. This 18E researched his manuals and asked around to ensure there had been no changes in the procedures. He trained his detachment very effectively and efficiently on antenna construction.
I	33	3	6.67	0.47	
All		9	6.11	0.74	
A*	44	4	1.25	0.43	103. This 18E was tasked to train his support section on marksmanship of an AK-47 because he was the only qualified soldier within the section. This 18E failed to explain the proper manner to clear the weapon after firing it. As a result, one of the support soldiers failed to properly clear the chamber, discharging a round.
N*	56	5	1.40	0.49	
All		9	1.33	0.47	
A*	22	2	1.00	0.00	131. An SF soldier was tasked to teach a class in Spanish. He had attended language training, but after completing language school, he had never used or practiced his skills. His presented his class material poorly and it was not understood by the natives.
D*	67	6	1.17	0.37	
All		9	1.11	0.31	
A	22	2	6.50	0.50	2. An A-team on deployment had to give classes to their Thai counterparts. Although they normally had translators during these classes, this 18E was told the night before giving his class that there would not be a translator. He stayed up most of the night with a Thai dictionary, translated his class into Thai, and practiced giving his class. The next day he was able to give the entire class in Thai and the students learned the needed information.
D	22	2	6.50	0.50	
J*	44	4	5.75	0.43	
All		9	6.11	0.57	

Retranslation Listing of Incidents for Dimension B: (Problem name = 18EB)

Dim	%	N	M	S	Incident Description
B*	100	9	6.11	0.99	84. While talking with a bar owner in another country, this 18E discovered that his stereo was broken. The 18E offered to repair the stereo. Later, the 18E also ran telephone wire for a phone line for the host country colonel. This 18E built rapport with host nation people.
All		9	6.11	0.99	
B*	100	9	1.22	0.63	91. A team was living with HN forces, eating with them and building rapport. This team leader would not eat or drink tea with the HN hosts. The HN forces were insulted and this team leader was asked to leave.
All		9	1.22	0.63	
B*	78	7	2.29	1.39	136. A team was sent to live in a small town with the natives. This SF soldier felt that after duty hours he should not talk or pass time with the natives. The natives thought he disliked them and that caused problems for the team.
All		9	2.00	1.33	
B*	78	7	1.14	0.35	112. This SF soldier ordered host nation forces not to wear jewelry while in uniform. This SF soldier continued to wear 4 gold rings, a bracelet, and 2 gold chains. The host nation forces did not respect this SF soldier.
All		9	1.22	0.42	
B*	67	6	6.00	0.58	43. This 18B was working with Syrian coalition forces. An SF detachment had previously failed to establish rapport. This 18B suggested that his team wear Khaffe (head wraps) and the national flag and buttons of the president. The team established a good working relationship with the Syrians.
C	22	2	4.50	0.50	
All		9	5.67	0.82	
B*	67	6	6.33	0.75	89. A U.S. medic was using an HN medical facility with the grudging permission of the local doctor. The HN doctor felt threatened by the presence of the American medic. This medic incorporated the doctor into the treatment and diagnosis of the patients in a way that preserved the doctor's "face." The medic would examine the patients and then present his diagnosis/treatment plan to the local doctor for his approval. He had continued use of the facility.
C	33	3	5.33	0.47	
All		9	6.00	0.82	
B*	67	6	1.17	0.37	34. While deployed in Malaysia, a team member took offense to a Malaysian trying to hold his hand and touch him while talking to him. This team member pushed him away, lectured him on not touching him, and inferred that he was gay. Rapport decreased because word got around to the other troops.
C	33	3	1.00	0.00	
All		9	1.11	0.31	
B*	22	2	6.00	1.00	18. Six U.S. and six host nation forces were acting as a combined unit during a training exercise in a host nation. Tension between these two groups developed after an international incident. This team sergeant was serving as an evaluator/observer and intervened by separating the groups for a cool-down period and talking people into calming down. Tension was reduced for awhile.
C*	78	7	4.86	1.12	
All		9	5.11	1.20	
B*	56	5	1.60	0.80	52. This NCO was training Kuwaiti soldiers on vehicular patrolling. The Kuwaitis were not taking the training seriously. This NCO drew on a chalkboard the location of vehicles in a movement formation and lectured the Kuwaitis. The Kuwaitis completely lost interest and did not learn.
B	22	2	2.00	0.00	
All		9	1.56	0.68	
B	22	2	5.50	0.50	12. An indigenous soldier needed medical attention and no medic was available. This 18E put out a call on SATCOM worldwide and was able to contact an SF medic. Guidance was given and the soldier received the required medical attention.
J*	44	4	6.00	1.22	
All		9	5.22	1.75	

Retranslation Listing of Incidents for Dimension C: (Problem name = 18EB)

Dim	%	N	M	S	18. Six U.S. and six host nation forces were acting as a combined unit during a training exercise in a host nation. Tension between these two groups developed after an international incident. This team sergeant was serving as an evaluator/observer and intervened by separating the groups for a cool-down period and talking people into calming down. Tension was reduced for awhile.
B	22	2	5.00	1.00	
C*	78	7	4.86	1.12	
All		9	5.11	1.20	
Dim	%	N	M	S	41. The SF team was isolated for long periods of time. This 18E kept his mouth shut about some annoying quirks demonstrated by his fellow team members. This allowed harmony to prevail in some odd situations.
C	44	4	6.00	0.71	
I*	56	5	5.40	0.49	
All		9	5.67	0.67	
Dim	%	N	M	S	34. While deployed in Malaysia, a team member took offense to a Malaysian trying to hold his hand and touch him while talking to him. This team member pushed him away, lectured him on not touching him, and inferred that he was gay. Rapport decreased because word got around to the other troops.
B*	67	6	1.17	0.37	
C	33	3	1.00	0.00	
All		9	1.11	0.31	
Dim	%	N	M	S	89. A U.S. medic was using an HN medical facility with the grudging permission of the local doctor. The HN doctor felt threatened by the presence of the American medic. This medic incorporated the doctor into the treatment and diagnosis of the patients in a way that preserved the doctor's "face." The medic would examine the patients and then present his diagnosis/treatment plan to the local doctor for his approval. He had continued use of the facility.
B*	67	6	6.33	0.75	
C	33	3	5.33	0.47	
All		9	6.00	0.82	
Dim	%	N	M	S	13. An 18E was testing and evaluating antenna systems that would be effective for his operational areas. This 18E became angry, uncooperative, and basically gave up. His supervisor told him to calm down and return to work as the 18E walked away. This 18E began walking away and rudely replied that he would not continue. His supervisor remained calm and collected and told the 18E to take his gear with him.
C*	33	3	5.00	0.82	
I*	33	3	5.67	1.25	
All		9	4.22	1.99	
Dim	%	N	M	S	43. This 18B was working with Syrian coalition forces. An SF detachment had previously failed to establish rapport. This 18B suggested that his team wear Khaffe (head wraps) and the national flag and buttons of the president. The team established a good working relationship with the Syrians.
B*	67	6	6.00	0.58	
C	22	2	4.50	0.50	
All		9	5.67	0.82	

Retranslation Listing of Incidents for Dimension D: (Problem name = 18EB)

Dim	%	N	M	S	
A	22	2	1.00	0.00	131. An SF soldier was tasked to teach a class in Spanish. He had attended language training, but after completing language school, he had never used or practiced his skills. His presented his class material poorly and it was not understood by the natives.
D*	67	6	1.17	0.37	
All		9	1.11	0.31	

Dim	%	N	M	S	
D*	33	3	1.00	0.00	97. During detachment training at a foreign country's maneuver and range complex, the team leader and four other members became disoriented and stopped a foreign national to find out where a specific range was. The team leader, despite having OLI school in that language, denied having any language skills and had another team member ask for the directions. The team members lost respect for the team leader for not having kept up his language training.
I*	33	3	1.67	0.47	
K*	33	3	1.33	0.47	
All		9	1.33	0.47	

Dim	%	N	M	S	
A	22	2	6.50	0.50	2. An A-team on deployment had to give classes to their Thai counterparts. Although they normally had translators during these classes, this 18E was told the night before giving his class that there would not be a translator. He stayed up most of the night with a Thai dictionary, translated his class into Thai, and practiced giving his class. The next day he was able to give the entire class in Thai and the students learned the needed information.
D	22	2	6.50	0.50	
J*	44	4	5.75	0.43	
All		9	6.11	0.57	

Retranslation Listing of Incidents for Dimension E: (Problem name = 18EB)

Dim % N M S 132. A two-and-a-half ton truck went dead on the highway. This soldier conducted a trouble shooting sequence and found the problem. He fixed the electrical problem with a foil wrapper from a stick of chewing gum. The truck was able to move safely to its destination.

Dim % N M S 72. An A-team was using a backhoe to build a bunker system. When the backhoe stopped running, the team realized it was out of fuel and filled it up, but it still would not start. This team member loosened the fuel lines to let the air out of the fuel system. The backhoe started and they completed the bunker system to be used for training the next day.

Dim % N M S 64. During airborne operation, all radios in the marshalling area failed to operate. This 18E began troubleshooting all systems; he found and fixed one of four radios. Commo was restored.

Dim % N M S 8. A team was preparing for an SR mission and was short one 18E. The detachment trained an 18B as the second 18E. This 18B working as the second 18E was to stay at the lagger site, while the 18E was to go on the SR team. This 18B, while operating a SATCOM radio set, lost communication with the FOB. The 18B went through his checklist for trouble-shooting and after several hours finally learned that the male portion of the co-ax cable had broken off inside the SATCOM radio. The team regained communication with the FOB and the team's mission was successful.

Dim % N M S 88. An 18E augmenting a Special Operations Command and Control Element at corps level was unable to maintain effective FM communications with the logistics center. This 18E built a field expedient 292-jungle antenna and hung it under the camouflage netting. FM communications were improved and maintained for the duration of the exercise.

Dim % N M S 140. This 18E needed a way to suspend an antenna, and was running short on time. He had two soldiers hold the antenna with their hands while commo was established. The team was exfiled on time.

Dim % N M S 77. An 18E was having difficulty sending message traffic on a doublet antenna. The 18E decided to try a terminated long wire with counter poise but had not carried the equipment necessary to build the system. Using fence wire, plastic spoons, and other poor boy methods, the 18E built the system. Commo was accomplished.

Dim % N M S 4. A drop zone party was on the ground setting up the DZ for personnel. The radio antenna was not effective in transmitting to range control to open the drop zone approximately ten minutes before time on target (jumptime). This 18E hurriedly constructed a field-expedient antenna which was pulled up in a tree. The DZ was opened on time and the airborne operation was completed as scheduled.

Dim % N M S 36. A unit received radios without the proper power supply. This SF soldier experimented with alternate power sources and adapted cables to work on the new radios. The new equipment was issued and used.

Dim % N M S 118. An OOA was having trouble communicating using the PSC-3 radio. The OOA did not have its own 18E, but was familiar with the equipment. This 18E assigned to help kept blaming the OOA, saying that the OOA did not know how to properly use the equipment, that the equipment was fine, and that he could find no problem with it. However, three days later, he found the battery inside the radio was dead and had to be replaced.

Dim % N M S 58. In order to communicate with higher headquarters, there was a requirement to use two antennas which required reconstructing daily. This 18E rigged and tested both antennas to one connector. This tuned the radio frequencies and resulted in commo that no longer required twice-daily construction of antennas.

Dim % N M S 126. An 18E needed to make commo using a KY 57 and SATCOM, but the signal would not go through. After performing various tests, this 18E realized the SATCOM would not work in the secure mode. He received another SATCOM and the signals went through.

Dim % N M S 45. This 18E had to make a commo shot during a field problem but had left his generator crank behind. This 18E thought of another way to send the message. A good commo shot was made.

Dim % N M S 1. The OOA was deployed to Fort Chaffee for a FID mission. A PRC-77 would not transmit, causing communication difficulties between the OOA and the OOB. This 18E took the PRC-77, removed the cover, opened the transmit section of the radio, and reseated the squech solenoid switch, thus repairing the radio. The OOA was once again able to establish communication with the OOB.

Dim % N M S 133. Lightning blew out a wire antenna (cobra head). When the storm subsided, this SF soldier rigged an antenna during darkness. Commo was restored.

Dim % N M S 104. This 18E needed an antenna to make communications from a valley in the host nation to Fort Bragg. This 18E constructed an antenna from locally purchased materials that allowed the team to make communications even during time of atmospheric disturbance. The team achieved 100% communications with higher headquarters.

Dim % N M S 24. During combat operations, communications were being disrupted by jamming on net frequencies. This 18E worked out a matrix of frequencies to be used as alternates when jamming occurred. Communications became effective.

Dim % N M S 37. The detachment was planning for a reconnaissance mission. There was to be a point element to detect, avoid, and engage the enemy before the main body was discovered. The plan for engaging the enemy was getting nowhere. This 18E suggested that silenced weapons be carried by the point element. This gave the point element more time to move away before getting decisively engaged by the enemy's main body.

Dim % N M S 9. During an exercise, communications via SATCOM was not established for 72 hours. This 18E opened up radios and reset internal frequencies of SATCOM. Communications was reestablished.

Dim % N M S 67. During an overseas deployment, this 18E had to send the initial entry report. He constructed a doublet antenna by the book (right length and right height), but could not establish commo. When commo was not established, the 18C assisting him suggested that he put the antenna 4 feet high. This 18E replied that this was not the way he had been taught to do it. The 18C explained that he had seen other 18Es do it and make commo and that he should at least try it. Commo was established.

Dim % N M S 39. During an operation in the desert, this 18E had to establish commo with the Advanced Operating Base using PRC-70. Commo was hard to achieve because the water table was very low plus there was a lack of vegetation. The 18E constructed a slant antenna using team member rifles as anchor points which were raised over 'individuals' heads. He also dug a hole and had everyone urinate in it, then coiled his reflective wire into it. Commo was established.

Dim % N M S 68. An OOA was on a training mission. The 18E was forced, due to terrain, to set up his antenna next to a small road. This 18E constructed his antenna in such a way that it was impossible to see it even from a very short distance away. He was able to maintain commo with the base station without his antenna being detected.

Retranslation Listing of Incidents for Dimension F: (Problem name = 18EB)

Dim % F* 67 N 22 All	N M S 6 1.50 0.76 2 1.50 0.50 9 1.44 0.68	7. Individuals were conducting night beach landings in Central America from a Rubber Boat 15; the weather and sea were not ideal and were very dangerous, care and safety were paramount. Hours of planning were conducted prior to the mission. This SF soldier shut down the engines approximately 200 feet from the breaker wall (knowing that this was inappropriate). The engine would not restart and the boat slammed into the wall, causing injuries and loss of equipment.
Dim % F* 56 M 33 All	N M S 5 4.80 1.47 3 5.00 0.82 9 4.67 1.33	15. This 18B who had not conducted any research was tasked to determine a route to move his team to an extraction point. An 18A told the 18B that the route he had determined would take longer than their allotted time and to use another route instead. This 18B used the route that he had determined without informing the 18A. The entire team completed the movement, with plenty of time to spare.
Dim % F* 44 G 33 All	N M S 4 2.75 1.09 3 3.00 0.00 9 2.89 0.74	26. This 18E was tasked to choose a team to conduct a site survey. He chose a site survey team without including an engineer. When the team was sent out to identify locations for demolitions training, they selected an unsuitable site, and demolition training had to be delayed until a new site could be identified and authorized for use.
Dim % F* 44 G 22 All	N M S 4 1.25 0.43 2 1.50 0.50 9 1.78 1.03	11. In preparing for an overseas deployment, it was suggested to the detachment commander that the commo gear be cross-loaded on the aircraft in accordance with SOP. This commander chose to leave all commo gear on one aircraft. The aircraft with all the commo gear broke down at a layover en route. Half of the unit arrived without the ability to communicate with anyone until that plane arrived about six days later.
Dim % F* 44 J* 44 All	N M S 4 6.00 0.71 4 6.50 0.87 9 6.22 0.79	42. Four team members were infilled to a drop zone before the aircraft had to cancel jump operations due to hazardous weather conditions. This SF soldier evaluated the situation and determined that he had the resources to accomplish the mission despite the loss of seven team members. Unable to contact higher headquarters to confer, this SF soldier decided to conduct the mission. The mission was successful and the training exercise considered a success.
Dim % F* 44 I 33 All	N M S 4 5.50 0.50 3 5.33 0.47 9 5.56 0.50	78. This junior NCO was given duties as a team sergeant even though another member of the team outranked him. This junior NCO used the input of the senior NCO at all times. The senior NCO felt his opinions were important and the team's moral remained intact.
Dim % F 33 FF* 44 All	N M S 3 1.33 0.47 4 1.50 0.50 9 1.56 0.50	10. This 18E was to select a transmission site and construct a doublet antenna during a field exercise. This 18E placed his transmission site and antenna by a road which could have been used by the OPFOR as a high avenue of approach. He had to be told his site selection was an error and to move his antenna to a more concealed site. Detection by the OPFOR patrol that actually passed by a few hours later was avoided.
Dim % F* 33 GG 22 All	N M S 3 1.67 0.47 2 1.00 0.00 9 1.89 1.85	115. An 18E thought he had a better way to charge batteries than using the G-76 generator. This 18E attempted to charge the batteries using a regular house current and a device he had built with parts from Radio Shack. The batteries were all destroyed and the 18E was forced to pay for the batteries by signing a statement of charges.
Dim % F 25 FF* 38 All	N M S 2 2.50 1.50 3 2.67 1.70 8 2.13 1.45	76. An 18E was responsible for commo with each wing team. The west wing team could only receive and not transmit to the 18E on the net. Commo was established by relay through another net, then by messenger. The team sergeant instructed the 18E that he wanted direct commo with the wing team. When direct commo was not established, the team sergeant asked why and the 18E replied that he had commo through relay. The team sergeant then instructed the 18E to construct a jungle antenna and test it prior to night time operation. When commo was not established that night, the 18E stated that he had told the wing team to construct the antenna and could not explain why it had not been done. Upon completion of mission, this 18E was replaced.

Dim % F 22 Q* 56 All	N M S 2 6.50 0.50 5 5.60 1.02 9 6.00 0.94	3. This 18E went out of the base camp to make contact with the base station using HF equipment; he took two locals with him to provide security on site. Prior to departing the area, the 18E checked the areas where the locals were providing security, and found pocket litter pertaining to sensitive activities that would be performed at a later time. He delivered the pocket litter to his intelligence and team sergeant. The two locals were informants working for the opposition under duress conditions.
Dim % F 22 H* 33 All	N M S 2 1.00 0.00 3 1.67 0.47 9 1.78 0.79	75. The detachment was inserted into an area to monitor movement by plane or by vehicle. This SF soldier failed to record map corrections that would have showed that travel by vehicle via road and that landings by fixed wing aircraft were impossible. The commander had the area covered again, not knowing travel through it was not possible.
Dim % F 22 FF* 44 All	N M S 2 6.00 0.00 4 5.75 1.30 9 5.56 0.96	25. An 18E needed to relay SITREP to higher headquarters. This 18E could not reach them so he called another outstation to confirm if higher was on line. They were not, so this 18E relayed traffic to the outstation. Traffic was passed on to higher later that day.
Dim % F 22 N* 44 All	N M S 2 5.00 1.00 4 6.25 0.43 9 5.78 0.92	100. This SF team sergeant wanted the team to train in close quarter battle with Korean soldiers. This team sergeant decided the training should be conducted using blank ammunition. The team did not endanger themselves.
Dim % F 22 I 33 K* 44 All	N M S 2 1.00 0.00 3 1.33 0.47 4 1.25 0.43 9 1.22 0.42	46. The team was being deployed in the states for a JIF mission for at least four months. This team member tried to obtain an operation that would make him non-deployable, even though it wasn't an emergency and could wait until his return. He didn't get the operation, was deployed anyway, and later received a negative EER.

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 Retranslation Listing of Incidents for Dimension G: (Problem name = 18EB)

Dim % G* 89 All	N M S 8 1.00 0.00 9 1.00 0.00	59. A team was on a mission to blow up an abandoned bridge. This team leader asked for very little information about the bridge and made many assumptions based on hearsay. The team blew up a functioning bridge by mistake.
Dim % G* 67 M 22 All	N M S 6 3.00 1.83 2 2.00 1.00 9 2.56 1.71	108. This SF soldier was in charge of planning the route of march for a team. This SF soldier planned what he thought was a good route around features such as tall mountains and lakes. This SF soldier forgot to look at the contour interval used and the type of map; the map used a ratio of 1:25,000. The team would have had to go through very deep ravines.
Dim % E 25 G* 63 All	N M S 2 5.00 1.00 5 4.40 0.80 8 4.88 1.17	37. The detachment was planning for a reconnaissance mission. There was to be a point element to detect, avoid, and engage the enemy before the main body was discovered. The plan for engaging the enemy was getting nowhere. This 18B suggested that silenced weapons be carried by the point element. This gave the point element more time to move away before getting decisively engaged by the enemy's main body.
Dim % G* 56 All	N M S 5 1.40 0.80 9 1.22 0.63	65. This 18B was conducting an aerial re-supply. This 18B did not coordinate with the farmer whose field he was using. As the aircraft was coming in, the farmer and his friends ran off the 18B. The mission was a failure.
Dim % G* 56 H 22 All	N M S 5 6.80 0.40 2 6.50 0.50 9 6.56 0.68	62. This 18C was tasked to be on a committee assigned to teach a demolitions course. Part of the course involved a field problem. This 18C wrote an operations order that was so complete that 4 teams working in different locations could understand what was to be done and when. The target of interest was hit and the field mission was a success.
Dim % G* 56 H 33 All	N M S 5 2.40 1.20 3 1.67 0.94 9 2.33 1.25	113. During pre-deployment activities, this 18E determined the equipment needed by the team. He calculated in excess of what was actually needed. Members had to carry excessive equipment which affected mission performance.
Dim % G 44 H* 56 All	N M S 4 2.25 0.83 5 1.20 0.40 9 1.67 0.82	138. While out-loading for an MTT, this SF soldier did not take a proper look at the load to be carried. He underestimated the number of pallets needed for the load. As a result, he did not have enough pallets to carry the equipment.
Dim % G 33 H* 56 All	N M S 3 1.33 0.47 5 1.20 0.40 9 1.22 0.42	124. This junior 18E was tasked to set up his communications equipment on an embassy. He was given a two week notice to prepare his equipment prior to deploying. Two weeks after arrival, the 18E began to construct his doublet antenna atop the embassy when he discovered he had not brought along any connectors to connect two cables together. As a result, this 18E failed to make communications for six days and was given a letter of reprimand.
Dim % G* 33 P 22 All	N M S 3 1.00 0.00 2 2.00 0.00 9 1.44 0.50	35. This 18B was tasked with coming up with a defensive alert plan. This 18B did not brief anyone on the alert plan. There was chaos in the unit because nobody knew what was going on or where the enemy activity was located.
Dim % G* 33 FF* 33 All	N M S 3 3.00 0.82 3 2.00 0.00 9 2.78 1.69	17. An SF A-detachment conducting SR operations during an NTC rotation was charged with sending real time information as soon as possible by SATCOM primary and HF secondary. This SF soldier responsible for communications to higher headquarters did not anticipate the SATCOM going down during a critical time of reporting. This SF soldier was not prepared with HF communications. A 1 hour lull in the delivery of critical information was created.
Dim % F* 44 G 33 All	N M S 4 2.75 1.09 3 3.00 0.00 9 2.89 0.74	26. This 18E was tasked to choose a team to conduct a site survey. He chose a site survey team without including an engineer. When the team was sent out to identify locations for demolitions training, they selected an unsuitable site, and demolition training had to be delayed until a new site could be identified and authorized for use.
Dim % F* 44	N M S 4 1.25 0.43	11. In preparing for an overseas deployment, it was suggested to the detachment commander that

