

Technical Report 1171

**Direct and Indirect Predictors of Social Competence in
United States Army Junior Commissioned Officers**

Robert J. Schneider and Jeff W. Johnson
Personnel Decisions Research Institutes, Inc.

November 2005



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

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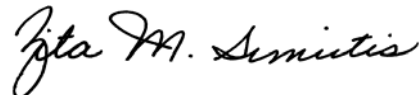
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United States Army Junior Commissioned Officers**

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DIRECT AND INDIRECT PREDICTORS OF SOCIALLY COMPETENCE IN UNITED STATES ARMY JUNIOR COMMISSIONED OFFICERS

EXECUTIVE SUMMARY

Research Requirement:

This report summarizes research carried out pursuant to the United States Army Research Institute for the Behavioral and Social Science's (ARI's) Contract # DASW01-02-K-0002, under the auspices of its Basic Research Office (now known as Research and Advanced Concepts Office, or "RACO"). Social competence is playing an increasingly critical role in the success of U. S. Army officers, the Army's combat readiness, and the Army's ability to carry out its missions. It is instrumental, for example, to an officer's ability to foster unit cohesion, mentor Soldiers, work effectively with Soldiers ranging widely in personality and work style, lead effectively when deployed to foreign countries, and handle new roles and assignments. Despite the undeniable importance of social competence in military (as well as civilian) settings, relatively little is known about the nature and predictors of social competence. The purpose of this research was to address this critical knowledge gap by formulating and testing a theory of direct and indirect predictors of social competence in junior commissioned Army officers.

Procedure:

To formulate our theory, we conducted research to distill socially competent performance to five underlying dimensions. We then identified, or developed from scratch, measures of attributes hypothesized to predict socially competent performance. These included extant measures of general mental ability, social intelligence, and interpersonal personality traits; and new measures of social motivation, social knowledge, and social performance. For each dimension of socially competent performance, a different set of predictors was hypothesized and tested using structural equation modeling methodology.

The social knowledge test (SKT) was innovative. It used video-based social scenarios linked to our social performance model and required examinees to identify, rather than select from a set of pre-specified response options, socially effective and ineffective behaviors and reasons for the behaviors' effectiveness or ineffectiveness.

Findings:

The data summarized in this report show that our key prediction — that social intelligence would relate to socially competent performance only through its relationship with social knowledge — was supported for three of the five social performance dimensions we identified: Effective Supervision, Social Presence, and Interpersonal Sensitivity. Our data also demonstrated the viability of our video-based, open-ended response format approach to social knowledge testing. Raters were able to agree very well on the social knowledge scores they assigned to examinees. In addition, the SKT differentiated well across examinees, and correlated with three of our performance dimensions (corrected $r = .24, .38, \text{ and } .47$, respectively). In addition, our results indicate that interpersonal personality traits, social intelligence, social knowledge, and general cognitive ability all relate to important aspects of socially competent performance in military settings.

Utilization and Dissemination of Findings:

Results of this research were the subject of a briefing to the COR and ARI liaison for this project, as well as other interested ARI personnel, on 25 August, 2004. Several potential applications of this basic research were described. These included: use of our social performance measure to provide social performance feedback, and leveraging the SKT developed for this project to enhance assessment and development of social skills. Data from this research could also be used to establish an empirical link between measures of social tacit knowledge and social performance outcomes, and facilitate acquisition of social tacit knowledge. The SKT, social intelligence, and interpersonal personality trait measures used in this project could also be evaluated for their ability to enhance current selection and classification test batteries used for junior officers and NCOs.

DIRECT AND INDIRECT PREDICTORS OF SOCIAL COMPETENCE IN UNITED STATES
ARMY JUNIOR COMMISSIONED OFFICERS

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Direct and Indirect Predictors of Social Competence in United States Army Junior Commissioned Officers

Background

Interpersonal skills have become increasingly important to the success of officers in today's Army. For example, the Army's mission documents (e.g., Department of the Army, 1986, cited in Bartone & Kirkland, 1991) emphasize the importance of unit cohesion to military combat readiness and the importance of sound leadership exercised by officers to development of cohesion in these units. Group cohesion (the tendency for a group to stick together and remain united in the pursuit of its goals; Carron, 1982) in military units has been researched extensively. In a large-scale meta-analysis of military group cohesion research, Oliver, Harman, Hoover, Mayes, and Pandhi (1999) found positive relationships between cohesion and group performance, individual performance, job/military satisfaction, retention, well-being, and readiness; and a negative relationship between cohesion and disciplinary problems.

