

**Validation Review and
Documentation for CRO,
STO, CCT, and SOWT
Assessment Programs**

August 14, 2015

Mark R. Rose
Laura G. Barron



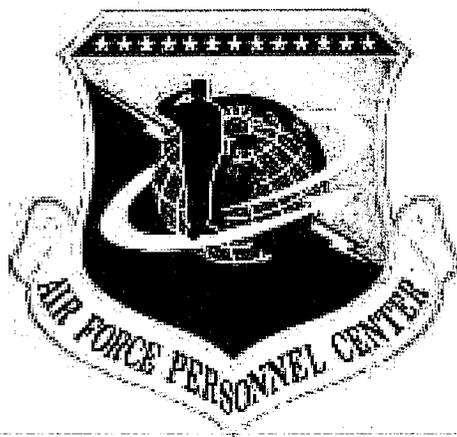
U.S. AIR FORCE

Air Force Personnel Center
Strategic Research and Assessment
HQ AFPC/DSYX

Prepared for:

Dr. Lisa Hughes

AF/A1PT



Air Force Personnel Center
Strategic Research and Assessment
HQ AFPC/DSYX
550 C Street West, Ste 45
Randolph AFB TX 78150-4747

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Executive Summary

As directed by the Secretary of Defense and Chairman of the Joint Chiefs of Staff January, 2013 memorandum (U.S. Department of Defense), the Air Force reviewed and validated mental and physical standards for all Air Force specialties. The current study summarizes assessment program validity reviews and analyses for U.S. Air Force Combat Rescue Officer (CRO; 13DX) and Special Tactics Officer (STO; 13CX) candidates, and Combat Control Team (CCT; 1C2X1) and Special Operations Weather Team (SOWT; 1W0X2) retraining candidates.

Findings provided support for content validity of the assessment programs reviewed - the content of the assessments matched attributes identified as necessary for successful job performance by subject matter experts. Additionally, studies that focused on ratings and measures used in these programs indicated reliability of measures and predictive accuracy for outcomes in later training phases.

The remainder of this report describes the procedures and analyses used and results. Study methodology was guided by best practices in selection and classification, based on the *Uniform Guidelines on Employee Selection Procedures* (Guidelines; Equal Employment Opportunity Commission, Civil Service Commission, Department of Labor, & Department of Justice, 1978), *Principles for the Validation and Use of Personnel Selection Procedures* (Principles; Society for Industrial and Organizational Psychology, 2003), and the *Standards for Psychological and Educational Testing* (Standards; American Educational Research Institution, American Psychological Association, & National Council on Measurement Education, 1999). The *Guidelines and Ethical Considerations for Assessment Center Operations* (International Task Force on Assessment Center Methods, 2015) and RAND process recommendations for setting physical ability standards (Hardison, Hosek, & Bird, 2013) were also consulted.

Validation Review and Documentation for CRO, STO, CCT, and SOWT Assessment Programs

1 Purpose and Overview

Consistent with direction from the Secretary of Defense and Chairman of the Joint Chiefs of Staff (U.S. Department of Defense, 2013), the current study summarizes assessment program validity for U.S. Air Force Combat Rescue Officer (CRO; 13DX) and Special Tactics Officer (STO; 13CX) candidates, and Combat Control Team (CCT; 1C2X1) and Special Operations Weather Team (SOWT; 1W0X2) retraining candidates.

CRO, STO, CCT, and SOWT assessment programs are week-long events that include a variety of activities. Types of activities include for example, job related simulations, physical training exercises, calisthenics, a ruck march, leadership exercises, and a standardized psychological evaluation (U.S. Air Force, 2011; U.S. Air Force, 2013; Young, 2015). Participants are rated by experienced cadre on behaviorally defined attributes on an objective rating scale, ultimately leading to a discussion and consensus decision about the candidates' likelihood of success in training and on the job. Prior to the start of the assessment, cadre are provided training on the rating scale and behavioral anchors to ensure calibration/standardization.