G 22 All	2 1.50 0.50 9 1.78 1.03	the commo gear be cross-loaded on the aircraft in accordance with SOP. This commander chose to leave all commo gear on one aircraft. The aircraft with all the commo gear broke down at a layover en route. Half of the unit arrived without the ability to communicate with anyone until that plane arrived about six days later.
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Dim % G 22 H* 44 EE 33 All	N M S 2 1.00 0.00 4 1.25 0.43 3 1.00 0.00 9 1.11 0.31	16. A team without an 18E had a replacement come in the night before an exercise. This replacement 18E did not inspect the communications equipment and did not notice that an essential piece was missing. The 18E was unable to make communications during the exercise.
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Dim % G* 22 Q* 22 H* 22 All	N M S 2 2.50 1.50 2 1.00 0.00 2 1.50 0.50 9 1.44 0.96	61. An 18A was in a situation where crypto was compromised in the HM hotel. He had to use emergency crypto, but could not remember how to use emergency crypto or where to start the message. As a result, this 18A had to be given a lot more training in using the emergency cryptography system.
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Dim % G 22 FF* 33 All	N M S 2 3.50 1.50 3 1.00 0.00 9 3.00 2.26	38. A link up operation was to take place between two ODAs using time, place, and radio authentication. This SF soldier failed to properly authenticate three times. One ODA aborted the linkup.
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Retranslation Listing of Incidents for Dimension H: (Problem name = 18EB)

Dim %	N	M	S	21. During a Company Direct Action (CODA) isolation, this 18E was responsible for communication planning, commo equipment accountability, and performance checks. This 18E laid out the equipment to be cross loaded, RTs, antennas, and batteries. He prepared a list of equipment and matched it to the names of the persons responsible for carrying the items. After issuing the equipment, the 18E left the packing of the equipment to the individuals carrying the items. This 18E did not conduct a final inspection. One piece of satellite equipment brought to the field was damaged on infiltration due to improper loading.
H* 67	6	3.50	1.38	
EE 22	2	4.50	0.50	
All	9	3.67	1.25	
Dim %	N	M	S	124. This junior 18E was tasked to set up his communications equipment on an embassy. He was given a two week notice to prepare his equipment prior to deploying. Two weeks after arrival, the 18E began to construct his doublet antenna atop the embassy when he discovered he had not brought along any connectors to connect two cables together. As a result, this 18E failed to make communications for six days and was given a letter of reprimand.
G 33	3	1.33	0.47	
H* 56	5	1.20	0.40	
All	9	1.22	0.42	
Dim %	N	M	S	138. While out-loading for an MTT, this SF soldier did not take a proper look at the load to be carried. He underestimated the number of pallets needed for the load. As a result, he did not have enough pallets to carry the equipment.
G 44	4	2.25	0.83	
H* 56	5	1.20	0.40	
All	9	1.67	0.82	
Dim %	N	M	S	98. While preparing for a deployment, this 18C was tasked with ordering critical supplies. This 18C did not follow orders and did not order the appropriate supplies. The team could not accomplish its mission.
H* 44	4	1.25	0.43	
P 22	2	1.00	0.00	
All	9	1.11	0.31	
Dim %	N	M	S	16. A team without an 18E had a replacement come in the night before an exercise. This replacement 18E did not inspect the communications equipment and did not notice that an essential piece was missing. The 18E was unable to make communications during the exercise.
G 22	2	1.00	0.00	
H* 44	4	1.25	0.43	
EE 33	3	1.00	0.00	
All	9	1.11	0.31	
Dim %	N	M	S	113. During pre-deployment activities, this 18E determined the equipment needed by the team. He calculated in excess of what was actually needed. Members had to carry excessive equipment which affected mission performance.
G* 56	5	2.40	1.20	
H 33	3	1.67	0.94	
All	9	2.33	1.25	
Dim %	N	M	S	22. An ODA was on a field training exercise. This 18E was to receive a Blind Transmission Broadcast (BTB) although both the DMDGs he had brought on the ground with him were broken after infiltration. This 18E's morse code speed (15 groups per minute) was not what it should have been. He was unable to copy the message and the detachment was unable to get the message sent.
H* 33	3	3.00	0.82	
FF* 33	3	1.33	0.47	
All	9	2.44	1.89	
Dim %	N	M	S	31. One week prior to deployment, the team was issued an AN/PRC-132. The 18E received a class on putting the radio into operation. However, this 18E neglected to read the specification sheet that outlined the radios capabilities. During the field exercise, the 18E was able to make his scheduled contacts with the base station located 180 miles away, but failed to make contact on the voice net with outstations located only 5 miles away. The radio worked well in the high frequency range but was incapable of commo in the VHF range because it was an AM transmitter only.
H* 33	3	3.00	0.82	
FF 22	2	4.00	0.00	
GG* 33	3	3.00	0.82	
All	9	3.00	1.05	
Dim %	N	M	S	75. The detachment was inserted into an area to monitor movement by plane or by vehicle. This SF soldier failed to record map corrections that would have showed that travel by vehicle via road and that landings by fixed wing aircraft were impossible. The commander had the area covered again, not knowing travel through it was not possible.
F 22	2	1.00	0.00	
H* 33	3	1.67	0.47	
All	9	1.78	0.79	
Dim %	N	M	S	125. An 18E newly assigned to an A team was deployed after four days. Once the A team arrived at their destination, it took the 18E three days to become familiar with the CEOI to where he could properly communicate. There was no commo for three days and this 18E was reprimanded.
H 25	2	1.00	0.00	
FF* 38	3	1.67	0.94	
All	8	1.88	1.17	
Dim %	N	M	S	29. During a field training exercise, an 18C who was cross-trained as an 18E was tasked to be
H 22	2	2.50	0.50	

HH\* 44 4 2.50 1.12 a commo man for an ODA. He didn't read his encrypt and decrypt pads and used the encrypt pad for decrypt and vice versa. The ODA failed to make commo for 72 hours and received low marks on its ARTEP.

Dim % N M S 20. This 18C was the acting 18E on a training exercise in Australia. This 18C made commo contacts twice daily for 10 days using different antennas as needed to send bursts from distances up to 300 miles. The team had 100% contact with higher command during training.

Dim % N M S 62. This 18C was tasked to be on a committee assigned to teach a demolitions course. Part of the course involved a field problem. This 18C wrote an operations order that was so complete that 4 teams working in different locations could understand what was to be done and when. The target of interest was hit and the field mission was a success.

Retranslation Listing of Incidents for Dimension I: (Problem name = 18EB)

Dim % N M S 119. A team was on a FID mission for 70+ days. At times when no one wanted to get out to train, this soldier injected humor and reminded team members of the mission in such a way that everyone wanted to work all night. As a result, it was the best FID team and also had fun while accomplishing the mission.

Dim % N M S 41. The SF team was isolated for long periods of time. This 18E kept his mouth shut about some annoying quirks demonstrated by his fellow team members. This allowed harmony to prevail in some odd situations.

Dim % N M S 99. The team sergeant was responsible for keeping the detachment physically fit at all times. This team sergeant made sure that his detachment performed physical training at least twice a day. The team members always passed the PT test and scored higher than other detachments with younger members.

Dim % N M S 143. A soldier was assigned to set up SATCOM with a team in the HN field with assistance from this soldier. The first soldier failed to accomplish his assignment. This assisting soldier, when asked why he did not then do it himself, simply stated "Hey, it was not my job!" SATCOM was not established with the team in the field.

Dim % N M S 82. Many problems arose during a mission, including constantly changing plans, lack of support, and no time off. This team member constantly put forth an effort to do the best possible job, despite the working conditions and problems. This team member was successful at his tasks.

Dim % N M S 105. During an endurance test, the battalion was required to travel 50km in 72 hours while conducting various rigorous tests with no sleep. The lightest team member weighed 186 lbs. When times were rough, tiring, and everyone felt like stopping for only a minute, this team member moved ahead of everyone or ran to pull the rest of the team through. The battalion completed the endurance test.

Dim % N M S 74. An ODA was selected for an SR mission in mountainous desert terrain. On the morning prior to infil, this team member twisted and severely sprained his ankle during a PT run. Though in physical pain, this soldier infiltrated with the team as planned and continued to move with the team without complaining and without slowing down, although he had the heaviest rucksack. The other members of the team conducted the mission trying to live up to the standards and ability of the injured member.

Dim % N M S 97. During detachment training at a foreign country's maneuver and range complex, the team leader and four other members became disoriented and stopped a foreign national to find out where a specific range was. The team leader, despite having DLI school in that language, denied having any language skills and had another team member ask for the directions. The team members lost respect for the team leader for not having kept up his language training.

Dim % N M S 13. An 18E was testing and evaluating antenna systems that would be effective for his operational areas. This 18E became angry, uncooperative, and basically gave up. His supervisor told him to calm down and return to work as the 18E walked away. This 18E began walking away and rudely replied that he would not continue. His supervisor remained calm and collected and told the 18E to take his gear with him.

Dim % N M S 23. An 18E was tasked to instruct his ODA on antenna construction. This 18E researched his manuals and asked around to ensure there had been no changes in the procedures. He trained his detachment very effectively and efficiently on antenna construction.

Dim % N M S 46. The team was being deployed in the states for a JTF mission for at least four months. This team member tried to obtain an operation that would make him non-deployable, even though

All 9 1.22 0.42 it wasn't an emergency and could wait until his return. He didn't get the operation, was deployed anyway, and later received a negative EER.

Dim % N M S 78. This junior NCO was given duties as a team sergeant even though another member of the team outranked him. This junior NCO used the input of the senior NCO at all times. The senior NCO felt his opinions were important and the team's moral remained intact.

Dim % N M S 139. An 18E in the field had to switch frequency. This 18E did not remember how to use the appropriate formulas. Commo was lost, and the 18E needed help from the 18A to complete the task.

Dim % N M S 93. The team was due for yearly certification. This 18E provided his team with enough basics to establishing commo without his presence. The team members passed the certification.

Dim % N M S 128. During a training exercise, there was no electricity in the compound. This 18E set up a schedule to keep the team informed of what days to change the radio batteries. As a result, there was constant commo with higher headquarters.

Dim % N M S 142. While on an FTX, this 18E was required to set up a long wire antenna as part of the training. He needed to calculate the required length for the antenna before setting it up. He forgot his calculator and did not understand how to use the formula to compute the length. He missed his block time and wasn't able to construct the antenna he needed.

Dim % N M S 102. An 18E was receiving a manual morse code message. There was a lot of static and it was raining very hard. This 18E maintained his concentration and copied the message. The message was received and the team extracted.

Dim % N M S 30. Members of an SF detachment were drinking at an Air Force sports pub and were involved in some good humored inter-service joking. This officer grabbed a female by the shirt after she said "where you going little guy," breaking her necklace. This officer had previously warned his team members about such behavior. This officer was counseled.

Retranslation Listing of Incidents for Dimension J: (Problem name = 18EB)

Dim % J* 89 All	N M S 8 6.50 0.50 9 6.44 0.50	27. This SF soldier was complaining about his lack of knowledge about the computer in the team room. This SF soldier stayed in the team room until midnight for two nights and then for part of the weekend to learn how to use the computer. This SF soldier learned how to operate a computer using every system.
Dim % J* 78 All	N M S 7 6.43 0.49 9 6.11 1.20	127. A mobile training team was tasked to establish a national radio net for security forces. This 18E used his own resources to determine frequencies, training, and maintenance for the country. The mission was a success and the security forces were able to communicate throughout the nation.
Dim % J* 44 GG* 44 All	N M S 4 5.75 0.43 4 6.75 0.43 9 6.11 0.74	137. A need developed to set up a new commo system. After a brief look at the very complicated drawings and associated text, this soldier set up the system and got it on-line. The new system replaced two other pieces of equipment and made the job easier.
Dim % I* 44 J* 44 All	N M S 4 1.00 0.00 4 2.50 2.60 9 1.67 1.89	143. A soldier was assigned to set up SATCOM with a team in the HH field with assistance from this soldier. The first soldier failed to accomplish his assignment. This assisting soldier, when asked why he did not then do it himself, simply stated "Hey, it was not my job!" SATCOM was not established with the team in the field.
Dim % F* 44 J* 44 All	N M S 4 6.00 0.71 4 6.50 0.87 9 6.22 0.79	42. Four team members were infilled to a drop zone before the aircraft had to cancel jump operations due to hazardous weather conditions. This SF soldier evaluated the situation and determined that he had the resources to accomplish the mission despite the loss of seven team members. Unable to contact higher headquarters to confer, this SF soldier decided to conduct the mission. The mission was successful and the training exercise considered a success.
Dim % B 22 J* 44 All	N M S 2 5.00 0.50 4 6.00 1.22 9 5.22 1.75	12. An indigenous soldier needed medical attention and no medic was available. This 18E put out a call on SATCOM worldwide and was able to contact an SF medic. Guidance was given and the soldier received the required medical attention.
Dim % A 22 D 22 J* 44 All	N M S 2 6.50 0.50 2 6.50 0.50 4 5.75 0.43 9 6.11 0.57	2. An A-team on deployment had to give classes to their Thai counterparts. Although they normally had translators during these classes, this 18E was told the night before giving his class that there would not be a translator. He stayed up most of the night with a Thai dictionary, translated his class into Thai, and practiced giving his class. The next day he was able to give the entire class in Thai and the students learned the needed information.
Dim % I* 44 J 33 All	N M S 4 5.75 1.09 3 6.33 0.47 9 5.78 0.92	82. Many problems arose during a mission, including constantly changing plans, lack of support, and no time off. This team member constantly put forth an effort to do the best possible job, despite the working conditions and problems. This team member was successful at his tasks.
Dim % J 33 K* 44 All	N M S 3 5.67 1.25 4 2.25 0.83 9 4.22 1.99	14. During a joint training mission where FM communications were difficult, a unit left behind their RC-292 antenna. This SF soldier from a neighboring unit took down the antenna system and took it to be used by his detachment. The team's FM communications became more effective.
Dim % J* 33 GG* 33 All	N M S 3 5.00 0.82 3 6.00 1.41 9 5.44 1.26	135. SAR OP was being conducted by the detachment as it needed immediate outside support. An 18E operated equipment outside his own net to expedite support. The necessary support was identified in a timely manner.
Dim % E* 44 J 33 GG 22 All	N M S 4 6.00 0.71 3 5.33 1.70 2 6.00 0.00 9 5.78 1.13	36. A unit received radios without the proper power supply. This SF soldier experimented with alternate power sources and adapted cables to work on the new radios. The new equipment was issued and used.
Dim % J* 22 L* 22 FF* 22	N M S 2 6.00 1.00 2 7.00 0.00 2 6.00 1.00	48. Communications with higher HQ were disrupted, after moving into a new defensive position during combat operations. This 18E determined the new location was preventing

All	9 5.89 1.37	contact, then repositioned himself outside the safety of the perimeter to act as a relay in re-establishing communications. Communications were maintained.
Dim % I* 67 J 22 All	N M S 6 6.67 0.47 2 7.00 0.00 9 6.78 0.42	119. A team was on a FID mission for 70+ days. At times when no one wanted to get out to train, this soldier injected humor and reminded team members of the mission in such a way that everyone wanted to work all night. As a result, it was the best FID team and also had fun while accomplishing the mission.
Dim % J 22 P* 67 All	N M S 2 5.50 0.50 6 6.17 1.21 9 5.78 1.23	56. This 18B was tasked to have the map chest and manual shelf organized for a command inspection. This 18B organized the map chest and manual shelf. The inspector noticed that the map case was filed to its highest standard and the 18B was awarded an MSM for his actions.
Dim % E* 56 J 22 All	N M S 5 5.60 1.02 2 5.50 0.50 9 5.22 1.40	140. This 18E needed a way to suspend an antenna, and was running short on time. He had two soldiers hold the antenna with their hands while commo was established. The team was exfiled on time.
Dim % J* 22 J* 44 FF* 22 All	N M S 2 3.50 1.50 2 1.00 0.00 2 2.00 1.00 9 2.44 1.50	51. During a FID operation, the ODA was tasked to maintain commo via PRC-70 while training was being conducted with AOB. This 18E went to the middle of the training site and constructed numerous antennas. When unable to establish commo, he reported to the team sergeant. When asked if he had tried another site, he replied that he had not. This 18E was instructed to try on top of a hill 300 miles away; commo was established.
Dim % J 22 L* 33 FF 22 All	N M S 2 6.00 1.00 3 5.33 1.25 2 4.50 0.50 9 5.56 1.17	123. During a flintlock training exercise in Germany, an 18E was attempting to receive his message from the base station during a thunder storm. This 18E, knowing the dangers, kept on listening for the total receive time. He was able to decrypt the exfiltration message using both the DMDG and what he could copy by hand.
Dim % J 22 O* 67 All	N M S 2 5.50 0.50 6 5.33 1.49 9 5.44 1.26	5. While operating a jeep in the jungle, far from any roads, an indigenous soldier became a heat injury. This 18C took charge as there was no medic on site. This 18C initiated an IV and treated the soldier. He also directed his medevac to the nearest road. The injured soldier was treated successfully.
Dim % E 33 J 22 GG* 44 All	N M S 3 6.67 0.47 2 7.00 0.00 4 6.00 0.71 9 6.44 0.68	104. This 18E needed an antenna to make communications from a valley in the host nation to Fort Bragg. This 18E constructed an antenna from locally purchased materials that allowed the team to make communications even during time of atmospheric disturbance. The team achieved 100% communications with higher headquarters.
Dim % H* 22 J* 22 GG* 22 All	N M S 2 6.50 0.50 2 6.00 0.00 2 6.50 0.50 9 6.44 0.50	20. This 18C was the acting 18E on a training exercise in Australia. This 18C made commo contacts twice daily for 10 days using different antennas as needed to send bursts from distances up to 300 miles. The team had 100% contact with higher command during training.
Dim % J 22 GG* 67 All	N M S 2 6.50 0.50 6 5.50 0.76 9 5.56 0.96	54. An 18E was loading an aircraft when an officer came to him and asked him to talk with the ODA on the drop zone using his SATCOM radio. This 18E quickly removed his radio and put it into operation. He immediately established commo with the ODA observing the drop zone for the officer.

## Retranslation Listing of Incidents for Dimension K: (Problem name = 18EB)

Dim	%	N	M	S	Incident
K*	67	9	2.00	1.15	121. This 18E was NCOIC of the base station during a training exercise. He briefed the officer in charge every day on how the ODAs made commo the previous day. Few ODAs were being received by the base station between the hours of 0100 - 0500. This 18E knew that his men were falling asleep inside the receive van, but did not report this. This 18E was given an award for his work in the base station.
All		9	2.00	1.15	

Dim	%	N	M	S	Incident
K*	67	6	1.50	0.76	120. A team was crossing a rope bridge at recondo school. This soldier said he could swim. When he slipped and fell into the water, he had to activate his vest, and float downstream to a safety boat. He was safe.
N	33	3	4.33	1.70	
All		9	2.44	1.77	

Dim	%	N	M	S	Incident
K*	67	6	1.33	0.47	47. This SF soldier was responsible for evaluating a team during a training exercise. This SF soldier never came in contact with the team, having his "helpers" stay on the ground to do his job. When it came time for giving the after action report, this SF soldier did not have a proper account of how the team performed and the team's evaluation was worthless.
All		9	1.22	0.42	

Dim	%	N	M	S	Incident
K*	44	4	1.75	0.83	141. An 18E transmitted sensitive information on DMOG without encrypting the message. This 18E told his commander that by selecting a certain address, this in itself made the message transmission secure. Sensitive information was sent out unencrypted and this 18E was corrected, counseled, and became more truthful in his actions and deeds.
HH	33	3	1.00	0.00	
All		9	1.33	0.67	

Dim	%	N	M	S	Incident
J	33	3	5.67	1.25	14. During a joint training mission where FM communications were difficult, a unit left behind their RC-292 antenna. This SF soldier from a neighboring unit took down the antenna system and took it to be used by his detachment. The team's FM communications became more effective.
K*	44	4	2.25	0.83	
All		9	4.22	1.99	

Dim	%	N	M	S	Incident
F	22	2	1.00	0.00	46. The team was being deployed in the states for a JTF mission for at least four months. This team member tried to obtain an operation that would make him non-deployable, even though it wasn't an emergency and could wait until his return. He didn't get the operation, was deployed anyway, and later received a negative EER.
I	33	3	1.33	0.47	
K*	44	4	1.25	0.43	
All		9	1.22	0.42	

Dim	%	N	M	S	Incident
D*	33	3	1.00	0.00	97. During detachment training at a foreign country's maneuver and range complex, the team leader and four other members became disoriented and stopped a foreign national to find out where a specific range was. The team leader, despite having DLI school in that language, denied having any language skills and had another team member ask for the directions. The team members lost respect for the team leader for not having kept up his language training.
I	33	3	1.67	0.47	
K*	33	3	1.33	0.47	
All		9	1.33	0.47	

Dim	%	N	M	S	Incident
I	22	2	2.00	1.00	30. Members of an SF detachment were drinking at an Air Force sports pub and were involved in some good humored inter-service joking. This officer grabbed a female by the shirt after she said "where you going little guy," breaking her necklace. This officer had previously warned his team members about such behavior. This officer was counseled.
K*	33	3	2.67	0.94	
All		9	2.11	0.99	

## Retranslation Listing of Incidents for Dimension L: (Problem name = 18EB)

Dim	%	N	M	S	Incident
L*	78	7	6.00	0.76	83. This ODA was tasked to conduct a small boat infiltration into a target area. The team was transported on a large Coast Guard cutter to a release point approximately 10 miles from the shore. Approximately 90 percent of the ODA was becoming sea sick. This SF soldier, who was not feeling sick, entered one of the two boats that was lowered into the water, worked for 20 minutes to get the boat to started, and went on the mission. The mission was a success and the team received recognition for overcoming tremendous obstacles.
All		9	5.89	0.74	

Dim	%	N	M	S	Incident
L*	78	7	5.29	1.16	69. A soldier sprained his ankle during a mission. There was no possible way for him to be evacuated because of the surrounding terrain. This soldier was carrying a commo ruck. This SF soldier switched the commo ruck with one that was lighter and obtained a strong limb to use as a cane. The soldier walked until he reached a place where he could be picked up by the medivac.
All		9	5.22	1.03	

Dim	%	N	M	S	Incident
L*	78	7	6.71	0.45	28. An Air Force C-130 airplane had been struck by a UH-53 helicopter during ground refueling operations on a joint training exercise. The C-130 caught fire, the emergency exit bells sounded, and the soldiers who were on board the C-130 started to exit. This senior NCO inside the burning aircraft realized that the soldiers were starting to panic. He stood up and in a strong and reassuring tone directed the soldiers to their appropriate exits, and was one of the last soldiers off the burning aircraft. All soldiers were evacuated without serious injury.
All		9	6.67	0.47	

Dim	%	N	M	S	Incident
I*	44	4	6.75	0.43	74. An ODA was selected for an SR mission in mountainous desert terrain. On the morning prior to infil, this team member twisted and severely sprained his ankle during a PT run. Though in physical pain, this soldier infiltrated with the team as planned and continued to move with the team without complaining and without slowing down, although he had the heaviest rucksack. The other members of the team conducted the mission trying to live up to the standards and ability of the injured member.
L*	44	4	6.50	0.50	
All		9	6.33	0.94	

Dim	%	N	M	S	Incident
J	22	2	6.00	1.00	123. During a flintlock training exercise in Germany, an 18E was attempting to receive his message from the base station during a thunder storm. This 18E, knowing the dangers, kept on listening for the total receive time. He was able to decrypt the exfiltration message using both the DMOG and what he could copy by hand.
L*	33	3	5.33	1.25	
FF	22	2	4.50	0.50	
All		9	5.56	1.17	

Dim	%	N	M	S	Incident
I*	44	4	6.00	1.00	105. During an endurance test, the battalion was required to travel 50km in 72 hours while conducting various rigorous tests with no sleep. The lightest team member weighed 186 lbs. When times were rough, tiring, and everyone felt like stopping for only a minute, this team member moved ahead of everyone or ran to pull the rest of the team through. The battalion completed the endurance test.
L	33	3	6.33	0.47	
All		9	5.78	1.55	

Dim	%	N	M	S	Incident
L	33	3	1.00	0.00	55. This SF soldier was training at night. When he encountered a water hazard in the dark, he became disoriented and could not find land. He drowned.
M*	56	5	1.00	0.00	
All		9	1.00	0.00	