In Bartone and Kirkland's (1991) model of the development of excellent military units, the decisive factor differentiating cohesive, high-performance units from mediocre units is the behavior of leaders. The more trust and social bonding that occurs between leaders and subordinates, the more cohesive and effective the unit will tend to be (Bartone & Kirkland, 1991). A longitudinal study of an Army medical task force (Bartone & Adler, 1999) supported this position. In that study, the actions of leaders were correlated with task force cohesion throughout deployment. Among the leader behaviors correlated with task force cohesion was the Soldiers' perception that their leaders were concerned about them.

There is, of course, far more to development of unit cohesion than demonstrated warmth and concern. In many cases, a great deal of social perceptiveness is required. For example, small-unit leaders must possess a keen understanding of their Soldiers' current abilities in order to consistently provide them with an optimal level of challenge. Leaders must also be highly attuned to their Soldiers' anxieties and grievances in order to alleviate them before unit fragmentation occurs. This often poses a special challenge because Soldiers may not want to discuss their problems openly (Bartone & Kirkland, 1991). Overcoming challenges such as these, particularly given the other pressures that today's Army leaders face, clearly requires a high level of interpersonal skill.

In addition to their importance to unit cohesion, interpersonal skills play a role in other critical dimensions of officer effectiveness. For example, officers must frequently adapt to changes, including deployment in other countries, where they must provide leadership in newly formed, specialized task forces (Bartone & Adler, 1999). Successful adaptation to such changes requires interpersonal and cultural adaptability, both of which entail a variety of interpersonal skills (Pulakos, Arad, Donovan, & Plamondon, 2000). Such interpersonal skills include being flexible and open-minded when dealing with others; working well and developing effective relationships with highly diverse personalities; demonstrating keen insight into others' behavior and tailoring one's own behavior to persuade, influence, and work more effectively with them; and adjusting one's behavior to show respect for others' values and customs.

Officers must also be able to adapt to changes when they are promoted into new roles or when they move into different roles laterally. Such changes frequently require them to develop new social knowledge, and acquisition of such knowledge requires them to deal insightfully with other people (Chao, O'Leary-Kelly, Wolf, Klein, & Gardner, 1994). For example, their adjustment to a new role would be made more effectively and efficiently if they were able to (1) discern which individuals are the best sources of tacit knowledge relevant to their role, and (2) obtain that tacit knowledge from those individuals.

Interpersonal skills are also crucial for officers to be effective mentors to their subordinates. Steinberg and Foley (1999) reported that Army personnel found a variety of mentoring behaviors to be "very helpful" or "extremely helpful." Interpersonal skills are clearly relevant to many of these mentoring behaviors (e.g., "provides support and encouragement," "demonstrates trust," and "teaches and advises on organizational politics").

The foregoing clearly illustrates the importance of interpersonal skills to the success of Army leadership personnel and to successful completion of the Army's overall mission. There is, however, no theory of socially competent work performance in either a military or a civilian context. The purpose of this project was to formulate and test such a theory and thereby address a critical gap in our knowledge.

Formulation of Theory of Socially Competent Job Performance

Relevant Prior Theoretical Work

Our theory is primarily built on the solid theoretical foundation laid by Campbell and his colleagues (Campbell, 1990; Campbell, Gasser, & Oswald, 1996; Campbell, McCloy, Oppler, & Sager, 1993) and Motowidlo, Borman, and Schmidt (1997). According to Campbell, performance is a function of three, and only three, determinants: (a) declarative knowledge, (b) procedural knowledge and skill, and (c) motivation. *Declarative knowledge* represents factual knowledge about specific things, or knowing *what* to do. *Procedural knowledge and skill* is the degree to which one is actually able to perform a task. This is achieved when one combines knowing *what* to do with knowing *how* to do it. *Motivation* is defined as the combined effect of the choice to expend effort in a particular direction (i.e., on particular activities), the choice of the level of effort to expend, and the choice to persist at that level of effort (Campbell et al., 1993). Declarative knowledge, procedural knowledge/skill, and motivation are interrelated, and the exact form of the relationship between these determinants and dimensions of performance (i.e., job-relevant behaviors) is not known. The important point is that performance on a particular job dimension is determined directly by some combination of these three determinants. Strong confirmatory evidence has been found in support of this model (McCloy, Campbell, & Cudeck, 1994).