Validity refers to the degree to which specific data, research, or theory support the interpretation of test scores (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 1999). Validity is high if an assessment or test gives the information the decision maker needs (Cronbach, 1970). To establish the validity of the assessment programs for each career field we relied on evidence of content validity, an essential form of validity for standardized assessments based on multiple inputs (International Task Force on Assessment Center Methods, 2015), such as those examined in the current study. Evidence of content validity exists when the content of an assessment includes a representative sample of tasks, behaviors, knowledge,

skills, and abilities of the identified job. Guidelines (1978, sections 14B.1, 16U) recommend reliance on content validation over other types of validation strategies when the number of employees in a particular job type is small, such that sample sizes are generally not adequate for detecting statistical relationships to performance criteria.

This study reviewed and documented evidence of content validity of assessment programs for each career field using the following process:

1. Review job-relevant behavioral constructs. Job performance attributes identified by RAND Project Air Force (2015) were reviewed. Attributes were identified by RAND through a review of relevant literature and surveys that involved 25 – 135 subject matter experts from each respective career.
2. Identify linkages between job performance attributes and attributes measured by assessment program. Linking was completed by two Air Force Personnel Center (AFPC) industrial-organizational (I-O) psychologists with extensive experience in assessment development. The psychologists were knowledgeable about training and job requirements for each of the four careers.
3. Identify linkages between job performance attributes and assessment program components. Linking was completed by the AFPC I-O psychologists identified in Step 2 above.

Additionally, where quantitative data on assessment scores were available, we supplemented the content validation with information on assessment reliability and criterion-related validity.

2 Evidence of Content Validity

Results presented in Tables 1 through 3 include a) highly rated job performance attributes for each career field identified through surveys of career field SMEs by RAND Project Air Force (2015), b) a matrix mapping job performance attributes to assessment attributes measured in the CRO, and STO/CCT/SOWT assessment programs, respectively, and c) a dimension by exercise matrix showing job performance attributes measured in each assessment component.

Table 1. Job Performance Attribute Means and Standard Deviations for CROs, STOs, CCT, and SOWT

| Job Performance Attribute | CRO (n = 44 - 45) | | STO (n = 26 - 27) | | CCT (n = 133 - 135) | | SOWT ^A (n = 27 - 28) | |
|---|----------------------|------|----------------------|------|------------------------|------|------------------------------------|------|
| | M | SD | M | SD | M | SD | M | SD |
| Handling emergency or crisis situations | 4.78 | 0.56 | 4.78 | 0.42 | 4.81 | 0.41 | 4.86 | 0.36 |
| Job-specific technical competence, non-physical | 4.62 | 0.58 | 4.81 | 0.40 | 4.73 | 0.51 | 4.89 | 0.31 |
| Job-specific physical readiness | 4.69 | 0.67 | 4.81 | 0.40 | 4.66 | 0.56 | 4.61 | 0.88 |
| Persistence | 4.56 | 0.59 | 4.63 | 0.49 | 4.67 | 0.56 | 4.68 | 0.48 |
| Teamwork | 4.64 | 0.53 | 4.70 | 0.47 | 4.56 | 0.67 | 4.54 | 0.69 |
| Handling work stress | 4.58 | 0.58 | 4.52 | 0.75 | 4.60 | 0.54 | 4.57 | 0.63 |
| Integrity | 4.67 | 0.52 | 4.70 | 0.54 | 4.35 | 0.81 | 4.50 | 0.79 |
| Situational flexibility | 4.69 | 0.47 | 4.67 | 0.55 | 4.60 | 0.59 | 4.25 | 0.89 |
| Spatial orientation and visualization | 4.44 | 0.66 | 4.52 | 0.58 | 4.63 | 0.60 | 4.36 | 0.78 |
| Attention to detail | 4.29 | 0.66 | 4.48 | 0.51 | 4.55 | 0.63 | 4.29 | 0.81 |
| Critical thinking | 4.56 | 0.55 | 4.37 | 0.69 | 4.33 | 0.73 | 4.21 | 0.79 |
| Commitment | 4.36 | 0.65 | 4.41 | 0.75 | 4.38 | 0.63 | 4.30 | 0.72 |
| Excellence | 4.36 | 0.71 | 4.33 | 0.62 | 4.32 | 0.71 | 4.18 | 0.72 |
| Oral communication | 4.09 | 0.82 | 4.35 | 0.63 | 4.34 | 0.67 | 4.11 | 0.79 |
| Taking charge | 4.36 | 0.71 | 4.30 | 0.78 | 4.13 | 0.84 | 3.93 | 0.98 |
| Initiative | 4.16 | 0.6 | 4.33 | 0.78 | 4.09 | 0.71 | 4.00 | 0.94 |
| Innovation | 4.24 | 0.65 | 4.15 | 0.66 | 4.08 | 0.80 | 4.07 | 0.81 |
| Interpersonal adaptability | 4.25 | 0.72 | 4.07 | 0.83 | 4.05 | 0.94 | 4.11 | 0.92 |
| Developing others | 4.09 | 0.87 | 4.04 | 0.90 | 3.69 | 1.03 | 3.75 | 1.04 |
| Supervising others | 4.04 | 0.77 | 4.04 | 0.76 | 3.60 | 1.00 | 3.61 | 1.10 |
| Influencing others | 3.71 | 0.97 | 4.19 | 0.68 | 3.67 | 0.98 | 3.61 | 0.96 |
| Safety and risk management | 4.09 | 0.90 | 3.69 | 0.93 | 3.64 | 1.16 | 3.75 | 0.97 |

