

①

Research Note 83-40

ASSESSMENT CENTER PREDICTIONS OF SUCCESS, TRAINING
ATTRITION AND DEVELOPMENT OF ARMY LEADERS

Frederick N. Dyer and Richard E. Hilligoss

AD-A734687

ARI FIELD UNIT AT FORT BENNING, GEORGIA



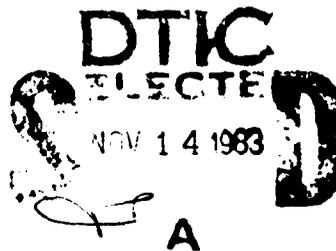
U. S. Army

Research Institute for the Behavioral and Social Sciences

September 1980

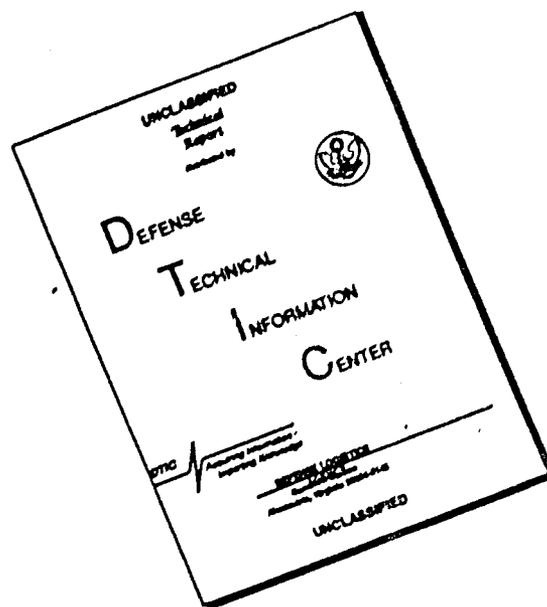
Approved for public release; distribution unlimited.

This report has been cleared for release to the Defense Technical Information Center (DTIC). It has been given no other primary distribution and will be available to requestors only through DTIC or other reference services such as the National Technical Information Service (NTIS). The views, opinions, and/or findings contained in this report are those of the author(s) and should not be construed as an official Department of the Army position, policy, or decision, unless so designated by other official documentation.



DTIC FILE COPY

DISCLAIMER NOTICE



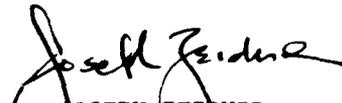
THIS DOCUMENT IS BEST QUALITY AVAILABLE. THE COPY FURNISHED TO DTIC CONTAINED A SIGNIFICANT NUMBER OF PAGES WHICH DO NOT REPRODUCE LEGIBLY.

FOREWORD

The research reported here was performed by the Fort Benning Field Unit of the Army Research Institute. The research is part of an on-going program directed toward developing cost-effective methods for leadership assessment and training. This program includes research on multiple aspects of the design, development, evaluation and integration of cost-effective leadership training systems for the US Army.

This report describes a validation study of the US Army Infantry School (USAIS) Assessment Center (ACTR) which tested over 400 junior officers and NCOs during the period July 1973 to December 1974. The Army Research Institute correlated assessee data from the ACTR with field ratings of leadership obtained on the assessees 6- and 18-months following their assignment to new duty stations, with Officer Evaluation Report ratings and with USAIS Leadership Course performance of assessees. This was done to identify ACTR exercises which accurately predict future leadership performance. Results indicated only marginal utility of the ACTR for such predictions.

This project was conducted during FY77 and FY78 as part of Army RDTE Project 2Q162717A766, Manpower Systems Management. The research was directly responsive to the needs of USAIS and TRADOC.


JOSEPH ZEIGNER
Technical Director

ASSESSMENT CENTER PREDICTIONS OF SUCCESS, TRAINING
ATTRITION AND DEVELOPMENT OF ARMY LEADERS

BRIEF

Requirement:

This research evaluated an assessment center which the U.S. Army Infantry School (USAIS) conducted in 1973-1974. This assessment center tested 408 junior officers and NCOs who were students in USAIS leadership courses. The primary research questions were whether the ACTR predicted future leadership performance or attrition in the Branch Immaterial Officer Candidate Course (BIOCC) and whether the ACTR testing and feedback provided useful leadership development.

Procedure:

The ACTR provided 3 days of intensive testing of assessees. This included seven job-task simulations, an interview, paper-and-pencil performance tests, and self-description instruments. Job-task simulations were designed to accurately reflect real combat and garrison job requirements. Highly trained assessors made performance ratings on 10 different leadership dimensions. In the follow-up research on the ACTR, a leadership performance rating form (LPRF) was used to obtain field leadership ratings from superiors, peers, and subordinates of the assessees at 6 and 18 months after the assessee graduated and were assigned to a new unit. In addition, leadership course grades were obtained for assessees and Officer Evaluation Reports (OERs) for officers.

Findings:

Both LPRF ratings and ACTR measures were highly consistent, but the ACTR data predicted the LPRF ratings poorly. ACTR self-descriptions provided the best field leadership predictions and required the least assessor and assessee time. The correlations between the last OER and four previous OERs indicated that the OERs were consistent, but the OERs did not seem to be related to assessment center ratings either.

Assessment center data, particularly from paper-and-pencil tests, did predict end-of-course grades. However, ACTR measures were only marginally predictive of Branch Immaterial Officer Candidate Course attrition. In addition, there were no differences between assessees and a matched control group in the LPRF ratings or in course grades that would have indicated improvements resulting from attending the assessment center.

However, an end-of-course questionnaire indicated that assessees believed nearly unanimously that the ACTR was extremely worthwhile and the feedback session was highly informative.

Utilization of Findings:

ACTR data did predict leadership course performance and would allow selection of personnel who would succeed in this academic leadership environment. Problems with the other leadership criteria (LPRF ratings and OERs) probably account for the failure of the ACTR data to predict them. The OER has already been revised due to other indications of its deficiencies. Researchers should be aware of the possible problems with ratings of leadership such as those obtained with the LPRF when they seek criteria to validate leadership assessment techniques or leadership training.

ASSESSMENT CENTER PREDICTIONS OF SUCCESS, TRAINING ATTRITION AND DEVELOPMENT
OF ARMY LEADERS

CONTENTS

	Page
INTRODUCTION	1
DESCRIPTION OF THE USAIS ASSESSMENT CENTER	2
BACKGROUND	2
ASSESSMENT CENTER STAFF	2
ASSESSOR TRAINING	3
ASSESSMENT CENTER EXERCISES	3
PSYCHOMETRIC TESTS AND SELF-DESCRIPTION INSTRUMENTS	6
CONDUCT OF THE ASSESSMENT CENTER	10
METHOD	11
ASSESSEES	11
DESIGN OF THE VALIDATION OF THE USAIS ASSESSMENT CENTER	11
RESULTS	19
LPRF RATINGS, OER RATINGS AND COURSE GRADES	19
ASSESSMENT CENTER - LEADERSHIP CRITERIA RELATIONSHIPS	19
COMPARISON OF DIFFERENT CLASSES OF ASSESSMENT CENTER SCORES	45
PREDICTION OF ATTRITION IN THE BRANCH IMMATERIAL OFFICER CANDIDATE COURSE	54
ASSESSEE/MATCH DIFFERENCES IN FIELD LEADERSHIP RATINGS	57
DISCUSSION	57
REFERENCES	60
APPENDIX A	61
APPENDIX B	69
APPENDIX C	77

LIST OF TABLES

TABLE 1. ASSESSEE GROUP CHARACTERISTICS AND SIZES	12
2. CORRELATIONS BETWEEN DIFFERENT RATER GROUPS FOR AVERAGE FIELD LEADERSHIP RATINGS AT SIX MONTHS	14

CONTENTS (continued)

	Page
TABLE 3. ACADEMIC HOURS FOR FOUR ACTR GROUPS	16
4. COMPOSITION OF TOTAL SCORE FOR IOBC AND IOAC GROUPS . . .	17
5. COMPOSITION OF TOTAL SCORE FOR BIOCC AND ANCOES GROUPS . .	18
6. MEANS AND STANDARD DEVIATIONS FOR TCTAL SCORES	20
7. INTERCORRELATIONS BETWEEN THE THREE LEADERSHIP CRITERIA .	21
8. CORRELATIONS WITH THE CRITERIA OF ASSESSOR RATINGS FOR THE LEADERLESS GROUP DISCUSSION	23
9. CORRELATIONS WITH THE CRITERIA OF ASSESSOR RATINGS FOR THE CONGLOMERATE EXERCISE	25
10. CORRELATIONS WITH THE CRITERIA OF ASSESSOR RATINGS FOR THE RADIO SIMULATE	26
11. CORRELATIONS WITH THE CRITERIA OF ASSESSOR RATINGS FOR THE RADIO SIMULATE	27
12. CORRELATIONS WITH THE CRITERIA OF ASSESSOR RATINGS FOR THE IN-BASKET EXERCISE	29
13. CORRELATIONS WITH THE CRITERIA OF ASSESSOR RATINGS FOR THE APPRAISAL INTERVIEW	30
14. CORRELATIONS WITH THE CRITERIA OF ASSESSOR RATINGS FOR THE WRITING EXERCISE	32
15. CORRELATIONS WITH THE CRITERIA OF ASSESSOR RATINGS FOR THE ASSIGNED LEADER GROUP EXERCISE	33
16. CORRELATIONS WITH THE CRITERIA OF LEADER GAME RATINGS AND RANKINGS (IOAC ONLY)	34
17. CORRELATIONS WITH THE CRITERIA OF PEER RANKINGS FOR THE LEADERLESS GROUP DISCUSSION	35
18. CORRELATIONS WITH THE CRITERIA OF PEER RANKINGS AND SELF-RANKINGS ON THE CONGLOMERATE EXERCISE	36
19. CORRELATIONS WITH THE CRITERIA OF PEER RANKINGS AND SELF-RANKINGS ON THE ASSIGNED LEADER GROUP EXERCISE . . .	38

CONTENTS (continued)

	Page
TABLE 20. CORRELATIONS WITH THE CRITERIA OF SELF-RANKINGS FOR THE LEADERLESS GROUP DISCUSSION	39
21. CORRELATIONS WITH THE CRITERIA FOR ENTRY INTERVIEW RATINGS	41
22. CORRELATIONS WITH THE CRITERIA FOR PAPER AND PENCIL TESTS	42
23. CORRELATIONS WITH THE CRITERIA OF EDWARDS PERSONAL PREFERENCE SCHEDULE (EPPS) MEASURES	43
24. CORRELATIONS WITH THE CRITERIA OF LEADERSHIP Q-SORT (LQS) MEASURES	46
25. PERSON DESCRIPTION BLANK (PDB) "YOURSELF" SCORE CORRELATIONS WITH THE CRITERIA	47
26. PERCENTAGE OF SUCCESSFUL ACTR PREDICTORS ($p < .05$) OF THREE LEADERSHIP CRITERIA FOR DIFFERENT ASSESSMENT GROUPS	53
27. ASSESSOR TIME PER ACTR SCORE AND PER SUCCESSFUL PREDICTOR OF THE THREE CRITERIA BROKEN DOWN BY CLASS OF SCORE	55

ASSESSMENT CENTER PREDICTIONS OF
SUCCESS, TRAINING ATTRITION AND DEVELOPMENT OF
ARMY LEADERS

INTRODUCTION

A person being assessed in an assessment center performs a number of tasks which are close approximations to the tasks he will perform if actually selected for the job. Trained assessors observe and rate the assessee on leadership, management and/or other behaviors which are critical to effective job performance. The combination of accurate simulations of job tasks and reliable performance ratings has led to widespread successful use of assessment centers for selection and promotion of personnel in private and public organizations. (Earles and Winn, 1977; Jaffe and Frank, 1976).

Two experimental assessment centers have been conducted by the Army with the purpose of accurately measuring leadership skills and potential. The earlier was at Fort McClellan, Alabama from 1963 to 1965 and was known as the Officer Evaluation Center (OEC). Nine hundred junior officers (grades O1 and O2) from different branches received three days of intensive testing on 15 situational problems representative of officer duties in combat, administrative and technical assignments. Although a validation of the OEC measures was initially planned against "success in combat and technical/administrative assignments" (Helme, Willemin and Day, 1971; Helme, Willemin and Grafton, 1974), this was never actually completed due to the small amount of data on assessees that was obtained from field settings.

The other experimental assessment center was conducted at the U.S. Army Infantry School (USAIS) at Fort Benning, Georgia in 1973 and 1974. Leadership skills were assessed during an intensive three-day testing session on more than 300 junior officers and about 100 NCOs. Details on this assessment center are presented below, and in additional reports (Dyer and Hilligoss, 1979; Smith, 1978; U.S. Army Infantry School, 1974).

The present report describes the validation of the USAIS Assessment Center. The original criterion planned for this validation was leadership ratings obtained from supervisors, peers and subordinates of the assessee following his assignment to an operational unit. However, additional criteria of Officer Evaluation Report ratings and leadership course performance also were related to the assessment center data and these results also are included in this report. The report also describes the effectiveness of the assessment center for predicting success in the Branch Immaterial Officer Candidate Course (BIOCC) which was formerly known as the Officer Candidate School. Still another purpose of this report is to provide data on leadership development which was expected to

be a by-product of leadership assessment in the USAIS Assessment Center, particularly for those assessees who received feedback on their deficiencies in leadership skills.

DESCRIPTION OF THE USAIS ASSESSMENT CENTER

BACKGROUND

In 1971 a special Army study group recommended formation of an assessment center at the U. S. Army Infantry School (USAIS), Fort Benning, Georgia to test the assessment center concept as it might apply to Army. More specifically, this pilot assessment center was to test utility of the concept for selection of BIOCC candidates, to test the concept as a leadership development technique and to determine the feasibility of Army-wide use of assessment centers. The ACTR was established in late 1972. Assesseees were primarily students about to begin either the Infantry Officer Advanced Course (IOAC), Infantry Officer Basic Course (IOBC), Branch Immaterial Officer Candidate Course (BIOCC) or Advanced Noncommissioned Officer System (ANCOES). Actual assessments were begun in July 1973 and continued to December 1974 when the pilot center terminated on schedule.

Follow-up data collection (field leadership ratings, course performance, BIOCC attrition) was carried out by the Army Research Institute (ARI).

ASSESSMENT CENTER STAFF

The Assessment Center Staff consisted of a Command Group (including Administration), an Assessment/Counseling Group, a Computer Group and an Evaluation Group (ARI). ARI, although providing technical assistance as part of the Assessment Center Staff, remained an independent field unit.

The Command Group was responsible for the development and testing of the assessment center concept. This group consisted of a Chief (COL), Deputy (LTC), Administrative Officer (MAJ), Adm/Supply NCO (SFC) and two ARI secretaries.

The Assessment/Counseling Group was responsible for the development of assessment exercises and rating scales, exercise administration, behavioral observations and counseling feedback sessions. The group consisted of a Chief (LTC), six Majors, four Captains, six Sergeants, and one ARI secretary. The assessor/counselor officers were selected by DA using the following criteria: each officer had to be in a Combat Arm with a recent tour in a combat zone. Each officer had to have a minimum of a bachelor's degree in one of the Social Sciences. Each enlisted man had to hold a combat arms MOS and have had a recent tour in a combat zone.

The Computer Group was responsible for data reduction and preparation of summary statistics for feedback purposes. The staff consisted of a Chief (MAJ), one CPT and two enlisted programmers.

The Evaluation Group (ARI) was responsible for the validation program. This group provided technical advice and assistance also in exercise development, questionnaire writing and selection of paper and pencil tests and other instruments. The staff consisted of three civilian Research Psychologists.

ASSESSOR TRAINING

Assessor training consisted of formal presentations of principles and techniques of assessment by members of the ARI Field Unit, an assessment workshop conducted by Development Dimensions, Inc., a performance counseling workshop conducted by the U. S. Army Human Research Unit from Fort Bliss, Texas and a counseling interview conducted by Baker Consulting Associates.

In addition to the formal training, assessors received informal training in conjunction with the development of each exercise. This practical training was received during the pilot testing of each exercise. As each exercise was presented for its initial test administration (Pilot Test), all assessors were briefed on the purpose, content and evaluative techniques to be used. Subsequent to the administration of each pilot test, assessors compared their individual ratings during a group meeting. When significant rating differences occurred (two or three scale ratings from the group norm) that particular assessor was required to explain the rationale for his evaluation. This method served as a self-training device for the group by making each assessor aware of a wider range of behaviors available for observation. It also assisted him in evaluating behaviors on the rating scales and provided a means of determining what type of comments were appropriate on the narrative section of each exercise. In several exercises (e.g. Entry Interview, In-Basket Interview), the group evaluation and comparison were made after reviewing the exercise on video-tape.