These three direct performance determinants are distinguished from indirect performance determinants. *Indirect performance determinants* can only influence performance through direct determinants. Some examples of indirect determinants are cognitive abilities, personality, interests, education, and experience. These individual difference variables only influence job performance through the mediating roles of declarative knowledge, procedural knowledge/skill, and/or motivation.

Motowidlo, Borman, and Schmit (1997) extended Campbell's theoretical work by formulating a theory of individual differences in task and contextual performance to explain the mechanisms by which personality and cognitive ability variables jointly influence job performance. In Motowidlo et al.'s theory, the direct determinants of task performance are task knowledge, task skill, and task habits. *Task knowledge* is knowledge of facts, principles, and procedures relevant to the core technical functions of the organization, and *task skill* is skill in performing necessary actions to complete tasks. *Task habits* are patterns of behavior people learn over time that can facilitate or interfere with task performance.

The direct determinants of contextual performance in Motowidlo et al.'s theory are contextual knowledge, contextual skill, and contextual habits. *Contextual performance* consists of activities that support the broader environment within which the technical core must function. It includes behaviors such as volunteering for tasks not formally part of one's job, demonstrating effort, helping and cooperating with others, following organizational rules and procedures, and supporting organizational objectives (Borman & Motowidlo, 1993). It is noteworthy for purposes of this research that taxonomic work on contextual performance has consistently yielded an interpersonal dimension, known as personal support (Borman, Buck, Hanson, Motowidlo, Stark, & Drasgow, 2001; Borman, Penner, Allen, & Motowidlo, 2001). Personal support consists of behaviors benefiting individuals in the organization, and includes the following facets:

(1) helping and cooperating with others (Borman & Motowidlo, 1993), (2) assisting/helping coworkers (Brief & Motowidlo, 1986), (3) social participation (Van Dyne, Graham, & Dienesch, 1994), (4) interpersonal facilitation (Van Scotter & Motowidlo, 1996), (5) altruism (Organ, 1988), (6) courtesy (Organ, 1988), and (7) motivating others (Borman, Penner et al., 2001).

Contextual knowledge is knowledge of what behaviors are regarded as being supportive of the core technical functions of the organization. It can be thought of as a series of roles that an employee knows to be favored by the organization in response to the press exerted by situations calling for contextual performance. *Contextual skill* is skill in enacting these roles, and *contextual habits* are characteristic responses that facilitate or interfere with performance in situations calling for contextual performance.

The indirect determinants of task and contextual performance in Motowidlo et al.'s (1997) theory are cognitive ability and personality. Motowidlo et al. suggested that, while cognitive ability should be the direct determinant of task knowledge and skill, personality should be the primary direct determinant of contextual knowledge and skill. This is because people possessing personality characteristics consistent with a particular element of contextual knowledge or skill should be more likely to notice the relative effectiveness of certain patterns of behavior in situations requiring that knowledge or skill. This, in turn, should increase the likelihood that they will master that knowledge or skill. Motowidlo et al. also suggested that task habits are predicted by both cognitive ability and certain personality variables (e.g., conscientiousness), and that contextual habits are predicted by certain other personality variables (e.g., agreeableness, extroversion). Because personality variables are expected to influence more direct determinants of performance on the contextual side of the model, and to do so more strongly than cognitive ability variables, personality should be more highly related to contextual performance than to task performance. Similarly, because cognitive ability variables are expected to influence more direct determinants of performance on the task side of the model, and to do so more strongly than personality variables, cognitive ability should be more highly related to task performance than to contextual performance.

An intriguing aspect of Motowidlo et al.'s theory is that contextual job knowledge (along with contextual skill and habits) is hypothesized to mediate the relationship between personality variables and contextual job performance, just as task job knowledge has been shown to mediate the relationship between cognitive ability and task-related job performance (Borman, White, & Dorsey, 1995; Hunter, 1983; Lance & Bennett, 2000; Pulakos, Schmitt & Chan, 1996; Schmidt, Hunter, & Outerbridge, 1986). Some research has supported the notion that contextual knowledge mediates the relationship between personality predictors and contextual job performance measures (Schmit, Motowidlo, Degroot, Cross, & Kiker, 1996; Schneider & Johnson, 2001).