Note. Attributes were rated on a 5-point scale from 1 = "Very Unimportant" to 5 = "Crucial," and are rank ordered based on average ratings across the four career fields; CRO = Combat Rescue Officer; STO = Special Tactics Officer; CCT = Combat Control Team; SOWT = Special Operations Weather Team; ^ARatings were based on SOWT enlisted and officer ratings, prior to elimination of SOWT officer career field

Table 2. Linkage of Job Performance Attributes to Assessment Attributes

| Job Performance Attribute | CRO Assessment Attributes | STO/CCT/SOWT^A Assessment Attributes |
|---|--|---|
| Handling emergency or crisis situations | <i>Stress Tolerance (+++)</i> <i>Leadership (++)</i> | <i>Stress Tolerance and Emotional Stability (+++)</i> <i>Flexibility and Adaptability (+++)</i> <i>Leadership (+)</i> |
| Job-specific technical competence, non-physical | <i>Task Performance (+)</i> | <i>Effective Intelligence and Situational Awareness (+)</i> <i>Commitment and Perseverance</i> |
| Job-specific physical readiness | <i>Physical Strength and Endurance (+++)</i> | <i>Physical Readiness (+++)</i> |
| Persistence | <i>Stress Tolerance (+++)</i> <i>Physical Strength and Endurance (++)</i> <i>Task Performance (++)</i> | <i>Commitment and Perseverance (+++)</i> <i>Physical Readiness (++)</i> |
| Teamwork | <i>Followership (+++)</i> | <i>Interpersonal Skills and Teamwork (+++)</i> <i>Quiet Professionalism/Humility (++)</i> |
| Handling work stress | <i>Stress Tolerance (+++)</i> <i>Comprehension (+)</i> | <i>Stress Tolerance and Emotional Stability (+++)</i> <i>Maturity and Self-Awareness (++)</i> |
| Integrity | <i>Task Performance (++)</i> <i>Leadership/Followership (+)</i> | <i>Integrity (+++)</i> |
| Situational flexibility | <i>Critical Thinking and Problem Solving (+++)</i> <i>Stress Tolerance (++)</i> | <i>Flexibility and Adaptability (+++)</i> |
| Spatial orientation and visualization | <i>Critical Thinking and Problem Solving (+)</i> | <i>Effective Intelligence and Situational Awareness (+)</i> |
| Attention to detail | <i>Task Performance (+)</i> <i>Critical Thinking and Problem Solving (+)</i> | <i>Effective Intelligence and Situational Awareness (+)</i> <i>Commitment and Perseverance (+)</i> |
| Critical thinking | <i>Critical Thinking and Problem Solving (+++)</i> <i>Comprehension (++)</i> | <i>Effective Intelligence and Situational Awareness (++)</i> |
| Commitment | <i>Stress Tolerance (++)</i> <i>Task Performance (+)</i> <i>Leadership/Followership (+)</i> | <i>Commitment and Perseverance (+++)</i> |
| Excellence | <i>Task Performance (+++)</i> <i>Physical Strength and Endurance (++)</i> | <i>Quiet Professionalism/ Humility (++)</i> <i>Physical Readiness (++)</i> <i>Commitment and Perseverance (+)</i> |
| Oral communication | <i>Delivery (+++)</i> | <i>Effective Intelligence and Situational Awareness (++)</i> |
| Taking charge | <i>Leadership (+++)</i> | <i>Leadership (+++)</i> |
| Initiative | <i>Leadership (+++)</i> | <i>Leadership (+++)</i> |
| Innovation | <i>Critical Thinking and Problem Solving (++)</i> <i>Leadership (++)</i> | <i>Effective Intelligence and Situational Awareness (++)</i> <i>Flexibility and Adaptability (+)</i> |
| Interpersonal adaptability | <i>Leadership/Followership (++)</i> | <i>Interpersonal Skills and Teamwork (+++)</i> <i>Flexibility and Adaptability (+)</i> |
| Developing others | <i>Leadership (+)</i> | <i>Leadership (+)</i> |
| Supervising others | <i>Leadership (++)</i> | <i>Leadership (++)</i> |
| Influencing others | <i>Leadership (++)</i> | <i>Leadership (++)</i> |
| Safety and risk management | <i>Critical Thinking and Problem Solving (+)</i> | <i>Effective Intelligence and Situational Awareness (+)</i> |