Dim	%	N	M	S	Incident
E*	22	2	6.00	0.00	68. An ODA was on a training mission. The 18E was forced, due to terrain, to set up his antenna next to a small road. This 18E constructed his antenna in such a way that it was impossible to see it even from a very short distance away. He was able to maintain commo with the base station without his antenna being detected.
L*	22	2	6.50	0.50	
FF*	22	2	6.00	1.00	
GG*	22	2	6.50	0.50	
All		9	6.33	0.67	

Dim	%	N	M	S	Incident
J*	22	2	6.00	1.00	48. Communications with higher HQ were disrupted, after moving into a new defensive position during combat operations. This 18E determined the new location was preventing contact, then repositioned himself outside the safety of the perimeter to act as a relay in re-establishing communications. Communications were maintained.
L*	22	2	7.00	0.00	
FF*	22	2	6.00	1.00	
All		9	5.89	1.37	

Dim %	N	M	S	50. This SF soldier was driving through a residential area on the way to work and came upon a traffic accident. A motorcycle lay on the ground, a car was on fire, a man and a woman were lying next to the car bleeding. He immediately accelerated to the site, jumped out of his vehicle, and administered first aid until the paramedics arrived. The soldier was credited with saving the man's life.
L 22	2	6.50	0.50	
N 22	2	7.00	0.00	
O* 33	3	6.33	0.94	
All	9	6.67	0.67	

Dim %	N	M	S	102. An 18E was receiving a manual morse code message. There was a lot of static and it was raining very hard. This 18E maintained his concentration and copied the message. The message was received and the team extracted.
I 22	2	6.00	0.00	
L 22	2	5.50	0.50	
HH* 33	3	6.33	0.47	
All	9	6.11	0.57	

Dim %	N	M	S	99. The team sergeant was responsible for keeping the detachment physically fit at all times. This team sergeant made sure that his detachment performed physical training at least twice a day. The team members always passed the PT test and scored higher than other detachments with younger members.
I* 56	5	5.80	0.40	
L 22	2	6.00	1.00	
All	9	6.11	0.74	

Dim %	N	M	S	109. An 18E was being evaluated during an SR mission. He was told to send manually over the emergency cryptographic system. For the next three days, this 18E sent in the team traffic on this difficult system, working under ponchos, at night, in sub-zero temperatures. The base station, unaware of the change, did not monitor the morse code messages on the frequency, however, the team knew the 18E was doing his job.
L* 22	2	5.00	0.00	
FF* 22	2	3.50	2.50	
GG* 22	2	6.00	1.00	
HH* 22	2	6.00	1.00	
All	9	5.22	1.69	

Retranslation Listing of Incidents for Dimension M: (Problem name = 18EB)

Dim %	N	M	S	44. The ODA was conducting soft duck operations in the Atlantic Ocean. This SF soldier, who had received limited nautical navigation instruction, was responsible for navigation. Despite no land references, this soldier guided the coxain to the exact BLS during night conditions. The mission was a success.
M* 89	8	6.25	0.66	
All	9	6.11	0.74	

Dim %	N	M	S	55. This SF soldier was training at night. When he encountered a water hazard in the dark, he became disoriented and could not find land. He drowned.
L 33	3	1.00	0.00	
M* 56	5	1.00	0.00	
All	9	1.00	0.00	

Dim %	N	M	S	15. This 18B who had not conducted any research was tasked to determine a route to move his team to an extraction point. An 18A told the 18B that the route he had determined would take longer than their allotted time and to use another route instead. This 18B used the route that he had determined without informing the 18A. The entire team completed the movement, with plenty of time to spare.
F* 56	5	4.80	1.47	
M 33	3	5.00	0.82	
All	9	4.67	1.33	

Dim %	N	M	S	108. This SF soldier was in charge of planning the route of march for a team. This SF soldier planned what he thought was a good route around features such as tall mountains and lakes. This SF soldier forgot to look at the contour interval used and the type of map; the map used a ratio of 1:25,000. The team would have had to go through very deep ravines.
G* 67	6	3.00	1.83	
M 22	2	2.00	1.00	
All	9	2.56	1.71	

Retranslation Listing of Incidents for Dimension N: (Problem name = 18EB)

Dim	%	N	M	S	
N*	57	6	1.00	0.00	85. This SF soldier was evaluating pistol marksmanship on a shoot and move range. This SF soldier was following a host nation soldier closely through the course, failing to pay attention to prescribed safety rules. When the host nation soldier was changing magazines, his pistol discharged--shooting this SF soldier in the chest and killing him.
All		9	1.00	0.00	

Dim	%	N	M	S	
A	44	4	1.25	0.43	103. This 18E was tasked to train his support section on marksmanship of an AK-47 because he was the only qualified soldier within the section. This 18E failed to explain the proper manner to clear the weapon after firing it. As a result, one of the support soldiers failed to properly clear the chamber, discharging a round.
N*	56	5	1.40	0.49	
All		9	1.33	0.47	

Dim	%	N	M	S	
F	22	2	5.00	1.00	100. This SF team sergeant wanted the team to train in close quarter battle with Korean soldiers. This team sergeant decided the training should be conducted using blank ammunition. The team did not endanger themselves.
N*	44	4	6.25	0.43	
All		9	5.78	0.92	

Dim	%	N	M	S	
K*	67	6	1.50	0.76	120. A team was crossing a rope bridge at recondo school. This soldier said he could swim. When he slipped and fell into the water, he had to activate his vest, and float downstream to a safety boat. He was safe.
N	33	3	4.33	1.70	
All		9	2.44	1.77	

Dim	%	N	M	S	
F*	67	6	1.50	0.76	7. Individuals were conducting night beach landings in Central America from a Rubber Boat 15; the weather and sea were not ideal and were very dangerous, care and safety were paramount. Hours of planning were conducted prior to the mission. This SF soldier shut down the engines approximately 200 feet from the breaker wall (knowing that this was inappropriate). The engine would not restart and the boat slammed into the wall, causing injuries and loss of equipment.
N	22	2	1.50	0.50	
All		9	1.44	0.68	

Dim	%	N	M	S	
L	22	2	6.50	0.50	50. This SF soldier was driving through a residential area on the way to work and came upon a traffic accident. A motorcycle lay on the ground, a car was on fire, a man and a woman were lying next to the car bleeding. He immediately accelerated to the site, jumped out of his vehicle, and administered first aid until the paramedics arrived. The soldier was credited with saving the man's life.
N	22	2	7.00	0.00	
O*	33	3	6.33	0.94	
All		9	6.67	0.67	

Retranslation Listing of Incidents for Dimension O: (Problem name = 18EB)

Dim	%	N	M	S	
J	22	2	5.50	0.50	5. While operating a jeep in the jungle, far from any roads, an indigenous soldier became a heat injury. This 18C took charge as there was no medic on site. This 18C initiated an IV and treated the soldier. He also directed his medevac to the nearest road. The injured soldier was treated successfully.
O*	67	6	5.33	1.49	
All		9	5.44	1.26	

Dim	%	N	M	S	
O*	44	4	6.25	0.43	95. This 18C found himself taking care of a host nation general after the general got in a car accident. This 18C took care of the general to the hospital, treating him on the way to the best of his ability. The general reached the hospital in a condition that allowed him to receive further care.
All		9	6.44	0.50	

Dim	%	N	M	S	
L	22	2	6.50	0.50	50. This SF soldier was driving through a residential area on the way to work and came upon a traffic accident. A motorcycle lay on the ground, a car was on fire, a man and a woman were lying next to the car bleeding. He immediately accelerated to the site, jumped out of his vehicle, and administered first aid until the paramedics arrived. The soldier was credited with saving the man's life.
N	22	2	7.00	0.00	
O*	33	3	6.33	0.94	
All		9	6.67	0.67	

## Retranslation Listing of Incidents for Dimension P: (Problem name = 18EB)

Dim %	N	M	S	Incident Description
P* 100 All	9	1.89	0.74	66. This Special Forces NCO was redoing orders for additional duties for the company. This SF NCO retyped and processed over 30 pages of orders and consistently typed the commander's name wrong. More than one-half day was wasted as the orders had to be typed again.
P* 78 All	7	5.57	1.05	71. The battalion team leaders and team sergeants had not been putting forth documents that met all of higher command's requirements for clarity and conciseness. This officer developed an accurate format for such documents. This battalion now has few, if any, significant problems in this area.
P* 78 All	7	6.43	0.90	107. This SF soldier was in charge of deployments to various locations in the Pacific. This soldier made it possible for the ODAs to train while he coordinated everything from travel orders, supplies, equipment, requests for drop zone orders, food, quarters, etc. There were no problems with deployments.
J 22 P* 67 All	2	5.50	0.50	56. This 18B was tasked to have the map chest and manual shelf organized for a command inspection. This 18B organized the map chest and manual shelf. The inspector noticed that the map case was filed to its highest standard and the 18B was awarded an MSM for his actions.
H* 44 P 22 All	4	1.25	0.43	98. While preparing for a deployment, this 18C was tasked with ordering critical supplies. This 18C did not follow orders and did not order the appropriate supplies. The team could not accomplish its mission.
G* 33 P 22 All	3	1.00	0.00	35. This 18B was tasked with coming up with a defensive alert plan. This 18B did not brief anyone on the alert plan. There was chaos in the unit because nobody knew what was going on or where the enemy activity was located.
P 22 FF* 44 All	2	1.50	0.50	101. On a training mission, the base camp was to issue radio frequencies to all the teams in the operational area. This 18E issued the wrong frequencies to all of the teams. No communications or intelligence could be transferred among the teams.

## Retranslation Listing of Incidents for Dimension Q: (Problem name = 18EB)

Dim %	N	M	S	Incident Description
Q* 89 All	8	1.63	0.99	116. During an operational deployment, this 18E was responsible for the crypto equipment. This 18E failed to ensure that the detachment officer was fully knowledgeable of proper procedures to handle crypto. The equipment was unsecured by the officer.
Q* 78 HH 22 All	7	1.57	1.40	129. During an ARTEP off Ft. Bragg, an 18E was tasked to manually encrypt and exfil a message. Once the message was transmitted and acknowledged, this 18E moved out from his transmission site quickly, not sterilizing the site. Upon arriving at the exfil site, the 18A asked if he had sterilized the transmission site and if he had his crypto. It was then that the 18E realized he had left his crypto at the transmission site; the crypto was permanently lost.
Q* 67 All	6	1.50	0.76	92. This SF soldier was buying some fertilizer from a hardware store for a mission. This SF soldier revealed the intent of usage for the fertilizer to an unauthorized host nation civilian while in the store. The team did not trust this soldier with security material anymore.
Q* 67 All	6	1.00	0.00	111. An SF captain was in charge of communication. This officer left the crypto in the hotel room while he went to the US embassy. There was a possible compromise of crypto material.
Q* 67 All	6	1.00	0.00	80. A battalion MI detachment was positioned forward to receive and retransmit intelligence reports from A teams on the Kuwaiti border. They had a safehouse full of state-of-the-art communications, cryptographic, and intelligence equipment. When the enemy crossed the border, this team leader did not have the team destroy or take the equipment with them when they ran away. When the town was retaken, the equipment was intact but it was obvious the enemy had been in the safehouse and possibly gathered information on the equipment; the theater-level crypto had to be changed, temporarily disrupting communications.
F 22 Q* 56 All	2	6.50	0.50	3. This 18E went out of the base camp to make contact with the base station using HF equipment; he took two locals with him to provide security on site. Prior to departing the area, the 18E checked the areas where the locals were providing security, and found pocket litter pertaining to sensitive activities that would be performed at a later time. He delivered the pocket litter to his intelligence and team sergeant. The two locals were informants working for the opposition under duress conditions.
Q 33 FF* 44 All	3	1.00	0.00	6. During a combined operation to rescue U.S. citizens held in Grenada, a marine helicopter (CH-40) transported soldiers from Point Sacinas to an objective area located next to the beach. Upon landing, the helicopter struck a palm tree and had to be abandoned. The crew chief failed to bring or destroy the communications equipment in the abandoned helicopter. The helicopter was destroyed by Air Force aircraft, totally destroying the helicopter and commo equipment.
G* 22 Q* 22 HH* 22 All	2	2.50	1.50	61. An 18A was in a situation where crypto was compromised in the HN hotel. He had to use emergency crypto, but could not remember how to use emergency crypto or where to start the message. As a result, this 18A had to be given a lot more training in using the emergency cryptography system.

Retranslation Listing of Incidents for Dimension EE: (Problem name = 18EB)

Dim	%	N	M	S
EE*	67	6	2.00	0.58
All		9	1.89	0.74

73. While preparing for an operation, all radio batteries failed to operate. An SF soldier instructed this 18E to check user codes/dates on batteries. This 18E had failed to place codes and user dates on the batteries. New batteries had to be procured on short notice.

Dim	%	N	M	S
EE*	44	4	1.50	0.87
FF	33	3	1.67	0.47
All		9	1.44	0.68

87. This SF team had scheduled radio contact with the forward operation base during an OCONUS deployment. This 18E failed to check the batteries in the KL-43 prior to contact time. The KL-43 went dead during the contact, dumping both the receive and send message from the memory bank.

Dim	%	N	M	S
E*	33	3	6.00	0.82
EE*	33	3	6.33	0.47
GG	22	2	6.50	0.50
All		9	6.22	0.63

1. The ODA was deployed to Fort Chaffee for a FID mission. A PRC-77 would not transmit, causing communication difficulties between the ODA and the OOB. This 18E took the PRC-77, removed the cover, opened the transmit section of the radio, and reset the squelch solenoid switch, thus repairing the radio. The ODA was once again able to establish communication with the OOB.

Dim	%	N	M	S
G	22	2	1.00	0.00
H*	44	4	1.25	0.43
EE	33	3	1.00	0.00
All		9	1.11	0.31

16. A team without an 18E had a replacement come in the night before an exercise. This replacement 18E did not inspect the communications equipment and did not notice that an essential piece was missing. The 18E was unable to make communications during the exercise.

Dim	%	N	M	S
E*	67	6	5.67	1.25
EE	22	2	5.00	1.00
All		9	5.67	1.25

8. A team was preparing for an SR mission and was short one 18E. The detachment trained an 18B as the second 18E. This 18B working as the second 18E was to stay at the latter site, while the 18E was to go on the SR team. This 18B, while operating a SATCOM radio set, lost communication with the FOB. The 18B went through his checklist for trouble-shooting and after several hours finally learned that the male portion of the co-ax cable had broken off inside the SATCOM radio. The team regained communication with the FOB and the team's mission was successful.

Dim	%	N	M	S
H*	67	6	3.50	1.38
EE	22	2	4.50	0.50
All		9	3.67	1.25

21. During a Company Direct Action (CODA) isolation, this 18E was responsible for communication planning, commo equipment accountability, and performance checks. This 18E laid out the equipment to be cross loaded, RTs, antennas, and batteries. He prepared a list of equipment and matched it to the names of the persons responsible for carrying the items. After issuing the equipment, the 18E left the packing of the equipment to the individuals carrying the items. This 18E did not conduct a final inspection. One piece of satellite equipment brought to the field was damaged on infiltration due to improper loading.

Dim	%	N	M	S
E	22	2	1.00	0.00
EE	22	2	5.50	1.50
GG*	33	3	4.67	1.25
All		9	3.67	2.00

9. During an exercise, communications via SATCOM was not established for 72 hours. This 18E opened up radios and reset internal frequencies of SATCOM. Communications was reestablished.

Dim	%	N	M	S
EE	22	2	6.00	1.00
GG*	33	3	6.67	0.47
All		9	6.56	0.68

96. The team was on a tactical patrol mission to report information to the rear for the development of strategic missions. This SF soldier conducted proper and unsolicited maintenance for the communications equipment, along with creative thinking in antenna theory. The mission was accomplished, with 9 out of 10 reports received at base.

Dim	%	N	M	S
I	22	2	6.00	0.00
EE	22	2	6.50	0.50
FF*	33	3	6.67	0.47
All		9	5.67	1.76

128. During a training exercise, there was no electricity in the compound. This 18E set up a schedule to keep the team informed of what days to change the radio batteries. As a result, there was constant commo with higher headquarters.

Retranslation Listing of Incidents for Dimension FF: (Problem name = 18EB)

Dim	%	N	M	S
FF*	78	7	1.43	0.73
GG	22	2	1.50	0.50
All		9	1.44	0.68

33. This 18E was responsible for sending HF radio traffic from the team to higher headquarters during an SR mission. This 18E set up his antenna with the wrong lengths of wire out. He then decided to raise the height of the antenna and also lengthened the wire further. The radio was further out of tune and he could not make commo with higher levels to pass on the SR information.

Dim	%	N	M	S
FF*	67	6	2.00	0.82
All		9	2.33	0.94

32. An 18E had selected a site and made communications with higher headquarters. This 18E then sat down on his rucksack and started eating his MRE rather than leaving the site. The soldier was corrected and had to give a class on the proper procedures.

Dim	%	N	M	S
FF*	67	6	1.83	1.21
HH	22	2	2.00	0.00
All		9	1.78	1.03

79. During a communication exercise, an 18E was receiving messages. This 18E did not know the difference between jamming and interference and stopped receiving because he could not figure out the message. The 18E had to be retrained and there was a negative copy of the message.

Dim	%	N	M	S
FF*	67	6	1.50	0.76
All		9	2.11	1.85

130. While conducting radio training for an A-team, this 18E issued bootleg frequencies for use during the training and was instructed to get/clear authorized frequencies through the spectrum manager. This 18E decided he could not be bothered seeing the spectrum manager. The unit was reprimanded for an FCC frequency violation.

Dim	%	N	M	S
F	22	2	6.00	0.00
FF*	44	4	5.75	1.30
All		9	5.56	0.96

25. An 18E needed to relay SITREP to higher headquarters. This 18E could not reach them so he called another outstation to confirm if higher was on line. They were not, so this 18E relayed traffic to the outstation. Traffic was passed on to higher later that day.

Dim	%	N	M	S
Q	33	3	1.00	0.00
FF*	44	4	1.75	0.83
All		9	1.56	0.68

6. During a combined operation to rescue U.S. citizens held in Grenada, a marine helicopter (CH-40) transported soldiers from Point Sacinas to an objective area located next to the beach. Upon landing, the helicopter struck a palm tree and had to be abandoned. The crew chief failed to bring or destroy the communications equipment in the abandoned helicopter. The helicopter was destroyed by Air Force aircraft, totally destroying the helicopter and commo equipment.

Dim	%	N	M	S
P	22	2	1.50	0.50
FF*	44	4	1.00	0.00
All		9	1.11	0.31

101. On a training mission, the base camp was to issue radio frequencies to all the teams in the operational area. This 18E issued the wrong frequencies to all of the teams. No communications or intelligence could be transferred among the teams.

Dim	%	N	M	S
F	33	3	1.33	0.47
FF*	44	4	1.50	0.50
All		9	1.56	0.50

10. This 18E was to select a transmission site and construct a doublet antenna during a field exercise. This 18E placed his transmission site and antenna by a road which could have been used by the OPFOR as a high avenue of approach. He had to be told his site selection was an error and to move his antenna to a more concealed site. Detection by the OPFOR patrol that actually passed by a few hours later was avoided.

Dim	%	N	M	S
E	33	3	6.00	0.82
FF*	44	4	6.75	0.43
GG	22	2	3.50	2.50
All		9	5.78	1.81

24. During combat operations, communications were being disrupted by jamming on net frequencies. This 18E worked out a matrix of frequencies to be used as alternates when jamming occurred. Communications became effective.

Dim	%	N	M	S
FF*	44	4	1.00	0.00
GG	22	2	1.00	0.00
All		9	1.22	0.42

122. This 18E was to compute time zone indicators. He did not. By not computing the correct time zone, the 18E missed the contact times.

Dim	%	N	M	S
H	25	2	1.00	0.00
FF*	38	3	1.67	0.94
All		8	1.88	1.17

125. An 18E newly assigned to an A team was deployed after four days. Once the A team arrived at their destination, it took the 18E three days to become familiar with the CEOI to where he could properly communicate. There was no commo for three days and this 18E was reprimanded.



Dim % N M S 76. An 18E was responsible for commo with each wing team. The west wing team could only receive and not transmit to the 18E on the net. Commo was established by relay through another net, then by messenger. The team sergeant instructed the 18E that he wanted direct commo with the wing team. When direct commo was not established, the team sergeant asked why and the 18E replied that he had commo through relay. The team sergeant then instructed the 18E to construct a jungle antenna and test it prior to night time operation. When commo was not established that night, the 18E stated that he had told the wing team to construct the antenna and could not explain why it had not been done. Upon completion of mission, this 18E was replaced.

Dim % N M S 134. During a UW training exercise, which communications was high priority from higher headquarters. This 18E was not having success making communication using his antenna configuration. This 18E would not take advice and implement a different configuration. There was very poor communication from the detachment.

Dim % N M S 90. During a commex, an 18E needed to send a message by DMOG quickly. This 18E sent the message three or four times but the message was never received. After checking the equipment, he found out that in his rush he had forgotten to hook up cables to the radio. He corrected the problem and made commo.

Dim % N M S 38. A link up operation was to take place between two ODAs using time, place, and radio authentication. This SF soldier failed to properly authenticate three times. One ODA aborted the linkup.

Dim % N M S 128. During a training exercise, there was no electricity in the compound. This 18E set up a schedule to keep the team informed of what days to change the radio batteries. As a result, there was constant commo with higher headquarters.

Dim % N M S 86. During an OCONUS joint-training exercise, an 18E in a company was instructed to send and receive all messages using manual morse code and one-time cipher pads. This 18E either did not encrypt the messages before sending them or sent the messages by voice rather than by manual morse code. Several elements were compromised as operational information was intercepted by the aggressor forces.

Dim % N M S 94. During an operation using the company commo net with deployed units, this 18E was on radio watch. Due to a long absence from performing this task, he was unable to appropriately respond to Q and Z signals to copy code at the speed sent. As a result, there was poor communications.

Dim % N M S 17. An SF A-detachment conducting SR operations during an NTC rotation was charged with sending real time information as soon as possible by SATCOM primary and HF secondary. This SF soldier responsible for communications to higher headquarters did not anticipate the SATCOM going down during a critical time of reporting. This SF soldier was not prepared with HF communications. A 1 hour lull in the delivery of critical information was created.

Dim % N M S 87. This SF team had scheduled radio contact with the forward operation base during an OCONUS deployment. This 18E failed to check the batteries in the KL-43 prior to contact time. The KL-43 went dead during the contact, dumping both the receive and send message from the memory bank.

Dim % N M S 22. An ODA was on a field training exercise. This 18E was to receive a Blind Transmission Broadcast (BTB) although both the DMOGs he had brought on the ground with him were broken after infiltration. This 18E's morse code speed (15 groups per minute) was not what it should have been. He was unable to copy the message and the detachment was unable to get the message sent.

Dim % N M S 48. Communications with higher HQ were disrupted, after moving into a new defensive position during combat operations. This 18E determined the new location was preventing contact, then repositioned himself outside the safety of the perimeter to act as a relay in

re-establishing communications. Communications were maintained.

Dim % N M S 106. This 18E was attempting to establish HF commo using a slant-wire antenna. This 18E cut three different antennas in order to make commo. Commo was established.

Dim % N M S 133. Lightning blew out a wire antenna (cobra head). When the storm subsided, this SF soldier rigged an antenna during darkness. Commo was restored.

Dim % N M S 142. While on an FTX, this 18E was required to set up a long wire antenna as part of the training. He needed to calculate the required length for the antenna before setting it up. He forgot his calculator and did not understand how to use the formula to compute the length. He missed his block time and wasn't able to construct the antenna he needed.

Dim % N M S 68. An ODA was on a training mission. The 18E was forced, due to terrain, to set up his antenna next to a small road. This 18E constructed his antenna in such a way that it was impossible to see it even from a very short distance away. He was able to maintain commo with the base station without his antenna being detected.

Dim % N M S 109. An 18E was being evaluated during an SR mission. He was told to send manually over the emergency cryptographic system. For the next three days, this 18E sent in the team traffic on this difficult system, working under ponchos, at night, in sub-zero temperatures. The base station, unaware of the change, did not monitor the morse code messages on the frequency, however, the team knew the 18E was doing his job.