Our theory applies and extends the work of Campbell and Motowidlo et al. to the social performance domain. Consistent with this earlier theoretical work, our theory assumes that socially competent job performance has both direct and indirect determinants. Its direct determinants are declarative and procedural social knowledge and motivation to perform in a socially competent manner. Our theory further assumes that direct determinant of social job performance are, in turn, predicted by three categories of indirect determinants: social intelligence, interpersonal personality traits, and general cognitive ability. Social knowledge and

social motivation are, therefore, hypothesized to mediate the relationship between indirect determinants of social job performance and social job performance.

A brief discussion of each class of constructs in our theory is presented below.

Indirect Determinants of Social Performance

General Cognitive Ability

There is a widely accepted view among psychometric experts that the structure of human cognitive abilities is hierarchical, with a single, highest-order factor usually called “*general cognitive ability*, or “*g*” (Neisser et al., 1996). General cognitive ability was defined by Humphreys (1979) as: “the resultant of the processes of acquiring, storing in memory, retrieving, combining, comparing, and using in new contexts information and conceptual skills...” (p. 115). More recently, Lubinski (2000) noted that psychometric experts generally agree that general cognitive ability measures abstract thinking or reasoning, the capacity to acquire knowledge, and problem-solving ability. Consistent with radex theory (Snow, Kyllonen, & Marshalak, 1984), general cognitive ability is associated with complexity of information processing. Specifying the nature of that complexity is an ongoing theoretical and empirical process (e.g., Lohman, 2000). As noted by Lohman, however, higher complexity may be characterized by such things as increased involvement of critical cognitive processes (e.g., inference), increase in demands on limited working memory, increase in demands on adaptive functions by which existing knowledge is reassembled to address demands of novel tasks, and greater need for monitoring of cognitive activities by executive functions (e.g., metacognition).

For many years, the bane of social intelligence research involved difficulties in distinguishing it from *g*. While we do not espouse the notion that social intelligence is indistinguishable from *g*, neither do we believe that *g* can be ignored as an indirect determinant of socially competent behavior. We agree with Riggio, Messamer, and Throckmorton (1991) that social intelligence is distinct from, but also overlaps with, *g*. As such, we include *g* in our theory.

Interpersonal Personality Traits

As defined by Schneider, Roberts, and Heggstad (2002), *interpersonal personality traits* are inferred relatively enduring psychological structures underlying extended classes of behaviors that (a) tend to occur during interpersonal exchanges, and (b) have relatively clear-cut implications for the quality of one’s relationships with individuals or groups (Tellegen, 1991; Wiggins, 1979). Examples of interpersonal personality traits include extroversion and agreeableness, which define the plane of the interpersonal circle (Wiggins, 1979), a circumplex ordering of interpersonal traits; social anxiety (e.g., Schlenker & M. R. Leary, 1982); social openness (Schneider, Ackerman, & Kanfer, 1996); social self-efficacy (Marlowe, 1986); charisma (e.g., Bass, 1990); and self-monitoring (Snyder, 1974, 1979).

Social Intelligence

Defining social intelligence has generated a good deal of confusion within the psychological literature (see Kihlstrom & Cantor, 2000, for a summary). E. L. Thorndike (1920) defined it as the ability both to (a) understand others, and (b) act wisely in relating to others. Some researchers

have taken an individual-differences perspective, focusing either on understanding others (e.g., Chapin, 1942; Guilford, 1967; Moss, Hunt, Omwake, & Ronning, 1927) or various aspects of effective social action (e.g., Ford & Tisak, 1983; Keating, 1978; Marlowe, 1986). Other researchers have taken a social-cognitive perspective, operating within an experimental rather than a correlational paradigm. A watershed moment in the history of the experimental paradigm occurred with the publication of Cantor and Kihlstrom's (1987) monograph *Personality and Social Intelligence* (see Zaccaro, Gilbert, Thor, & Mumford, 1991, for an application of this approach to the leadership domain). According to Cantor and Kihlstrom, "social intelligence... can be construed as declarative and procedural expertise for working on the tasks of social life in which social goals are especially salient" (p. 71). Note that the social-cognitive approach adopted by Cantor and Kihlstrom (1) transfers the locus of measurement from indirect, trait-based determinants of social performance to direct determinants of social performance based on cognitive assessments of social knowledge structures, and (2) contextualizes social intelligence within the pursuit of individual social goals, which they refer to as "life tasks," through purposive and adaptive social behavior.