Note. ^ASTO/CCT/SOWT selection programs assess same attributes, but attribute weighting is based on career field (e.g., Leadership is weighted higher in STO relative to CCT assessment); +++ = strong relationship between definitions; ++ = moderate relationship between definitions; + = marginal relationship between definitions

Table 3. Linkage of Job Performance Attributes to Assessment Components

| Job Performance Attributes | Assessment Component | | | | | | | |
|---|---|---|------------------------|--------------------------------|------|-----|--------------|------------------|
| | Psychological Evaluation and Clinical Interview | Interview with Briefing and Writing Skills Evaluation | Problem Solving Events | Leadership Ability Evaluations | Ruck | Run | Calisthenics | Water Confidence |
| Handling emergency or crisis situations | +++ | | + | ++ | | | | + |
| Job-specific technical competence, non-physical | | + | + | + | | | | |
| Job-specific physical readiness | | | | | +++ | +++ | +++ | +++ |
| Persistence | +++ | | | | +++ | +++ | ++ | +++ |
| Teamwork | +++ | + | +++ | | | | | |
| Handling work stress | +++ | + | +++ | ++ | ++ | ++ | ++ | +++ |
| Integrity | ++ | +++ | ++ | ++ | | | | |
| Situational flexibility | +++ | +++ | +++ | +++ | | | | |
| Spatial orientation and visualization | +++ | | ++ | | | | | |
| Attention to detail | +++ | ++ | | | | | | |
| Critical thinking | +++ | +++ | +++ | +++ | | | | |
| Commitment | +++ | +++ | | | +++ | ++ | ++ | +++ |
| Excellence | +++ | +++ | +++ | +++ | +++ | ++ | ++ | +++ |
| Oral communication | | +++ | +++ | +++ | | | | |
| Taking charge | +++ | + | +++ | +++ | | | | |
| Initiative | +++ | | +++ | +++ | | | | |
| Innovation | ++ | + | +++ | | | | | |
| Interpersonal adaptability | +++ | ++ | ++ | +++ | | | | |
| Developing others | | | | + | | | | |
| Supervising others | | | | +++ | | | | |
| Influencing others | + | +++ | +++ | +++ | | | | |
| Safety and risk management | ++ | | + | + | | | | |

Note. +++ = strong measure; ++ = moderate measure; + = marginal measure

As presented in Tables 1 through 3, attribute and exercise content of selection assessments

used for the four careers closely mirrored job attributes identified through surveys of career field subject matter experts. For example, as shown in Table 2 for CROs, of the eight job performance attributes with ratings of 4.5 or greater (excluding technical expertise), six were strongly related to CRO assessment attributes, and two moderately related. For STOs, CCT, and SOWT, seven of the highest rated job performance attributes were strongly related to assessment attributes. Similarly, at least one strong

measure of each of the eight highest rated job performance attributes (excluding technical expertise) was identified among the assessment components used in each career field (see Table 3).