ASSESSMENT CENTER EXERCISES

The Assessment Center Staff constructed exercises and questionnaires to measure ten dimensions of leader behavior. Leadership research indicated these dimensions to be appropriate for the assigned mission and it was believed these dimensions could be evaluated using the assessment center concept. These dimensions were adaptability, administrative skills, communication skills, decision making, forcefulness, mental ability, motivation, effectiveness in an organizational leadership role, social skills and supervisory skills. In evaluating possible exercises

and exercise concepts, a basic factor of consideration was that the exercises would place the assesseees in uniquely different situations while simultaneously providing multiple opportunities for the evaluation of each leadership dimension. Exercises were developed which exhibited situational diversity, military relevance and apparent potential for eliciting behaviors related to the designated dimensions (Olmstead, Cleary, Lackey and Salter, 1973).

Leaderless Group Discussion

This exercise was a combined individual and group task in which six IOAC assesseees were assigned a mission to distribute year-end funds (resource allocation) among six representative directorates. Each assesseee attempted to acquire a maximum amount for his own directorate by persuading the 6 man group to decide in favor of the position he represented while also acting as a responsible group member in helping the group reach the best overall decision. For their task, IOBC, BIOCC and ANCOES assesseees were assigned a mission to select a soldier from their units to compete for the Brigade Soldier of the Month and provide a rank order-of-merit list of the available candidates. All assesseees received the same general task instructions. This exercise was designed to elicit behaviors associated with forcefulness, persuasiveness, ability to organize and group interaction. There were three raters, nine rating scales, and six peer-ranking scales. Time for the exercise was 120 minutes.

Management Exercise (Competitive Stock Trading Exercise-"Conglomerate")

This was an exercise divided into two planning and two trading periods. Three leaderless six-man teams traded stock, attempting to gain control of conglomerates while blocking other teams from doing so. This exercise was designed to elicit behaviors related to emergent leadership, aggressiveness and social interaction. There were three raters, eight rating scales and five peer-ranking scales. Time was 120 minutes.

Assigned Leader Group Exercise

This was an assigned-role rotating leader exercise conducted outdoors involving a team of six assesseees. There were six lanes, each with a different obstacle to be overcome and with a different team member assigned as leader. The exercise was designed to elicit emergent leadership, planning and organizational behaviors. There were three

raters, nine rating scales and four peer-ranking scales. The IOAC assesseees did not participate in this exercise. Time was 300 minutes.

Leader War Game (IOAC only).

This was an assigned-role rotating leader exercise conducted in two two-hour sessions. Teams of six players engaged in cost effectiveness analysis in a military force planning environment (arms purchase, modification and deployment against an enemy group). Total costs, R and D, intelligence acquisition, balanced offensive/defensive forces were all considered under a limited budget and time constraints. This exercise was designed to elicit organizational and leadership behaviors. There were three raters, nine rating scales and five peer-ranking scales. Time was 240 minutes.

Entry Interview

This was a background interview conducted on the morning of the assessee's first full day at the assessment center. This exercise elicited information related to the assessee's motivation, experience, and self-knowledge of his strengths and weaknesses. The assessee's composure and style in handling a communication situation also were evaluated. One rater and fourteen rating scales were used. Time was 90 minutes.

Appraisal Interview

This was an applied exercise in which the assessee was required to plan and conduct two interviews from which one interviewee would be selected for a position within the Battalion. The persons interviewed were also assesseees. The assessee's written plan and selection decision were graded along with the video tape of his behavior. This interview exercise was designed to elicit behaviors related to communication skills, social interaction and organization of thought. There were two raters and eight rating scales. Time was 100 minutes.

In-Basket

There were three versions of the In-basket. IOAC assesseees were placed in the role of a new Battalion Commander; IOBC/BIOCC assesseees were placed in the role of a new Company Commander and ANCOES assesseees were placed in the role of a new First Sergeant. A full in-basket containing many items typical of the appropriate position (letters to be written, meetings to be planned, delegation of actions, etc.) were presented to the assessee who had three hours to address the total number of items in the in-basket. After the assesseees' written work was thoroughly reviewed, the

assessee was interviewed by the assessor on his reasons and motives for actions taken. This exercise was designed to elicit behaviors relating to problem solving, decision making, work organization and leadership. There was one rater who made ratings on 15 rating scales. Time was 180 minutes.

Writing Exercise

This was an exercise designed to measure accuracy of information provided, completeness of the information, spelling and grammar. The IOAC assessee responded to a Staff Action paper; the IOBC/BIOCC assessee responded to an officer's statement on a discharge action, and the ANCOES assessee responded to a noncommissioned officer's statement on discharge action. One rater used four rating scales (five for IOAC). Time was 60 minutes.

Leadership in a Simulated Emergency (Radio Simulate)

This exercise required each assessee to lead a group of assesseees in a simulated organization under stressful conditions. Combat conditions were simulated for the IOAC and ANCOES assesseees who had considerable Army experience, while a civilian emergency was simulated for the IOBC and BIOCC assesseees who did not. IOAC assesseees were placed in the role of Company Commander; ANCOES assesseees in the role of acting platoon leader; IOBC and BIOCC assesseees, in the role of platoon leader. Assesseees received instructions from and reported to one assessor who role-played as a superior. Assesseees gave orders to and received information from another assessor who role-played the assessee's subordinates. This exercise was designed to elicit organizational and leadership behaviors. Two raters each used eleven rating scales. Time was 300 minutes.

PSYCHOMETRIC TESTS AND SELF-DESCRIPTION INSTRUMENTS

A survey of tests in general use revealed many possibilities for adoption into the assessment program. The primary criterion for selecting specific tests was relevance of the variables to be tested to the following dimensions of leadership: administrative skills, communication skills, supervisory skills, forcefulness, adaptability, decision making, and mental ability. The secondary criteria used in selecting tests were: non-offensive test items, suitability in content and format for use with mature adults, adequacy of normative data and theoretical discussions, recency of publication or revision and efficiency in test administration. The tests are listed and briefly described below. Additional information on most of these tests is available in the Mental Measurement Yearbook (Buros, 1972).

Henmon-Nelson Test of Mental Ability

This test was designed to measure those aspects of mental ability which are important for success in academic work and in similar endeavors outside the classroom. It contains 100 items arranged in order of increasing difficulty. Item difficulties have been designed so that the test is suitable for use with students from the freshman year of college through the first year of graduate school. Quantitative and verbal scores are obtained as well as a total score.

Nelson-Denny Reading Test

This test assesses reading ability in terms of vocabulary and comprehension. A measure of reading rate is also included. One hundred items measure vocabulary and 36 items measure reading comprehension and reading rate. Four scores are obtained: 1) Vocabulary score (V); 2) Comprehension score (C); 3) Total score ($2C + 1V = \text{total score}$); and, the reading rate score.

Chapin Social Insight Test

This test was designed to assess perceptiveness and accuracy in appraising others and forecasting what they will say and do. Twenty-five situations (items), drawn from case histories, literary descriptions and published analyses of discussions as well as from earlier scales for social attitudes and social adjustment were assembled into the test. Four options were written for each situation, only one being defined as correct. These twenty-five items have been shown to discriminate between people divided into high and low on social participation (which in turn is correlated with social insight). The five items with the strongest differentiations are assigned a weight of +3 for correct responses, the six items next in differentiative power are given weights of +2, and the remaining 14 items are given weights of +1. For the 25 items, the possible range of scores is from 0 to 41.

Watson-Glaser Critical Thinking Appraisal

This test consists of a series of test exercises which require the application of some of the important abilities involved in critical thinking. The exercises include problems, statements, arguments and interpretations of data similar to those which a citizen in a democracy might encounter in his daily life as he works, reads newspaper or magazine articles, hears speeches, participates in discussions on various issues, etc. A high test score indicates high mental ability and gives an estimate of potential success in certain types of occupations in which critical thinking (careful, analytical reasoning) is shown to play an important role.

Edwards Personal Preference Schedule

This self-description instrument was designed primarily for research and counseling purposes, to provide quick and convenient measures of a number of relatively independent normal personality variables. The statements in the instrument and the 15 variables that these statements purport to measure have their origin in a list of manifest needs presented by H. A. Murray and others.

Leadership Opinion Questionnaire

This self-description instrument provides measures of two important dimensions of supervisory leadership - Consideration (C) and Structure (S). Originally identified in the Ohio State University leadership studies, these two broad patterns have been shown to be meaningful in a wide variety of supervisory-subordinate situations. The two scores provided by this questionnaire are defined as follows:

Consideration (C). Reflects the extent to which an individual is likely to have job relationships with his subordinates characterized by mutual trust, respect for their ideas, consideration of their feelings, and a certain warmth between himself and them. A high score is indicative of a climate of good rapport and two-way communication. A low score indicates the individual is likely to be more impersonal in his relations with group members.

Structure (S). Reflects the extent to which an individual is likely to define and structure his own role and those of his subordinates toward goal attainment. A high score on this dimension characterizes individuals who play a very active role in directing group activities through planning, communicating information, scheduling, criticizing, trying out new ideas, and so forth. A low score characterizes individuals who are likely to be relatively inactive in giving direction in these ways.

Leadership Q-Sort Test

This self-description instrument is concerned with assessing an individual's values with respect to the leadership role. The 60 items which are contained in the test have all been identified by well-qualified leaders as being important to the leadership function. The total score provides an overall estimate of the assessee's leadership values in comparison to the test norm group. Scores that are above 60 on the profile chart are presumed to indicate excessively high ratings for such items.

Person Description Blank

This was a self-description instrument in which fifty pairs of adjectives were presented to each assessee (e.g., CAPABLE 1:2:3:4:5:6:7 INCAPABLE) with instructions for the assessee to rate himself by circling the number that best describes his position between these polar adjectives. The adjectives are presented in Appendix A. Three forms were used: rate YOURSELF, rate the AVERAGE (CPT, LT, etc.), rate the IDEAL (CPT, LT, etc.). Only the YOURSELF form was used for analysis.

Gordon Work Environment Preference Schedule

High scores on this self-description instrument typify individuals who accept authority, who prefer to have specific rules and guidelines to follow, who prefer impersonalized work relationships, and who seek the security of organizational and in-group identification. Low scores are made by individuals who do not so characterize themselves.

CONDUCT OF THE ASSESSMENT CENTER

Assessment activities occupied three-and-one-half days of the assessee's time. Days typically began at 0700 with activities continuing to 2100. This allowed collection of a great deal of information in the short time available, enhanced the "total immersion" experience, and reduced the effects of outside influences on assessment center performance. Paper and pencil tests, simulated leadership tasks and interviews were approximately equally distributed over the three-and-one-half-day period.

A typical schedule for one man in IOAC class (2-74) will serve to convey the flavor of the "total immersion" assessment schedule:

DAY 1 1530-1600 Welcome and Orientation
 1605-1630 In-processing
 1635-1700 Psychometric Tests I
 1705-1730 Entry Questionnaire
 1730-1825 Evening Meal
 1825-1925 Writing Exercise (staff action paper)
 1930-2055 Appraisal Interview (as interviewer)

DAY 2 *0700-0825 Entry Interview
 0830-1130 In-Basket Exercise
 1130-1200 Lunch
 **1200-1555 War Game I
 1600-1700 Psychometric Test II
 1800-1900 Evening Meal
 1900-2100 Conglomerate Exercise

DAY 3 0700-0955 Psychometric Test III
 1000-1130 In-Basket Interview
 1130-1200 Lunch
 1200-1325 Simulate Preparation
 **1330-1625 War Game II
 1630-1730 Psychometric Test IV
 1800-1900 Evening Meal
 1900-1920 Appraisal Interview (as candidate)
 1925-2015 Army War College Leadership Questionnaire

DAY 4 0700-0750 Appraisal Interview (as candidate)
 0800-0900 Psychometric Test V
 0905-1130 Leaderless Group Discussion
 1130-1200 Lunch
 1200-1700 Simulate
 1705-1735 Exit Questionnaire

* For BIOCC, a Physical Training Test was given at 0530.

** For IOBC, BIOCC and ANCOES, the Assigned Leader Group Exercise replaced WAR GAME I and II.

The staff was fully occupied both during and between assessment periods. During an assessment period, the assessors expended over 413 man hours in actually conducting assessment exercises and preparing reports. Between assessment periods, the assessors prepared data for reduction and analysis, and prepared for the counseling sessions when the assessees returned for feedback counseling from one to three weeks following their assessment. During this three-hour counseling period the assessee's leadership strengths and weaknesses, as identified in the assessment center, were communicated and activities were suggested which would lead to correction of deficiencies.

METHOD

ASSEESSEES

Assesseees were 408 junior officers, NCOs and BIOCC candidates who were scheduled for training at USAIS. Table 1 presents the numbers and characteristics of the four major groups of assesseees including numbers with criterion data. These students were randomly selected from the total group of students entering their class. They received orders to report to Fort Benning one week earlier than their classmates to participate in the assessment center. For purposes of determining leadership development (if any) that assessment and counseling produced in assesseees, IOAC and ANCOES assesseees were matched with non-assessed classmates to provide a control group. Rank/grade, combat experience, civilian education level, source of commission, command experience, and MOS were the variables used for this matching.

In addition to these 408 assesseees, assessments were made on 41 ROTC students from nearby universities and on 33 captains from the 197th Infantry Brigade at Fort Benning. These were conducted to determine the feasibility of using the assessment center for these populations and to provide feedback to the 197th captains on their strengths and weaknesses. Assessment and feedback were well received by both groups. No follow-up evaluation of these personnel has been conducted and they receive no further discussion in this report.

DESIGN OF THE VALIDATION OF THE USAIS ASSESSMENT CENTER

LEADERSHIP PERFORMANCE RATINGS. The originally planned method of evaluation of the assessment center was to determine whether the data would predict field leadership ratings obtained six months and 18 months following assignment of the assesseees to their post-leadership-training

TABLE 1
ASSEESSEE GROUP CHARACTERISTICS AND SIZES

Descriptor	ASSESSMENT GROUP			
	IOBC	IOAC	BIOCC(OCS)	ANCOES
Number Assessed	90	88	143	87
Pay Grade	0-1	0-3	E 3-6	E 6-7
Average Age	22.6	28.8	25.3	33.3
Average Years of Active Duty	0.3	5.7	3.3	12.9
Number With Complete Field Leadership Ratings	45	36	40	38
Number Completing Leadership Courses	87	84	105	79
Number With OER Ratings	69	67	84	--

assignments. A special Leadership Performance Rating Form (LPRF) was developed for this purpose (Salter and Olmstead, 1974) and is included in Appendix B. The 50 questions on this form were designed to provide data on 10 leadership dimensions. These dimensions were Decision Making, Administrative Skills, Interpersonal Competence (Social Skills), Communication Skills, Supervisory Skills, Organizational Role Skills, Technical/Tactical Competence, Leader Motivation, Leader Adaptability, and Leader Forcefulness. Five questions were included for each dimension. The current unit assignment for each assessee and match were obtained from MILPERCEN FORSCOM. The LPRF's were sent to the Commanding Officer of each appropriate unit to be distributed to two superiors, two peers and two subordinates of the assessee (or match). When a LPRF was completed, the rater used an attached pre-labeled return envelope to insure confidentiality of his ratings.

Approximately one-half of the questionnaires were returned. Rating data from at least one superior, peer and subordinate were obtained on 159 of the original 408 assessees at six months, and similar "complete data" were obtained on 108 assessees at both six and 18 months.

The average of all 300 ratings (50 items for each of six questionnaires) was calculated for the six-month period and for the 18 month period. The correlations between these two averages ranged from .54 for the IOBC assessees, through .68 for the IOAC assessees, to .75 for the ANCOES assessees. Only 15 BIOC assessees had complete rating data for 6 and 18 months and the negative correlation between six- and 18-month averages for this group (-.35) may have been a spurious result. The six-month/18-month correlation may be thought of as a test/retest reliability. These correlations are surprisingly high since many factors could operate to change leadership over the 12-month period between ratings and because of the relatively short time for observation of leadership prior to the first ratings (six months). Correlations between average ratings for different rater types (superior, peer, subordinate) were also generally positive and significant for each rating period. Table 2 presents these correlations for the six-month average ratings.