In our theory, we define *social intelligence* as the ability to:

- Infer, acquire, integrate, and recall information about persons, social situations (including operative norms), and social episodes; and
- Reason with and adapt that information to attain social goals to which one is committed.

Since social intelligence is an indirect determinant of social performance in our theory, specific, job-relevant social knowledge is not encompassed within our definition. However, our definition of social intelligence does necessarily include a broad array of general social knowledge that is appropriately regarded as an indirect performance determinant rather than a direct performance determinant. This is analogous to crystallized intelligence within the cognitive ability domain (cf. Carroll, 1993). Within the cognitive ability domain, crystallized intelligence is regarded as an indirect, rather than a direct, determinant of task performance, with more specific job-relevant knowledge playing the mediating role (Campbell, 1990). The emphasis on the purposive, adaptive pursuit of social goals from the social-cognitive approach is also incorporated into our definition of social intelligence under the second bullet point. In this context, a *social goal* is an objective or state that an individual strives to attain, and that requires him or her to get others to act, think, or feel a certain way by: (1) creating opportunities for interaction, (2) planning interaction strategies, (3) interacting with others, and/or (4) adapting to others. Interaction with others can occur in dyads or groups, can occur orally or in writing (e.g., personal letters, thank you notes), and can be face-to-face or mediated by telecommunication technology such as cell phones, videoconferencing equipment, or e-mail.

We are operating within an individual-differences paradigm in the sense that all of the dimensions of social intelligence that we operationalize in our theory are conceptualized as individual-difference variables. However, our definition of social intelligence includes aspects of the social-cognitive approach. For example, building on the Cantor and Kihlstrom (1987) approach, we incorporate adaptation of broad social knowledge to the pursuit of social goals into our definition of social intelligence. We differ with Cantor and Kihlstrom to the extent that (1) we are more nomothetic in our conceptualization of social goals than they are, and (2) we distinguish between the very broad type of social knowledge characteristic of what might be

termed “crystallized social intelligence” and the more specific type of social knowledge that we believe mediates the relationship between social intelligence and social performance.

Social Knowledge

In our theory, *social knowledge* is defined as declarative and procedural knowledge/skill necessary for effective social job performance. *Declarative social knowledge* consists of knowledge of people, situations, and social episodes. It consists, for example, of knowledge of the types of behaviors that are appropriate when counseling or helping other military personnel, and the behaviors that typically occur during a performance counseling session. *Procedural social knowledge/skill* consists of rules, skills, and strategies for using declarative social knowledge to construe social events and plan and execute situationally appropriate social action. Successful leaders, for example, use knowledge of how Soldiers new to their team are likely to react to various behaviors when they develop strategies to foster unit cohesion (Bartone & Kirkland, 1991).

An important aspect of our definition of social knowledge is its inclusion of the social episode construct. *Social episodes* (Forgas, 1976, 1982) are recurring interpersonal interactions in which a series of goal-directed behaviors unfold over time until (1) the goal is accomplished, (2) something less than full goal attainment is accepted, (3) the goal is determined to be unattainable, or (4) the interactants’ attention is directed to one or more other goals (Ford, 1995). Social episodes make an excellent unit of measurement for several reasons. First, they integrate knowledge of persons and situations and include a temporal component (i.e., they involve knowledge of persons behaving in situations over time). If one knows a great deal about a social episode one must, therefore, also know a great deal about persons and situations they encompass. Second, job performance is conceptualized as inherently episodic (Motowidlo et al., 1997). Therefore, assessing knowledge of social episodes relevant to job performance should provide the best and most efficient prediction of social job performance. Indeed, socially oriented critical incidents can be regarded as social episodes, albeit extremely brief ones, that are probably best regarded as highly specific, short-lived episodes at or near the bottom of a hierarchy of episodes. Finally, social episodes are “natural” units in the stream of social behavior. As such, it may be easier to capture subject matter experts’ (SMEs’) expertise regarding social episodes because they are more likely to think in terms of episodes than they are to think in terms of static, de-contextualized persons and situations.