3 Additional Evaluation of Assessment Measures

Two studies were conducted that further evaluated ratings and measures used in CRO, STO, CCT, and SOWT assessment programs. Study 1 focused on the STO Phase I (review of documentation of requirements needed for Phase II entry) and Phase II selection processes. Results showed that peer and cadre ratings were significantly correlated (see Table 4) as were Phase I and Phase II physical abilities measures (see Table 5). Findings suggest that these measures generally possess adequate reliability.

Table 4. *Correlations Among Peer and Cadre Ratings of Phase II Candidate Performance, and Phase II STO Selection (N = 38)*

| Rating | M | SD | 1 | 2 | 3 | 4 | 5 |
|---------------------------------|------|--------|--------|--------|--------|--------|----|
| 1. Average Peer Rating (Day 2) | 7.19 | (1.05) | -- | | | | |
| 2. Average Peer Rating (Final) | 7.28 | (1.23) | .86*** | -- | | | |
| 3. Average Cadre Rating (Final) | 5.93 | (1.92) | .61*** | .74*** | -- | | |
| 4. Cadre Recommendation Rating | 0.84 | (0.95) | .58*** | .70*** | .76*** | -- | |
| 5. Phase II Selection (Hire) | 0.39 | (0.50) | .54*** | .66*** | .76*** | .94*** | -- |

Note. Peer and cadre ratings are based on the first time a candidate attempted Phase II; candidate ratings were not available for individuals who did not complete Phase II (i.e., due to self-elimination, PT, or medical failures). Complete data on peer and cadre ratings was available for April 2012 ($N = 22$ first-time candidates) and October 2012 ($N = 16$ first-time candidates) training classes. Peer and cadre ratings were reported on a 1-10 scale. Cadre recommendation ratings were reported as 0 = Do Not Recommend, 1 = Recommend with Reservations, 2 = Recommend, and 3 = Highly Recommend. Phase II selection is coded as 1 if selected and 0 if not selected.

*** $p < .001$

Table 5. *Physical Fitness Score Reliability: Phase I and II (N = 95)*

| | Phase 1 | | Phase 2 | | T1-T2 Correlation |
|---------------------------|----------|-----------|----------|-----------|-------------------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | <i>r</i> |
| Pull-Ups in 1 min | 20.27 | (4.29) | 19.53 | (3.93) | .70*** |
| Sit-Ups in 2 min | 85.59 | (10.34) | 81.75 | (7.90) | .54*** |
| Push-Ups in 2 min | 81.28 | (12.50) | 76.45 | (10.49) | .53*** |
| 3 Mile Run (minutes) | 20.21 | (1.20) | 19.57 | (1.30) | .70*** |
| 1500 Meter Swim (minutes) | 28.42 | (2.62) | 29.47 | (3.04) | .66*** |

Note. Physical fitness testing occurs at the beginning of Phase II (prior to other assessment exercises). Complete Phase I and Phase II scores were available for 95 STO candidates who entered Phase II screening between March 2010 and October 2012. Scores are based on the first time an individual attempted Phase II.

*** $p < .001$

Study 2 focused on the CCT Phase II selection process. Results showed that Phase II ratings significantly correlated with graduation/elimination (uncorrected $r = .34$, $p < .01$) for a group of candidates ($N = 36$) that passed the assessment program and entered into the later phases of the CCT training pipeline.

4 Summary

Review of the match between assessment attributes and attributes required for successful job performance supported the content validity of the CRO, STO, CCT, and SOWT Phase II selection programs. Further, studies conducted using data from STO and CRO assessment programs showed strong agreement for cadre and peer ratings, stability of physical ability test scores, and predictive validity of overall scores.

Appendices A – D present definitions of all attributes and a summary description of assessment components.