Although the correlations between six- and 18-month averages indicate the overall average rating at a rating period was highly reliable, the questionnaire failed to discriminate among the ten dimensions that presumably were represented in the fifty items. This was shown by separate principal components factor analyses for each assessment group of the 50-item intercorrelation matrix derived from average ratings by the six raters for each item. These factor analyses indicated only one significant factor which accounted for 79% to 81% of the common

TABLE 2

CORRELATIONS BETWEEN DIFFERENT RATER GROUPS FOR
AVERAGE FIELD LEADERSHIP RATINGS AT SIX MONTHS

Assessment Group	Superior with Subordinate	Superior with Peer	Subordinate with Peer
IOAC	.29	.37	.44
IOBC	.39	.29	.04
BIOCC	.34	.44	.25
ANCOES	.42	.53	.32

variance for the four assessee groups. It is not clear whether the failure to discriminate among leadership dimensions reflected on the ratees' ability to discriminate dimensions, or whether the different leadership dimensions are as interdependent as these high correlations indicate.

Since much more data were available for the six-month rating period (with almost no 18-month data from the BIOCC assesseees) and since a high correlation existed where such data were available, the average rating for all 300 questions (six raters x 50 questions) at the six-month rating period was used as the field leadership criterion to validate the assessment center measures. When a questionnaire from only one superior, peer or subordinate was available the items were given double weight.

OFFICER EVALUATION REPORT. Other measures of leadership success, however, are available and may be even more appropriate criteria for validating the assessment center. In particular, Officer Evaluation Report (OER) ratings are critical for career progression. The OER form is included in Appendix C. An officer who is "effective" and who "should be promoted with his contemporaries" could theoretically receive an OER rating as low as 46. However almost all officers are rated within a few points of the 200 maximum and higher grades of officers tend to have higher average ratings. Despite the partial "ceiling" effect, sufficient variance existed in the OERs for the assesseees to have correlations between last OER and four previous OERs which averaged .50 for IOBC assesseees, .47 for IOAC assesseees and .62 for BIOCC assesseees. These intercorrelations indicate substantial reliability of these measures.

LEADERSHIP COURSE GRADES. Although the four USAIS courses attended by the four groups of assesseees following assessment are all referred to as leadership courses, many other factors than leadership are covered in their curricula. For this reason and for the fact that they constitute "academic" performance, the end-of-course grades may not be an ideal leadership criterion with which to validate the assessment center. Their inclusion in this report reflects as much on their availability as it does on their suitability.

The "Leadership" courses ranged in length from 12 weeks for the Infantry Officer Basic Course (IOBC) and the Advanced NCO Educational System (ANCOES) through 14 weeks for the Branch Immaterial Officer Candidate Course (BIOCC) to 36 weeks for the Infantry Officer Advanced Course (IOAC). Table 3 lists the number of hours which were devoted to different subjects in each of these courses.

Tables 4 and 5 illustrate the number of examination points associated with different activities. The total possible score was 1000 for each of the courses. Actual means and standard deviations for the total scores

TABLE 3

ACADEMIC HOURS FOR FOUR ACTR GROUPS

Title	IOBC	IOAC	BIOCC	ANCOES
Combined arms subjects	282.5	510.0	100.0	102.0
Staff subjects	27.0	193.0	44.0	119.0
General subjects	83.5	117.5	188.0	106.5
Communications/Electronics	10.0	23.0	11.0	15.0
Unit/Materiel readiness	42.5	44.0	23.0	16.0
Weapons	73.0	44.0	50.0	18.0
Student Evaluation & Counselling	36.0	100.0	105.0	20.0
Electives	-	45.0	-	42.0
Guest Speaker program	-	18.0	-	-
	<u>554.5</u>	<u>1094.5</u>	<u>521.0</u>	<u>438.5</u>

TABLE 4

COMPOSITION OF TOTAL SCORE FOR IOBC AND IOAC GROUPS

IOBC		IOAC	
Subject	Points	Subject	Points
Map reading	10	Medical services support quiz	10
Pro facts	50	Indoor land navigation	25
Land navigation (field)	120	Leadership management	45
Leadership	100	Staff functions	125
Mil stakes Part I*	140	Nuclear, Chemical, Biological operations (NCB)	35
Mil stakes Part II*	170	Maintenance management	55
Patrolling	10	Engineer	10
Patrolling evaluation	100	Communications	25
Army Physical Fitness Test (APFT)	100	Fact sheet	10
Communication/maintenance	100	Disposition Form	10
Written Performance	100	Cmt 2 to Disposition Form	10
	<hr/> 1000	Artillery	25
		Graphics quiz	10
		Operations	30
		Company tactical oper, field	80
		Company tactical oper, field	75
		Company tactics	25
		Bn defense	50
		Bn offense	50
		Internal defense dev	30
		Aerial employment	35
		Memorandum	10
		Staff study	40
		Response to nonconcurrence	10
		Indorsement military ltr	10
		Final Comp Part I	50
		Bde defense	30
		Bde offense	30
		Final Comp Part II	50
			<hr/> 1000

*"Hands-on" performance test of various equipment.

TABLE 5

COMPOSITION OF TOTAL SCORE FOR BIOCC AND ANCOES GROUPS

BIOCC		ANCOES	
Subject	Points	Subject	Points
Squad drill performance	60	Land navigation outdoor	40
Platoon drill	60	Land navigation indoor	40
Oral presentation	50	Communications	40
Land navigation field exam	15	Graphics	10
Phase I Comp	120	Leadership Group, Medical	55
Land navigation field	120	Weapons	95
Maintenance management	100	Maintenance	70
Phase II Comp	175	Combat Support	85
Army Physical Fitness Test (APFT)	100	Mechanized Training	70
Phase III Comp	200	Forward observer	80
	<u>1000</u>	Fire direction control (FDC) I	90
		Writing Req Mil ltr	15
		FDC II	80
		FDC III	85
		Spot Quiz	10
		Fundamentals of Tactics	35
		Cmt 2 to Disposition Form	15
		Staff	85
			<u>1000</u>

obtained by the assessees are given in Table 6. No data were available on the variances of subtests of the total score and it is thus impossible to accurately estimate how much each subtopic added to the total score. However, the points of the subtest probably reflect to some measure its contribution. Subtest scores were not available for separate correlations with the assessment center measures.

For the most part in these courses, the instruction was conducted by the lecture method and testing was traditional paper-and-pencil multiple choice. The exceptions are the military stakes and PT testing of the IOBC curriculum.

OTHER EVALUATION QUESTIONS. Questions of the possible leader development provided to assessees by assessment and feedback of assessment results were planned originally to be answered by comparing LPRF data for assessees with data from the matched controls who did not attend the assessment center. Finally, attrition in BIOCC was to be related to assessment center data to evaluate its potential for selecting BIOCC trainees.

RESULTS

LPRF RATINGS, OER RATINGS AND COURSE GRADES

Before discussion of the correlations of assessment center measures with the three criteria, it is important to establish the nature and magnitude of the relationships among the different criterion measures. The three correlations for each (officer) assessee group are shown in Table 7. There were significant positive correlations between the LPRF measure and the OER for each assessee group. This suggests that these two types of leadership rating have much in common despite a three year difference between rating periods. Somewhat smaller correlations exist between the LPRF measure and the end-of-course grade. End-of-course grades show a single significant correlation with the OER for the BIOCC group but insignificant correlations for the other two groups.

Only the LPRF and end-of-course grade existed for the ANCOES group. The $-.43$ correlation between these measures indicates that those NCOs who did well in ANCOES were apt to be rated low on the LPRF. This unexpected negative correlation casts doubt on the suitability of one or the other (perhaps both) of these criteria of NCO leadership.

ASSESSMENT CENTER - LEADERSHIP CRITERIA RELATIONSHIPS

The scores obtained from the USAIS Assessment Center fall into the following six classes:

TABLE 6
MEANS AND STANDARD DEVIATIONS FOR TOTAL SCORES

Group	N	Mean	Standard Deviation
IOBC	87	857.84	41.56
IOAC	84	839.74	47.10
BIOCC	105	876.53	46.52
ANCOES	79	810.38	54.41

TABLE 7

INTERCORRELATIONS BETWEEN THE
THREE LEADERSHIP CRITERIA

Assessment Group	Last OER with Average LPRF	Last OER with End-of-Course Grade	Average LPRF with End-of-Course Grade
IOAC	.39	.13	.30
IOBC	.33	.04	.15
BIOCC	.45	.43	.25
ANCOES	N/A	N/A	-.43

1. Assessor ratings of assessee performance during individual and group formal exercises such as the In-Basket and Leaderless Group Discussion,
2. Peer rankings of assessees in those formal exercises where a group of assessees participated together such as the Assigned Leader Group Exercise,
3. Self rankings by the assessee of his performance relative to other group members in these group exercises,
4. Leadership dimension ratings made by an assessor during the Entry Interview with the assessee,
5. Assessee performance on paper and pencil performance tests, and
6. Assessee self descriptions on questionnaires and other instruments such as the Edwards Personal Preference Schedule.

The results will be discussed for each of the above classes of score. Following this, these classes of assessment center scores will be discussed and compared on their effectiveness for prediction of the three leadership criteria.

1. ASSESSOR RATINGS OF ASSESSEE PERFORMANCE DURING FORMAL EXERCISES

Leaderless Group Discussion

Correlations with the three leadership criteria of the assessor ratings in the Leaderless Group Discussion are presented in Table 8. The major pattern in these correlations was the large number of significant correlations that existed for the end-of-course grade. For the other leadership criteria (LPRF and OER) only a very few correlations were significant. Two of these for the IOBC assessment group, however, were substantial. One was the $-.56$ correlation between LPRF and "negative impression" which indicated that IOBC assessees who showed more negative social behavior were more likely to be rated high on field leadership. The other was "social concern" which was correlated $-.37$ with the LPRF. Those IOBC assessees who demonstrated less social concern were more apt to be rated high on the LPRF six months after assignment to TO&E units.

For BIOCC assessees, "social concern" was significantly related to the LPRF criterion ($r=.31$, $p<.05$) but, contrary to IOBC, high social concern was related to good ratings on the criterion. "Amount of negative social behavior" showed a similar reversed relation to this criterion (compared to IOBC) although the correlation was not significant ($r=.24$, $p=.06$).

TABLE 8

CORRELATIONS WITH THE CRITERIA
OF ASSESSOR RATINGS FOR THE LEADERLESS GROUP DISCUSSION

LGD Dimensions	OER				LPRF				END-OF-COURSE GRADE			
	IOAC	IOBC	BIOCC	IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES	
<u>Initial Presentation</u>												
Formal oral communication	-.11	.24*	.11	.08	.28*	.02	-.25	.26**	.26**	.23*	.19*	
Oral organization	.01	.17	.21*	.12	.09	.15	.04	.34**	.24*	.20*	.10	
Presentation impact	.12	.25*	.08	.17	.13	.10	.06	.24*	.18*	.08	-.02	
<u>Group Discussion</u>												
Participation	-.07	-.00	-.11	-.21	-.11	-.10	-.12	.05	.09	.06	.20*	
Group leadership/facilitation	-.13	-.08	.01	.04	-.15	-.03	-.19	.12	.07	.25**	.24*	
Persuasiveness	-.03	-.01	.08	.13	-.09	.01	.05	.17	.14	.28**	.24*	
Social Concern	.03	.06	.16	.02	-.37**	.31*	.00	.05	.05	.27**	.07	
Negative impression	.19	-.02	.15	.11	-.56**	.24	-.19	.16	-.02	.15	.12	
Convey information	-.01	.13	.10	-.01	.05	.10	-.32*	.27**	.10	.23**	.31**	

*.05, **.01

For ANCOES assesseees, the Leaderless Group Discussion produced a single significant relation with the LPRF criterion. The dimension "conveys information" was correlated negatively ($r = -.32$, $p < .05$), indicating that persons rated lower on this communication skill dimension were more apt to be rated high on the LPRF criterion. As will be shown throughout this section, poor performance for NCOs on the Assessment Center exercises was frequently related to higher ratings on the LPRF criterion and *vice versa*. The same dimension "conveys information" was positively correlated with ANCOES course grade ($r = .31$, $p < .01$).

Assessor ratings on the Leaderless Group Discussion failed to predict any criterion other than course grade for the IOAC assessee group.

Conglomerate Exercise

Correlations of assessor ratings with the three criteria for this exercise are presented in Table 9. Assessor ratings on this exercise showed almost no significant correlations with either the LPRF or OER ratings. Only "receptivity" for the BIOCC assesseees showed a positive relationship with the LPRF ($r = .36$, $p < .01$) and "energy and vigor" showed a negative relationship for IOBC assesseees ($r = -.26$, $p < .05$). The latter indicates that assesseees who were lower in energy and vigor were more apt to be rated high on the LPRF. Although most are not significant, almost all of the Conglomerate Exercise correlations with LPRF and OER ratings were negative for IOAC and IOBC. Willingness to play this Conglomerate management game at the assessment center tended to be associated with poor leadership ratings six months (LPRF) and three years (OER) following completion of Infantry Leadership courses.

For IOAC and ANCOES assesseees almost all correlations of Conglomerate exercise assessor ratings with their leadership course grades were significant and positive. A similar trend existed for BIOCC, with all correlations with BIOCC end-of-course grade positive and three of them significant. For these three assessment groups, performance in the Conglomerate game tended to go with performance in leadership courses.

Radio Simulate

Assessor ratings for this exercise fell into two categories. One set of assessor ratings came from an assessor who played a role of a subordinate of the assessee in the exercise. These are designated "Platoon Assessor Ratings" and are presented in Table 10. The other set of ratings came from an assessor who played a superior of the assessee in the exercise. These correlations of these ratings with the three criteria are designated "Battalion Assessor Ratings" and are presented in Table 11.

TABLE 9
 CORRELATIONS WITH THE CRITERIA OF ASSESSOR
 RATINGS FOR THE CONGLOMERATE EXERCISE

CONGLOMERATE DIMENSIONS	OLR				LPRF				END-OF-COURSE GRADE						
	IOAC	IOPC	BIOCC	IOAC	IOBC	BIOCC	ANCOES	IOAC	IOPC	BIOCC	ANCOES	IOAC	IOPC	BIOCC	ANCOES
Receptivity	-.07	-.07	.17	-.18	.02	.36*	-.12	.09	-.04	.06	.26*	.09	-.04	.06	.26*
Group Facilitation	-.13	-.08	.06	-.22	-.20	.03	.16	.17	.16	.15	.27**	.17	.16	.15	.27**
Leadership Emergence	-.11	-.14	.02	-.22	-.16	-.06	.11	.22*	.12	.22*	.28**	.22*	.12	.22*	.28**
Sensitivity	-.09	.06	.19*	-.04	-.23	.23	.10	.15	.13	.22*	.18	.15	.13	.22*	.18
Oral Communication	-.16	-.00	.17	-.07	.05	.21	.14	.21*	.05	.15	.29**	.21*	.05	.15	.29**
Energy and Vigor	-.15	.02	.08	-.01	-.26*	-.00	.19	.25*	.19*	.09	.25*	.25*	.19*	.09	.25*
Decision Quality	-.17	-.02	.13	-.13	.01	.20	-.08	.27**	-.04	.18*	.43**	.27**	-.04	.18*	.43**
Overall Effectiveness	-.12	-.11	.06	-.26	-.25	-.06	.14	.27**	.19	.12	.23*	.27**	.19	.12	.23*

* .05, ** .01

TABLE 10
CORRELATIONS WITH THE CRITERIA OF ASSESSOR
RATINGS FOR THE RADIO SIMULATE

Radio Simulate Dimensions ("Platoon" Assessor)	OER			LPRF			END-OF-COURSE GRADE				
	IOAC	IOBC	BIOCC	IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES
Social Skills	-.11	-.04	.17	-.00	-.14	-.14	-.02	-.04	.12	.37**	.22*
Communication Skills	-.12	.01	.21*	-.00	-.04	-.14	-.27	-.01	.33**	.31**	.35**
Adaptability	-.09	-.00	.16	.10	.04	-.06	-.28*	.14	.16	.24**	.42**
Motivation	-.09	.11	.17	.05	.05	-.08	-.04	.13	.18*	.24**	.22*
Forcefulness	-.01	-.10	.31**	-.09	.01	-.07	-.02	.21*	.17	.29**	.11
Decision Making	.09	.14	.23*	.16	-.08	-.19	-.18	.21*	.32**	.39**	.35**
Administrative Skills	.05	-.01	.14	.09	-.03	-.06	-.26	.04	.08	.23*	.40**
Effectiveness in Org. Leadership Role	-.17	.02	.33**	.05	-.09	.16	-.07	.10	-.00	.35**	.28**

* .05, ** .01

TABLE 11

CORRELATIONS WITH THE CRITERIA OF ASSESSOR
RATINGS FOR THE RADIO SIMULATE

Radio Simulate Dimensions ("Battalion" Assessor)	OER				LPRF				END-OF-COURSE GRADE			
	IOAC	IOBC	BIOCC	IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES	
Social Skills	-.13	.15	.06	-.19	.01	-.09	-.18	-.07	.23*	.26**	.17	
Communication Skills	-.13	.00	.27**	-.19	.13	.17	-.19	.21*	.29**	.39**	.30**	
Adaptability	.10	-.01	.02	.02	.06	.02	-.02	-.00	.28**	.18*	.29**	
Motivation	.08	.22*	.15	-.22	.17	-.11	-.06	.04	.20*	.21*	.28**	
Forcefulness	.10	-.10	.27**	-.05	.16	-.09	-.03	.11	.21*	.33**	.20*	
Decision Making	-.01	-.06	.12	-.24	.22	-.08	-.03	-.02	.09	.19*	.33**	
Administrative Skills	-.10	.11	-.02	.03	.13	.02	-.14	.11	.34**	.18*	.32**	
Effectiveness in Org. Leadership Role	.00	-.24*	.08	-.23	-.09	-.25	-.26	.13	.11	.25**	.29**	

*.05, **.01

An unusual pattern of correlations exists in Tables 10 and 11 for the ANCOES assessment group. Almost every assessor rating predicted the ANCOES end-of-course grade with high ratings going with high grades. However, correlations of Radio Simulate assessor ratings with the LPRF ratings for ANCOES assessees were generally negative indicating that good performance on the Radio Simulate was related to poor ratings six months following assignment to TO&E units. This result is not easily explained, but it does at least fit with the negative correlation described earlier between ANCOES end-of-course grade and LPRF ratings for ANCOES assessees.