Dim % N M S 51. During a FID operation, the ODA was tasked to maintain commo via PRC-70 while training was being conducted with AOB. This 18E went to the middle of the training site and constructed numerous antennas. When unable to establish commo, he reported to the team sergeant. When asked if he had tried another site, he replied that he had not. This 18E was instructed to try on top of a hill 300 miles away; commo was established.

Dim % N M S 110. This 18E received a manual morse code message with a high level of interference. This 18E distinguished between manual morse code and other tone interference while receiving a message over the radio. About 65% of the message was received, enough to decipher an order to make it to the pick-up point.

Dim % N M S 31. One week prior to deployment, the team was issued an AN/PRC-132. The 18E received a class on putting the radio into operation. However, this 18E neglected to read the specification sheet that outlined the radios capabilities. During the field exercise, the 18E was able to make his scheduled contacts with the base station located 180 miles away, but failed to make contact on the voice net with outstations located only 5 miles away. The radio worked well in the high frequency range but was incapable of commo in the VHF range because it was an AM transmitter only.

Dim % N M S 49. An 18E was to send a burst transmission to another team. After several unsuccessful attempts, he started to troubleshoot the system. This 18E was told by the other 18E that he had heard nothing and he was failing to key the handmike. The hand set was keyed and the burst was sent.

Dim % N M S 70. This 18E was in the field on a training exercise and was supposed to send and receive message traffic. The 18E had already received the necessary information to construct an antenna. He finished setting up the antenna and sent his message by manual morse code. After sending the entire message the 18E looked at his radio and saw that the antenna was not attached to the radio. The message was not received by the base station.

Dim	%	N	M	S	123. During a flintlock training exercise in Germany, an 18E was attempting to receive his message from the base station during a thunder storm. This 18E, knowing the dangers, kept on listening for the total receive time. He was able to decrypt the exfiltration message using both the DHDG and what he could copy by hand.
J	22	2	6.00	1.00	
L*	33	3	5.33	1.25	
FF	22	2	4.50	0.50	
All		9	5.56	1.17	

Retranslation Listing of Incidents for Dimension GG: (Problem name = 18EB)

Dim	%	N	M	S	57. A soldier was looking for an alternate power source for radio equipment. This SF soldier connected the radio to a battery without testing the output. As a result, there was damage done to the radio equipment.
GG*	89	8	1.38	0.48	
All		9	1.33	0.47	

Dim	%	N	M	S	70. This 18E was in the field on a training exercise and was supposed to send and receive message traffic. The 18E had already received the necessary information to construct an antenna. He finished setting up the antenna and sent his message by manual morse code. After sending the entire message the 18E looked at his radio and saw that the antenna was not attached to the radio. The message was not received by the base station.
FF	22	2	2.00	1.00	
GG*	78	7	1.29	0.70	
All		9	1.44	0.83	

Dim	%	N	M	S	53. An A team was located at a border station, collecting intelligence on the enemy across the way. They had to transmit their reports by both satellite and HF radio systems. However, there weren't two high points on which to attach each end of a doublet antenna. This 18E saw a single light pole and hoisted the midpoint of the doublet antenna to the top of the pole and extended each leg out and downward, making an inverted "V." The 18E successfully made two HF contacts each day for 105 days.
GG*	78	7	5.71	0.45	
All		9	5.67	0.82	

Dim	%	N	M	S	90. During a commex, an 18E needed to send a message by DHDG quickly. This 18E sent the message three or four times but the message was never received. After checking the equipment, he found out that in his rush he had forgotten to hook up cables to the radio. He corrected the problem and made commo.
FF	33	3	2.67	1.70	
GG*	67	6	4.17	0.90	
All		9	3.67	1.41	

Dim	%	N	M	S	49. An 18E was to send a burst transmission to another team. After several unsuccessful attempts, he started to troubleshoot the system. This 18E was told by the other 18E that he had heard nothing and he was failing to key the handmike. The hand set was keyed and the burst was sent.
FF	22	2	3.50	0.50	
GG*	67	6	1.50	0.76	
All		9	2.33	1.41	

Dim	%	N	M	S	54. An 18E was loading an aircraft when an officer came to him and asked him to talk with the ODA on the drop zone using his SATCOM radio. This 18E quickly removed his radio and put it into operation. He immediately established commo with the ODA observing the drop zone for the officer.
J	22	2	6.50	0.50	
GG*	67	6	5.50	0.76	
All		9	5.56	0.96	

Dim	%	N	M	S	106. This 18E was attempting to establish HF commo using a slant-wire antenna. This 18E cut three different antennas in order to make commo. Commo was established.
FF	22	2	6.00	1.00	
GG*	67	6	5.83	0.90	
All		9	5.67	1.05	

Dim	%	N	M	S	142. While on an FTX, this 18E was required to set up a long wire antenna as part of the training. He needed to calculate the required length for the antenna before setting it up. He forgot his calculator and did not understand how to use the formula to compute the length. He missed his block time and wasn't able to construct the antenna he needed.
I	22	2	1.50	0.50	
FF	22	2	1.00	0.00	
GG*	56	5	1.00	0.00	
All		9	1.11	0.31	

Dim	%	N	M	S	104. This 18E needed an antenna to make communications from a valley in the host nation to Fort Bragg. This 18E constructed an antenna from locally purchased materials that allowed the team to make communications even during time of atmospheric disturbance. The team achieved 100% communications with higher headquarters.
E	33	3	6.67	0.47	
J	22	2	7.00	0.00	
GG*	44	4	6.00	0.71	
All		9	6.44	0.68	

Dim	%	N	M	S	137. A need developed to set up a new commo system. After a brief look at the very complicated drawings and associated text, this soldier set up the system and got it on-line. The new system replaced two other pieces of equipment and made the job easier.
J*	44	4	5.75	0.43	
GG*	44	4	6.75	0.43	
All		9	6.11	0.74	

Dim	%	N	M	S	67. During an overseas deployment, this 18E had to send the initial entry report. He constructed a doublet antenna by the book (right length and right height), but could not establish commo. When commo was not established, the 18C assisting him suggested that he put the antenna 4 feet high. This 18E replied that this was not the way he had been taught to do it. The 18C explained that he had seen other 18Es do it and make commo and that he should at least try it. Commo was established.
E	22	2	5.00	1.00	
GG*	44	4	3.25	1.64	
All		9	3.89	1.45	

Dim % N M S 134. During a UW training exercise, which communications was high priority from higher headquarters. This 18E was not having success making communication using his antenna configuration. This 18E would not take advice and implement a different configuration. There was very poor communication from the detachment.

FF 33 3 1.33 0.47  
GG\* 44 4 1.75 0.43  
All 9 1.44 0.50

Dim % N M S 39. During an operation in the desert, this 18E had to establish commo with the Advanced Operating Base using PRC-70. Commo was hard to achieve because the water table was very low plus there was a lack of vegetation. The 18E constructed a slant antenna using team member rifles as anchor points which were raised over individuals' heads. He also dug a hole and had everyone urinate in it, then coiled his reflective wire into it. Commo was established.

E 22 2 6.50 0.50  
GG\* 44 4 6.25 0.43  
All 9 5.67 1.76

Dim % N M S 139. An 18E in the field had to switch frequency. This 18E did not remember how to use the appropriate formulas. Commo was lost, and the 18E needed help from the 18A to complete the task.

I 25 2 1.50 0.50  
GG\* 38 3 1.67 0.94  
All 8 1.50 0.71

Dim % N M S 96. The team was on a tactical patrol mission to report information to the rear for the development of strategic missions. This SF soldier conducted proper and unsolicited maintenance for the communications equipment, along with creative thinking in antenna theory. The mission was accomplished, with 9 out of 10 reports received at base.

EE 22 2 6.00 1.00  
GG\* 33 3 6.67 0.47  
All 9 6.56 0.68

Dim % N M S 135. SAR OP was being conducted by the detachment as it needed immediate outside support. An 18E operated equipment outside his own net to expedite support. The necessary support was identified in a timely manner.

J\* 33 3 5.00 0.82  
GG\* 33 3 6.00 1.41  
All 9 5.44 1.26

Dim % N M S 45. This 18E had to make a commo shot during a field problem but had left his generator crank behind. This 18E thought of another way to send the message. A good commo shot was made.

E\* 33 3 6.00 0.82  
GG\* 33 3 6.33 0.47  
All 9 5.22 1.87

Dim % N M S 118. An ODA was having trouble communicating using the PSC-3 radio. The ODA did not have its own 18E, but was familiar with the equipment. This 18E assigned to help kept blaming the ODA, saying that the ODA did not know how to properly use the equipment, that the equipment was fine, and that he could find no problem with it. However, three days later, he found the battery inside the radio was dead and had to be replaced.

E\* 44 4 1.50 0.87  
GG 33 3 1.33 0.47  
All 9 1.44 0.68

Dim % N M S 9. During an exercise, communications via SATCOM was not established for 72 hours. This 18E opened up radios and reset internal frequencies of SATCOM. Communications was reestablished.

E 22 2 1.00 0.00  
EE 22 2 5.50 1.50  
GG\* 33 3 4.67 1.25  
All 9 3.67 2.00

Dim % N M S 58. In order to communicate with higher headquarters, there was a requirement to use two antennas which required reconstructing daily. This 18E rigged and tested both antennas to one connector. This tuned the radio frequencies and resulted in commo that no longer required twice-daily construction of antennas.

E\* 44 4 6.50 0.50  
GG 33 3 5.67 1.25  
All 9 5.78 1.13

Dim % N M S 31. One week prior to deployment, the team was issued an AN/PRC-132. The 18E received a class on putting the radio into operation. However, this 18E neglected to read the specification sheet that outlined the radios capabilities. During the field exercise, the 18E was able to make his scheduled contacts with the base station located 180 miles away, but failed to make contact on the voice net with outstations located only 5 miles away. The radio worked well in the high frequency range but was incapable of commo in the VHF range because it was an AM transmitter only.

H\* 33 3 3.00 0.82  
FF 22 2 4.00 0.00  
GG\* 33 3 3.00 0.82  
All 9 3.00 1.05

Dim % N M S 77. An 18E was having difficulty sending message traffic on a doublet antenna. The 18E decided to try a terminated long wire with counter poise but had not carried the equipment necessary to build the system. Using fence wire, plastic spoons, and other poor boy methods, the 18E built the system. Commo was accomplished.

E\* 56 5 6.40 0.49  
GG 33 3 4.33 2.49  
All 9 5.22 2.10

Dim % N M S 115. An 18E thought he had a better way to charge batteries than using the G-76 generator. This 18E attempted to charge the batteries using a regular house current and a device he had built with parts from Radio Shack. The

F\* 33 3 1.67 0.47  
GG 22 2 1.00 0.00  
All 9 1.89 1.85

batteries were all destroyed and the 18E was forced to pay for the batteries by signing a statement of charges.

Dim % N M S 126. An 18E needed to make commo using a KY 57 and SATCOM, but the signal would not go through. After performing various tests, this 18E realized the SATCOM would not work in the secure mode. He received another SATCOM and the signals went through.

E\* 44 4 5.00 1.00  
GG 22 2 6.50 0.50  
All 9 5.22 1.23

Dim % N M S 51. During a FID operation, the ODA was tasked to maintain commo via PRC-70 while training was being conducted with AOB. This 18E went to the middle of the training site and constructed numerous antennas. When unable to establish commo, he reported to the team sergeant. When asked if he had tried another site, he replied that he had not. This 18E was instructed to try on top of a hill 300 miles away; commo was established.

J\* 22 2 3.50 1.50  
FF\* 22 2 1.00 0.00  
GG\* 22 2 2.00 1.00  
All 9 2.44 1.50

Dim % N M S 20. This 18C was the acting 18E on a training exercise in Australia. This 18C made commo contacts twice daily for 10 days using different antennas as needed to send bursts from distances up to 300 miles. The team had 100% contact with higher command during training.

H\* 22 2 6.50 0.50  
J\* 22 2 6.00 0.00  
GG\* 22 2 6.50 0.50  
All 9 6.44 0.50

Dim % N M S 109. An 18E was being evaluated during an SR mission. He was told to send manually over the emergency cryptographic system. For the next three days, this 18E sent in the team traffic on this difficult system, working under ponchos, at night, in sub-zero temperatures. The base station, unaware of the change, did not monitor the morse code messages on the frequency, however, the team knew the 18E was doing his job.

L\* 22 2 5.00 0.00  
FF\* 22 2 3.50 2.50  
GG\* 22 2 6.00 1.00  
HH\* 22 2 6.00 1.00  
All 9 5.22 1.69

Dim % N M S 88. An 18E augmenting a Special Operations Command and Control Element at corps level was unable to maintain effective FM communications with the logistics center. This 18E built a field expedient 292-jungle antenna and hung it under the camouflage netting. FM communications were improved and maintained for the duration of the exercise.

E\* 56 5 5.60 1.02  
GG 22 2 4.50 1.50  
All 9 5.11 1.37

Dim % N M S 122. This 18E was to compute time zone indicators. He did not. By not computing the correct time zone, the 18E missed the contact times.

FF\* 44 4 1.00 0.00  
GG 22 2 1.00 0.00  
All 9 1.22 0.42

Dim % N M S 24. During combat operations, communications were being disrupted by jamming on net frequencies. This 18E worked out a matrix of frequencies to be used as alternates when jamming occurred. Communications became effective.

E 33 3 6.00 0.82  
FF\* 44 4 6.75 0.43  
GG 22 2 3.50 2.50  
All 9 5.78 1.81

Dim % N M S 33. This 18E was responsible for sending HF radio traffic from the team to higher headquarters during an SR mission. This 18E set up his antenna with the wrong lengths of wire out. He then decided to raise the height of the antenna and also lengthened the wire further. The radio was further out of tune and he could not make commo with higher levels to pass on the SR information.

FF\* 78 7 1.43 0.73  
GG 22 2 1.50 0.50  
All 9 1.44 0.68

Dim % N M S 4. A drop zone party was on the ground setting up the DZ for personnel. The radio antenna was not effective in transmitting to range control to open the drop zone approximately ten minutes before time on target (jumptime). This 18E hurriedly constructed a field-expedient antenna which was pulled up in a tree. The DZ was opened on time and the airborne operation was completed as scheduled.

E\* 56 5 5.20 0.75  
GG 22 2 6.00 1.00  
All 9 5.56 0.96

Dim % N M S 36. A unit received radios without the proper power supply. This SF soldier experimented with alternate power sources and adapted cables to work on the new radios. The new equipment was issued and used.

E\* 44 4 6.00 0.71  
J 33 3 5.33 1.70  
GG 22 2 6.00 0.00  
All 9 5.78 1.13

Dim % N M S 68. An ODA was on a training mission. The 18E was forced, due to terrain, to set up his antenna next to a small road. This 18E constructed his antenna in such a way that it was impossible to see it even from a very short distance away. He was able to maintain commo with the base station without his antenna being detected.

E\* 22 2 6.00 0.00  
L\* 22 2 6.50 0.50  
FF\* 22 2 6.00 1.00  
GG\* 22 2 6.50 0.50  
All 9 6.33 0.67

Dim	%	N	M	S
E*	33	3	6.00	0.82
EE*	33	3	6.33	0.47
GG	22	2	6.50	0.50
All		9	6.22	0.63

1. The ODA was deployed to Fort Chaffee for a FID mission. A PRC-77 would not transmit, causing communication difficulties between the ODA and the ODB. This 18E took the PRC-77, removed the cover, and opened the transmit section of the radio, and reset the squelch solenoid switch, thus repairing the radio. The ODA was once again able to establish communication with the ODB.

Retranslation Listing of Incidents for Dimension HH: (Problem name = 18EB)

Dim	%	N	M	S	63. An 18E was sent on a mission to recon an exfiltration DZ and was to report the status of the DZ to the team. The 18E did not use the proper crypto and transmitted in the open. The OPFOR intercepted the message and set up an ambush for the team as they approached the DZ.
HH*	78	7	1.29	0.45	
All		9	1.22	0.42	
Dim	%	N	M	S	60. An A team had a lot of intelligence to report each day by radio. The team leader wrote up very long reports which would have taken too long to transmit over the busy radio net. This 18E had prior experience as a technical editor and secretly edited all of the team leader's reports before transmitting them. He was able to shorten the reports by about 80% without changing the intent or content. All reports were transmitted in a much shorter time.
HH*	56	5	5.40	1.85	
All		9	5.22	1.87	
Dim	%	N	M	S	86. During an OCONUS joint-training exercise, an 18E in a company was instructed to send and receive all messages using manual morse code and one-time cipher pads. This 18E either did not encrypt the messages before sending them or sent the messages by voice rather than by manual morse code. Several elements were compromised as operational information was intercepted by the aggressor forces.
FF	33	3	1.00	0.40	
HH*	56	5	1.20	0.40	
All		9	1.22	0.42	
Dim	%	N	M	S	110. This 18E received a manual morse code message with a high level of interference. This 18E distinguished between manual morse code and other tone interference while receiving a message over the radio. About 65% of the message was received, enough to decipher an order to make it to the pick-up point.
FF	22	2	6.50	0.50	
HH*	44	4	6.50	0.50	
All		9	6.11	0.74	
Dim	%	N	M	S	29. During a field training exercise, an 18C who was cross-trained as an 18E was tasked to be a commo man for an ODA. He didn't read his encrypt and decrypt pads and used the encrypt pad for decrypt and vice versa. The ODA failed to make commo for 72 hours and received low marks on its ARTEP.
H	22	2	2.50	0.50	
HH*	44	4	2.50	1.12	
All		9	2.33	0.94	
Dim	%	N	M	S	141. An 18E transmitted sensitive information on DMOC without encrypting the message. This 18E told his commander that by selecting a certain address, this in itself made the message transmission secure. Sensitive information was sent out unencrypted and this 18E was corrected, counseled, and became more truthful in his actions and deeds.
K*	44	4	1.75	0.83	
HH	33	3	1.00	0.00	
All		9	1.33	0.67	
Dim	%	N	M	S	102. An 18E was receiving a manual morse code message. There was a lot of static and it was raining very hard. This 18E maintained his concentration and copied the message. The message was received and the team extracted.
I	22	2	6.00	0.00	
L	22	2	5.50	0.50	
HH*	33	3	6.33	0.47	
All		9	6.11	0.57	
Dim	%	N	M	S	94. During an operation using the company commo net with deployed units, this 18E was on radio watch. Due to a long absence from performing this task, he was unable to appropriately respond to Q and Z signals to copy code at the speed sent. As a result, there was poor communications.
FF*	33	3	2.67	1.25	
HH	22	2	2.00	1.00	
All		9	2.56	1.07	
Dim	%	N	M	S	109. An 18E was being evaluated during an SR mission. He was told to send manually over the emergency cryptographic system. For the next three days, this 18E sent in the team traffic on this difficult system, working under ponchos, at night, in sub-zero temperatures. The base station, unaware of the change, did not monitor the morse code messages on the frequency, however, the team knew the 18E was doing his job.
L*	22	2	5.00	0.00	
FF*	22	2	3.50	2.50	
GG*	22	2	6.00	1.00	
HH*	22	2	6.00	1.00	
All		9	5.22	1.69	
Dim	%	N	M	S	129. During an ARTEP off Ft. Bragg, an 18E was tasked to manually encrypt and exfil a message. Once the message was transmitted and acknowledged, this 18E moved out from his transmission site quickly, not sterilizing the site. Upon arriving at the exfil site, the 18A asked if he had sterilized the transmission site and if he had his crypto. It was then that the 18E realized he had left his crypto at the transmission site; the crypto was permanently lost.
Q*	78	7	1.57	1.40	
HH	22	2	1.00	0.00	
All		9	1.44	1.26	

Dim	%	N	M	S	
G*	22	2	2.50	1.50	61. An 18A was in a situation where crypto was compromised in the HN hotel. He had to use emergency crypto, but could not remember how to use emergency crypto or where to start the message. As a result, this 18A had to be given a lot more training in using the emergency cryptography system.
Q*	22	2	1.00	0.00	
HH*	22	2	1.50	0.50	
All		9	1.44	0.96	

Dim	%	N	M	S	
FF*	67	6	1.83	1.21	79. During a communication exercise, an 18E was receiving messages. This 18E did not know the difference between jamming and interference and stopped receiving because he could not figure out the message. The 18E had to be retrained and there was a negative copy of the message.
HH	22	2	2.00	0.00	
All		9	1.78	1.03	

**Appendix I**

**SF Job Performance Rating Scales**

A. Teaching Others						
1	2	3	4	5	6	7
Low			Effective			High
<p>Loses control of the training environment or loses audience attention; may read to audience directly from notes or training materials.</p> <p>Neglects to obtain or organize training materials; fails to prepare POI or prepares POI that is off base; fails to practice with equipment or prepare for presentation.</p> <p>Appears to lack sufficient knowledge of the system/weapon being trained; avoids questions or provides incorrect or inappropriate answers; leaves out essential information; presents material in confusing order.</p> <p>Neglects to plan or practice method for communicating information when knowledge of foreign language is lacking.</p> <p>Performance Example: This 18E was to teach a class on the PRC 104. He did not acquire all the materials needed for the class. This 18E also did not develop a full understanding of the material he was to teach. The class did not go well and the students did not learn the material they were supposed to learn.</p>	<p>Uses techniques to maintain attention of the audience during presentations.</p> <p>Plans or adapts POIs appropriately; uses training aids to demonstrate procedures and techniques.</p> <p>Is knowledgeable of systems/weapons etc. being trained; provides accurate responses to audience questions.</p> <p>When language skills are insufficient, uses translator or non-verbal communication methods to ensure that material is conveyed properly.</p> <p>Performance Example: The detachment was training foreign troops on the RPG-7. The unit stated that they had 10 RPG-7s but that only 2 worked. The 18B inspected the unserviceable guns and found that the firing pins were broken. This 18B replaced the firing pins and trained the troops' armorer on the replacement procedure. RPG-7 training was conducted and the troops' opinion of SF was improved.</p>	<p>Creates novel approaches to capture and hold audience attention or to increase audience interest and involvement; incorporates real-life examples into training.</p> <p>Plans POIs and obtains and uses training aids that are well-suited to the needs of the target audience; develops aids that are so useful that trainees continue to use them long after training.</p> <p>Demonstrates own technical expertise; provides details or rationales when appropriate to ensure trainees have in-depth understanding of material.</p> <p>Devotes time to work one-on-one to bring individuals up to standard or to increase proficiency levels above standard.</p> <p>Performance Example: This 18B was teaching a reconnaissance platoon about 6 foreign weapons. This 18B taught the platoon in detail about the operating systems, locking systems, and feeding mechanisms of the weapons. He also made it a point to describe the particular identifiable traits of each weapon so the platoon could more accurately report on weapons seen. The reconnaissance platoon said it had never been taught as much about weapons before and requested that the 18B return for future training events.</p>				

B. Building Effective Relationships with Indigenous Populations						
1	2	3	4	5	6	7
Low			Effective			High
<p>Overlooks or avoids opportunities to build relations with locals, may fail to assist HN/G when rapport could have been built.</p> <p>Lacks awareness of or respect for the culture. For example:</p> <ul style="list-style-type: none"> <li>- complains about or refuses to eat local food;</li> <li>- offends HN/G personnel with own comments or behaviors;</li> <li>- fails to show any interest in the HN/G culture;</li> <li>- may make denigrating remarks about HN/G people or their customs; may be intolerant of religion or race other than own.</li> </ul> <p>Performance Example: A small child had received second and third degree burns on one arm and had received treatment from the local witch doctor. This medic saw her about one week after the injury and provided care according to U.S. standards, but ignored local superstitions and beliefs. He removed the plants the witch doctor had applied to the burns and did not perform "rites" or follow any of the local wisdom. The child did not return for follow-up care.</p>	<p>Helps indigenous persons; provides effective services when asked or when the need is obvious; fixes weapons and provides first aid or other assistance to gain HN/G rapport.</p> <p>Is knowledgeable about and demonstrates respect for HN/G culture, values, and customs (e.g., eats local foods, adheres to local mores, wears local garb, when appropriate). Sets aside personal opinions and tolerates other views.</p>	<p>Discovers the needs and desires of HN/G personnel and takes steps to satisfy them; provides special skills and services that enhance HN/G respect for and rapport with SF.</p> <p>Applies knowledge about HN/G culture and customs to identify with HN/G and predict HN/G behavior. For example:</p> <ul style="list-style-type: none"> <li>- gets things done by taking steps that are compatible with HN/G culture and hierarchy;</li> <li>- provides military advice that reflects the interests of the HN/G and is consistent with their mores and culture;</li> <li>- anticipates potential culture-clashes and takes action to avoid them.</li> </ul> <p>Performance Example: This 18A was tasked with re-establishing order in a refugee camp—including conducting a census, reinstating leadership, and distributing goods. This 18A was able to establish strong ties by listening attentively to the needs of the refugees and working hard to understand their customs, courtesies, and taboos. An interim government was established, food was distributed, and a sense of order was re-established.</p>				