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Appendix A

Job Performance Attribute Definitions

| Job Performance Attribute | Definition |
|---|--|
| Attention to detail | Thorough, pays close attention to detail for own and others' work. |
| Commitment | Displays a high level of effort and dedication to the organization, mission, team, and work. |
| Critical thinking | Identifies and analyzes problems; seeks out appropriate information, weighs relevance and accuracy of information; generates and evaluates alternative solutions. Uses logic to analyze the strengths and weaknesses of various work approaches. Weighs and evaluates alternative courses of action and their potential implications on decision making. |
| Developing others | Helps and motivates others to improve their skills, enhances their performance through training, feedback, coaching, mentoring and delegating. |
| Excellence | Sets and maintains high standards for self and others to achieve high-quality, timely, and cost-effective results. |
| Handling emergency or crisis situations | Reacting with appropriate and proper urgency in life threatening, dangerous, or emergency situations; quickly analyzing options; making split-second decisions based on clear and focused thinking. |
| Handling work stress | Remains composed and cool under pressure and in high stress situations; doesn't overreact, manages frustration well, acts as a calming and settling influence on others. |
| Influencing others | Persuades others to accept recommendations, cooperate, or change their behavior to more effectively accomplish objectives; negotiates to find mutually acceptable solutions. |
| Initiative | Willing to step-up and take charge even if given vague instruction; independent self-starter, not lazy; seeks out answers when needed, doesn't need to be spoon-fed information |
| Innovation | Comes-up with creative solutions or novel approaches to solving problems, especially when insufficient resources are available; designs and encourages new methods where established methods and procedures are inapplicable or are unavailable. |
| Integrity | Behaves in an honest, fair, and ethical manner. Demonstrates an understanding of how unethical behavior impacts the organization, self, and others, e.g., ethical treatment of others, professional honesty. Unethical behaviors include cheating, embarrassing public behavior, conflicts of interest, sexual assault, fostering a climate of racial, cultural or gender intolerance; disclosing sensitive information, hazing. |
| Interpersonal adaptability | Flexible and open-minded when dealing with others; considers others' opinions and alters own opinion when appropriate; works well with different personalities and styles; tailoring own behavior to persuade, influence, or work more effectively with others. |
| Job-specific physical readiness | Ability to perform physically demanding tasks required by the job; includes aerobic endurance, muscular endurance, muscular strength, anaerobic power, agility, balance, coordination and flexibility. |
| Job-specific technical competence, non-physical | All technical knowledge and skills acquired through technical training and career field continuing education, e.g., firearms skill, knowledge of weapons systems, emergency procedures, parachuting skill, use of communication equipment |
| Oral communication | Effectively conveys information when speaking (for example, instructions, ideas, facts) to individuals or groups, takes into account the audience and nature of the information (for example, technical, sensitive, controversial). |
| Persistence | Willing to do whatever it takes to succeed. Won't quit. Works hard even when there is no extrinsic reward, or reward is small, unlikely to be obtained, or will only be realized long in the future. |
| Safety and risk management | Carefully weighs safety risks in making decisions and adheres to safety rules and regulations. Fosters a safety culture, wears safety gear, and encourages others to follow safety rules and speak openly of their safety concerns. |
| Situational flexibility | Responds quickly to uncertain and unpredictable work situations. Open to change, rapidly adapts to new information, changing conditions, or unexpected obstacles. Quickly learns new work tasks, technologies, and procedures. |
| Spatial orientation and visualization | Knows one's location in relation to the environment; determines where other objects are in relation to one's self, e.g., using a map. Ability to imagine how something will look when it is moved around or when parts are rearranged. |
| Supervising others | Plans, delegates, coordinates, and monitors work assignments of others; evaluates work performance and provides feedback to others on their performance. |
| Taking charge | Takes on responsibility to lead in difficult situations without being asked. Makes well-informed, effective, and timely decisions; commits to action, even when data are limited or solutions produce unpleasant consequences. |
| Teamwork | Facilitates cooperation, motivates team members to accomplish group goals by fostering commitment, pride, trust, and group identity; works well as a team member by following the direction of others, contributing to team goals and avoiding actions that undermine leadership's authority. |