Assessor ratings for the BIOCC group showed strong relationships with the BIOCC end-of-course grade and fairly strong and positive relationships with the OER ratings. On the other hand, no significant correlations existed for this group between assessor ratings and the LPRF ratings.

In-Basket

Assessor ratings in the In-Basket exercise provided many significant correlations with leadership criteria for the IOAC assessment group (See Table 12). This was particularly true for the end-of-course grade but also for the OER and LPRF ratings. End-of-course grades were predicted somewhat less well for the ANCOES assessees although all 14 correlations were positive and half of them were significant at at least the .05 level. On the other hand, for the ANCOES group all 14 correlations with the LPRF ratings were negative including two significant and four nearly significant ones.

For the IOBC and BIOCC groups, assessor ratings on the In-Basket frequently correlated positively with end-of-course grades, but the two groups showed different patterns on the LPRF and OER ratings. IOBC assessor ratings are consistently negatively correlated with both of these criteria but BIOCC assessor-ratings correlations are consistently positive. This is surprising since both groups were new lieutenants when rated on the LPRF and had similar amounts of experience when receiving the last OER rating.

Appraisal Interview

Assessor ratings were made on eight dimensions in the Appraisal Interview. The correlation of these with the three leadership criteria for the three assessment groups are presented in Table 13. The first four dimensions were significant predictors of the end-of-course grade for three of the four assessment groups. The only significant correlations with either the LPRF or OER ratings were negative. This again indicated the different nature of the leadership criteria.

TABLE 12

CORRELATIONS WITH THE CRITERIA OF
ASSESSOR RATINGS FOR THE IN-BASKET EXERCISE

IN-BASKET DIMENSIONS	OER				LPRF				END-OF-COURSE GRADE			
	IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES
Written Communication	.10	-.19	.00	-.13	.14	-.12	.27*	-.13	.11	.21*	.05	.15
Plan & Organization	.05	-.23*	.14	-.25	-.04	-.07	.06	-.25	.31**	.19*	.16	.18
Problem Analysis	.10	-.05	.17	-.09	.18	-.03	-.04	-.09	.32**	.12	.11	.25*
Decision Quality	.21*	-.17	.16	-.16	.29*	-.02	.18	-.16	.37**	.25**	.09	.22*
Directing Skill	.25*	-.14	.21*	-.27*	.11	-.07	.23	-.27*	.27**	.16	.17*	.13
Supervision	.30**	-.17	.06	-.21	.18	-.00	.25	-.21	.29**	.21*	.19*	.33**
Use of Information	.04	-.11	.21*	-.11	.36*	.07	.21	-.11	.31**	.14	.34**	.21*
Attention to Detail	.13	-.13	.08	-.18	.13	-.11	-.01	-.18	.28**	.26**	.18*	.21*
Sensitivity	.09	-.08	-.01	-.27	.04	-.03	.09	-.27	.09	.06	.07	.18
Task Orientation	.21*	-.19	.23*	-.37*	.10	-.10	.35*	-.37*	.30**	.25*	.24**	.22*
Self Confidence	-.09	-.06	.17	-.20	.03	.01	-.18	-.20	.10	.07	.04	.37**
Decisiveness	.22*	.01	.05	-.23	.12	-.06	.25	-.23	.42**	.22*	.08	.12
Working with superior	.05	-.03	.09	-.08	.20	.02	.16	-.08	.21*	.19*	.22*	.13
Initiative	.10	-.05	.20*	-.12	.11	.03	.10	-.12	.29**	.20*	.15	.12

* .05, ** .01

TABLE 13

CORRELATIONS WITH THE CRITERIA OF
ASSESSOR RATINGS FOR THE APPRAISAL INTERVIEW

APPRAISAL INTERVIEW DIMENSIONS	OER				LPRF				END-OF-COURSE GRADE			
	IOAC	IOBC	BIOCC		IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES
Planning	-.05	-.05	-.05		.19	-.17	-.09	-.13	.32**	.12	.25**	.29**
Topic Selection	-.06	-.09	-.14		.21	.03	-.13	-.05	.22*	.20*	.11	.23*
Written Communication	.05	-.08	.12		.27	-.04	.12	-.14	.28**	.21*	.30**	.30**
Written Organization	-.08	-.00	.01		.02	.15	.01	-.33*	.26**	.32**	.20*	.33**
Self Confidence	-.21*	.08	-.19*		-.08	.12	.01	.16	.03	-.03	.02	.02
Oral Communication	-.19	.05	-.14		.02	.21	-.05	-.14	.08	.14	.06	.25*
Use of Information	-.13	-.13	-.09		-.06	-.01	-.07	-.29*	-.03	-.06	.03	.18
Accommodation	-.13	.06	.06		.12	.18	.05	.06	.01	.12	.10	-.07

* .05, ** .01

Writing Exercise

Assessor ratings were made on five dimensions for the IOAC assessment group and four for the other three groups. Their correlations with leadership criteria are presented in Table 14. Best predictions for this exercise occurred for the IOBC and BIOCC groups.

Assigned Leader Group Exercise

Correlations of assessor ratings for the Assigned Leader Group Exercise with the three leadership criteria are presented in Table 15. IOAC assesseees did not participate in this exercise. No significant predictions of either leadership rating (OER or LPRF) were found for the two officer groups who did participate. The end-of-course grade was predicted by some of these ratings for all groups. Ratings on "leadership emergence" and "group facilitation" were positively correlated with the LPRF ratings for ANCOES assesseees. "Flexibility" was negatively correlated with the LPRF for the same group.

Leader Game

Only the IOAC assessment group participated in this exercise. Although it was strongly related to IOAC end-of-course grades (See Table 16), only the dimension of "flexibility" correlated with LPRF ratings. Assesseees with high flexibility tended to have better LPRF ratings. The correlation of "participation" with end-of-course grade was .47 and was one of the highest correlations obtained in this study for assessor ratings.

2. PEER RANKING ON GROUP EXERCISES

Leaderless Group Discussion

The six members who participated in this exercise ranked all six members on a number of different dimensions and the correlations with the three criteria of these rankings are presented in Table 17. These peer rankings produced significant correlations with the end-of-course grade criterion for all assessment groups. For the BIOCC assessment group, four of the six dimensions were significantly related to the OER rating. None of the other groups showed significant peer-ranking relationships with the OER and no groups showed any significant correlations with the LPRF rating for any of the six dimensions.

Conglomerate Exercise

These peer ranking - leadership criterion correlations are given in the top of Table 18. Three of five dimensions were significantly related

TABLE 14
 CORRELATIONS WITH THE CRITERIA OF
 ASSESSOR RATINGS FOR THE WRITING EXERCISE

WRITING EXERCISE	OER				LPRF				END-OF-COURSE GRADE			
	IOAC	IOBC	BIOCC		IOAC	IOBC	BIOCC		IOAC	IOBC	BIOCC	ANCOES
Accuracy	-.05	.24*	.09		-.29*	-.27*	-.04		.13	.24*	.23*	.09
Objectivity	.01	-	-		-.10	-	-		.17	-	-	-
Grammar	-.07	-.08	.22*		.19	.04	-.01		.21*	.14	.30**	.18
Spelling	.09	.02	.04		.03	.07	-.13		-.02	.00	.06	-.02
Completeness	.11	.02	.22*		-.05	-.04	-.07		.10	.31**	.31**	.28**

* .05, ** .01

TABLE 15
 CORRELATIONS WITH THE CRITERIA OF ASSESSOR
 RATINGS FOR THE ASSIGNED LEADER GROUP EXERCISE

Dimension	OER		LPRF			END-OF-COURSE GRADE		
	IOBC	BIOCC	IOBC	BIOCC	ANCOES	IOBC	BIOCC	ANCOES
	Planning	.06	-.15	-.07	-.19	-.06	.27*	.07
Leadership	-.14	-.15	-.03	-.04	.13	.21*	.20*	.12
Decisiveness	.15	-.03	.00	.02	.00	.11	.18*	.20*
Flexibility	.13	-.09	-.20	.12	-.30*	.15	.14	.17
Motivation	-.03	-.10	-.07	-.08	.12	.12	.13	.06
Physical Ability	.14	.04	-.05	.09	.24	.18	.18*	-.03
Stress Tolerance	-.12	-.02	-.01	.07	-.12	.06	.15	.03
Leadership Emergence	.03	.04	.08	-.17	.29*	.24*	.17	.07
Group Facilitation	.03	.14	.05	.08	.29*	.24*	.23*	-.06

* .05, ** .01

TABLE 16

CORRELATIONS WITH THE CRITERIA OF LEADER GAME
RATINGS AND RANKINGS (IOAC ONLY)

Leader Game Measures	OER	LPRF	End-of-Course Grade
<u>Assessor Ratings</u>			
Organization	.17	.05	.15
Leadership	.09	.16	.31**
Planning	.14	.01	.25*
Flexibility	.15	-.36*	.05
Supervisory Skills	.09	.13	.29**
Participation	-.15	-.21	.47**
Problem Comprehension	.03	-.13	.33**
Leadership Emergence	-.08	-.21	.39**
Overall Effectiveness	-.06	-.14	.36**
<u>Peer Rankings</u>			
Problem Comprehension	.03	.02	.50**
Leadership	.16	.12	.43**
Support of Leader	.02	-.01	.39**
General Esprit	-.02	-.11	.24*
Overall Effect	.05	.10	.43**
<u>Self-Rankings</u>			
Problem Comprehension	-.03	-.03	.38**
Leadership	-.01	.00	.35**
Support of Leader	-.09	-.13	.34**
General Esprit	-.09	-.16	.19*
Overall Effect	-.06	-.04	.34**

*.05, **.01

TABLE 17

CORRELATIONS WITH THE CRITERIA

OF PEER RANKINGS FOR THE LEADERLESS GROUP DISCUSSION

DIMENSION	OFR				LPRF				END-OF-COURSE GRADE			
	IOAC	IOBC	BIOCC		IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES
	Oral Communication	.15	.10	.31**	.06	.02	.18	.19	.24*	.21*	.35**	.18
Leadership	.01	-.00	.02	.08	.00	-.07	.05	.23*	.03	.18*	.31**	
Persuasiveness	.10	.09	.15	.04	.06	-.02	-.02	.18	.15	.08	.29**	
Idea Quality	.07	-.12	.21*	.13	.06	.19	-.11	.23*	.06	.23**	.11	
Sociability	.11	-.07	.37**	.05	.10	.12	-.08	.20*	.24*	.25**	.12	
Overall Effectiveness	.10	.20	.28**	.06	.03	.21	.13	.32**	.18*	.25**	.31**	

TABLE 18

CORRELATIONS WITH THE CRITERIA OF PEER RANKINGS AND
SELF-RANKINGS ON THE CONGLOMERATE EXERCISE

Dimension	OER			LPRF			END-OF-COURSE GRADE				
	IOAC	IOBC	BIOCC	IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES
<u>Peer Ranking</u>											
Popularity	-.16	-.03	.25*	.01	-.19	-.09	.12	.12	.20*	.23*	.21*
Planning	-.01	-.14	.11	.06	-.10	-.13	-.08	.28**	.13	.11	.34**
Energy	-.06	.19	.12	.16	-.07	-.07	.08	.34**	.27**	.11	.13
Conflict	-.00	.23*	.01	-.06	.24	.18	.07	-.10	.02	.02	-.02
Acceptance	-.07	-.01	.10	.12	-.25	.09	-.02	.35**	.20*	.11	.19*
<u>Self-Ranking</u>											
Popularity	-.04	.09	.03	-.11	.01	.07	.29*	.28**	.04	.02	.14
Planning	.03	.03	.23*	.31*	.09	.20	.21	.43**	.00	.09	.17
Energy	.00	.05	.21*	.18	-.04	.14	.34*	.21*	.17	.10	.13
Conflict	-.05	.15	-.00	.01	-.18	-.17	.29*	.01	-.18	.01	-.13
Acceptance	-.02	.17	.15	.24	.23	-.02	.27	.19*	.03	-.00	.15

* .05, ** .01

to the end-of-course grade for the IOAC, IOBC and ANCOES groups. No correlations with the LPRF criterion were significant for any assessment group. A single correlation with the OER criterion was significant for IOBC and for BIOCC.

Assigned Leader Group Exercises

Peer rankings on this exercise provided significant predictions of the end-of-course grade for the IOBC and BIOCC groups but not the ANCOES group. These correlations are presented in the top half of Table 19. Three of four peer rankings for the ANCOES group predicted the LPRF rating. For the IOBC assessment group neither the LPRF nor OER ratings were predicted by peer rankings on this exercise. For BIOCC assessees "social association" predicted the LPRF and "leadership" predicted the OER.

Leader Game

Peer rankings on this exercise (IOAC only) produced highly significant correlations with the end-of-course grade criterion (See Table 16). Yet not one of these rankings predicted either the LPRF or the OER ratings. Assessor ratings, and, as will be seen, self rankings showed this same pattern of high correlations with the end-of-course grade and almost no correlation with the other two leadership criteria.

3. SELF RANKINGS ON THE GROUP EXERCISES.

Leaderless Group Discussion

These results are shown in Table 20. The self-rankings provided four (out of six) significant predictions of the end-of-course grade for the IOAC group. For the other groups, little predictive validity was found for any criterion.

Conglomerate Exercise

These results are shown at the bottom of Table 18. These self-rankings provided four (out of five) significant predictions of the end-of-course grade for the IOAC group. Good predictions of the LPRF criterion occurred for the ANCOES group. For other groups little predictive validity was found for any criterion.

Assigned Leader Group Exercise

These correlations are given on the bottom half of Table 19. For the ANCOES group and the LPRF criterion the results parallel data from the

TABLE 19

CORRELATIONS WITH THE CRITERIA OF PEER RANKINGS AND
 SELF-RANKINGS ON THE ASSIGNED LEADER GROUP EXERCISE

Dimension	OER		LPRF			END-OF-COURSE GRADE		
	IOBC	BIOCC	IOBC	BIOCC	ANCOES	IOBC	BIOCC	ANCOES
<u>Peer Ranking</u>								
Social Association	-.08	.06	-.20	.30*	.08	.29*	.15	-.01
Leadership	.02	.21*	.20	.11	.29*	.23*	.39**	.04
Support of Leader	.15	.03	.10	-.01	.28*	.15	.27**	.00
General Esprit	.04	.10	-.04	-.12	.33*	.19	.35**	-.17
<u>Self-Ranking</u>								
Social Association	-.18	.09	.01	.06	-.05	.01	.11	.11
Leadership	-.00	-.01	.21	-.07	.32*	.13	.11	.04
Support of Leader	-.14	-.00	-.00	.15	.17	.14	.12	.05
General Esprit	-.00	.23*	-.03	.16	.30*	.21*	.13	-.04

* .05, ** .01

TABLE 20

CORRELATIONS WITH THE CRITERIA

OF SELF-RANKINGS FOR THE LEADERLESS GROUP DISCUSSION

DIMENSION	OER				LRF				END-OF-COURSE GRADE			
	IOAC	IOBC	BIACC	IOAC	IOBC	BIACC	ANCOES	ICAC	IOEC	BIACC	ANCOES	
Oral Communication	.10	-.01	.05	.06	-.06	.08	.18	.22*	-.08	-.01	-.02	
Leadership	-.05	-.07	.06	.02	-.08	.02	.09	.24*	-.09	-.06	.12	
Persuasiveness	.07	-.08	.08	-.03	.09	-.05	.23	.06	.13	-.05	.13	
Idea Quality	.07	-.02	-.01	-.06	.18	-.16	.32*	.23*	-.06	.02	.06	
Sociability	.14	.10	.24*	.20	.12	.15	.21	.18	.01	.04	.03	
Overall Effectiveness	.08	.17	.08	.05	.14	.04	.18	.21*	.03	.10	.08	

*.05, **.01

corresponding peer rankings with good prediction of this criterion for this group.