C. Handling Interpersonal Situations						
1	2	3	4	5	6	7
Low		Effective				High
<p>Is inappropriately argumentative and confrontational, often creating tension and worsening conflict situations.</p> <p>Is quick to anger; "loses it," becomes loud, insulting, or physically threatening when upset.</p> <p>Has to "win" even if it means that HN/G counterparts will lose face; may humiliate or embarrass others.</p> <p><b>Performance Example:</b> Members of an SF detachment were drinking at an Air Force sports pub and were involved in some good humored inter-service joking. This officer grabbed a female by the shirt after she said "where you going little guy," breaking her necklace. He was counselled.</p> <p>During a joint exercise with foreign forces, an SF officer got into an argument at the Tactical Operations Center on the issue of where troops should be fed lunch (which was of no tactical significance). This officer threw a handful of papers in the air, stormed out, and ripped a sink out of the latrine. The foreign division commander called the corps commander and the officer was reprimanded</p>	<p>Is usually polite and courteous toward others; deals effectively with most conflict situations.</p> <p>Refrains from acts of anger; usually ignores insults; removes self from the situation.</p> <p>Usually allows others to save face rather than become humiliated.</p> <p><b>Performance Example:</b> While deployed OCONUS, an 18C was in an NCO club drinking beer with indigenous NCOs. A soldier became drunk and belligerent and made a rude comment to the 18C. This 18C immediately disengaged himself and reported the incident.</p> <p>An SF company was trying to get its equipment cleared through a foreign country's customs that was very restrictive. The officials were threatening to impound some equipment. Although the situation was very frustrating, this NCO controlled his temper. He refrained from showing anger and answered questions politely. The company was allowed to proceed with its equipment.</p>	<p>Deals with others constructively, with tact and diplomacy; is highly adept at persuading others to go along with ideas rather than pushing or forcing own way.</p> <p>Reads people and the situation adeptly; observes others' behaviors (posture, expressions); adjusts own behavior to the situation; diffuses tension in conflict situations.</p> <p>Is magnanimous; finds subtle ways to allow others to save face in difficult situations.</p> <p><b>Performance Example:</b> A split team was assigned to an African nation platoon for an exercise. The element needed to make a night movement to conduct a dawn attack. The African troops do not move at night and refused to move before daylight. This team leader persuaded the African nation leadership to conduct the movement by conducting a demonstration on the use of US night vision equipment, involving the leadership, and allowing the leadership to wear the equipment during the movement. The raid exercise was completed successfully.</p> <p>While in a host country training indigenous soldiers, an NCO picked up an unsupervised weapon belonging to an Arab. After making his point, the NCO wouldn't return the weapon, creating a tense situation. This SF soldier saw the situation, intervened and told the first NCO that he could destroy the team's credibility (but avoided making the NCO lose face with the Arabs). He also told the Arabs it was just a drill and started telling jokes in one of the region's languages. The situation was diffused.</p>				

D. Using and Enhancing Language Skills						
1	2	3	4	5	6	7
Low		Effective			High	
<p>Lacks language skills; frequently misunderstands, miscommunicates, or cannot communicate. May simply give up or not try to communicate or learn.</p> <p>Allows language skills to deteriorate; fails to practice; passes up opportunities to learn language.</p> <p><b>Performance Example:</b></p> <p>The HN post commander curtailed routine communications with the SF team leader because the team leader could not speak the language. This team leader made no attempt to improve his language capabilities, even though he was in an ideal learning environment where many would have volunteered to help him.</p> <p>This NCO graduated from the basic Spanish course; however, he did not work to maintain his proficiency with Spanish. When sent to a Spanish-speaking country to participate in a company exercise, it took longer for this NCO to complete tasks and the indigenous forces were not receptive to him.</p>	<p>Can communicate sufficiently in most situations, even though language skills are not at a conversational level; uses gestures appropriately to enhance communication; uses a dictionary to aid in communication when needed.</p> <p>Tries out language skills; practices when opportunities arise.</p> <p><b>Performance Example:</b></p> <p>During R&amp;R time on a deployment in Korea, three soldiers were finding their way back from downtown and became lost. This soldier, who had forgotten most of the Korean he had taken three years earlier, managed to communicate with a civilian bystander to get directions. The soldiers got back to the base camp on time.</p> <p>During deployment to a foreign country, this 18B was tasked to teach a class in Spanish about certain weapons. But he didn't speak Spanish very well. He spent many hours after duty practicing Spanish with a local indigenous person. He was able to teach the class.</p>	<p>Picks up languages readily; uses language skillfully; translates adeptly, rarely, if ever, miscommunicating information; catches errors in others' translations; may create tools (such as a dictionary) for others to use to communicate more effectively.</p> <p>Actively seeks opportunities to develop and enhance own language skills.</p> <p><b>Performance Example:</b></p> <p>During a military gathering, this SF soldier was sitting at a table with a Marine Corps commander when they were joined by a Spanish speaking officer. The two officers were trying to communicate, but neither could speak the other person's language. This SF soldier translated for both individuals and made a positive impression for SF.</p> <p>An ODA was located in an African country. This 18D was able to learn the host nation language within four to five weeks and could understand several survival-and-military oriented phrases. Overall ability and survivability of the ODA was enhanced.</p>				

<b>E. Contributing to the Team Effort and Morale</b>			
1 Low	2	3 4 Effective	5 6 High 7
<p>Puts self-interests and priorities above team welfare; avoids or overlooks opportunities to apply personal or technical skills to benefit the team.</p> <p>Doesn't exchange important information with team members; ignores or discounts the advice of team members; leaves team members in the dark about changes in plans, etc.</p> <p>Avoids personal interactions with other team members; jeopardizes team spirit by maintaining personal distance from other team member(s) or by harassing or patronizing other team member(s).</p> <p>Puts other team members in difficult position of having to compensate for own substandard level of performance.</p> <p><b>Performance Example:</b></p> <p>Whenever this SF soldier was tasked to perform a task, he would stop performing the one he had been working on and move on to the next. The other team members had to finish up where this SF soldier had left off.</p> <p>An SF team was training an indigenous force. This SF soldier did not like any of the team members and kept to himself when not conducting training. The indigenous soldier could sense the tension and lost some of the confidence in the team, which slowed training.</p>	<p>Makes an effort to motivate other team members through actions or words; teaches technical skills in own areas of expertise to team members to ensure team readiness.</p> <p>Elicits suggestions from team members; informs team members of preparation activities and responsibilities.</p> <p>Builds rapport with team members; attempts to resolve intra-team disputes and personality clashes constructively.</p> <p>Usually meets team expectations for individual performance and interpersonal behavior.</p> <p><b>Performance Example:</b></p> <p>An SF team was doing an evaluated endurance event, moving a long distance with a lot of equipment. This team member realized that the team was moving slowly and tried to motivate the team by taking the lead and giving words of encouragement. The team completed the endurance event within the time standard.</p> <p>This SF officer told a new team member how to behave to make the team more effective and that it was not necessary to call the team members by rank. His assistance helped the new member become part of the team.</p>	<p>Devotes personal time and effort to train team members; teaches unique personal skills to team members to improve their readiness or effectiveness.</p> <p>Actively solicits advice and expertise from team members in order to make informed team decisions; communicates information clearly and consistently to other team members.</p> <p>Helps team members to overcome personal difficulties or crises by listening or offering advice.</p> <p><b>Performance Example:</b></p> <p>This SF soldier was not tasked to train host nation soldiers, so he assisted others by making copies, obtaining supplies, drawing charts, and listening to practice classes. The instructors for the classes could concentrate more on the quality of the classes instead of spending time on details.</p> <p>The SF team was isolated for long periods of time. This 18E kept his mouth shut about some annoying quirks demonstrated by his fellow team members. This allowed harmony to prevail in some odd situations.</p>	

F. Showing Initiative and Extra Effort						
1	2	3	4	5	6	7
Low			Effective			High
<p>Leaves work undone to pursue personal interests; procrastinates before starting tasks; fails to follow through on or complete tasks once started.</p> <p>Avoids opportunities to volunteer for tasks or refuses to help; reports late for assignments.</p> <p>Shows reluctance or refuses to learn new skills or tasks that are either required for or that would improve mission performance.</p> <p><b>Performance Examples:</b></p> <p>This NCO was new to the team and always had to be told what to do; he could not think of what he should be doing on his own. The NCO's supervisors had to monitor him constantly otherwise the NCO was not able to do his job.</p> <p>A soldier was assigned to set up SATCOM with a team in the HN field with assistance from this soldier. The first soldier failed to accomplish his assignment. This assisting soldier, when asked why he did not then do it himself, simply stated "Hey, it was not my job!" SATCOM was not established with the team in the field.</p>	<p>Completes task assignments up to standard in a timely manner.</p> <p>Represents SF in a positive light; takes steps to maintain or improve the image of SF in military and civilian contexts.</p> <p>Takes initiative to learn new skills that will improve work performance; devotes effort to develop new methods to accomplish tasks.</p> <p><b>Performance Examples:</b></p> <p>A detachment was tasked to participate in a joint training exercise. This SF officer was given the task of developing the battlefield and briefing the detachment. This SF officer posted information on an operations map, plotted units and incidence, and interpreted information that was supplied. This officer then briefed the operations map and data. The exercise and subsequent operations were given an air of realism.</p>	<p>Puts in whatever time and effort is needed to get the job done; fulfills commitments to multiple projects or missions; overcomes obstacles or unusual difficulties to complete a task or mission.</p> <p>Volunteers own spare time to improve the welfare of others; volunteers for activities in the community that enhance SF's image.</p> <p>Takes initiative to take on tasks first, setting an example for others and motivating them to join the effort.</p> <p><b>Performance Examples:</b></p> <p>This newly arrived SF soldier almost drowned on a swim test. Realizing that his swimming ability was weak, this SF soldier spent hours practicing swimming after duty. This SF soldier is now a member of the scuba team.</p> <p>This SF soldier was complaining about his lack of knowledge about the computer in the team room. This SF soldier stayed in the team room until midnight for two nights and then for part of the weekend to learn how to use the computer. He learned how to operate the computer using every system.</p>				

G. Displaying Honesty and Integrity						
1	2	3	4	5	6	7
Low	Effective	High				
<p>Makes false statements to cover inappropriate or illegal actions; covers up mistakes instead of admitting guilt, or blames others for own mistakes.</p> <p>Attempts to shirk responsibility or avoid more difficult work by using an easier (but inappropriate) approach to a problem.</p> <p>Knowingly breaks or bends rules or laws.</p> <p>Misrepresents own or others' performance to gain advantage or to "look good."</p> <p>Performance Example: This 18C was placed as an S-4 on an A-team. All team equipment was placed under his control. This 18C either lost or stole several items from the team equipment. The team had to purchase new items.</p> <p>A team was deploying on a reconnaissance mission. This 18E falsely stated all equipment had been tested. The team was deployed with bad equipment and vital information was denied to the assault force for 18 hours.</p>	<p>Tells the truth about own or others' performance when asked to explain an incident.</p> <p>Usually considers alternative actions based on own sense of acceptable behavior.</p> <p>Consistently follows standards; adheres to standards, laws, or guidelines when pressured to compromise them.</p> <p>Interacts honestly and genuinely with others.</p> <p>Performance Example: A battalion's guidon was taken from a unit training area OCONUS. The detachment had not been implicated. This 18A asked his men if they had any information about the theft or the guidon itself to give it to him by the following morning with no questions asked. The guidon was returned and this 18A returned it to higher headquarters.</p>	<p>Immediately takes full responsibility for personal mistakes; ensures that others are not blamed for own decisions or actions.</p> <p>Always chooses a more difficult but morally/ethically correct course of action over a more direct, less appropriate alternative.</p> <p>Supports a logical viewpoint when pressured to conform to an unpopular, immoral, or unethical viewpoint.</p> <p>Keeps promises; gains the trust and respect of others through own honesty and integrity.</p> <p>Performance Example: Prior to this SF soldier's deployment overseas, another soldier approached him and asked to trade a piece of controlled military equipment with him. This SF soldier felt he was put in an uncomfortable position, but he did not make the trade.</p> <p>A team sergeant was directed to have the ODA wear flak jackets on a maneuver live fire. ODA emotions about having to wear them were strongly negative. This team sergeant gathered his information and spoke to the commander up through the group level to try and reverse the policy. He lost, but he had tried. Later that day on the range, he put his team in jackets and did the CFX. No senior leadership was there to see if he had done it.</p>				

H. Planning and Preparing for Missions			
1 Low	2	3 Effective	4 5 6 High 7
<p>Develops plans that have critical flaws; prepares mission analysis that is incomplete or insufficient; may fail the briefback.</p> <p>Makes mission-critical decisions without gathering full information; ignores advice and experience of others.</p> <p>May misinterpret information or draw erroneous conclusions; overlooks potential constraints or hazards.</p> <p>Miscalculates or misplaces resources needed for the mission; fails to check availability or condition of critical mission-related equipment before deploying; may pack mission-critical equipment such that it is not available or operational when needed.</p> <p>Performance Example: A team was on a mission to blow up an abandoned bridge. This team leader asked for very little information about the bridge and made many assumptions based on hearsay. The team blew up a functioning bridge by mistake.</p>	<p>Develops workable mission plans that are likely to be successful, although some modification may be needed.</p> <p>Obtains complete research/information needed to develop a logical plan.</p> <p>Draws reasonable conclusions based on information, but may fail to foresee some enemy actions, environmental obstacles, etc.</p> <p>Determines necessary equipment, personnel, etc. to complete mission; prepares, inspects, packs, and maintains mission-related equipment according to mission requirements.</p> <p>Performance Example: The detachment was planning for a reconnaissance mission. There was to be a point element to detect, avoid, and engage the enemy before the main body was discovered. The plan for engaging the enemy was getting nowhere. This 18B suggested that silenced weapons be carried by the point element. This gave the point element more time to move away before getting decisively engaged by the enemy's main body.</p>	<p>Develops plans that are technically sound, well-coordinated, and likely to lead to mission accomplishment; plans are so well-formed that the briefback is readily accepted.</p> <p>Obtains complete, accurate information when planning; draws on the collective expertise of the team and own experiences; integrates information.</p> <p>Anticipates enemy movement or potential threats/obstacles; judiciously weighs alternative courses of action and potential outcomes.</p> <p>Accurately forecasts mission resource needs (e.g., equipment, supplies); checks and prepares equipment for mission meticulously, taking into account special requirements for transporting equipment or supplies.</p> <p>Performance Example: This 18C was tasked to be on a committee to teach a demolitions course; part involved a field problem. This 18C wrote an operations order that was so complete that 4 teams working in different locations could understand what was to be done and when. The target of interest was hit and the field mission was a success.</p>	

I. Decision Making						
1	2	3	4	5	6	7
Low			Effective			High
<p>Makes decisions that jeopardize mission accomplishment; may misjudge the situation or misuse tactics, time, location, or personnel.</p> <p>May lack alertness on reconnaissance/patrol and make incomplete reports concerning the enemy.</p> <p>May draw inaccurate conclusions from intelligence; either ignores people or facts that do not reflect own view or readily buckles under to pressure from others.</p> <p>In emergencies, may react rashly, without due consideration of a matter or event or may stick with an obsolete plan that is likely to fail.</p> <p><b>Performance Example:</b></p> <p>This SF team leader was given a direct action mission. He led his team to the target and found 2 platoons of the enemy instead of just one squad. This team leader did not pull back, but continued with the hit on the target. Many SF casualties resulted.</p> <p>This SF individual was HALO jumpmaster on an 18,000' night, combat equipment (CE), O2 jump. This SF jumpmaster hesitated on his decision to give the "Go" command. The team missed the DZ by 1 1/2 kilometers and some members got hung up in the trees.</p>	<p>Evaluates the situation and determines a reasonable course of action, usually leading to mission success. Uses time, equipment, personnel, and tactics effectively.</p> <p>Makes and reports accurate observations while on reconnaissance or patrol.</p> <p>Takes intelligence and others' views into account when making decisions.</p> <p>Usually makes reasonable decisions under stress; shifts gears/changes plans if necessary.</p> <p><b>Performance Example:</b></p> <p>A "G" base that had just been constructed was over-flown by an unknown aircraft. This SF team commander had everyone move to the alternate location. The team was safe.</p> <p>During a desert evasion exercise through a narrow, extremely mountainous corridor, the 18E could not keep up with the team movement due to a heavy rucksack load and lack of endurance. This 18A redistributed the 18E's load and divided the team into two groups. The element without the 18E stayed in the corridor and collected the required information while the other element with the 18E took a longer but flatter and easier route to a link-up point. Link-up was on time and the mission was accomplished.</p>	<p>Makes sound, on-the-spot decisions that lead to mission accomplishment; makes decisions that maximize the effectiveness of tactics, time, equipment, location, and personnel.</p> <p>Alertly memorizes or records observations while on reconnaissance or patrol.</p> <p>Quickly digests information about enemy strength, position, and activities, drawing accurate conclusions; weighs alternate points of view and accounts for all facts in making decisions.</p> <p>Makes level-headed decisions, even in the most stressful situations; is task-oriented in emergencies; acts swiftly and decisively; puts forth a cool exterior that reassures others.</p> <p><b>Performance Example:</b></p> <p>A group of SF soldiers was static in a hide site observing an enemy position when all of a sudden it was compromised. Quickly, this 18B grabbed the radio, called in fire on the advancing enemy assault force, and called for an emergency exfiltration. The team was able to hold off the enemy long enough to be exfiltrated.</p> <p>During a combat patrol in a period of limited visibility, the detachment made chance contact with an unknown element. This 18B serving as point-man for the detachment's movement through the hostile environment remained calm, halted the patrol, and challenged the unknown element. He prevented a fire-fight with what turned out to be friendly forces operating out of zone.</p>				

J. Confronting Physical and Environmental Challenges						
1	2	3	4	5	6	7
Low			Effective			High
<p>Lacks physical ability or conviction needed to deal with unfamiliar, stressful, or challenging circumstances; may give up in face of physical or environmental challenge.</p> <p>Neglects environmental situations, failing to take precautions until it is too late; doesn't take steps to ensure own health and endurance (e.g., preventing blisters).</p> <p>Avoids participating in physical training; avoids or neglects to prepare for physical test or training exercise.</p> <p>Devotes all physical training time to strength training, ignoring importance of endurance training; slows down or holds team back due to inadequate physical preparation or unwillingness to do own part.</p> <p><b>Performance Example:</b> Heavy rains had caused poor visibility on the roads and a lady had run off the road into a river. An SF soldier saw the lady on top of her car, stopped, and was told there was a baby in the car which was filling with water. This soldier was a weak swimmer and so did not attempt to rescue the child.</p> <p>An SF team was on a mission in which they needed to reach a target by a certain time. This team member was out of shape and moved slower than was acceptable to the team. They were forced to move much slower and they did not reach the target in time.</p>	<p>Maintains a sufficient level of physical fitness; is capable of meeting the demands of most physical or environmental challenges or stressful situations.</p> <p>Follows appropriate field survival guidance; takes steps to ensure own health and endurance.</p> <p>Consistently participates in team physical fitness activities to prepare for exercises, marches, etc.</p> <p>Competes in or completes endurance event or challenge.</p> <p><b>Performance Example:</b> During an endurance test, the battalion was required to travel 50km in 72 hours with no sleep. When times were rough, tiring, and everyone wanted to stop for a minute, this team member kept moving and encouraged the team. The battalion completed the endurance test.</p> <p>A soldier sprained his ankle during a mission and could not be evacuated because of the surrounding terrain. He exchanged his ruck for a lighter one and obtained a strong limb to use as a cane. The soldier walked until he reached a place where he could be picked up.</p>	<p>Sustains high levels of physical fitness over long periods of time; perseveres, overcoming environmental difficulties in survival situations; meets physical demands of stressful or dangerous situation to save a life.</p> <p>Foresees problems likely to be associated with weather or terrain; uses fieldcraft and survival skills wisely to avoid injury and enhance endurance.</p> <p>Devotes personal time and effort to physical training to ensure meeting team performance goals or standards.</p> <p>Seeks challenges; surpasses physical or time standards when completing physical tests or events.</p> <p><b>Performance Example:</b> This soldier was in an escape and survival situation. He could not be evacuated due to the difficulty of the terrain. He constructed a shelter, built a fire without matches, and trapped and cooked game. He was able to survive until three days later when he was rescued and evacuated.</p> <p>A soldier was struggling in a fast flowing river after diving in and cracking his head on a rock. This SF team member saw the problem and got in to help. He struggled against the current and brought the soldier back to shore. The soldier fully recovered because of the strong swimming by this SF team member.</p>				



K. Navigating in the Field						
1	2	3	4	5	6	7
Low		Effective				High
<p>Gets lost and arrives very late to destination or not at all; becomes geographically disoriented or confused when not navigating in daylight conditions (e.g., in darkness, rough or unfamiliar terrain, etc.).</p> <p>Loses way despite having access to or using map and/or compass; figures distances or travel times without taking terrain or vegetation into account; forgets to notice or record starting points, critical land features, or reference points.</p> <p>Shoots azimuths incorrectly; has difficulty reading maps and using maps to navigate.</p> <p><b>Performance Example:</b></p> <p>An SF soldier was tasked for a reconnaissance mission and got lost, despite having a major highway to use as a reference. He didn't return at the scheduled time, foot search parties couldn't find him, and a helicopter recovered him about 4km from the main highway. He nearly caused the team to miss exfiltration.</p> <p>This SF soldier was leading a squad of indigenous personnel to a resupply point and was responsible for moving in the right direction. Travel was to be to the north, when in fact the soldier was leading the element east. Another NCO had to take over and correct the route.</p>	<p>Usually arrives at destination on time; notices and takes into account map or environmental details to facilitate moving to targets.</p> <p>Applies navigational skills and techniques appropriately; uses terrain features to establish location and orient self/team.</p> <p><b>Performance Example:</b></p> <p>This team member was the point man on patrol while conducting a long cross-country movement. This point man became disoriented, then used resection to locate his position. He got his team to the pickup zone on time.</p>	<p>Gets from place to place without errors and on time; without having access to a map, correctly uses terrain features and distances traveled to determine approximate location.</p> <p>Skillfully applies navigational techniques to maneuver through difficult terrain or find easiest/fastest route for movement; orients self or team when map or other aids are found to be incorrect or unavailable.</p> <p>Consistently calculates distances and azimuths accurately to ensure most efficient movement across terrain.</p> <p><b>Performance Example:</b></p> <p>The ODA was on an area reconnaissance to look for foot or vehicle movement. The terrain was very steep, rugged, and dangerous. This 18C used his land navigation skills to maneuver the team through the most level terrain. The team was saved a lot of unnecessary movement.</p> <p>An SF NCO leading a dismounted patrol realized that the map reconnaissance was wildly inaccurate due to the age of the map. This NCO made major deviations from the planned route, navigating on the move. The NCO got the patrol to the target within the window and the mission was accomplished.</p>				