Appendix B

CRO Assessment Attribute Definitions

| <i>CRO Assessment Attribute</i> | <i>Definition</i> |
|--|---|
| | High scoring candidates meet all standards, stratify themselves above peers, and: |
| Comprehension | clearly comprehend assigned issues and communicate responses that reflect exceptional critical thinking and the linkage of related complex issues. |
| Critical Thinking and Problem Solving | consistently apply critical thinking/problem solving regardless of assigned roles; critical thinking/problem solving directly results in team success. |
| Delivery | demonstrate preparation and briefing structure that far exceeds standards through the integration of complex concepts and independent thoughts; briefing structure is compelling, not just easily followed. |
| Leadership/Followership | motivate team members when assigned any role and provide clear guidance that improves team performance; satisfy nearly all timelines and tasks whether leading or following, regardless of difficulty. |
| Physical Strength and Endurance | are consistently top performers with regard to physical strength and endurance drills/skills. |
| Stress Tolerance | seem to thrive mentally when tasks became the most challenging, and are able to focus and problem solve during periods of significant physical stress. |
| Task Performance | exceed all training event standards. |

Appendix C

STO Assessment Attribute Definitions

| <i>STO Assessment Attribute</i> | <i>Definition</i> |
|--|--|
| | Degree to which candidate: |
| Commitment and Perseverance | <ul style="list-style-type: none"> • displays effort in situations that might be boring or challenging • demonstrates a sustained high level of effort • will continue to attempt to resolve a problem when met with challenges |
| Effective Intelligence and Situational Awareness | <ul style="list-style-type: none"> • displays the ability to handle complex tasks • expresses ideas and self well • is resourceful & thinks ahead • anticipates needs and friction points • pays attention to surroundings and current situation • displays the cognitive aspects of flexibility |
| Flexibility and Adaptability | <ul style="list-style-type: none"> • manages uncertainty • requires structure or direction for task completion • is open-minded & versatile • is adaptable & not rigid • adapts to new information • is willing to step outside their lane • displays behavioral/emotional aspects of flexibility |
| Integrity | <ul style="list-style-type: none"> • is honest, trusted, consistent & accountable • morally courageous • does the right thing when no one is looking • admits mistakes and takes responsibility for actions |
| Interpersonal Skills and Teamwork | <ul style="list-style-type: none"> • is friendly, positive & sociable • plays well with others • good sense of humor • contributes positively to morale • is a team player • low maintenance • not arrogant or overly cynical |
| Leadership | <ul style="list-style-type: none"> • takes on responsibility to lead in difficult situations without being asked • commits to action, even when data are limited • displays effective team command and control • manages task assignments • makes effective and timely decisions |
| Maturity and Self-Awareness | <ul style="list-style-type: none"> • manages professional and personal life • displays sound judgment • accepts criticism, is thick-skinned • recognizes limitations, self-aware of abilities |
| Physical Readiness | <ul style="list-style-type: none"> • keeps up with standards of physical readiness • is action-oriented • has a high level of energy |
| Quiet Professionalism/ Humility | <ul style="list-style-type: none"> • exemplifies the "Quiet Professional" • needs external praise or recognition • brags/is discreet • is flashy/blends in |
| Stress Tolerance and Emotional Stability | <ul style="list-style-type: none"> • performs in stressful situations • manages difficulties and frustrations • controls emotions appropriately • remains cool, composed and clear thinking |

Appendix D

Representative Assessment Components

| Assessment Component | Description or Examples |
|--|---|
| Psychological Evaluation and Clinical Interview | <ul style="list-style-type: none">• Cognitive ability and personality testing, collection of background/history information, and interview with clinical psychologist |
| Interview with Briefing and Writing Skills Evaluation | <ul style="list-style-type: none">• Semi-structured interview, oral presentation, and written exercise (e.g., on predetermined topic) |
| Problem Solving Events/ Leadership Ability Evaluations | <ul style="list-style-type: none">• Field exercises designed to elicit problem-solving, leadership, and teamwork behaviors |
| Ruck | <ul style="list-style-type: none">• Timed ruck march(es) with weight |
| Run | <ul style="list-style-type: none">• Timed run(s) |
| Calisthenics | <ul style="list-style-type: none">• E.g., pushups, situps, pullups |
| Water Confidence | <ul style="list-style-type: none">• E.g., underwater swimming, treading, buddy breathing |