Leader Game

Results are given in Table 16 at the bottom. Results are similar to those for peer ranking with good predictions of the end-of-course grade and no significant correlations with the other two criteria.

4. ENTRY INTERVIEW PERFORMANCE EVALUATION

Fourteen dimensions were rated during the Entry Interview and their correlations with the criteria are presented in Table 21. LPRF ratings were predicted by six dimensions of the BIOCC assessment group. "Enthusiasm" was a dimension that predicted the LPRF for the ANCOES group. In general, best predictions occurred for the end-of-course grade as was the case for nearly all assessment center data.

5. PENCIL AND PAPER PERFORMANCE TESTS

These were the best predictors of the end-of-course grades and, in fact, provide some of the highest correlations obtained between the assessment center data and all three criteria. Only for the BIOCC assessment group were there any positive correlations between these performance tests and the other criteria. Specifically, only the correlation of the Henmon-Nelson quantitative and Nelson-Denny comprehensive scores of the BIOCC assesseees with the OER criterion were positive and significant.

Many significant negative correlations were found for the IOBC group between these performance scores and the OER. Large negative correlations also were found for the ANCOES group between these performance scores and the LPRF ratings. These data are presented in Table 22 and nowhere was the difference between leadership criteria more dramatically illustrated. To some extent, these scores on the performance tests may be considered "IQ" scores. High IQ while an asset for achieving good leadership course performance, apparently was a liability for leadership ratings. Why this was true for IOBC and not BIOCC assesseees (for the OER criterion) is not easy to explain since both groups were new lieutenants.

6. SELF-DESCRIPTION INSTRUMENTS

Edwards Personal Preference Schedule

Those EPPS variables which showed one or more significant correlations with the criteria are presented in Table 23.

TABLE 21
CORRELATIONS WITH THE CRITERIA FOR
ENTRY INTERVIEW RATINGS

Dimension	OER				LPRF				END-OF-COURSE GRADE			
	IOAC	IOBC	BIOCC	IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES	
	Convey Information	.04	.18	.06	.10	.13	.35*	-.01	.28**	.07	.23*	.16
Humor	-.02	.05	-.02	-.13	-.23	.03	.26	.10	.26**	.12	-.06	
Fluency	-.07	.14	.19	-.11	.19	.29*	-.19	.25*	.11	.27**	.29**	
Enthusiasm	.15	.10	.02	.01	-.19	-.10	.45**	.02	.11	.20*	.09	
Express Opinion	.06	-.17	.13	.16	-.10	.29*	-.11	.10	.22*	.13	.20*	
Interest Range	-.05	-.01	.12	.16	-.19	.12	-.03	.14	.17	.24**	.21*	
Task Orientation	.04	.06	.04	.09	-.11	.31*	.02	-.02	.25*	.06	.03	
Asset Evaluation	-.21*	-.10	.01	.08	-.04	-.06	-.24	.32**	.19*	.15	.29**	
Liability Evaluation	-.13	-.15	-.03	.14	-.10	-.07	.06	.23*	.24*	.22*	.13	
Goal Congruence	-.02	.03	-.09	.03	-.05	.26	-.00	.08	.14	.11	.12	
Self-Development	-.13	-.01	.12	.26	-.27*	.28*	-.29*	.17	.07	.19*	.08	
Task Motivation	.01	.11	-.06	.02	-.12	.18	-.10	.03	.24*	.06	.14	
Creativity	.02	-.07	.02	.18	-.26	.26	-.02	.14	.12	.07	.16	
Overall Impression	-.00	.10	.22*	.21	-.17	.42**	.06	.12	.26**	.18*	.17	

* .05, ** .01

TABLE 22
CORRELATIONS WITH THE CRITERIA FOR
PAPER AND PENCIL TESTS

TEST SCORES	OER				LPRF				END-OF-COURSE GRADE			
	IOAC	IOBC	BIOCC	IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES	
	Henmon-Nelson Quantitative	-.07	-.30**	.27**	.09	-.02	-.14	-.30*	.62**	.19*	.33**	.47**
Henmon-Nelson Verbal	-.10	-.25*	.11	-.06	.06	-.16	-.41**	.48**	-.00	.29**	.40**	
Henmon-Nelson Total Score	-.10	-.30**	.20*	-.01	.03	-.17	-.40**	.59**	.09	.35**	.48**	
Nelson-Denny Verbal	-.11	-.30**	.11	-.12	-.04	-.12	-.36*	.44**	.17	.27**	.41**	
Nelson-Denny Comprehension	-.02	-.12	.24*	-.04	.12	-.21	-.32*	.48**	.31**	.35**	.51**	
Nelson-Denny Total	-.07	-.23*	.18	-.09	.04	-.25	-.37*	.49**	.26**	.34**	.49**	
Nelson-Denny Reading Rate	.00	-.27*	.06	.05	-.04	-.03	-.09	.36**	.10	.04	.16	
Watson-Glaser Critical Thinking	-.05	-.10	-.02	.13	.17	-.14	-.18	.48**	.24*	.36**	.50**	
Social Insight Test	.10	.00	.17	.07	.09	-.20	-.26	.21*	.18*	.28**	.30**	

* .05, ** .01

TABLE 23

CORRELATIONS WITH THE CRITERIA OF
EDWARDS PERSONAL PREFERENCE SCHEDULE (EPPS) MEASURES

EPPS Measures	OER				LPRF				END-OF-COURSE GRADE			
	IOAC	IOBC	BIOCC	JOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES	
	Achievement	-.06	.02	.01	-.06	-.07	.01	-.11	.18*	.23*	.01	.17
Deference	.29**	.11	.13	.04	-.14	.22	.15	-.03	-.02	-.10	-.10	
Order	.09	.03	-.13	.52**	-.18	-.16	.25	-.08	-.13	-.23**	-.15	
Exhibition	-.21*	.21*	.01	-.20	.17	.08	-.31*	-.04	.17	.13	.20*	
Succorance	-.20*	-.13	-.10	-.35*	.06	-.01	.10	-.08	.02	-.21*	-.14	
Dominance	.05	.02	-.01	.05	-.03	-.09	.13	.34**	.14	.00	.17	
Abasement	.15	.09	-.08	.19	.09	-.08	.28*	-.24*	-.06	-.04	-.22*	
Nurturance	.00	-.13	.03	-.05	.01	-.18	.20	-.13	-.04	-.01	-.27**	
Endurance	-.07	-.11	.02	.26	-.11	-.13	.03	.10	-.09	-.10	.24*	

* .05, ** .01

Work Environment Preference Schedule

High scores on this measure "typify individuals who accept authority, who prefer to have specific rules and guidelines to follow, who prefer impersonalized work relationships, and who seek the security of organizational and in-group identification." Three of the assessee groups showed significant correlations on this measure with the criterion of end-of-course grades. For the IOAC, BIOCC and ANCOES assessee groups inverse relationships were found with this criterion ($r = -.28$; $-.29$, $p < .01$; $r = -.24$, $p < .05$, respectively). These inverse relationships indicate that those assessees readily accepting authority tended to receive low end-of-course grades. This test score did not correlate significantly with the end-of-course-grade criterion for the IOBC assessee group.

Only one of the assessee groups showed a significant correlation of their scores on this measure with the LPRF field leadership ratings. IOAC assessees who were higher on the Work Environment Preference Schedule were more likely to receive high criterion ratings ($r = .32$, $p < .05$). The IOBC, BIOCC and ANCOES groups did not have significant correlations between the LPRF criterion and this measure.

The Work Environment Preference Schedule measure did not correlate significantly with the OER rating for any of the assessment groups.

Leader Opinion Questionnaire

The Leader Opinion Questionnaire provides two scores: Consideration and Structure. BIOCC assessees scoring high on Consideration on the LOQ were more apt to receive a high end-of-course grade ($r = .24$, $p < .01$). "Structure", on the other hand, was inversely correlated with the criterion for the BIOCC assessees ($r = -.34$, $p < .01$). These scores were not significantly related to course grades for the other assessee groups.

ANCOES assessees scoring high on "Consideration" were more apt to be rated high on the LPRF rating criterion ($r = .36$, $p < .05$). IOBC assessees who were rated high on "Structure" were more apt to be rated high on this criterion ($r = .25$, $p < .05$). No other Leader Opinion Questionnaire scores were significant predictors of the LPRF for any assessee group.

Structure was related to the OER criterion only for the IOBC group ($r = .25$, $p < .05$). Consideration did not predict the OER criterion for any of the assessment groups.

Leadership Q-Sort

Correlations of the seven Leadership Q-Sort dimensions with the three criteria are presented in Table 24. It can be seen that the IOAC group provided five (out of seven) significant predictions of the end-of-course grade criterion. For the other groups little predictive validity was found for any criterion.

Person Description Blank

Fifty pairs of adjectives were presented to each assessee with the pairs at the ends of a scale from 1 to 7 (e.g., WARY: 1 2 3 4 5 6 7: GULLIBLE). Instructions were to rate himself by circling the number that best described his position between these polar adjectives. The pairs of adjectives and their correlations with the three criteria for each assessee group are presented in Table 25. Positive correlations with a leadership criterion indicate that persons who rated themselves higher than average on the adjective to the right of the scale were more apt to be rated high on the criterion. Negative correlations indicate that persons who rated themselves higher than average on the adjective to the left of the scale were more apt to be rated high on the leadership criterion.

COMPARISON OF DIFFERENT CLASSES OF ASSESSMENT CENTER SCORES

Data reflecting the success of criteria prediction for the six different classes of assessment center scores are presented in Table 26. The much greater predictability of the end-of-course grade which typified data from all the various exercises, interviews and tests is readily apparent from this table. Many of the classes of assessment center scores did little better than chance in predicting the OER and LPRF leadership criteria.

It appears from Table 26 for the IOBC and ANCOES assessment groups that the pencil and paper performance test scores did an excellent job of predicting the OER and LPRF criteria. However, in both instances (IOBC--OER and ANCOES--LPRF), all of the successful predictors were negative correlations. This means that those IOBC and ANCOES assesseees who did best on these mental performance measures were apt to be rated most poorly on the OER (IOBC) and LPRF (ANCOES). Such a result cannot be considered a successful criterion prediction. One would not set up an assessment center with the intention of selecting persons who scored poorly!

The self-description instruments worked about equally well for

TABLE 24

CORRELATIONS WITH THE CRITERIA OF
LEADERSHIP Q-SORT (LQS) MEASURES

LQS MEASURES	OLR				LPRF				END-OF-COURSE GRADE			
	IOAC	ICBC	EOCC	IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES	
Leadership Q-Sort	.03	.06	.16	.20	-.21	-.09	-.24	.27**	.15	.25**	.22*	
Leader Potential	-.07	-.02	.07	.22	-.07	.03	-.30*	.17	-.02	.17*	-.01	
Personal Integrity	-.12	-.19	-.22*	-.36*	.12	.00	.21	-.26**	-.08	-.12	-.14	
Consideration	.02	.22*	-.02	-.01	-.09	.00	.33*	-.31**	-.14	-.14	-.18	
Mental Health	.03	-.10	.01	.01	.13	.05	-.24	.19*	.14	.04	.22*	
Technical Information	.13	.12	.15	.24	-.39**	-.06	.08	.23*	.16	.03	-.01	
Decision Making	.20	.11	.04	.03	.26*	-.10	-.03	.04	-.02	-.08	.11**	
Teaching and Communication												

* .05, ** .01

TABLE 25

PERSON DESCRIPTION BLANK (PDB) "YOURSELF" SCORE

CORRELATIONS WITH THE CRITERIA

1 of 6 Pages

PDB Descriptor	BIOCC Attrition	CER			LPRU				END-OF-COURSE GRADE			
		IOAC	IOBC	BIOCC	IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES
Persuasive (1) Unpersuasive (7)	-.07	.04	-.07	-.21*	-.18	.01	-.17	-.22	.24*	-.09	.03	.12
Noncompetitive (1) Competitive (7)	.14*	.03	.26*	.00	.26	.45**	.25	-.17	.14	.20*	-.01	.14
Clumsy (1) Graceful (7)	.16*	.03	.19	.04	.19	.20	.31*	.12	-.21*	.07	-.06	-.04
Understandable (1) Mysterious (7)	-.08	.03	-.08	.12	-.32*	.03	.13	-.09	-.04	.05	.05	.20*
Clever (1) Dull (7)	.08	.26*	-.10	-.07	-.01	-.06	-.06	-.14	-.08	-.08	.08	.02
Capable (1) Incapable (7)	-.16*	.13	-.20*	.03	-.11	-.02	.06	-.16	-.26**	-.08	-.01	-.08
Smooth (1) Rough (7)	.11	.12	-.10	.05	.11	-.10	.03	.07	-.03	-.03	.22*	.05
Cooperative (1) Uncooperative (7)	-.09	.09	-.23*	.20*	-.02	-.04	.18	.07	-.06	-.01	.14	-.03
Insensitive (1) Sensitive (7)	-.15*	-.00	.13	-.03	-.02	.40**	.12	-.05	.10	.00	.16*	.18

* .05, ** .01

TABLE 25

PERSON DESCRIPTION BLANK (PDB) "YOURSELF" SCORE
CORRELATIONS WITH THE CRITERIA

2 of 6 Pages

PDB Descriptor	BIOCC Attrition	OER			LPRV				END-OF-COURSE GRADE			
		IOAC	IOBC	BIOCC	IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES
Confident (1) Unsure (7)	-.02	.14	-.14	-.11	-.08	-.15	-.10	-.05	-.14	-.12	-.01	-.07
Flexible (1) Rigid (7)	.03	-.06	-.00	.02	.03	.01	.16	-.05	-.02	.05	.18*	-.09
Plodding (1) Brilliant (7)	-.04	-.04	.16	-.03	.00	.13	.14	.14	.19*	.10	.07	.02
Tactful (1) Blunt (7)	-.05	-.04	-.25*	-.03	-.07	.05	.07	.03	-.07	-.05	.03	.29**
Optimistic (1) Pessimistic (7)	-.03	.10	-.09	.08	-.00	.04	.21	.04	-.02	-.01	.12	-.13
Yielding (1) Firm (7)	.01	-.20	.18	-.05	.14	.29*	-.10	.41**	.16	-.02	-.08	-.01
Tough (1) Tender (7)	-.08	-.13	-.11	.08	-.39**	-.17	.17	-.31*	-.20*	.00	.13	.14
Military (1) Unmilitary (7)	-.20*	-.03	-.22*	.09	-.20	.16	.18	-.28*	-.04	-.11	.03	-.03
Thoughtless (1) Thoughtful (7)	-.05	-.06	.13	-.00	.09	.13	.14	.15	-.06	-.03	.02	.13