L. Troubleshooting and Solving Problems						
1	2	3	4	5	6	7
Low		Effective			High	
<p>Lacks resourcefulness; may simply give up if needed tools are not available or may rely excessively on others to find a way to accomplish a task.</p> <p>May fail to identify the cause of a problem; lacks the understanding of technology and technical principles needed in order to diagnose and resolve problems.</p> <p><b>Performance Example:</b></p> <p>When the ODA was having trouble communicating using the PSC-3 radio, this 18E blamed the ODA, saying they didn't know how to use it, instead of investigating the problem. Three days later, he found that a dead battery was the cause of the problem.</p>	<p>Uses available resources to resolve problems and to construct needed items; may occasionally overlook some resources that might have been useful.</p> <p>Diagnoses problems accurately; knows enough about mechanical and electrical principles to resolve basic or common problems; may need help to resolve unusual or sophisticated problems.</p> <p><b>Performance Example:</b></p> <p>This officer was deployed OCONUS and his team was supervising weapons maintenance of indigenous personnel. An indigenous soldier produced an M16 that had something stuck in the barrel which could not be driven out. This officer suggested that the weapon be placed on top of a portable gas heater to expand the barrel. The foreign object was removed from the barrel.</p>	<p>Makes the most of resources at hand; thinks of novel ways to use available materials; invents or fabricates needed items from seemingly useless materials.</p> <p>Quickly and accurately isolates the cause of problems, even when the problem is unusual or highly sophisticated; improvises adeptly; applies mechanical, electrical, and electronic principles to repair, modify, or construct needed items.</p> <p><b>Performance Example:</b></p> <p>The detachment was deployed to a forward site OCONUS and was required to maintain communication with headquarters by SATCOM. During infiltration, the antenna was broken. This 18E built a replacement antenna out of two broomsticks and some house wire. SATCOM communications was established with headquarters.</p>				

<b>M. Being Safety Conscious</b>						
1	2	3	4	5	6	7
Low			Effective			High
<p>May be inattentive in situations where safety is essential; is unobservant when tasked to supervise soldiers or trainees (e.g., during range exercises).</p> <p>Disregards safety instructions, guidelines, or orders; puts self or others in danger when using dangerous materials or equipment by ignoring standard safety practices (e.g., incorrectly clearing misfire).</p>	<p>Attends to behaviors of others when safety is critical; takes proper action to resolve unsafe situations.</p> <p>Consistently follows established safety procedures when using dangerous or hazardous equipment or materials.</p>	<p>Is highly attuned to safety; watches others and notices potential hazards or violations; quickly and appropriately neutralizes unsafe situations.</p> <p>Learns -- beyond the basics -- the qualities, capabilities, and potential misuses of materials/equipment; foresees unsafe conditions and plans ways to manage or avoid them; ensures that potentially dangerous materials are used and disposed of properly under all circumstances.</p>	<p>May carelessly risk enemy detection by violating noise or light discipline.</p>	<p>Avoids enemy detection by maintaining noise and light discipline.</p>	<p>Is highly aware of how own actions can jeopardize position; alertly follows behavioral discipline to ensure safety.</p>	<p>Performance Example:</p> <p>This 18C was teaching an indigenous soldier how to use a circular saw. Another 18C disagreed with him on the saw's operation and the two started arguing. This 18C did not watch over the saw or turn it off. The saw fell on the indigenous soldier's head, causing a casualty.</p> <p>This SF soldier was operating heavy equipment without proper safety restraints. The SF soldier was speeding in the vehicle, missed a turn, and ran off the road. The vehicle turned over, killing the soldier.</p>
<p>Performance Example:</p> <p>This 18C was responsible for destroying 100mm and 120mm artillery rounds. He moved the targeted rounds into an abandoned underground bunker from the above-ground site where they were located and detonated them. The underground site prevented shrapnel from being projected through the air.</p>	<p>Performance Example:</p> <p>During a live fire exercise at a machine gun range, a hot gun had a misfire. This range safety officer moved everyone back, waited for the gun to cool, and cleared the weapon. Safe procedures were demonstrated and no one was hurt.</p> <p>An SF team was training a regular Army unit in demolitions. Several bangalores were placed and individually detonated, resulting in a grass fire. This 18C noticed that one of the bangalores had been cut off and was in the fire. He immediately moved all personnel to a safe distance from the explosive. When the fire was contained, he safely destroyed the mine.</p>					

N. Administering First Aid and Responding to Life-Threatening Situations						
1	2	3	4	5	6	7
Low		Effective			High	
<p>Fails to make a comprehensive assessment of victim's condition; may, therefore, give inappropriate treatment or delay initial treatment (not realizing severity of the wound).</p> <p>Uses inappropriate techniques to treat injury or condition, deviating from accepted standards; may mishandle casualties or mistreat injuries, risking further damage; may discontinue treatment too soon; may fail to administer first aid.</p> <p>Performance Example: A team was fast roping out of a helicopter and one team member sustained a neck injury. This 18D did not follow proper C-spine precautions. He grabbed the team member by the shoulder and dragged him out from under the helicopter, possibly causing further injury.</p> <p>This 18D was the drop zone medic covering a parachute jump. A member of his company was knocked unconscious on the jump. This 18D did not initiate basic first aid - no I.V.s and no oxygen. The soldier went into anoxia-induced seizures and had to be hospitalized for several days.</p>	<p>Evaluates severity of injuries before taking action.</p> <p>Follows SOP for treating accidents and injuries, ensuring victim a chance for survival; conducts basic first aid procedures in accident or injury situation (e.g., stopping bleeding, administering CPR, treating shock).</p> <p>Performance Example: A woman got out of a small plane when it landed and walked into the turning propeller. Her entire chest area and side of her head were cracked open; she was losing blood fast. This medic stopped the other medical personnel at the scene from putting her into an ambulance and rushing her to the hospital. He applied immediate first aid and stopped some of the bleeding before transporting her. Her life was saved; she would have bled to death without immediate treatment.</p> <p>During land navigation training, this SF NCO stumbled upon a heat exhausted team member. This NCO pulled the soldier into the shade, loosened his clothing, initiated an I.V., applied water, treated him for shock, and evacuated the member. The injured soldier is still alive.</p>	<p>Makes quick, informed decisions about best course(s) of action to take in emergency or life-threatening situation; may direct rescue activities at accident site; ensures victims receive appropriate care until they can be evacuated.</p> <p>Skillfully applies immediate first aid, even in the most stressful emergencies; remains rational and level-headed; calms and reassures victims during treatment.</p> <p>Performance Example: A woman got out of a small plane when it landed and walked into the turning propeller. Her entire chest area and side of her head were cracked open; she was losing blood fast. This medic stopped the other medical personnel at the scene from putting her into an ambulance and rushing her to the hospital. He applied immediate first aid and stopped some of the bleeding before transporting her. Her life was saved; she would have bled to death without immediate treatment.</p> <p>During land navigation training, this SF NCO stumbled upon a heat exhausted team member. This NCO pulled the soldier into the shade, loosened his clothing, initiated an I.V., applied water, treated him for shock, and evacuated the member. The injured soldier is still alive.</p>				

O. Managing Administrative Duties		1	2	3	4	5	6	7
		Low			Effective			High
	<p>Leaks/releases classified information to unauthorized personnel; deviates from SOP for storing, disseminating, and disposing of classified material; uses unapproved equipment to produce or work on classified material.</p> <p>Procrastinates, creating a backlog of paperwork; allows records to become outdated or misfiled; prepares sloppy paperwork that has errors.</p> <p>May fail to obtain needed resources, equipment, supplies or fail to ensure that equipment is mission-ready; may fail to make arrangements for meetings, training etc.</p> <p>Neglects to follow up on administrative issues or problems.</p> <p>Performance Example: An SF team member was about to PCS. He had been on the team for several years and was an outstanding soldier. This team leader failed to process an award for the SF soldier. The soldier left the unit without an award. A team leader was tasked to write a mission concept for a sensitive overseas deployment. Against regulations, he wrote the paper on his own personal computer. He was relieved for the improper safeguarding of sensitive classified material.</p>	<p>Retrieves unsecured classified materials to ensure that SOP is followed; ensures that others handle classified material appropriately; adheres to standards for information storage and disposal.</p> <p>Ensures that paperwork, files, maps, etc. are organized, accurate, and up-to-date; processes paperwork in a timely manner.</p> <p>Obtains needed supplies and resources in a timely manner; ensures that equipment is maintained and mission-ready; coordinates or networks with other people/units to acquire or share needed resources; coordinates schedules.</p> <p>Investigates to find sources of administrative errors or inconsistencies.</p> <p>Performance Example: The new battalion commander wanted to receive only weekly training briefs with the use of slides and other equipment. This 18C used his computer skills to assist in producing the slide show and briefing. The presentation was accepted by the battalion commander. This SF soldier was to burn or destroy classified material that was mixed in with non-classified material. This individual removed the non-classified material and posted a sign asking others not to throw in non-classified with classified trash. Personnel re-routed their non-classified trash.</p>	<p>Consistently ensures that classified information and communications are only received by authorized personnel or locations; monitors others' handling of information; creates, stores, transfers, and disposes of classified information using approved equipment or methods.</p> <p>Develops new formats or procedures that make paperwork processes more efficient or useful for more purposes or for a wider audience.</p> <p>Is highly adept at coordinating and managing to get things done; anticipates excesses or shortages of resources; finds ways to make best use of all available resources or obtain more; ensures all resources are mission-ready.</p> <p>Tracks down administrative problems; establishes SOP that alleviates problems and facilitates mission-readiness.</p> <p>Performance Example: This 18B was tasked to have the map chest and manual shelf organized for a command inspection. When he finished, the inspector noticed that the map case was filed to its highest standard, and the 18B received an award for his actions. This SF soldier was in charge of deployments. He made it possible for ODAs to train while he coordinated everything from travel orders, supplies, equipment, food, quarters, etc. There were no deployment problems.</p>					

P. Operating and Maintaining Direct-Fire Weapons						
1	2	3	4	5	6	7
	Low		Effective			High
<p>Does not properly maintain or operate weapons; fails to control weapons during use; fails to perform weapons checks; fails to set headspace and timing on machine guns; can't reassemble weapons or reassembles weapons improperly.</p> <p>Does not react to weapons jams correctly or in a timely manner.</p> <p>Performance Example:</p> <p>This 18B was conducting rifle range for his team. Before the range, the 18B had disassembled all of the weapons and reassembled them incorrectly. The weapons would not fire.</p> <p>SF soldiers were firing on a 50 cal. range. This 18B set up the 50 cal. for firing without setting the headspace or timing. The gun blew up, costing \$7,999 to replace.</p>	<p>Repairs and maintains weapons properly; replaces defective parts when needed; performs maintenance checks on weapons.</p> <p>Clears/reduces most weapons jams and stoppages properly.</p> <p>Performance Example:</p> <p>On an M16 qualification range, an SF soldier's weapon was continually malfunctioning. This 18B examined the weapon and saw it was not feeding. He pulled out the magazine and replaced it with a new one. The M16 became operational.</p>	<p>Is highly proficient in operation and maintenance of direct fire weapons; disassembles, reassembles, and repairs even uncommon or unusual weapons in a timely fashion; always performs function checks on weapons.</p> <p>Follows proper misfire procedures; uses knowledge of weapons systems to determine whether the weapons or the rounds are defective.</p> <p>Performance Example:</p> <p>While deployed overseas, an 18B was giving instruction to indigenous soldiers on a 9mm pistol. Of the 20 students, nine of them had weapons that were not functioning. This 18B disassembled, repaired, and re-assembled the nine weapons within an hour. This created a safer exercise and taught the indigenous soldiers how to maintain their weapons.</p> <p>This 18B was responsible for sniper training in an African country. Upon arrival, this 18B inspected the weapons to be used for training and found that several weapon systems were inoperable. This 18B repaired all but one of the weapon systems prior to training. It was possible to train 11 snipers rather than six snipers.</p>				

Q. Employing Indirect Fire Weapons and Techniques						
1	2	3	4	5	6	7
	Low		Effective			High
<p>Fails to properly employ indirect weapons</p> <ul style="list-style-type: none"> <li>- Fails to emplace mortars correctly</li> <li>- Uses incorrect charges for rounds</li> <li>- Fails to check ammunition before firing</li> </ul> <p>Fails to follow fire procedures</p> <p>Fails to observe surroundings (e.g., tube position, overhanging trees) prior to firing indirect fire weapons</p> <p>Fails to check indirect fire data before firing</p>	<p>Typically employs indirect fire weapons properly; corrects fire data after realizing mistakes in plotting or aiming.</p>	<p>Displays expertise at employing indirect fire weapons</p> <ul style="list-style-type: none"> <li>- Checks all fire data prior to firing</li> <li>- Ensures mortars are properly emplaced</li> <li>- Always checks surroundings (e.g., tube position, overhanging trees) to ensure effective firing of indirect fire weapons</li> </ul> <p>Always follows all FDC procedures</p>	<p>Performance Example:</p> <p>This SF NCO was in charge of a mortar range. After the call for mortar adjustment was made, this NCO did not see that the number one gun was almost vertical. This NCO did not observe the tube positions and allowed the soldiers to drop their round. The round came back down within 10 feet of the gun, injuring three men, one seriously.</p> <p>During mortar training, this SF soldier was working the #2 gun. This SF soldier placed the live round in the cannon of an M29, fuse-end first. A cease fire was called and the soldier was removed from the gun pit.</p>	<p>Performance Example:</p> <p>This 18B was settling a base plate of an 81mm mortar. After firing the first three rounds, the base plate still would not settle firmly in the ground. This 18B chose an alternate location. After firing the first three rounds in the new location, the base plate settled. There were no injuries.</p>	<p>Performance Example:</p> <p>This 18B was laying in two 81mm mortars for a registration mission. After laying in the mortars, this 18B rechecked his M2 aiming circle against his M2 compass. He discovered that the M2 aiming circle was off by 500 mils. An accident was prevented.</p>	<p>Performance Example:</p> <p>This 18B was settling a base plate of an 81mm mortar. After firing the first three rounds, the base plate still would not settle firmly in the ground. This 18B chose an alternate location. After firing the first three rounds in the new location, the base plate settled. There were no injuries.</p>

R. Employing Demolitions Techniques						
1	2	3	4	5	6	7
Low		Effective		High		
<p>Makes errors when emplacing mines or charges or in detonating firing systems; may cause misfires and have difficulty clearing them.</p> <p>Skips steps; fails to follow demolitions procedures; may miscalculate the amount of explosives required, burn rates, or other factors; forgets to double-check own work or to check reference information.</p>	<p>Usually emplaces mines or charges, uses firing systems, and clears misfires appropriately.</p> <p>Follows appropriate demolition procedures and techniques; usually makes correct computations; checks own work to ensure accuracy.</p>	<p>Uses demolitions expertise adeptly, rarely, if ever making errors of oversight or miscalculation.</p> <p>Skillfully applies own knowledge of demolitions to missions; follows procedures meticulously; is proficient with math and formulas.</p>				
<p><b>Performance Example:</b></p> <p>During deployment, this 18C was demonstrating alternative means to initiate bangalore torpedoes. He forgot to bring his reference manual to the site and used too many wraps of detonating cord on the end of the torpedo. The resulting charge shattered the torpedo without setting it off, so he had to use most of the remaining explosive set aside for training to clear the misfire from the site.</p> <p>On a range firing demo with non-electric firing system, this 18C was tasked to construct a non-electric firing system with an 8 minute fuse. While figuring the burn rate, the 18C failed to convert the burn rate correctly. The charges were placed and ignited. Personnel walked back from the range safe distance, but the charges blew two minutes early. Fortunately, no one was hurt.</p>	<p><b>Performance Example:</b></p> <p>A team was tasked to blow up a vehicle bridge on a training exercise with charges prepared and cut prior to deployment. The target folder was sketchy and indicated a simple truss bridge, but, when the team got to it, this 18C realized the load bearing members were heavy I-beams closely spaced under the road bed. While hanging from the supports in total darkness, this 18C mentally recalculated and then recut his explosives to cause the bridge to fall by twisting. The charges were judged to be adequate to accomplish the mission by the exercise controllers.</p> <p>This 18C was watching an indigenous soldier disarm an anti-tank mine. This 18C stopped the indigenous soldier from removing the mine because he did not check for booby traps. A booby trap was found and the 18C was commended.</p>					



S. Constructing for Mission-Related Requirements						
1	2	3	4	5	6	7
Low		Effective				High
<p>Lacks knowledge or has difficulty applying knowledge of construction methods.</p> <p>May fail to use rigging properly or to take environmental factors into account when selecting materials for construction.</p> <p>Performance Example:  This 18C was tasked to ensure a proper anchoring system was installed in order to provide stability to the structure where students were training. This 18C miscalculated the proper depth of the "dead man" anchoring system given the soil conditions. This 18C did not coordinate with local experts to gain an understanding of the soil type. Training time was lost when the anchoring system had to be replaced to ensure student safety.</p> <p>This 18C was in charge of making an A-frame rigging device while on a mountain operation; the frame is designed to haul up equipment. This 18C did not remember to tie a safety knot to his security knot. This 18C also did not tie his square knot tight enough to hold the load. The A-frame did not hold the load of the equipment and had to be rebuilt.</p>	<p>Demonstrates basic knowledge of construction methods.</p> <p>Selects and obtains needed construction materials.</p> <p>Performance Example:  This 18C was tasked to ensure a proper anchoring system was installed in order to provide stability to the structure where students were training. This 18C miscalculated the proper depth of the "dead man" anchoring system given the soil conditions. This 18C did not coordinate with local experts to gain an understanding of the soil type. Training time was lost when the anchoring system had to be replaced to ensure student safety.</p> <p>This 18C was in charge of making an A-frame rigging device while on a mountain operation; the frame is designed to haul up equipment. This 18C did not remember to tie a safety knot to his security knot. This 18C also did not tie his square knot tight enough to hold the load. The A-frame did not hold the load of the equipment and had to be rebuilt.</p>	<p>Demonstrates basic knowledge of construction methods.</p> <p>Selects and obtains needed construction materials.</p> <p>Performance Example:  This 18C was tasked to ensure a proper anchoring system was installed in order to provide stability to the structure where students were training. This 18C miscalculated the proper depth of the "dead man" anchoring system given the soil conditions. This 18C did not coordinate with local experts to gain an understanding of the soil type. Training time was lost when the anchoring system had to be replaced to ensure student safety.</p> <p>This 18C was in charge of making an A-frame rigging device while on a mountain operation; the frame is designed to haul up equipment. This 18C did not remember to tie a safety knot to his security knot. This 18C also did not tie his square knot tight enough to hold the load. 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The A-frame did not hold the load of the equipment and had to be rebuilt.</p>	<p>Demonstrates basic knowledge of construction methods.</p> <p>Selects and obtains needed construction materials.</p> <p>Performance Example:  This 18C was tasked to ensure a proper anchoring system was installed in order to provide stability to the structure where students were training. This 18C miscalculated the proper depth of the "dead man" anchoring system given the soil conditions. This 18C did not coordinate with local experts to gain an understanding of the soil type. Training time was lost when the anchoring system had to be replaced to ensure student safety.</p> <p>This 18C was in charge of making an A-frame rigging device while on a mountain operation; the frame is designed to haul up equipment. This 18C did not remember to tie a safety knot to his security knot. This 18C also did not tie his square knot tight enough to hold the load. The A-frame did not hold the load of the equipment and had to be rebuilt.</p>	<p>Demonstrates basic knowledge of construction methods.</p> <p>Selects and obtains needed construction materials.</p> <p>Performance Example:  This 18C was tasked to ensure a proper anchoring system was installed in order to provide stability to the structure where students were training. This 18C miscalculated the proper depth of the "dead man" anchoring system given the soil conditions. This 18C did not coordinate with local experts to gain an understanding of the soil type. Training time was lost when the anchoring system had to be replaced to ensure student safety.</p> <p>This 18C was in charge of making an A-frame rigging device while on a mountain operation; the frame is designed to haul up equipment. This 18C did not remember to tie a safety knot to his security knot. This 18C also did not tie his square knot tight enough to hold the load. The A-frame did not hold the load of the equipment and had to be rebuilt.</p>	<p>Skilfully applies knowledge of construction methods to improve the environment of operations; may build sophisticated ranges or targets that greatly enhance training exercises.</p> <p>Foresees potential construction problems associated with the environment or types of materials and obtains suitable materials.</p> <p>Performance Example:  This SF soldier was tasked with creating a moving target for live fire training. He planned a moving live fire range complete with vehicle and enemy personnel, in a heavily wooded area. He devised, directed, and organized the construction of the targets, with very little logistical support from the unit. A complete range was built for day and night ambushes with moving targets in an area of the woods that had not previously been used; several units used it for training.</p> <p>This 18C was tasked to construct a wire fortification around a platoon-sized element in preparation for an attack by an OPFOR of unknown size. This 18C determined the necessary logistical requirements and coordinated for and supervised the construction of the wire obstacles. The platoon was able to successfully repel a company-sized element of OPFOR from the platoon-sized defensive perimeter.</p>

T. Following Communication Procedures and Policies						
1	2	3	4	5	6	7
	Low		Effective			High
<p>Fails to plan for communication requirements before leaving on mission; improperly prepares equipment for deployment, avoids becoming familiar with new equipment before deploying.</p> <p>Causes damage to equipment by ignoring SOP while operating it.</p> <p>Fails to encrypt messages when appropriate conditions exist; uses incorrect procedures in encrypting/decrypting messages.</p> <p>Performance Example: An 18E was sent on a mission to recon an exfiltration DZ and was to report the status of the DZ to the team. The 18E did not use the proper crypto and transmitted it the open. The OPFOR intercepted the message and set up an ambush for the team as they approached the DZ.</p>	<p>Before leaving on missions, plans and prepares for communication requirements.</p> <p>Guarantees communication procedures are to standard for specific equipment, e.g., assemblies and installs antennas according to SOP.</p> <p>Maintains skills for sending/receiving to standard; consistently encrypts/decrypts messages correctly.</p> <p>When needed, initiates alternative communications procedures in order to continue mission.</p> <p>Performance Example: During an OCONUS joint-training exercise, an 18E was instructed to send and receive all messages using manual morse code and one-time cipher pads. He did so, ensuring that elements were not compromised and aggressor forces did not obtain the information.</p>	<p>Plans and prepares for contingency communications before leaving on deployment; learns new procedures or equipment that may be needed during deployment.</p> <p>Determines what additional or alternate steps to take when equipment does not work due to specific field conditions.</p> <p>Maintains motor skills to send/receive messages above standard rate; always applies appropriate level of security to encrypt/decrypt messages.</p> <p>Upon returning from mission, coordinates communications efforts to ensure readiness of own team or others for following missions.</p> <p>Performance Example: This 18E received a manual morse code message with a high level of interference. He distinguished between manual morse code and other tone interference while receiving a message over the radio. About 65% of the message was received, enough to decipher an order to make it to a pickup point.  AN 18E needed to relay SITREP to higher headquarters. This 18E could not reach them so he called another outstation to confirm if higher was on line. They were not, so this 18E relayed traffic to the outstation. Traffic was passed on to higher later that day.</p>				

U. Assembling and Operating Commo Equipment						
1	2	3	4	5	6	7
Low	Effective	High				
<p>Damages equipment while constructing communication system.</p> <p>Fails to connect or construct communication system properly for specific field conditions.</p> <p><b>Performance Example:</b></p> <p>A soldier was looking for an alternate power source for radio equipment. This SF soldier connected the radio to a battery without testing the output. As a result, there was damage done to the radio equipment.</p> <p>During desert training, a new 18E installed radios in vehicles. This 18E failed to connect one antenna cable to the radio on the team sergeant's vehicle. No communication was established that night with that element.</p>	<p>Follows SOP to configure equipment.</p> <p>Investigates equipment problems to determine why communications are not sent or received.</p> <p><b>Performance Example:</b></p> <p>This 18E needed to send a message quickly. He sent the message three or four times but the message was not received. He quickly checked the equipment connections and found the cables to the radio had become loose. He corrected the problem and made commo.</p>	<p>Draws on own experiences to solve difficult or obscure equipment malfunctions; investigates problems thoroughly until solutions are found.</p> <p>Consistently configures equipment correctly so that communication can be systematically and efficiently established.</p> <p><b>Performance Example:</b></p> <p>In order to communicate to higher headquarters, there was a requirement to use two antennas which required reconstructing daily. This 18E rigged and tested both antennas to one connector. This tuned the radio g=frequencies and resulted in commo that no longer required twice-daily construction of antennas.</p> <p>This 18E was attempting to establish HF commo using a slant-wire antenna. This 18E cut three different antennas in order to make commo. Commo was established.</p>				