* .05, ** .01

TABLE 25

PERSON DESCRIPTION BLANK (PDB) "YOURSELF" SCORE
CORRELATIONS WITH THE CRITERIA

3 of 6 Pages

PDB Descriptor	BIOCC Attrition	OER			LPRF				END-OF-COURSE GRADE			
		IOAC	IOBC	BIOCC	IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES
Wary (1) Gullible (7)	-.02	.04	-.21*	-.13	-.49**	-.45**	-.11	-.19	-.26**	.02	-.09	-.11
Weak (1) Strong (7)	.20**	-.26*	.22*	-.02	.04	.22	.24	.24	-.04	.05	.01	-.12
Slow (1) Fast (7)	.08	-.11	.23*	.16	.22	.14	.15	.23	.30**	-.02	.00	.09
Indecisive (1) Decisive (7)	-.01	-.14	.11	.15	.07	.27*	-.12	.16	.06	.03	.00	.02
Unintelligent (1) Intelligent (7)	-.03	-.17	.05	.03	.05	.08	-.13	-.03	.32**	.11	.13	.15
Methodical (1) Creative (7)	-.12	-.06	.12	-.07	.12	-.02	-.15	-.02	-.15	.08	-.17*	-.27**
Careful (1) Reckless (7)	-.16*	-.14	-.06	.15	-.16	-.10	-.01	-.38**	-.02	.07	.21*	.23*
Funny (1) Sober (7)	.06	.30**	-.12	-.11	.04	.00	-.04	-.13	.11	-.26**	.03	.04
Cowardly (1) Brave (7)	.20**	-.05	.27*	-.07	-.04	.04	-.13	.33*	-.03	.03	-.06	.02

* .05, ** .01

TABLE 25
 PERSON DESCRIPTION BLANK (PDB) "YOURSELF" SCORE
 CORRELATIONS WITH THE CRITERIA

4 of 6 Pages

PDB Descriptor	BIOCC Attribution				OER				LPRF				END-OF-COURSE GRADE				
	BIOCC	IOAC	IOBC	BIOCC	IOAC	IOBC	IOAC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES
Insincere (1) Sincere (7)	.04	-.13	.03	-.13	-.11	.15	-.39**	.16	.03	-.12	-.12	.09	.03	-.12	-.12	.09	
Leading (1) Following (7)	-.15*	.19	-.13	.00	-.24	-.31*	-.04	-.15	-.10	-.22*	.02	.07	-.10	-.22*	.02	.07	
Shortsighted (1) Farsighted (7)	.03	.08	.05	.04	.16	.14	.01	-.10	.15	-.23*	-.08	.06	.15	-.23*	-.08	.06	
Passive (1) Active (7)	.06	-.14	.24*	.10	.34*	.15	-.11	.22	-.06	-.10	.07	-.04	-.06	-.10	.07	-.04	
Soothing (1) Irritating (7)	-.02	-.11	-.08	.01	.03	-.24	-.18	-.39**	.05	-.03	.15	-.03	.05	-.03	.15	-.03	
Mild (1) Forceful (7)	.01	-.13	.20	-.11	.24	.04	-.19	.08	.31**	-.05	.12	-.14	.31**	-.05	.12	-.14	
Undisciplined (1) Disciplined (7)	.15*	.04	.19	-.04	.19	.14	-.16	.17	.13	-.04	.01	-.02	.13	-.04	.01	-.02	
Timid (1) Bold (7)	.02	-.15	.22*	.13	-.01	-.11	.03	.23	-.00	-.03	.01	.00	-.00	-.03	.01	.00	
Ambitious (1) Complacent (7)	.04	-.01	-.25*	.01	-.36*	-.19	-.10	-.12	-.10	-.22*	.04	.03	-.10	-.22*	.04	.03	

* .05, ** .01

TABLE 25
PERSON DESCRIPTION BLANK (PDB) "YOURSELF" SCORE
CORRELATIONS WITH THE CRITERIA

5 of 6 Pages

PDB Descriptor	BIOCC Attrition	OER			LPRF			END-OF-COURSE GRADE				
		IOAC	IOBC	BIOCC	IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES
Suspicious (1) Trusting (7)	.08	-.05	-.01	-.00	-.19	-.04	-.06	.16	.27**	.10	-.01	.23*
Boring (1) Interesting (7)	-.04	-.18	.25*	.00	-.22	.18	.03	.27*	-.10	.19*	-.06	.11
Quiet (1) Talkative (7)	-.12	-.45**	.15	.13	-.31*	.06	-.11	.07	-.02	.23*	.10	-.15
Give up easily (1) Persistent (7)	.09	-.23*	.00	.12	.11	.07	.24	.18	.03	.13	.01	-.07
Secretive (1) Open (7)	-.02	-.21*	.04	.04	-.34*	.02	-.28	.18	-.01	.17	.06	.04
Mission-oriented (1) People-oriented (7)	-.13	.00	-.14	.05	-.32*	.19	.21	-.19	-.08	.08	.02	-.07
Colorful (1) Colorless (7)	.10	.18	-.29**	-.02	.12	-.18	-.13	-.32*	.03	-.11	.08	.25*
Hardworking (1) Easy going (7)	-.01	.06	-.07	.05	-.44**	-.12	-.10	-.25	-.09	.06	.13	-.02
Dominating (1) Submissive (7)	-.01	.17	-.27*	.02	-.29*	.03	.13	-.13	-.11	-.03	.01	.11

* .05, ** .01

TABLE 25

PERSON DESCRIPTION BLANK (PDB) "YOURSELF" SCORE
CORRELATIONS WITH THE CRITERIA

6 of 6 Pages

PDB Descriptor	BIOCC Attrition	OER				LPRF				END-OF-COURSE GRADE			
		IOAC	IOBC	BIOCC	IOAC	IOBC	BIOCC	ANCOES	IOAC	IOBC	BIOCC	ANCOES	
Stable (1) Changeable (7)	-.05	-.16	-.06	.05	-.33*	.03	.07	.06	.03	.05	.06	-.09	
Complex (1) Simple (7)	.09	.17	.09	.02	.10	-.20	-.10	.15	-.17	-.02	-.06	-.12	
Unathletic (1) Athletic (7)	.20**	-.15	.24*	.06	.20	.20	.31	.44**	.18	.01	.09	-.06	
Disorganized (1) Organized (7)	.07	-.06	.17	.06	.20	.37**	.02	.18	-.02	-.10	.01	-.02	
Friendly (1) Distant (7)	-.01	.17	-.26*	-.03	.21	-.23	-.04	.11	.13	.01	.10	.03	

* .05, ** .01

TABLE 26
 PERCENTAGE OF SUCCESSFUL ACTR PREDICTORS (p < .05) OF
 THREE LEADERSHIP CRITERIA FOR DIFFERENT ASSESSMENT GROUPS

Class of ACTR Score	No. of Scores per Assessee	OER				LPRF				REP-OF-COURSE GROUPS			
		IOAC	IOBC	EOCC	IOAC	IOBC	EOCC	ANCOES	ICAC	IODC	EOCC	ANCOES	
		IOAC	IOBC	EOCC	IOAC	IOBC	EOCC	ANCOES	ICAC	IODC	EOCC	ANCOES	
Assessor Ratings Formal Exercises	68	8.82	8.82	22.06	5.88	7.35	5.88	14.71	51.47	45.59	60.29	60.29	
Peer Rankings Formal Exercises	15*	0	6.67	33.33	0	0	6.67	20.00	81.25	53.33	60.00	40.00	
Self-Rankings Formal Exercises	15*	0	0	26.67	6.25	0	0	40.00	81.25	6.67	0	0	
Entry Interview	14	7.14	0	14.29	0	7.14	42.86	14.29	28.57	50.00	50.00	28.57	
Pencil & Paper Performance Tests	9	0	66.67**	33.33	0	0	0	66.67**	100.00	55.56	88.89	88.89	
Self-Description Instruments	75	12.00	26.67	4.00	20.00	13.33	5.33	18.67	25.33	10.67	16.00	17.33	

* 16 for IOAC

** All significant correlations were negative.

predicting all three criteria. This contrasts with the other classes of assessment center score which predicted the end-of-course grade better than they predict the OER and LPRF ratings. However, this success of the self-description instruments for prediction of the two leadership ratings criteria was only relative to the other classes of scores and only 27% of these measures were successful predictors of the OER for the IOBC group. This was the highest percentage for any group for the OER and LPRF criteria.

The self-description measures were obtained economically and quickly compared to the other classes of score. Table 27 presents the amount of assessor time required to obtain each score for each class of score. It can be seen that the times vary from 14.5 minutes for each assessor rating to .30 minutes (18 seconds) for each score from the self-description instruments. The final three columns of this table reflect the average assessor time for each successful predictor. This average time per successful predictor is inversely related to the proportion of successful predictors. Although it is an oversimplification to say that one successful predictor is as good as another, it can be seen, that different classes of scores require large differences in the amount of time on the part of assessors (and also assessees) per successful score.

PREDICTION OF ATTRITION IN THE BRANCH IMMATERIAL OFFICER CANDIDATE COURSE

One of the original goals of the USAIS Assessment Center was to test the method as a means to improve selection of BIOCC candidates. Of the 143 entering BIOCC students, 38 failed to complete the course for one reason or another. The "attrites" were assigned a value of zero and successful candidates were assigned a value of one. Point-biserial correlations were calculated between this dichotomous variable and the assessment center measures. Thirty seven of the 196 assessment center measures (19%) were significantly ($p < .05$) related to this attrition criterion. This compares to 77 successful predictors (39%) of the BIOCC end-of-course grade.

Significant correlations occurred for assessor ratings on the following dimensions in the Radio Simulate: Platoon assessor "adaptability" ($r = -.15$); Battalion assessor "adaptability" ($r = .22$); Platoon-assessor "decision making" ($r = .14$); and Battalion-assessor "decision making" ($r = .18$). In-Basket assessor ratings were significant for the dimensions of "supervision" ($r = -.18$), "sensitivity" ($r = -.21$) and "task orientation" ($r = -.16$). Appraisal Interview assessor ratings were significant for the dimensions of "planning" ($r = .15$) and "written organization" ($r = .14$). Assessor ratings were significant on the Writing exercise for "grammar" ($r = .15$).

Six of the nine assessor ratings for the Assigned Leader Group

TABLE 27

ASSESSOR TIME PER ACTR SCORE AND
PER SUCCESSFUL PREDICTOR OF THE THREE
CRITERIA BROKEN DOWN BY CLASS OF SCORE

Class of ACTR Score	No. of Scores per Assessee	Assessor Time per Assessee Score (min)	Assessor Time per Successful Predictor of OER Criterion (min)	Assessor Time per Successful Predictor of LPRF Criterion (min)	Assessor Time per Successful Predictor of End-of-Course Grade (min)
Assessor Ratings Formal Exercises	68	14.50	109.47	171.43	26.64
Entry Interview	14	4.64	65.00	28.89	11.82
Pencil & Paper Performance Tests	9	2.96	8.83	17.78	3.56
Self-Description Instruments	75	0.30	2.14	2.12	1.76

Exercise were significant predictors of the attrition criterion. These were "leadership" ($r=.17$), "decisiveness" ($r=.17$), "motivation" ($r=.21$), "physical ability" ($r=.18$), "leadership emergence" ($r=.19$), and "group facilitation" ($r=.17$). Only four of these Assigned Leader Group Exercise measures were significantly related to the end-of-course grade for BIOCC (See Table 15).

Peer rankings in group exercises significantly predicted attrition for the assigned leader group exercise dimensions of "social association" ($r=.15$), "leadership" ($r=.17$) and "support of leader" ($r=.20$). The peer ranking on the dimension of "popularity" on the Conglomerate Exercise was also a significant predictor of the attrition criterion ($r=.17$). The highest correlation with the attrition criterion occurred for the self-ranking of "general esprit" on the Assigned Leader Group Exercise ($r=.30$). One other self-ranking on this exercise was also significantly correlated with attrition. This was for the dimension of "leadership" ($r=.16$). The self-ranking of "leadership" on the Leaderless Group Discussion was also significantly related to the attrition criterion ($r=.17$).

For self-description instruments, Edwards Personal Preference Scale "dominance" was significantly related to the attrition criterion ($r=.14$), as was Leader Opinion Questionnaire "Consideration" ($r= -.20$), and Leadership Q-Sort "Personal Integrity" ($r=.17$). Eleven of the Person Description Blank "yourself" measures were correlated with the attrition criterion and these are presented in the first column of Table 25.

Twenty-one of the 37 variables which showed significant correlations with the attrition criterion also had significant correlations with the BIOCC end-of-course grade. However, six of the 21 showed different relationships with attrition from those they showed with the end-of-course grade. These were "adaptability" as rated during the Radio Simulate by the "Platoon" assessor which was correlated negatively with attrition ($-.15$) but positively with end-of-course grade ($.24$); "supervision" as measured on the In-Basket exercise, which was correlated $-.18$ with attrition and $.19$ with grade; "task orientation", which was negatively correlated with attrition ($-.16$) and positively with grades ($.24$); self ratings on "sensitivity-insensitivity", with "insensitive" associated with avoiding attrition and "sensitive" associated with higher grades; self ratings of "careful-reckless" with "careful" associated with avoidance of attrition and "reckless" associated with grades ($.21$); and finally the Leader Opinion Questionnaire measures of "consideration" associated negatively with attrition ($-.19$) and positively with end-of-course grade ($.24$). These six pairs of opposite-direction correlations indicate a "Catch-22" situation where a performance or attitude that aids in achieving a high course grade actually increases the chance of attrition.

ASSEESSEE/MATCH DIFFERENCES IN FIELD LEADERSHIP RATINGS

The IOAC and ANCOES assesseees received feedback on their assessment center performance including recommendations for self-improvement. These IOAC and ANCOES assesseees were matched with other students in their classes who did not participate in the assessment center.

The matched control group was included to allow a test of the amount of development that occurred as a result of assessment and feedback of the assessment results. The return rate of about one half of the Leadership Performance Rating Forms produced only one quarter of the data for matched pairs. Of these 44 pairs for whom data were available, the average overall rating for the assesseees was 5.13 and for the matched controls 5.01. This difference was not significant ($F(1,86) = .90; p = .35$).

When data for all assesseees and for all controls were considered, irrespective of whether assessee-match pairs existed, average ratings were actually slightly higher for the matched controls. This also provided no support for development of leadership as a result of the assessment and feedback of results.

LPRF ratings were poorly predicted by the data from the assessment center. In light of this, the above finding that assesseees showed no difference from matched controls on this leadership criterion is not surprising. Leadership development may have actually occurred through assessment and feedback, but may not have been reflected in a "poor" criterion of leadership. Since the end-of-course grade was much more strongly predicted by assessment center data, it may be that any development that occurred in the assessment center and following feedback of assessment center results would also be reflected in end-of-course grade performance.

Unlike the data from the Leadership Performance Rating Form ratings provided by superiors, peers and subordinates, nearly complete end-of-course grade data were available. Mean course grade for the IOAC assesseees was 841.2 and for the matched controls this was 849.4. The difference was not significant, but it was in the opposite direction from that predicted if leadership development had occurred in the IOAC assesseees. A similar reversal was found for the ANCOES course grade. ANCOES assesseees had an average end-of-course grade of 812.4 vs. 821.7 for the matched controls.

DISCUSSION

The data from the USAIS Assessment Center were not successful in predicting the originally planned criterion of leadership, which involved

superior, peer and subordinate ratings made six- and 18-months following completion of leadership training and assignment to units. Only data provided from self-description instruments did much better than chance in predicting these leadership ratings and they represented only an incidental effort in the assessment center. This failure of the assessment center to predict the planned leadership criterion may have resulted from the fact that leadership displayed in the USAIS assessment center did not correspond to the leadership displayed in the peacetime garrison settings where these officers and NCOs were assigned. Alternatively, trained assessors in the assessment center may have responded to different leader behaviors than did the superiors, peers and subordinates of the assessees in the field who lacked formal training in leadership assessment. The failure of assessor ratings to correlate with field leadership ratings held for both the combat/emergency simulations and also for the simulations of garrison tasks (In-Basket, Appraisal Interview, Leaderless Group Discussion). The peace-time environment of the field leadership ratings and OERs does not explain the failure of the assessment center data from garrison tasks to predict these field leadership ratings and OERs. This could be a factor in the failure of combat/emergency simulations.

No validation of the Leadership Performance Rating Form criterion had occurred prior to its use and since the criterion measure could have been defective, additional criteria of leadership were related to the assessment center data. All assessees immediately attended a leadership course, and the final grade of this course was found to be predicted by a majority of the assessor ratings. This success reinforced interrater reliability measures in indicating the reliability of the primary assessment center data which are assessor ratings. The negative side of this success is that it might indicate that the simulations of job tasks used in the assessment center were "academic" and not true simulations of job situations.

Permission and assistance were obtained from the Military Personnel Center to relate Officer Evaluation Report Ratings, which are critical to officer advancement, to the assessment center data. It was feared initially that these scores would not be reliable due to the well known tendency to give only very high scores. However, sufficient variance/reliability existed to provide substantial correlations between OERs from different years. These OERs also showed significant correlations with the LPRF field leadership criterion, and, as this correlation suggests, the OERs showed a similar lack of relationship to the assessment center data as was shown by the LPRF. The new revision of the OER indicates that personnel specialists hold some doubt about the validity of the OER measure and the failure of the assessment center to predict this OER criterion should probably not be used as an indictment of the USAIS Assessment Center, either.

Although BIOCC course grades were fairly well predicted by the assessment center data, less success occurred for prediction of BIOCC attrition. Generally the significant predictors of attrition were also significant predictors of the course grade. However, some predictors provided significant positive correlations with grades and negative correlations with attrition and vice versa. This suggests that to survive in BIOCC and to do well in BIOCC are somewhat in conflict.

The final goal of the assessment center was to provide leadership development through identification of weaknesses and prescription of training to overcome them. However, no differences between assessees and matched controls were shown for the LPRF ratings of leadership nor were there any differences in leadership course grades. On the other hand, acceptance by assessees of the assessment center testing was high (Smith, 1978), and they invariably reported that it had accurately identified their leadership weaknesses. The problem may have been that no strong inducement or opportunity was given to follow the individual prescriptions made for leadership development.

None of the initial hopes of the USAIS Assessment Center were borne out by data collected in this validation research. This was true despite high reliability of both the assessment center data and the criterion measures. The one area of success was prediction of leadership course performance and this was not an original objective. This success, however, could itself indicate that the assessment center exercises elicited largely academic skills which may not have particular relevance to field leadership. On the other hand, evidence exists that field leadership ratings and OERs themselves were deficient leadership criteria. For example, significant negative correlations between NCO academic performance and field leadership ratings and between NCO "IQ" measures and field leadership ratings indicate that quality of performance may not be recognized and/or appreciated in the field.

A future validation of the USAIS assessment center will be conducted as soon as the new Officer Evaluation Rating system provides criterion data on all of the officer assessees who remain in the Army. This will also allow an assessment of the relationship between the old OERs and the new OERs. Finally, a ten-year validation of the assessment center is planned which will use promotion as the leadership criterion. Leadership course grades will also be validated against promotion.

No dramatic difference from the current negative results is anticipated from either of those validations. However, the huge expenditure of personnel and resources to obtain the original assessment center data, the reliability of that data and the auxiliary questions that the studies will answer justify the additional follow-up efforts.

REFERENCES

- Buros, O. K. The Seventh Mental Measurements Yearbook. Gryphon Press. Highland Park, N.J., 1972.
- Dyer, F. N. and Hilligoss, R. E. Using an Assessment Center to Predict Field Leadership Performance of Army Officers and NCOs. Army Research Institute Technical Paper 372, May 1979.
- Earles, J. A. and Winn, W. R. Assessment Centers: An Annotated Bibliography. AFHRL -TR-77-15, May 1977.
- Helme, W. H., Willemin, L. P. and Day, R. W. Psychological Factors Measured in the Differential Officer Battery. Army Behavioral and Systems Research Laboratory Technical Research Report 1173, July 1971.
- Helme, W. H., Willemin, L. P. and Grafton, F. C. Prediction of Officer Behavior in a Simulated Combat Situation. Army Research Institute Report 1182, March 1974.
- Jaffe, C. L. and Frank, F. D. Interviews Conducted at Assessment Centers. Kendall/Hunt Publishing Company, Dubuque, Iowa, 1976.
- Olmstead, J. A., Cleary, F. K., Lackey, L. L., and Salter, J. A. Development of Leadership Assessment Simulations. Human Resources Research Organization TR 73-21, September 1973.
- Salter, J. R., and Olmstead, J. A. Research on Assessment Criteria and Counseling Methods. Human Resources Research Organization TRR 74-25, December 1974.
- Smith, K. H. Evaluation of Leadership at the Fort Benning Assessment Center. Army Research Institute Technical Report TR-78-B11, November 1978.
- US Army Infantry School. Assessment Center After Action Report: Executive Summary (Book 1, Vol. 1), December 1974.

APPENDIX A

PERSON DESCRIPTION BLANK

Name _____

Roster # _____

Date _____
(day) (month) (year)

On the following pages are listed a number of word pairs. Each word in the pair forms one end of the dimension they represent. These dimensions will be used to describe several persons. Between the words are seven numbered spaces. For example:

Capable 1 : 2 : 3 : 4 : 5 : 6 : 7 Incapable

The numbers between the adjectives do not represent scores. They simply identify the space and are used to indicate where you should mark the answer sheet. Basically each scale is used as follows. The more you think one of the words applies to the man you are describing, the closer the number you circle should be to that word. For example if the person you are describing is very capable you would circle number one on the scale above. If he is quite capable you would mark 2, only a little capable 3. If neither word describes him or if both seem equally applicable you would circle number 4.

Remember the numbers have no meaning as numbers. The closer the number you circle is to a word the better you think that word describes the person.

If the person being described were: extremely confident, only slightly thoughtful and moderately decisive, you might mark these three scales as shown below.

Unsure 1 : 2 : 3 : 4 : 5 : 6 : ⑦ Confident

Thoughtful 1 : 2 : ③ : 4 : 5 : 6 : 7 Thoughtless

Decisive 1 : ② : 3 : 4 : 5 : 6 : 7 Indecisive

Another man is slightly unsure of himself, neither particularly thoughtful nor thoughtless, and is fairly or moderately indecisive. Mark the scales below to describe him.

Unsure 1 : 2 : 3 : 4 : 5 : 6 : 7 Confident

Thoughtful 1 : 2 : 3 : 4 : 5 : 6 : 7 Thoughtless

Decisive 1 : 2 : 3 : 4 : 5 : 6 : 7 Indecisive

When you have marked these scales wait for further instructions.

FORM C

Yourself

1. Persuasive 1 : 2 : 3 : 4 : 5 : 6 : 7 Unpersuasive
2. Non competitive 1 : 2 : 3 : 4 : 5 : 6 : 7 Competitive
3. Clumsy 1 : 2 : 3 : 4 : 5 : 6 : 7 Graceful
4. Understandable 1 : 2 : 3 : 4 : 5 : 6 : 7 Mysterious
5. Clever 1 : 2 : 3 : 4 : 5 : 6 : 7 Dull
6. Capable 1 : 2 : 3 : 4 : 5 : 6 : 7 Incapable
7. Smooth 1 : 2 : 3 : 4 : 5 : 6 : 7 Rough
8. Cooperative 1 : 2 : 3 : 4 : 5 : 6 : 7 Uncooperative
9. Insensitive 1 : 2 : 3 : 4 : 5 : 6 : 7 Sensitive
10. Confident 1 : 2 : 3 : 4 : 5 : 6 : 7 Unsure
11. Flexible 1 : 2 : 3 : 4 : 5 : 6 : 7 Rigid
12. Plodding 1 : 2 : 3 : 4 : 5 : 6 : 7 Brilliant
13. Tactful 1 : 2 : 3 : 4 : 5 : 6 : 7 Blunt
14. Optimistic 1 : 2 : 3 : 4 : 5 : 6 : 7 Pessimistic
15. Yielding 1 : 2 : 3 : 4 : 5 : 6 : 7 Firm
16. Tough 1 : 2 : 3 : 4 : 5 : 6 : 7 Tender
17. Military 1 : 2 : 3 : 4 : 5 : 6 : 7 Unmilitary
18. Thoughtless 1 : 2 : 3 : 4 : 5 : 6 : 7 Thoughtful
19. Wary 1 : 2 : 3 : 4 : 5 : 6 : 7 Gullible
20. Weak 1 : 2 : 3 : 4 : 5 : 6 : 7 Strong
21. Slow 1 : 2 : 3 : 4 : 5 : 6 : 7 Fast
22. Indecisive 1 : 2 : 3 : 4 : 5 : 6 : 7 Decisive
23. Unintelligent 1 : 2 : 3 : 4 : 5 : 6 : 7 Intelligent
24. Methodical 1 : 2 : 3 : 4 : 5 : 6 : 7 Creative
25. Careful 1 : 2 : 3 : 4 : 5 : 6 : 7 Reckless

Yourself
(Continued)

26. Funny 1 : 2 : 3 : 4 : 5 : 6 : 7 Sober
27. Cowardly 1 : 2 : 3 : 4 : 5 : 6 : 7 Brave
28. Insincere 1 : 2 : 3 : 4 : 5 : 6 : 7 Sincere
29. Leading 1 : 2 : 3 : 4 : 5 : 6 : 7 Following
30. Shortsighted 1 : 2 : 3 : 4 : 5 : 6 : 7 Farsighted
31. Passive 1 : 2 : 3 : 4 : 5 : 6 : 7 Active
32. Soothing 1 : 2 : 3 : 4 : 5 : 6 : 7 Irritating
33. Mild 1 : 2 : 3 : 4 : 5 : 6 : 7 Forceful
34. Undisciplined 1 : 2 : 3 : 4 : 5 : 6 : 7 Disciplined
35. Timid 1 : 2 : 3 : 4 : 5 : 6 : 7 Bold
36. Ambitious 1 : 2 : 3 : 4 : 5 : 6 : 7 Complacent
37. Suspicious 1 : 2 : 3 : 4 : 5 : 6 : 7 Trusting
38. Boring 1 : 2 : 3 : 4 : 5 : 6 : 7 Interesting
39. Quiet 1 : 2 : 3 : 4 : 5 : 6 : 7 Talkative
40. Give up easily 1 : 2 : 3 : 4 : 5 : 6 : 7 Persistent
41. Secretive 1 : 2 : 3 : 4 : 5 : 6 : 7 Open
42. Mission-oriented 1 : 2 : 3 : 4 : 5 : 6 : 7 People-oriented
43. Colorful 1 : 2 : 3 : 4 : 5 : 6 : 7 Colorless
44. Hardworking 1 : 2 : 3 : 4 : 5 : 6 : 7 Easy going
45. Dominating 1 : 2 : 3 : 4 : 5 : 6 : 7 Submissive
46. Stable 1 : 2 : 3 : 4 : 5 : 6 : 7 Changeable
47. Complex 1 : 2 : 3 : 4 : 5 : 6 : 7 Simple
48. Unathletic 1 : 2 : 3 : 4 : 5 : 6 : 7 Athletic
49. Disorganized 1 : 2 : 3 : 4 : 5 : 6 : 7 Organized
50. Friendly 1 : 2 : 3 : 4 : 5 : 6 : 7 Distant

The Average Captain

1. **Persuasive** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Unpersuasive**
2. **Non competitive** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Competitive**
3. **Clumsy** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Graceful**
4. **Understandable** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Mysterious**
5. **Clever** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Dull**
6. **Capable** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Incapable**
7. **Smooth** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Rough**
8. **Cooperative** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Uncooperative**
9. **Insensitive** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Sensitive**
10. **Confident** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Unsure**
11. **Flexible** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Rigid**
12. **Plodding** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Brilliant**
13. **Tactful** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Blunt**
14. **Optimistic** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Pessimistic**
15. **Yielding** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Firm**
16. **Tough** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Tender**
17. **Military** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Unmilitary**
18. **Thoughtless** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Thoughtful**
19. **Wary** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Gullible**
20. **Weak** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Strong**
21. **Slow** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Fast**
22. **Indecisive** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Decisive**
23. **Unintelligent** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Intelligent**
24. **Methodical** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Creative**
25. **Careful** 1 : 2 : 3 : 4 : 5 : 6 : 7 **Reckless**

**The Average Captain
(Continued)**

26.	Funny	1 : 2 : 3 : 4 : 5 : 6 : 7	Sober
27.	Cowardly	1 : 2 : 3 : 4 : 5 : 6 : 7	Brave
28.	Insincere	1 : 2 : 3 : 4 : 5 : 6 : 7	Sincere
29.	Leading	1 : 2 : 3 : 4 : 5 : 6 : 7	Following
30.	Shortsighted	1 : 2 : 3 : 4 : 5 : 6 : 7	Farsighted
31.	Passive	1 : 2 : 3 : 4 : 5 : 6 : 7	Active
32.	Soothing	1 : 2 : 3 : 4 : 5 : 6 : 7	Irritating
33.	Mild	1 : 2 : 3 : 4 : 5 : 6 : 7	Forceful
34.	Undisciplined	1 : 2 : 3 : 4 : 5 : 6 : 7	Disciplined
35.	Timid	1 : 2 : 3 : 4 : 5 : 6 : 7	Bold
36.	Ambitious	1 : 2 : 3 : 4 : 5 : 6 : 7	Complacent
37.	Suspicious	1 : 2 : 3 : 4 : 5 : 6 : 7	Trusting
38.	Boring	1 : 2 : 3 : 4 : 5 : 6 : 7	Interesting
39.	Quiet	1 : 2 : 3 : 4 : 5 : 6 : 7	Talkative
40.	Give up easily	1 : 2 : 3 : 4 : 5 : 6 : 7	Persistent
41.	Secretive	1 : 2 : 3 : 4 : 5 : 6 : 7	Open
42.	Mission-oriented	1 : 2 : 3 : 4 : 5 : 6 : 7	People-oriented
43.	Colorful	1 : 2 : 3 : 4 : 5 : 6 : 7	Colorless
44.	Hardworking	1 : 2 : 3 : 4 : 5 : 6 : 7	Easy going
45.	Dominating	1 : 2 : 3 : 4 : 5 : 6 : 7	Submissive
46.	Stable	1 : 2 : 3 : 4 : 5 : 6 : 7	Changeable
47.	Complex	1 : 2 : 3 : 4 : 5 : 6 : 7	Simple
48.	Unathletic	1 : 2 : 3 : 4 : 5 : 6 : 7	Athletic
49.	Disorganized	1 : 2 : 3 : 4 : 5 : 6 : 7	Organized
50.	Friendly	1 : 2 : 3 : 4 : 5 : 6 : 7	Distant

The Ideal Captain

1. Persuasive 1 : 2 : 3 : 4 : 5 : 6 : 7 Unpersuasive
2. Non competitive 1 : 2 : 3 : 4 : 5 : 6 : 7 Competitive
3. Clumsy 1 : 2 : 3 : 4 : 5 : 6 : 7 Graceful
4. Understandable 1 : 2 : 3 : 4 : 5 : 6 : 7 Mysterious
5. Clever 1 : 2 : 3 : 4 : 5 : 6 : 7 Dull
6. Capable 1 : 2 : 3 : 4 : 5 : 6 : 7 Incapable
7. Smooth 1 : 2 : 3 : 4 : 5 : 6 : 7 Rough
8. Cooperative 1 : 2 : 3 : 4 : 5 : 6 : 7 Uncooperative
9. Insensitive 1 : 2 : 3 : 4 : 5 : 6 : 7 Sensitive
10. Confident 1 : 2 : 3 : 4 : 5 : 6 : 7 Unsure
11. Flexible 1 : 2 : 3 : 4 : 5 : 6 : 7 Rigid
12. Plodding 1 : 2 : 3 : 4 : 5 : 6 : 7 Brilliant
13. Tactful 1 : 2 : 3 : 4 : 5 : 6 : 7 Blunt
14. Optimistic 1 : 2 : 3 : 4 : 5 : 6 : 7 Pessimistic
15. Yielding 1 : 2 : 3 : 4 : 5 : 6 : 7 Firm
16. Tough 1 : 2 : 3 : 4 : 5 : 6 : 7 Tender
17. Military 1 : 2 : 3 : 4 : 5 : 6 : 7 Unmilitary
18. Thoughtless 1 : 2 : 3 : 4 : 5 : 6 : 7 Thoughtful
19. Wary 1 : 2 : 3 : 4 : 5 : 6 : 7 Gullible
20. Weak 1 : 2 : 3 : 4 : 5 : 6 : 7 Strong
21. Slow 1 : 2 : 3 : 4 : 5 : 6 : 7 Fast
22. Indecisive 1 : 2 : 3 : 4 : 5 : 6 : 7 Decisive
23. Unintelligent 1 : 2 : 3 : 4 : 5 : 6 : 7 Intelligent
24. Methodical 1 : 2 : 3 : 4 : 5 : 6 : 7 Creative
25. Careful 1 : 2 : 3 : 4 : 5 : 6 : 7 Reckless

The Ideal Captain
(Continued)

- | | | | |
|-----|------------------|---------------------------|-----------------|
| 26. | Funny | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Sober |
| 27. | Cowardly | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Brave |
| 28. | Insincere | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Sincere |
| 29. | Leading | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Following |
| 30. | Shortsighted | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Farsighted |
| 31. | Passive | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Active |
| 32. | Soothing | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Irritating |
| 33. | Mild | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Forceful |
| 34. | Undisciplined | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Disciplined |
| 35. | Timid | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Bold |
| 36. | Ambitious | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Complacent |
| 37. | Suspicious | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Trusting |
| 38. | Boring | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Interesting |
| 39. | Quiet | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Talkative |
| 40. | Give up easily | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Persistent |
| 41. | Secretive | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Open |
| 42. | Mission-oriented | 1 : 2 : 3 : 4 : 5 : 6 : 7 | People-oriented |
| 43. | Colorful | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Colorless |
| 44. | Hardworking | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Easy going |
| 45. | Dominating | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Submissive |
| 46. | Stable | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Changeable |
| 47. | Complex | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Simple |
| 48. | Unathletic | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Athletic |
| 49. | Disorganized | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Organized |
| 50. | Friendly | 1 : 2 : 3 : 4 : 5 : 6 : 7 | Distant |

APPENDIX B

LEADERSHIP
PERFORMANCE
RATING
FORM

Introduction

As a part of an important, long-range research project, the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) is evaluating the Army's training efforts in the areas of personnel management, training management, leadership principles, and oral and written communication. Your responses to the rating scales on the following pages are a key part of this research effort.