V. Evaluating and Treating Medical Conditions and Injuries				
1	2	3	4	5
Low			Effective	
				6
				High
				7
<p>Obtains incomplete medical history; forgets to document test results, diagnosis considerations, or treatment steps.</p> <p>Deviates inappropriately from established standards for surgical procedures (e.g., uses unsterile utensils); forgets to monitor vital signs.</p> <p>May choose to forego laboratory tests even when equipment is available and tests are indicated; interprets test results incorrectly.</p> <p>Uses inappropriate equipment or technique during examination or treatment.</p> <p>Fails to monitor progress or symptom changes.</p> <p>Performance Example: This medic did not document his treatments for a patient. Later, medical care had to be delayed in order to determine the patient's history. A student was injured by some explosive fragments. This 18D removed the fragments but did not sterilize the site; the student developed a secondary infection at the site.</p>	<p>Questions patient to establish adequate medical history; records diagnoses and treatments made.</p> <p>Under supervision, follows SOP to prepare patient for and assist in performing surgical procedures.</p> <p>Performs laboratory tests as needed to determine causes of illness/disease; follows SOP to interpret results and reach correct conclusions.</p> <p>Routinely evaluates and treats common injuries and conditions, e.g., fractures, environmentally-induced, EENT, bacterial, and viral conditions.</p> <p>Monitors progress and changes in patient condition to ensure recovery.</p> <p>Performance Example: This 18D was taken to an injured soldier. He examined the soldier, found a fractured right ankle and a left leg posteriorly dislocated at the knee. When a Physician Assistant arrived at the scene, he treated the injuries identified by the 18D. A soldier complained of diarrhea and behaved as if confused. After taking vitals and getting a second opinion, this 18D decided the soldier was a malingerer and sent him back to the barracks. The soldier had no further complaints.</p>	<p>Exhaustively investigates patient history to ensure complete information is available for making diagnosis and treatment decisions; Thoroughly documents diagnosis, test results, and treatment.</p> <p>Performs surgical procedures (e.g. amputation) capably with or without a doctor present.</p> <p>Notifies critical but sometimes obscure details about test results or symptoms, leading to correct diagnoses.</p> <p>Evaluates and treats conditions effectively in all clinical and field contexts</p> <p>Diligently monitors patient progress; looks for changes in symptoms.</p> <p>Performance Example: When a group was examining a chest X-ray, this 18D pointed out that the left lung was not inflated; the rest of the group had not noticed this. The doctor was notified of the collapsed lung and the 18D was commended. A student in SERE training developed a combat stress-like syndrome. This 18D was called when the student was locked in classic body position. This 18D removed the student from the cause of stress, identified himself, gave him warm fluids, rubbed his tingling arms and legs, and talked to him in a father-to-son way. The student recovered and was reinserted into the situation with no further problems.</p>		

W. Determining and Administering Medications and Dosages						
1	2	3	4	5	6	7
Low		Effective			High	
<p>Neglects to use reference to locate appropriate drug or dosage; miscalculates drug dosage; fails to check expiration dates of drugs.</p> <p>Administers incorrect medication or dosage for patient's condition; administers medication that unnecessarily increases patient discomfort or puts patient in danger.</p> <p>Administers anaesthesia or immunizations without monitoring patient reaction or vital signs.</p> <p>Leaves drugs unsecured or accessible to others; may fail to ensure drugs are safe to administer.</p> <p><b>Performance Example:</b></p> <p>This senior medic was responsible for immunizations. He gave immunizations without checking either expiration dates or the shelf life of the medicines. Several individuals became very sick.</p> <p>A patient was diagnosed with malaria. This 18D prescribed medication based on his recall of pharmacology; he prescribed about ten times the recommended dosage. The supervisor caught the mistake before the drug regimen was started and counseled the 18D to use a drug book.</p>	<p>Consistently uses references and follows SOP to determine correct medication and dosage.</p> <p>Takes specific information about patient into account in making decisions about medications and dosages.</p> <p>Administers correct immunizations to team members to prepare them for missions or to prevent adverse effects.</p> <p>Follows SOP to appropriately maintain the drug supply.</p> <p><b>Performance Example:</b></p> <p>The leader of a team had complained of stomach pain and diarrhea. This 18D examined him, determined on the basis of his medical history that he had an amoebic dysentery relapse, looked up the correct drug, and treated him at the recommended dosage level. The commander recovered fully.</p>	<p>Is highly knowledgeable of drugs, their uses and effects, never administering the wrong drug or dosage; even so, double checks references and follows SOP.</p> <p>Takes patient condition and history into account in administering drugs for illnesses and injuries; weighs patient to determine proper dosage of medication to administer.</p> <p>Prescribes preventative medications (e.g., before missions) and follows up to ensure they are taken as prescribed; monitors individuals closely to ensure no ill effects occur after immunization.</p> <p>Monitors drug supplies to ensure that medications are secure and safe to administer.</p> <p><b>Performance Example:</b></p> <p>A small child came into the clinic with respiratory distress. This 18D weighed the child, calculated the dosage, and diluted the medications to be administered. The child was medicated properly and came out of respiratory distress.</p> <p>The team deployed to a malaria endemic area. Anti-malarial medication was available that had an unpleasant side-effect that made the team not want to take the medications. This 18D took the medication himself and physically observed the other team members take it to ensure compliance. The other team members benefited from taking the drug.</p>				

X. Ensuring Standards of Health-Related Facilities, Conditions, and Procedures in the Field						
1	2	3	4	5	6	7
Low			Effective		High	
<p>Accepts local/HN judgment on environmental conditions (e.g., water safety) without investigating personally.</p> <p>Takes health risks in unsafe environment; misjudges seriousness of conditions and potential effects.</p> <p>Avoids helping HN improve sanitation and disease prevention practices.</p> <p>Performance Example: A team was deployed to the Caribbean. This junior 18D walked barefoot and ate local foods not cooked completely. He contracted schistosomiasis and was doubled up with cramps and diarrhea. The senior 18D had to treat him with drugs.</p> <p>A company deployed to the Middle East and all medics were advised to treat the water. This 18D did not test or treat the water, based on the word from the host country that the water was 100% potable. Everyone drank the water and got diarrhea, preventing them from training with the host country.</p>	<p>Conducts tests and monitors condition of water supply and other local resources for team and HN.</p> <p>Monitors environmental conditions to ensure safety of team members and others.</p> <p>Instructs or advises foreign forces in field sanitation techniques and steps to take to prevent disease.</p> <p>Establishes facilities for treating health-related problems under field conditions.</p> <p>Performance Example: This 18D was deployed with an advance party for an overseas training exercise. This 18D noticed that the host nation trucks transporting water were also used to transport fuel. He advised the advance party members not to drink the water, and none of them got sick.</p> <p>A senior medic was responsible for medical treatment of 50 support personnel on a month-long winter deployment. This medic established a daily post-training sick call. Minor conditions/illnesses were effectively treated.</p>	<p>Treats water to make it usable by team and HN or locates alternate source.</p> <p>Conducts thorough investigation and inspection of any local resources to be used by team; inspects local animals to be used for team food.</p> <p>Assembles volunteer medical staff to provide sick call and emergency services for local populace.</p> <p>Thoroughly researches needs for medical supplies and equipment for aid stations or field sites to ensure they will meet requirements determined by local conditions.</p> <p>Performance Example: A water treatment facility was constructed in a refugee camp. A rumor was circulating that enemy agents had contaminated or poisoned the water, causing mass hysteria to break out. This SF medic assessed the situation with a doctor, and convinced the elders that the water was not contaminated. The refugees drank the water and cases of dehydration continued to drop.</p> <p>A senior medic was sent to a training camp to serve as a supervisor, without assignments for three subordinate slois. Without help, he estimated requirements, planned the logistics, requested and received the budget, and helped establish the evacuation net. The camp had a system of proper medical care and evacuation for all SF students in the field.</p>				

Y. Showing Consideration for Subordinates						
1	2	3	4	5	6	7
Low			Effective			High
<p>Fails to notice when subordinates are experiencing personal problems or when soldiers are demoralized, physically exhausted, or injured.</p> <p>Tends to be verbally abusive and demeaning; may ridicule, belittle, or make fun of subordinates when they mention problems.</p> <p>Shows disrespect for others; ignores or fails to obtain input; leaves undesirable tasks to subordinates.</p> <p><b>Performance Example:</b></p> <p>A soldier worked hard all day out of sight of his supervisor. This officer accused the soldier of being lazy and disloyal and verbally abused the soldier for a half hour. The soldier lost respect and loyalty for this officer.</p> <p>While on a real world mission, this 18A went to the BN commander and "volunteered" his ODA for the rear echelon missions. This 18A had not talked over the situation/choices with the members of the ODA. The morale of the team was crushed.</p>	<p>Deals effectively with subordinate's problems that are brought to his attention.</p> <p>Considers subordinates problems and concerns.</p> <p>Listens to and considers subordinates' perspectives; is respectful of their concerns.</p> <p><b>Performance Example:</b></p> <p>This newly assigned 18A had a meeting with the 18A and the 180A. This 18A told the 18Z and the 180A that he deferred rank to experience and was there to help the team. The team became close knit and worked well together.</p>	<p>Is highly attuned to subordinates; senses changes in subordinates' behavior that could indicate problems (stress, injury, personal matters).</p> <p>Uplifts subordinates through own demeanor and words; attends to subordinates' requests and problems; takes action to solve subordinates' work-related problems (e.g., alleviate a problem with mail delivery during deployment).</p> <p>Demonstrates respect by relying on the experience and qualifications of subordinates; is not "too good" for others; may pitch in to help with undesirable tasks.</p> <p><b>Performance Example:</b></p> <p>One day, an SF soldier came to work slumping over when he usually would stand tall and erect. This team sergeant realized something must be wrong and counseled the soldier. He discovered that the soldier was having problems at home and was able to advise him.</p> <p>Maintenance of the team equipment and the team room is usually done by NCOs on teams. This team leader, when his work allowed, lent a hand in cleaning the team room and in maintaining the equipment. He developed good rapport with the team members.</p>				

Z. Providing Direction						
1	2	3	4	5	6	7
Low			Effective			High
<p>Defines tasks vaguely, leaving confusion about what is to be done; provides very little instruction or instructions that are unclear.</p> <p>May fail to check on subordinate's progress on tasks; may neglect to provide performance feedback or provide feedback that is nonspecific.</p> <p>Performance Example:</p> <p>This SF team sergeant was tasked to develop a program of instruction for a light infantry course. This team sergeant did not give clear instructions to his team regarding what he wanted the lesson outlines to look like. Once completed, all the lesson outlines had to be redone to fit the same format.</p> <p>A sergeant was told to counsel a soldier who was overweight according to standards. This team sergeant spoke to the soldier in an offhand, nonchalant manner and did not follow up on the problem. The soldier did not lose weight and was eventually placed in a weight control program.</p>	<p>Defines tasks clearly and gives adequate instructions; informs subordinates of expectations.</p> <p>Checks on subordinate's progress and gives performance counseling as needed; acknowledges good work.</p> <p>Performance Example:</p> <p>A detachment was conducting winter warfare training. An 18D (instructor) did not intervene when an inexperienced team member whom he disliked was packing the wrong equipment. This warrant officer saw what was happening and informed the 18D of the responsibilities of being an instructor and a member of the team. The 18D corrected his behavior.</p>	<p>Defines and assigns tasks, ensuring that instructions are understood; sets specific, challenging, but attainable expectations for task performance.</p> <p>Confronts performance problems directly and constructively; provides clear, specific negative feedback, such that individuals know what was wrong and how to improve; gives pats-on-the-back for a job well done.</p> <p>Performance Example:</p> <p>A team was in the pre-deployment phase of a mission. This team sergeant passed out tasks to each team member to accomplish before departure. He then talked to individuals, making sure each understood what was to be done, by when, etc. The departure went smoothly and the training to be done during deployment was well planned.</p> <p>A team sergeant was very insecure about his authority. He would complain to the ODA, claiming that the team leader was doing his job. This team leader confronted the team sergeant and told him to quit sniveling to the ODA and start acting like a team sergeant. This team leader told him to do his job and the ODA would back him 100%. The team sergeant changed his attitude and proceeded to do his job.</p>				



**Appendix J**  
**Expert Judgment Materials**

**Instructions for**

**Subject Matter Expert Exercise:**

**Linking Individual Attributes to Special Forces Performance Categories**

**Privacy Act Statement**

This is an experimental personnel data collection activity conducted by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (e.g., name) are requested, they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

Although your participation is voluntary, we encourage you to provide complete and accurate information in the interests of the research. There will be no effect on you for not providing all or any part of the information.

**Job Analysis of Special Forces Jobs:  
Linking Individual Attributes to Special Forces Performance Categories**

**Purpose**

The overall goal of the SF Job Analysis is to gather information that will aid in the development of new SF performance measures. This goal requires three types of information:

- (1) definitions of the individual attributes (e.g., interpersonal skills, judgment ability) requisite to SF performance
- (2) definition of categories of SF performance, and
- (3) the linkage between the individual attributes and SF performance categories.

Definitions of individual attributes and categories of SF performance were developed with SF NCOs and officers and warrant officers in previous phases of this project. (Please see the enclosed *Executive Summary* for further information about previous steps in this project.)

The purpose of the current exercise is to develop the third piece of information, the linkage between individual attributes and SF performance categories. Once they are in place, these linkages will provide a structure for planning changes in selection and training. The linkages will provide a vehicle for assessing current programs and planning future human resource needs.

These judgments are the crux of the job analysis. Your input is, therefore, very important and greatly appreciated.

**Materials**

Enclosed you should find the following items:

- an *Executive Summary*,
- a *Background Information Sheet*,
- an 8 1/2" by 14" rating form (12 pages),
- *Attribute Definitions* (3 pages)
- *SF Performance Category Definitions* (3 pages)
- a folded, stamped return envelope

Please contact Teresa Russell (703) 706-5666 if any of the items are missing.

## What are Attributes and Performance Categories?

**Attributes.** Attributes are personal characteristics such as mechanical ability and interpersonal skills. *Attribute Definitions* lists 47 items representing a wide range of characteristics:

- Reasoning - attributes relevant to processing information and drawing conclusions
- Communication - attributes relevant to verbal and nonverbal communication
- Interpersonal Skills, Motivation, and Character
- Physical/Psychomotor - such as physical strength, endurance, and coordination
- Interests - hobbies and other interest areas
- Conventional Army Experiences - technical and general soldiering skills

**SF Performance Categories.** Performance categories describe effective and ineffective behaviors. Twenty-six categories were identified in workshops with SF NCOs, officers, and warrant officers. They are listed on the following page; full definitions appear in your packet.

SF Roles and Performance Categories Based on Performance Examples		
Role	Performance Category(ies)	
Teacher	A.	Teaching Others
Diplomat	B.	Building and Maintaining Effective Relationships with Indigenous Populations
	C.	Handling Interpersonal Situations
	D.	Using and Enhancing Own Language Skills
Professional	E.	Contributing to the Team Effort and Morale
	F.	Showing Initiative and Extra Effort
	G.	Displaying Honesty and Integrity
Mission Planner	H.	Planning and Preparing for Missions
	I.	Decision Making
Soldier	J.	Confronting Physical and Environmental Challenges
	K.	Navigating in the Field
	L.	Troubleshooting and Solving Problems
	M.	Being Safety Conscious
	N.	Administering First Aid and Treating Casualties
	O.	Managing Administrative Duties
Weapons Expert	P.	Operating and Maintaining Direct-Fire Weapons
	Q.	Employing Indirect-Fire Weapons and Techniques
Engineer	R.	Employing Demolitions Techniques
	S.	Constructing for Mission-Related Requirements
Communications	T.	Following Communication Policies and Procedures
	U.	Assembling and Operating Commo Equipment
Medic	V.	Evaluating and Treating Medical Conditions and Injuries
	W.	Determining and Administering Medications and Dosages
	X.	Ensuring Standards of Health-Related Facilities, Conditions, and Procedures
Leader	Y.	Showing Consideration for Subordinates
	Z.	Providing Direction

## Instructions

The purpose of the current exercise is to make judgments about the importance of each individual attribute for effective performance in the SF performance categories. This is the linkage between individual attributes and SF performance categories. Once they are in place, these linkages will provide a structure for planning changes in selection and training.

Please follow these steps to make your ratings:

- (1) Read the definitions of all of the attributes on the *Attribute Definitions* sheet.
- (2) Review the list of SF performance categories so that you have a feel for the range of performance categories that are listed.
- (3) Read the definition for performance category A (Teaching) in your *Performance Category Definitions*.
- (4) Consider the first attribute "Judgment and Reasoning." How important is Judgment and Reasoning (as defined on the attribute definitions page) for effective performance in the "Teaching" category? Use the following scale to make your judgments:

**0 = Not at all Important** - this attribute is not at all important for effective performance in this Special Forces performance category.

**1 = Slightly Important** - this attribute is slightly important for effective performance in this Special Forces performance category.

**2 = Somewhat Important** - this attribute is somewhat important for effective performance in this Special Forces performance category.

**3 = Important** - this attribute is important for effective performance in this Special Forces performance category.

**4 = Very Important** - this attribute is very important for effective performance in this Special Forces performance category.

**5 = Crucial** - this attribute is crucial for effective performance in this Special Forces Performance category.

- (5) Record your rating on the rating form. For example, if you think that Judgment and Reasoning is "Important" for effective Teaching performance, write a "3" in the cell where Teaching and Judgment and Reasoning intersect.
- (6) Rate the remainder of the 47 attributes for Teaching. Please notice that they continue on three pages.
- (7) Move to the next category "B. Building Effective Relationships with Indigenous Populations" and repeat steps 3-6.

- (8) After you have completed the exercise, complete the *Background Information Sheet*. *Make a copy of your completed exercise* (in case it gets lost in the mail). Place your completed forms in the pre-addressed envelope and drop it in the mail.

Please mail your completed forms by 20 January 1994. If you wish, you may fax your completed materials to Teresa Russell at (703-548-5574).

### Tips

- Use the full range of the scale (i.e., 0 for not at all important to 5 crucial). An attribute may be "not at all" important for some performance categories and "crucial" for others.
- Remove yourself from distractions and keep moving. We are asking you to make a total of 1222 judgments. If you make six judgments per minute, you will complete the task in three hours and 15 minutes. It is very important that you create an atmosphere where you can concentrate.
- Read the attribute definitions carefully before you begin so that you can move more quickly in making your ratings. It will save you time in the long run to learn the definitions in advance.

### Questions and Answers

*What MOS should I consider when I make my ratings?* Performance categories A through O are applicable to all, or almost all SF jobs. MOS distinctions should not be important in rating what attributes are important for performance in those categories. The remaining categories (P through Y) are MOS-specific as indicated by their labels.

*What if I have comments on the wording of definitions?* This exercise does have a second purpose. It will require that you review the category definitions carefully. Please record any comments you have on the attributes or the performance categories. Return those comments along with your completed rating form and background information sheet.

If you have any other questions please call Teresa Russell at (703) 706-5666.

## SF Performance Category Definitions

- A. **Teaching Others.** Conveying knowledge and skill to others; developing POI and tailoring material to the target audience's needs and capabilities; obtaining audience interest and involvement; presenting material in an orderly fashion; using handouts, aids, or tools; finding appropriate ways around language barriers; demonstrating own proficiency.
- B. **Building and Maintaining Effective Relationships with Indigenous Populations.** Demonstrating respect for and engaging in behavior appropriate to indigenous culture, values, and customs; providing services and assistance to develop rapport with indigenous people and build respect for SF.
- C. **Handling Interpersonal Situations.** Dealing with others constructively, persuading rather than forcing own way; remaining composed, even when provoked; using non-verbal communication skills to interpret behaviors; resolving disputes; allowing others to "win" confrontations.
- D. **Using and Enhancing Language Skills.** Using foreign language skills to communicate with Host Nation/Guerilla (HN/G) or other foreign personnel; practicing and developing language skills.
- E. **Contributing to the Team Effort and Morale.** Motivating others; communicating effectively with team members; enhancing new and existing team members' skills and readiness; building team spirit through personal interactions.
- F. **Showing Initiative and Extra Effort.** Putting forth the effort to produce high-quality work in a timely fashion; actively pursuing self-improvement goals; volunteering for demanding tasks or extra responsibility; taking initiative; presenting a positive image of SF.
- G. **Displaying Honesty and Integrity.** Adhering to laws or rules of conduct; knowing when to put aside personal beliefs to follow policy requirements/SOPs, but taking a more difficult, morally correct course of action when appropriate; owning up to own mistakes; being truthful and genuine with others.
- H. **Planning and Preparing for Missions.** Developing mission plans that are technically sound, well-coordinated, and likely to lead to mission accomplishment; obtaining complete information needed for planning; drawing on team member's experiences; anticipating enemy movement or other obstacles; weighing alternative courses of action; determining and preparing resources needed for mission accomplishment.

- I. **Decision Making.** Assessing the situation and determining an appropriate course of action within a reasonable time frame; digesting information and drawing conclusions; using time, personnel, equipment, and tactics effectively; acting swiftly and decisively when needed; remaining level-headed and task-oriented in stressful situations.
- J. **Confronting Physical and Environmental Challenges.** Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically challenging situations; preparing physically for challenge; following field survival guidance; taking steps to ensure own health and endurance.
- K. **Navigating in the Field.** Maintaining correct direction of movement in diverse/demanding conditions; orienting self/team members using navigational aids and terrain features; noticing and taking into account map or environmental details to aid in navigating.
- L. **Troubleshooting and Solving Problems.** Thinking of alternative ways to solve a problem; using the resources at hand to fabricate needed items; improvising from own technical knowledge of mechanical and electrical principles.
- M. **Being Safety Conscious.** Being alert to safety at all times; rigorously following safety guidelines and instructions for weapons/explosives or other hazardous materials; monitoring others to ensure compliance with SOP when using weapons/dangerous equipment; being alert to potential threat; maintaining noise/light discipline.
- N. **Administering First Aid and Treating Casualties.** Applying emergency life-saving techniques and skills when accidents or injuries occur; treating ailments/conditions caused by the environment; following SOP for treating conditions and injuries.
- O. **Managing Administrative Duties.** Keeping accurate, up-to-date, organized records; processing paperwork in a timely fashion; establishing SOP; obtaining and ensuring maintenance of supplies and equipment; coordinating with others to share resources or work on projects; finding the source of administrative problems; using computers; handling classified materials.
- P. **Operating and Maintaining Direct-Fire Weapons.** Operating and maintaining direct-fire weapons; loading, disassembling, assembling, clearing, reducing stoppage in weapons.
- Q. **Employing Indirect Fire Weapons and Techniques.** Emplacing, laying, and aligning mortars and their ammunition; executing FDC procedures.



- R. **Employing Demolitions Techniques.** Emplacing mines or charges in appropriate area(s); using firing systems correctly and clearing misfires appropriately, electric and non-electric.
- S. **Constructing for Mission-Related Requirements.** Improving the environment of operations through construction; building necessary structures; using rigging devices; overseeing construction.
- T. **Following Communication Procedures and Policies.** Planning and preparing communication requirements; following SOP in communication procedures; using cryptic message format to send and receive messages; coordinating communication efforts.
- U. **Assembling and Operating Commo Equipment -** Configuring and operating equipment, using knowledge of equipment; managing equipment problems.
- V. **Evaluating and Treating Medical Conditions and Injuries -** Obtaining medical records and treatment histories; investigating and evaluating symptoms; performing or assisting doctor in surgical procedures; conducting laboratory tests; treating and monitoring patients.
- W. **Determining and Administering Medications and Dosages -** Taking patient history into account in prescribing/administering medications; administering immunizations; ensuring security of drugs; calculating dosages; preparing drug supplies for missions.
- X. **Ensuring Standards of Health-Related Facilities, Conditions, and Procedures in the Field.** Testing and monitoring environmental conditions; providing guidance to HN in preventive health; establishing facilities or procedures for treatment, sanitation, and disease prevention procedures.
- Y. **Considering Subordinates.** Noticing when subordinates are experiencing personal problems or are demoralized or injured; listening; uplifting others; taking the time and effort to research and correct subordinates' problems (e.g., problems receiving mail while on deployment).
- Z. **Providing Direction.** Establishing a direction; defining tasks clearly; setting specific, challenging, but attainable goals; giving praise when due and discipline as appropriate.