Your ratings will be maintained in the strictest confidence. They will not be released to anyone in your chain of command. They will not become a part of any official file. All reports will be based on averages and no individual responses will be identifiable. Please be honest in your responses. In that way, you can be of the greatest help in improving training.

1. Your identification.

SSAN _____

Name _____
Last First MI

Signature _____

YOU ARE TO RATE THE LEADER IDENTIFIED BELOW:

2. How frequently do you have direct contact with the leader you are to rate? (Check one)

- (1) ___ Every working day
- (2) ___ 1-4 times each week
- (3) ___ Once a week on the average
- (4) ___ 1-3 times each month
- (5) ___ Once a month on the average

3. How long have you known the leader you are to rate?

- a. During his present assignment; ___ months
- b. During one or several previous assignments;
___ years
___ months

(Write in zeros if you have had no previous contact.)

NOTE: When you have completed this document, place it in the envelope provided, and mail it. Thank you for your cooperation.

FOR ADP
USE ONLY

CCI CARD #

2

3-11

12-20

21

22-23

24-25

26-27

LEADER PERFORMANCE RATING FORM

Instructions

You are being asked to rate this leader's level of effectiveness in performing 50 separate leadership activities. As a superior, peer, or subordinate of this leader, you will have had ample opportunity to form a judgment about this leader's effectiveness in performing most of the actions which appear on the list. However, for some of the actions, you will not have had an opportunity to directly observe this leader's performance of the action during the period of your association with him. For these actions, your judgments will have to be based upon your direct observation of other highly related actions, and not on observation of the action itself.

Repeat the following steps for each action listed. First, read the description of the action and recall occasions on which this leader performed the action and occasions (if any) on which the action should have been performed but was not. Next, form a conclusion about the leader's level of effectiveness in regard to this action. Your judgment would be that he shows very high effectiveness if he performs the action a high percentage of the times when the action is required and performs at a quality level which greatly exceeds the standard or acceptable level. Your judgment would be that he shows very low effectiveness if the leader fails to perform the action when it is required or performs it at a quality level which falls below the standard or acceptable level. When you have formed a judgment about the leader's level of effectiveness in performing this action, write a performance score for that action in the space provided, based on the scale of values defined below. Circle the appropriate number directly opposite the action in the last column. Then proceed to the next action and repeat these steps.

Performance Score:

Description	Score Values	Interpretation
OUTSTANDING	6	This leader performs this action at an effectiveness level which is outstanding compared to what you would consider an acceptable performance.
SUPERIOR	5	This leader performs this action at an effectiveness level which is much higher than the acceptable level, but not quite outstanding.
EXCELLENT	4	This leader performs this action at an effectiveness level which is more than acceptable (but not superior).
EFFECTIVE	3	This leader performs this action at an effectiveness level which is acceptable on the average.
MARGINAL	2	This leader performs this action at an effectiveness level which does not meet the minimum acceptable level.
INADEQUATE	1	This leader performs this action at an effectiveness level which is much lower than the minimum acceptable level.

Performance Score:

<u>Outstanding</u> 6	<u>Superior</u> 5	<u>Excellent</u> 4	<u>Effective</u> 3	<u>Marginal</u> 2	<u>Inadequate</u> 1	Score (Circle)	FOR ADP USE
Action							
01: Applying current doctrine to solutions of tactical and technical problems						01: 1 2 3 4 5 6	28
02: Defending viewpoints tactfully when others (superiors, peers, subordinates) disagree with him						02: 1 2 3 4 5 6	29
03: Coordinating the activities of individuals and teams						03: 1 2 3 4 5 6	30
04: Taking action on his own initiative whenever higher directives cannot or should not be obtained						04: 1 2 3 4 5 6	31
05: Approaching new tasks with enthusiasm						05: 1 2 3 4 5 6	32
06: Making decisions at the time at which they are required						06: 1 2 3 4 5 6	33
07: Supplying subordinates with information needed by them in order to complete assigned tasks						07: 1 2 3 4 5 6	34
08: Clearly presenting all the points he intends to make when talking to others						08: 1 2 3 4 5 6	35
09: Using different leadership styles appropriate to specific situations						09: 1 2 3 4 5 6	36
10: Reporting all important information to his superior(s)						10: 1 2 3 4 5 6	37
11: Maintaining consistency in the way he administers the rewards and punishments within his authority						11: 1 2 3 4 5 6	38
12: Expressing interest in others						12: 1 2 3 4 5 6	39
13: Reaching the most suitable conclusion in view of existing conditions						13: 1 2 3 4 5 6	40
14: Using language appropriate to his listener(s)						14: 1 2 3 4 5 6	41
15: Supporting the needs of his peers and subordinates when dealing with superiors						15: 1 2 3 4 5 6	42
16: Allocating his personal time to different tasks according to their priorities						16: 1 2 3 4 5 6	43

Performance Score:

Outstanding Superior Excellent Effective Marginal Inadequate
 6 5 4 3 2 1

Action	Score (Circle)	FOR ADP USE
17: Overcoming barriers to task accomplishment	17: 1 2 3 4 5 6	44
18: Maintaining confidence in himself	18: 1 2 3 4 5 6	45
19: Maintaining adequate performance of his duties throughout periods of stress	19: 1 2 3 4 5 6	46
20: Knowing the operating characteristics and maintenance needs of the equipment, materiel, and facilities under his responsibility	20: 1 2 3 4 5 6	47
21: Varying his approach to different individuals according to their unique characteristics	21: 1 2 3 4 5 6	48
22: Determining whether a performance failure by a sub- ordinate was caused by lack of ability, lack of motivation, or factors beyond the subordinate's control	22: 1 2 3 4 5 6	49
23: Displaying a working knowledge of the duties performed by his immediate superior(s)	23: 1 2 3 4 5 6	50
24: Maintaining poise in situations where conflicting demands are placed on him by superiors, subordinates, and/or task requirements	24: 1 2 3 4 5 6	51
25: Using appropriate grammar and sentence structure in oral and written communication	25: 1 2 3 4 5 6	52
26: Taking all available information into account in reaching a decision	26: 1 2 3 4 5 6	53
27: Using most of his time in work-related activities	27: 1 2 3 4 5 6	54
28: Delegating certain decisions to subordinates who are competent to make these decisions	28: 1 2 3 4 5 6	55
29: Maintaining a high energy output throughout combat or training operations	29: 1 2 3 4 5 6	56
30: Supporting the actions or policies of his superiors when communicating downward	30: 1 2 3 4 5 6	57

Performance Score:

	<u>Outstanding</u> 6	<u>Superior</u> 5	<u>Excellent</u> 4	<u>Effective</u> 3	<u>Marginal</u> 2	<u>Inadequate</u> 1		FOR ADP USE
Action	Score (Circle)							
31: Displaying the skills necessary to use equipment, materiel, or facilities normally required for performance in his position	31:	1	2	3	4	5	6	58
32: Maintaining firmness on a decision unless new information is received	32:	1	2	3	4	5	6	59
33: Covering details in written and oral communications without rambling or clouding of issues	33:	1	2	3	4	5	6	60
34: Persuading either superiors or subordinates to modify their expectations when the two groups are making conflicting demands	34:	1	2	3	4	5	6	61
35: Diagnosing the critical aspects of any problem situation which must be accounted for in the final decision . . .	35:	1	2	3	4	5	6	62
36: Creating a complete plan for implementing a decision which also accounts for any possible unwanted side effects of the decision	36:	1	2	3	4	5	6	63
37: Changing his approach when significant changes in the situation occur	37:	1	2	3	4	5	6	64
38: Seeking others' opinions and viewpoints	38:	1	2	3	4	5	6	65
39: Maintaining high internal standards for the quality and quantity of work he achieves	39:	1	2	3	4	5	6	66
40: Informing subordinates of the performance standards which will be acceptable when assigning tasks	40:	1	2	3	4	5	6	67
41: Accepting responsibility for his own actions	41:	1	2	3	4	5	6	68
42: Expanding the range of tasks he can accomplish or skills he can exercise	42:	1	2	3	4	5	6	69
43: Displaying a working knowledge of the skills required by unit positions subordinate to his own	43:	1	2	3	4	5	6	70
44: Maintaining attention when others attempt to communicate with him	44:	1	2	3	4	5	6	71

Performance Score:

Outstanding Superior Excellent Effective Marginal Inadequate
 6 5 4 3 2 1

Action	Score (Circle)	FOR ADP USE
45: Determining the appropriate sequence for intermediate tasks or goals	45: 1 2 3 4 5 6	72
46: Getting others to change their behavior without coercion	46: 1 2 3 4 5 6	73
47: Developing the skills of a subordinate through a constructive critique of his performance	47: 1 2 3 4 5 6	74
48: Modifying his behavior on the basis of valid constructive criticism	48: 1 2 3 4 5 6	75
49: Considering a wide range of alternative solutions to a problem	49: 1 2 3 4 5 6	76
50: Supporting subordinate leaders	50: 1 2 3 4 5 6	77

1. How long have you known the leader you have just rated?
 - a. During his present assignment; _____ months.
 - b. During one or several previous assignments; _____ months.

2. How much opportunity have you had to observe the performance of the leader you have just rated? (Check one)
 - _____ Quite a bit
 - _____ Some
 - _____ Not very much

Note: Place this completed document in the envelope provided when you have completed it. Thank you for your cooperation.

APPENDIX C

US ARMY OFFICER EVALUATION REPORT

PART I - PERSONAL DATA (Read paragraph 3-2a, AR 623-105)

NAME - FIRST NAME - MIDDLE INITIAL		d. DATE OF BIRTH			e. BRANCH		f. SP CAREER PROG CODE
		Year	Month	Day	Basic	Control	
g. UNIT, ORGANIZATION, STATION AND MAJOR COMMAND							

PART II - REPORTING PERIOD AND DUTY DATA (Read paragraph 3-2b, AR 623-105)

a. Period Covered						b. Reason for Submitting Report		c. Report Based On	
From		To		RATED DUTY DAYS	b. NONDUTY DAYS	RATER			
YEAR	MONTH	DAY	YEAR						MONTH
				g. NONRATED DUTY DAYS	OTHER DAYS a + b (Total)	INDORSER			
d. EXPLANATION OF NONRATED DUTY DAYS AND/OR OTHER DAYS (As Required)									

PART III - DESCRIPTION OF DUTIES (Read paragraph 4-3d, AR 623-105)

a. Principal Duty Title _____ b. Duty MOS _____ c. Auth Grade _____

d. Special Career Program Position Designation _____ e. Description _____

PART IV - PROFESSIONAL ATTRIBUTES (Read paragraph 4-3e, AR 623-105)

a. RATER Complete each question. Explain *No and *Needs improvement responses in Part IVb and, if necessary, Part VII.

	YES	#NEEDS IMPROVEMENT		#NO
		SOME	MUCH	
1. Has this officer demonstrated moral and character strength?	1			
2. Did this officer demonstrate technical competence appropriate to his grade and branch?	2			
3. Did this officer state, as appropriate, his honest opinions and convictions? (Not a "yes man")	3			
4. Did this officer seek responsibility?	4			
5. Did this officer willingly accept full accountability for his actions and the actions of his subordinates?	5			
6. Is this officer emotionally stable under stress?	6			
7. Is this officer's judgment reliable?	7			
8. Did this officer maintain effective two-way communication with juniors, seniors, and peers?	8			
9. Did this officer demonstrate concern for the best interests of his subordinates?	9			
10. Did this officer contribute to the personal and professional development of his subordinates?	10			
11. Did this officer subordinate his personal interests and welfare to those of his organization and subordinates?	11			
12. Did this officer's personal conduct set the proper example for his subordinates?	12			
13. Was this officer innovative in his approach to his duties and responsibilities?	13			
14. Did this officer demonstrate a breadth of perspective and depth of understanding beyond the limit of his specific responsibilities?	14			
15. Did this officer keep himself physically fit?	15			
16. Did this officer fulfill his responsibilities concerning the Army's Equal Opportunity Program?	16			

b. RATER Explanation: Questions: _____

c. INDORSER Remarks on above questions, if desired: Questions: _____

PART V - DEMONSTRATED PERFORMANCE OF PRESENT DUTY (Read paragraph 4-3f, AR 623-105)

RATER AND INDORSER In my judgment, this officer's performance of duty was (place score in applicable box):

SCORE	Outstanding 70-68	Superior 67-57	Excellent 56-36	Effective 35-15	Marginal 14-4	Inadequate 3-0
RATER	<input type="checkbox"/>					
INDORSER	<input type="checkbox"/>					

* You are required to cite SPECIFIC examples or illustrations in Part VII to support this rating.

RATED OFFICER'S LAST NAME AND SSN			PART VI - POTENTIAL (Read paragraph 4-3g, AR 623-105)		
a. RATER (Complete each question in the space provided.)					
1. What did this officer do best?					
In what capacity or assignment do you believe this officer would make the greatest contribution to the Army?					
b. RATER AND INDORSER If I had full responsibility and authority, I would (place score in applicable box):					
	Promote this officer immediately	Promote this officer to the next higher grade ahead of his contemporaries	Promote this officer with his contemporaries	Promote this officer to the next higher grade behind his contemporaries	Not promote this officer
SCORE	30	29-24	23-8	7-2	1-0
RATER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INDORSER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* You are required to cite SPECIFIC examples or illustrations in Part VII to support this rating.					
PART VII - COMMENTS (Read paragraph 4-3h, AR 623-105)					
a. RATER Narrative evaluation is mandatory.					
b. INDORSER Narrative evaluation is mandatory unless the provisions of paragraphs 2-2h and 4-4g, AR 623-105 apply.					
PART VIII - REPORT SCORES		PART IX - AUTHENTICATION (Read paragraph 3-2j, AR 623-105)			
PART	RATER	INDORSER	a. SIGNATURE OF RATER		(Last, First, MI)
V	<input type="checkbox"/>	<input type="checkbox"/>	GRADE, BRANCH, ORGANIZATION, DUTY ASSIGNMENT		DATE
VI	<input type="checkbox"/>	<input type="checkbox"/>	b. SIGNATURE OF INDORSER		TYPED NAME (Last, First, MI)
Sum	a	b	GRADE, BRANCH, ORGANIZATION, DUTY ASSIGNMENT		SSN
REPORT SCORES		c. REVIEWER MY REVIEW <input type="checkbox"/> INDICATES NO FURTHER ACTION <input type="checkbox"/> RESULTS IN ACTIONS STATED ON ENCLOSURES <input type="checkbox"/>			
1. With INDORSER (a + b) 2. Without INDORSER (2 x a)		SIGNATURE OF REVIEWER		TYPED NAME (Last, First, MI)	
		GRADE, BRANCH, ORGANIZATION, DUTY ASSIGNMENT		SSN	
				DATE	
PART X - PERSONNEL OFFICER (Read paragraph 3-2k, AR 623-105)					
UNIT		SUBSEQUENT			
a. DATE ENTERED ON DA FORM 66	b. RATED OFFICER COPY (Check one and date)		c. FORWARDING ADDRESS (Rated Officer)		d. DATE RECEIVED
MPO INITIALS	<input type="checkbox"/> 1. Given to officer <input type="checkbox"/> 2. Forwarded to officer <input type="checkbox"/> 3. Forwarded to indorser <input type="checkbox"/> 4. Forwarded to reviewer				<input type="checkbox"/> 1. Given to officer <input type="checkbox"/> 2. Forwarded to officer <input type="checkbox"/> 3. Returned to MPO