## SF ATTRIBUTES

### General Attributes

1. **Judgment and Reasoning** - to make sound decisions; using common sense; improvising; extracting general principles and applying them in new situations.
2. **Planning** - to plan and organize activities and resources such that mission objectives are met.
3. **Adaptability** - to switch gears; modifying plans to fit the situation.
4. **Creativity** - to find novel ways to use the resources at hand in solving problems.
5. **Auditory Ability** - to detect, memorize, retain, and distinguish tonal patterns or sounds.
6. **Mechanical Ability** - to understand electrical and mechanical principles; to understand how equipment works.
7. **Spatial Ability** - to readily orient oneself in an unfamiliar environment; reading maps or diagrams; forming mental pictures of things (e.g., equipment, terrain).
8. **Perceptual Ability** - to notice details of the physical environment; to be attentive to and observant of surroundings.
9. **Basic Math** - to add, subtract, multiply, divide, and use formulas.
10. **Advanced Math** - to use advanced math such as geometry or algebra.

### Communication Attributes

11. **Reading Ability** - to read and comprehend written materials.
12. **Writing Ability** - to write materials that are easily understood; using appropriate grammar, punctuation, and level (for the audience).
13. **Language Ability** - to be multi-lingual; learning new languages.
14. **Communication Ability** - to present information clearly; using voice inflection and eye contact for emphasis; tailoring presentations to the audience.
15. **Non-Verbal Communication** - to use and read non-verbal behaviors (e.g., posture, gestures) accurately.

### **Interpersonal Skills, Motivation, and Character**

16. **Persuasiveness/Diplomacy** - to be tactful, pleasant, and diplomatic toward others; to be persuasive.
17. **Cultural/Interpersonal Adaptability** - to modify own style and behavior to fit the situation and culture; being tolerant of other cultures and value systems.
18. **Maturity** - to be level-headed and emotionally stable; to remain calm under stress.
19. **Autonomy** - to be self-confident, self-sufficient, and comfortable when working alone.
20. **Team Playership** - to be cooperative--to support the team effort, making contributions to the team.
21. **Dependability** - to be responsible and loyal; following through on duties.
22. **Initiative** - to be self-motivated, self-starting, and achievement-oriented.
23. **Perseverance** - to sustain a high level of effort over long periods of time, in spite of hardships.
24. **Moral Courage** - to act on own convictions, despite consequences; choosing the more difficult "right" over the easier "wrong."
25. **Motivating Others** - to encourage team work and maintain esprit d'corps; setting an example for others.
26. **Supervising** - to organize and monitor the work of others.

### **Physical and Psychomotor Attributes**

27. **Swimming** - to swim capably; using water survival skills; avoiding water hazards.
28. **Physical Flexibility and Balance** - to kneel, stoop, reach, or get into awkward physical positions, maintaining balance.
29. **Physical Strength** - to push, pull, lift, or carry heavy objects.
30. **Physical Endurance** - to do cardiovascular activities, such as running, skiing, climbing; achieving and maintaining a high level of physical readiness.
31. **Psychomotor Ability** - to have good eye-hand coordination and quick reaction time.

### **Interests**

32. **Interest in Adventure and Outdoor Activities** - to like adventurous activities such as riding motorcycles or parachuting; to like hunting, fishing, and camping.
33. **Interest in Skilled Trades** - to like auto mechanics, carpentry, or other skilled types of work.
34. **Interest in Other Cultures** - to like learning about other cultures.
35. **Interest in People** - to like people, enjoying being around people.
36. **Enterprising Interests** - to like activities that involve leading others or being persuasive or assertive.

## Conventional Army Experiences

37. **Leadership** - to use good judgment in dealing with subordinates (e.g., counseling, disciplining); acting as a role model, communicating, and supervising effectively.
38. **Achievement and Effort** - to produce high quality work, exhibiting effort and initiative; to achieve notable accomplishments.
39. **Personal Discipline** - to follow regulations/orders; to exhibit integrity and self-control.
40. **Physical Fitness and Military Bearing** - to maintain physical fitness, strength, and stamina; to maintain proper military appearance and bearing.
41. **General Soldiering Proficiency** - to perform basic soldiering tasks (e.g., first aid, land navigation, NBC activities, field techniques, weapons, communications, mines) effectively.
42. **Infantry (11 CMF) Core Technical Proficiency** - to perform infantryman tasks proficiently.
43. **Combat Engineer (12 CMF) Technical Proficiency** - to perform combat engineering tasks proficiently.
44. **Other Combat MOS Technical Proficiency** - to be proficient in combat MOS other than 11 or 12 CMF (e.g., 13B, 16S, 19E).
45. **Radio Teletype Operator (31 CMF) Technical Proficiency** - to perform radio teletype operator tasks proficiently.
46. **Medical Care Specialist (91 CMF) Technical Proficiency** - to perform medical care specialist tasks proficiently.
47. **Other Non-Combat MOS Technical Proficiency** - to be proficient in non-combat MOS other than 31 or 91 CMF (e.g., 63B, 64C, 71L, 95B).

### Background Information Sheet

This form requests some information about you so that we can document the expertise of participants in this exercise.

1. Name (Optional): \_\_\_\_\_
2. Rank: \_\_\_\_\_
3. MOS: \_\_\_\_\_
4. Current Assignment: \_\_\_\_\_
5. Length of Time in Special Forces: \_\_\_\_ years \_\_\_\_ months
6. Length of Time in the Army: \_\_\_\_ years \_\_\_\_ months
7. Assignment History:

<u>Assignment</u>	<u>From</u>	<u>To</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Appendix K**

**Mean Attribute Importance Ratings for Each Performance Category  
Pooled Across Raters**

**Appendix K**  
**Mean Attribute Importance Ratings for Each Performance Category Pooled Across All Raters (N=14)**

Performance Categories	A T T R I B U T E S									
	1	2	3	4	5	6	7	8	9	10
A. Teaching Others	3.8	3.8	3.9	4.3	2.1	2.0	1.9	2.8	2.2	1.4
B. Building and Maintaining Effective Relationships	4.4	2.6	4.3	3.6	2.6	1.6	1.5	3.0	1.5	0.9
C. Handling Interpersonal Situations	4.6	2.6	3.7	3.4	1.9	1.3	1.4	2.9	1.0	0.9
D. Using and Enhancing Language Skills	1.9	2.0	2.7	2.9	3.6	0.9	1.1	1.5	1.0	0.9
E. Contributing to the Team Effort	3.4	2.9	3.4	3.4	1.5	1.4	1.9	2.9	1.4	1.1
F. Showing Initiative and Extra Effort	2.9	2.6	2.9	3.1	1.1	1.4	1.8	2.5	1.6	1.2
G. Displaying Honesty and Integrity	4.1	2.1	3.1	1.9	1.1	0.9	1.1	1.5	0.9	0.9
H. Planning and Preparing for Missions	4.4	4.9	4.4	4.1	1.1	1.5	2.4	2.7	2.0	1.6
I. Decision Making	4.9	3.4	4.2	3.7	1.3	1.2	2.1	2.4	1.7	1.5
J. Confronting Physical and Environmental Challenge	3.4	2.6	3.4	3.3	1.5	1.4	2.4	3.4	1.1	1.0
K. Navigating in the Field	3.6	3.6	3.7	3.1	1.4	1.5	4.3	4.1	2.9	1.1
L. Troubleshooting and Solving Problems	4.1	3.1	4.3	4.6	1.6	3.9	2.7	3.1	2.9	1.9
M. Being Safety Conscious	4.6	3.6	2.5	2.4	2.1	2.5	2.1	3.6	2.1	1.1
N. Administering First Aid and Treating Casualties	4.3	2.1	3.7	3.0	1.4	1.1	1.2	2.1	1.6	0.9
O. Managing Administrative Duties	3.6	3.9	3.1	2.6	0.9	1.3	1.2	1.6	2.1	1.4
P. Operating and Maintaining Direct-Fire Weapons	3.8	2.9	2.7	2.6	1.7	3.8	2.2	1.9	2.4	1.2
Q. Employing Indirect Fire Weapons and Technique	3.9	3.6	2.9	2.9	1.7	3.8	3.2	2.6	3.7	2.8
R. Employing Demolitions Techniques	4.1	3.9	3.6	3.6	1.7	3.9	3.3	2.9	4.3	3.3
S. Constructing for Mission-Related Requirements	3.5	3.8	3.8	4.2	1.5	4.1	2.9	3.1	4.1	3.2
T. Following Communication Procedures and Policies	4.0	3.3	3.5	3.1	2.6	2.6	1.4	2.1	2.9	1.6
U. Assembling and Operating Commo Equipments	3.6	3.0	3.1	3.1	3.2	3.7	2.0	2.4	3.4	1.6
V. Evaluating and Treating Medical Conditions and I	4.5	3.2	4.1	3.7	1.6	-1.9	1.3	2.6	2.9	1.7
W. Determining and Administering Medications and I	4.3	2.9	3.5	3.0	1.1	1.1	1.1	2.0	4.0	1.9
X. Ensuring Standards of Health-Related Facilities	4.4	3.6	3.6	3.4	1.3	2.1	1.1	2.6	2.4	1.4
Y. Considering Subordinates	4.1	2.4	3.4	3.1	1.6	1.1	1.2	2.1	1.2	0.9
Z. Providing Direction	4.4	4.4	3.6	3.6	1.4	1.5	1.6	2.1	1.5	1.2

Note: 0= Not at all Important, 1=Slightly Important, 2=Somewhat Important, 3=Important, 4=Very Important, 5=Crucial

**Appendix K**  
**Mean Attribute Importance Ratings for Each Performance Category Pooled Across All Raters (N=14)**

Performance Categories	A T T R I B U T E S									
	11	12	13	14	15	16	17	18	19	20
A. Teaching Others	4.1	3.9	3.5	4.9	4.4	4.4	4.4	4.4	3.1	3.4
B. Building and Maintaining Effective Relationships	2.0	2.3	4.5	4.5	4.5	4.8	5.0	4.6	2.5	3.6
C. Handling Interpersonal Situations	1.9	1.6	4.4	4.4	4.4	4.8	4.0	4.9	2.4	3.3
D. Using and Enhancing Language Skills	3.9	3.8	2.8	4.7	3.9	2.8	4.4	3.4	2.9	2.0
E. Contributing to the Team Effort	2.6	2.6	2.2	4.3	3.7	4.5	2.9	4.6	2.1	4.8
F. Showing Initiative and Extra Effort	2.1	2.0	1.9	2.6	2.1	2.6	1.9	3.6	3.6	3.6
G. Displaying Honesty and Integrity	1.7	1.6	1.4	2.5	2.0	3.4	1.7	4.3	3.3	3.4
H. Planning and Preparing for Missions	3.4	3.2	1.6	3.4	2.0	2.6	2.1	3.6	3.0	3.8
I. Decision Making	2.9	2.6	1.1	3.1	2.1	2.9	1.6	3.9	3.4	3.4
J. Confronting Physical and Environmental Challenge	1.4	1.1	1.3	1.6	1.9	2.1	1.4	4.0	3.6	3.4
K. Navigating in the Field	2.7	1.2	0.9	1.7	1.6	2.0	1.3	3.5	3.1	3.1
L. Troubleshooting and Solving Problems	2.9	1.9	1.1	1.8	1.3	1.9	1.1	3.0	2.6	3.1
M. Being Safety Conscious	2.1	1.5	1.0	2.2	1.8	2.2	1.4	4.5	2.4	2.7
N. Administering First Aid and Treating Casualties	1.9	1.1	1.2	2.6	2.1	1.8	1.5	3.6	2.6	2.8
O. Managing Administrative Duties	4.0	4.3	1.2	2.9	1.6	2.8	1.4	2.9	2.5	2.8
P. Operating and Maintaining Direct-Fire Weapons	1.9	1.0	0.9	1.5	1.5	1.4	1.1	3.0	1.9	2.1
Q. Employing Indirect Fire Weapons and Technique	3.0	1.5	0.9	2.2	1.5	1.5	1.1	3.0	1.7	2.9
R. Employing Demolitions Techniques	3.1	1.6	1.1	2.2	1.6	1.7	1.3	3.9	2.5	2.6
S. Constructing for Mission-Related Requirements	3.2	2.1	1.4	2.4	1.9	2.2	1.6	3.1	2.4	3.1
T. Following Communication Procedures and Policies	3.3	2.3	1.6	2.4	1.3	1.6	1.3	2.7	2.4	2.6
U. Assembling and Operating Commo Equipment	2.7	1.5	1.4	2.1	1.2	1.6	1.2	2.7	2.1	2.4
V. Evaluating and Treating Medical Conditions and I	3.2	2.7	2.0	3.4	2.4	2.4	2.1	3.9	2.6	2.5
W. Determining and Administering Medications and I	3.4	2.4	1.9	3.1	2.1	2.4	1.9	3.9	2.6	2.5
X. Ensuring Standards of Health-Related Facilities	3.3	2.4	2.6	3.2	2.3	3.1	3.1	3.4	2.4	2.9
Y. Considering Subordinates	1.4	1.9	1.4	3.2	3.6	3.4	2.3	4.4	2.1	4.1
Z. Providing Direction	3.1	2.9	1.7	3.9	3.5	3.9	2.3	4.1	2.3	3.9

Note: 0= Not at all Important, 1=Slightly Important, 2=Somewhat Important, 3=Important, 4=Very Important, 5=Crucial



**Appendix K  
Mean Attribute Importance Ratings for Each Performance Category Pooled Across All Raters (N=14)**

Performance Categories	A T T R I B U T E S									
	21	22	23	24	25	26	27	28	29	30
A. Teaching Others	4.1	4.3	3.4	3.5	4.3	4.0	1.4	1.7	1.6	2.1
B. Building and Maintaining Effective Relationships	4.1	4.2	3.4	3.7	3.6	2.9	1.3	1.5	2.1	1.8
C. Handling Interpersonal Situations	3.6	3.4	3.1	3.8	3.9	3.1	0.9	1.1	1.3	1.5
D. Using and Enhancing Language Skills	2.9	4.0	3.4	2.0	2.2	1.9	0.9	1.1	1.1	1.0
E. Contributing to the Team Effort	4.6	4.1	3.5	3.6	4.6	4.0	1.4	1.6	2.1	2.5
F. Showing Initiative and Extra Effort	4.5	4.9	4.4	3.4	3.8	2.6	1.3	1.4	1.6	1.9
G. Displaying Honesty and Integrity	4.6	3.7	2.9	4.6	2.8	3.0	0.8	1.0	1.1	1.0
H. Planning and Preparing for Missions	4.0	4.2	2.9	3.3	3.0	3.8	1.1	1.2	1.8	2.2
I. Decision Making	3.7	4.4	2.6	4.0	3.4	3.0	0.9	1.2	1.3	1.4
J. Confronting Physical and Environmental Challenge	3.4	3.9	3.9	3.2	2.8	2.6	3.6	3.5	4.1	4.5
K. Navigating in the Field	2.9	3.5	3.4	2.3	2.4	2.9	1.9	2.2	2.6	3.4
L. Troubleshooting and Solving Problems	3.1	4.4	4.0	2.3	2.0	2.4	0.8	1.4	1.5	1.7
M. Being Safety Conscious	3.6	3.4	2.2	2.8	2.8	3.5	1.6	1.3	1.4	1.4
N. Administering First Aid and Treating Casualties	2.9	3.1	2.4	2.6	2.3	2.2	1.2	1.4	1.9	1.5
O. Managing Administrative Duties	3.9	3.6	2.6	1.9	2.2	3.1	0.6	1.2	1.1	1.4
P. Operating and Maintaining Direct-Fire Weapons	2.6	2.1	1.9	2.1	1.9	2.1	0.9	1.9	2.4	1.9
Q. Employing Indirect Fire Weapons and Technique	2.7	2.3	2.1	2.1	2.4	2.5	1.1	2.0	2.7	2.2
R. Employing Demolitions Techniques	3.6	2.6	1.8	2.0	1.8	2.6	1.0	1.9	2.2	2.0
S. Constructing for Mission-Related Requirements	3.3	3.0	2.3	2.0	2.7	3.4	1.3	2.6	3.3	2.9
T. Following Communication Procedures and Policies	3.4	2.8	2.2	1.6	1.7	2.6	0.9	1.0	1.6	1.6
U. Assembling and Operating Commo Equipment	3.2	2.8	2.6	1.3	1.6	1.9	0.9	1.4	2.1	1.9
V. Evaluating and Treating Medical Conditions and I	3.6	3.3	2.6	2.9	2.4	2.2	1.0	1.3	2.0	1.9
W. Determining and Administering Medications and I	3.5	2.9	2.2	2.5	2.0	2.5	0.7	1.0	1.6	1.6
X. Ensuring Standards of Health-Related Facilities	3.5	3.6	2.9	2.8	2.8	3.2	0.8	0.9	1.6	1.6
Y. Considering Subordinates	3.4	3.6	2.3	3.4	4.1	3.7	1.1	1.2	1.4	1.8
Z. Providing Direction	3.8	4.0	3.4	3.9	4.5	4.7	0.8	0.9	1.3	1.4

Note: 0= Not at all important, 1=Slightly Important, 2=Somewhat Important, 3=Important, 4=Very Important, 5=Crucial

**Appendix K**  
**Mean Attribute Importance Ratings for Each Performance Category Pooled Across All Raters (N=14)**

Performance Categories	A T T R I B U T E S									
	31	32	33	34	35	36	37	38	39	40
A. Teaching Others	2.1	1.6	2.3	3.0	3.9	3.3	4.1	4.0	3.7	3.1
B. Building and Maintaining Effective Relationships	1.5	1.9	1.9	4.5	4.5	3.0	3.6	2.9	4.0	3.0
C. Handling Interpersonal Situations	1.3	1.4	1.2	3.0	4.5	2.7	4.8	2.4	4.2	2.4
D. Using and Enhancing Language Skills	1.0	1.5	1.0	4.1	3.5	1.6	2.5	2.9	2.8	1.8
E. Contributing to the Team Effort	1.9	1.8	1.9	1.6	3.9	3.0	4.6	3.8	3.8	2.9
F. Showing Initiative and Extra Effort	1.6	2.1	1.6	1.6	2.1	2.6	3.7	4.5	3.9	3.2
G. Displaying Honesty and Integrity	0.9	1.1	1.0	1.1	1.9	1.5	3.9	2.6	4.6	1.9
H. Planning and Preparing for Missions	1.4	1.9	1.6	2.0	1.9	2.6	4.2	3.7	3.4	2.9
I. Decision Making	1.1	1.3	1.4	1.4	1.7	3.0	4.4	2.9	3.5	2.6
J. Confronting Physical and Environmental Challenge	3.4	3.5	1.6	1.1	2.2	2.3	3.1	3.2	3.7	4.6
K. Navigating in the Field	1.7	3.1	1.0	1.1	1.5	1.9	2.9	2.4	2.9	3.6
L. Troubleshooting and Solving Problems	1.9	2.0	3.4	0.9	1.2	1.7	2.4	2.9	2.5	2.1
M. Being Safety Conscious	1.4	1.1	1.4	0.9	1.4	1.5	3.1	1.9	3.9	2.2
N. Administering First Aid and Treating Casualties	1.8	1.0	1.1	0.9	2.2	1.6	2.6	1.7	2.7	2.1
O. Managing Administrative Duties	1.3	1.0	0.9	0.9	1.9	2.3	3.2	2.8	3.2	1.8
P. Operating and Maintaining Direct-Fire Weapons	3.5	2.1	2.3	0.9	1.3	1.1	2.1	1.7	2.9	2.2
Q. Employing Indirect Fire Weapons and Technique	2.8	1.8	2.0	1.0	1.6	1.4	2.4	1.7	2.9	2.5
R. Employing Demolitions Techniques	2.7	1.8	2.4	0.9	1.2	1.6	2.5	1.9	3.2	2.6
S. Constructing for Mission-Related Requirements	2.3	1.7	3.3	1.4	2.3	1.9	2.8	2.6	2.8	3.2
T. Following Communication Procedures and Police	1.9	1.1	1.9	1.1	1.3	0.9	2.2	2.1	3.3	2.0
U. Assembling and Operating Commo Equipment	2.4	1.4	2.4	1.1	1.2	1.2	2.0	2.3	2.9	2.4
V. Evaluating and Treating Medical Conditions and I	2.3	1.3	1.3	1.7	3.7	1.8	2.4	2.5	3.3	2.5
W. Determining and Administering Medications and I	2.1	1.0	1.1	1.5	3.1	1.7	2.4	2.3	3.3	2.1
X. Ensuring Standards of Health-Related Facilities	1.6	1.1	1.5	2.9	3.4	2.2	2.7	2.5	3.1	2.5
Y. Considering Subordinates	1.2	1.2	1.0	1.5	3.9	2.4	4.7	2.6	3.4	2.8
Z. Providing Direction	1.1	1.1	1.4	2.1	3.2	3.2	4.6	2.6	3.9	3.1

Note: 0= Not at all important, 1=Slightly Important, 2=Somewhat Important, 3=Important, 4=Very Important, 5=Crucial

**Appendix K**  
**Mean Attribute Importance Ratings for Each Performance Category Pooled Across All Raters (N=14)**

Performance Categories	A T T R I B U T E S						
	41	42	43	44	45	46	47
A. Teaching Others	3.3	2.9	2.2	1.9	0.9	1.5	1.2
B. Building and Maintaining Effective Relationships	2.3	2.4	1.5	1.4	1.0	2.0	1.2
C. Handling Interpersonal Situations	2.1	1.5	1.1	0.9	0.9	1.5	1.1
D. Using and Enhancing Language Skills	1.5	1.4	0.9	0.8	1.2	1.9	1.1
E. Contributing to the Team Effort	2.8	2.6	1.4	1.6	1.4	2.2	1.9
F. Showing Initiative and Extra Effort	2.8	2.1	1.3	1.1	1.2	1.9	1.3
G. Displaying Honesty and Integrity	1.9	1.4	1.0	0.9	1.2	1.4	1.3
H. Planning and Preparing for Missions	3.9	3.6	2.4	2.4	1.4	2.1	1.7
I. Decision Making	3.1	2.9	1.8	1.7	1.3	1.8	1.4
J. Confronting Physical and Environmental Challenge	3.0	2.4	1.2	0.9	0.9	1.9	1.1
K. Navigating in the Field	3.4	3.0	1.1	1.1	0.8	0.9	0.7
L. Troubleshooting and Solving Problems	3.1	2.5	2.4	1.9	2.0	1.7	2.1
M. Being Safety Conscious	2.9	2.4	1.9	1.6	1.7	2.1	1.7
N. Administering First Aid and Treating Casualties	3.4	1.6	1.1	1.0	1.1	4.4	1.2
O. Managing Administrative Duties	2.1	1.6	0.9	1.1	1.1	1.5	1.9
P. Operating and Maintaining Direct-Fire Weapons	3.6	3.6	1.6	1.4	1.2	1.4	1.1
Q. Employing Indirect Fire Weapons and Technique	3.1	3.5	1.7	1.8	1.0	1.2	0.9
R. Employing Demolitions Techniques	2.9	2.6	3.7	1.5	0.9	1.2	0.9
S. Constructing for Mission-Related Requirements	2.4	2.0	3.9	1.6	0.9	1.1	1.1
T. Following Communication Procedures and Police	2.6	1.9	1.4	1.7	3.9	1.1	1.1
U. Assembling and Operating Commo Equipment	2.4	1.9	1.5	1.4	4.6	1.1	1.2
V. Evaluating and Treating Medical Conditions and I	2.5	1.9	1.2	1.4	1.4	5.0	1.6
W. Determining and Administering Medications and	2.0	1.3	0.9	1.1	0.9	5.0	1.1
X. Ensuring Standards of Health-Related Facilities	2.3	1.5	1.4	1.1	1.0	4.6	1.2
Y. Considering Subordinates	2.3	2.0	1.3	1.3	1.0	1.4	1.1
Z. Providing Direction	2.6	2.3	1.4	1.4	1.1	1.4	1.0

Note: 0= Not at all important, 1=Slightly Important, 2=Somewhat Important, 3=Important, 4=Very Important, 5=Crucial