Social episodes are closely related to scripts (Abelson, 1981; Schank & Abelson, 1977). *Scripts* are cognitive, schema-based knowledge structures that underlie social episodes. Gioia and Poole (1984) identified several scripts relevant to leadership in organizations, such as performance appraisals, recognition ceremonies, and certain types of meetings. Zaccaro et al. (1991) argued that highly elaborated cognitive representations of social episodes (i.e., scripts) facilitate flexible use of adaptive leadership behaviors in distinct leadership situations.

It should be noted that our definition of social knowledge includes aspects of tacit knowledge. *Tacit knowledge* involves knowledge of how to manage tasks, oneself, and others (e.g., Sternberg, Forsyth, Hedlund, Horvath, Wagner, Williams, et al., 2000). The aspect of tacit knowledge involving knowledge of how to manage others in work situations is encompassed within our definition of social knowledge. By definition, tacit social knowledge is knowledge

that is not formally taught and that may even be jealously guarded by those who are “in the know.” Socially intelligent people may acquire specific tacit knowledge either through their social insight or by identifying knowledgeable others, tactfully questioning them, and persuading them to reveal the sought-after information. Put another way, social intelligence involves acquiring new social knowledge, and one aspect of this acquisition process appears to include rendering tacit knowledge no longer tacit.

Social Motivation

For purposes of this theory, we define *social motivation* as motives to display behaviors reflective of distinct facets of social performance. Following Barrick, Stewart, and Piotrowski (2002), we infer the presence of social motives based on measurement of three classes of motivational processes as they relate to social performance-related behaviors:

(1) attention/direction, (2) intensity/persistence, and (3) arousal. We closely followed the measurement approach adopted by Barrick et al. because of its promising findings regarding the hypothesized mediating role played by motives in the personality-performance relationship.

Social Job Performance

Following Schneider and Johnson (2003), we define *social job performance* as work behaviors that are instrumental to accomplishment of social goals. In this context, a social goal is an objective or state that an organization requires or encourages an individual to attain, that entails influencing others to act, think, or feel a certain way by: (1) creating opportunities for interaction, (2) planning interaction strategies, (3) interacting with others, and/or (4) adapting to others. Aspects of interactions that exclusively or primarily involve application of cognitive processes to data or things rather than people, and are relatively uninfluenced by the interpersonal context within which they occur, are *not* part of the social performance domain.

A great deal of knowledge relevant to the social job performance domain has been acquired in the past decade. Studies in this area have shown that dimensions of social performance are not only part of the latent structure of performance, but are considered by supervisors to be very important aspects of the job performance domain (Johnson, 2001).

Job performance dimensions relevant to socially intelligent work performance have been identified at a high level of abstraction (Campbell, 1990), a moderate level of abstraction (Borman & Brush, 1993; Jeanneret, Borman, Kubisiak, & Hanson, 1999), and a specific level of abstraction (Tett, Guterman, Bleier, & Murphy, 2000). At the highest level of abstraction, Campbell (1990) identified eight job performance components that are broad enough to describe any job in the U.S. economy. Two of these components, Facilitating Peer and Team Performance and Supervision/Leadership, consist of primarily social aspects. Borman and Brush (1993) identified 18 dimensions of managerial performance, six of which were explicitly social in nature (e.g., training, coaching, and developing subordinates; selling and influencing; maintaining good working relationships). Borman and Brush also identified four higher-order “mega-dimensions” of managerial performance, two of which (Interpersonal Dealings and Communication, Leadership and Supervision) were primarily social. Jeanneret et al. (1999) formulated a taxonomy of generalized work activities as part of the development of the O*NET (Peterson, Mumford, Borman, Jeanneret, & Fleishman, 1999) that was intended to apply to all jobs in the

U.S. economy. This taxonomy included a large number of social job performance dimensions. Tett et al. (2000) developed a very specific taxonomy of 53 managerial performance dimensions, at least one-third of which were social performance dimensions.

General Form of Theory of Socially Competent Work Performance

The hypothesized general form of the theory to be tested in this research is presented in Figure 1. Justifications for the hypothesized links between the latent constructs in our theory are provided below.

Justification of Hypothesized Links between Interpersonal Personality Traits and Other Variables

In our theory, IPTs are also hypothesized to have links to social job performance dimensions to which they are rationally related, both through direct performance determinants (i.e., both social knowledge and domain-specific social motives) and directly, with no mediation. The link between IPTs and domain-specific social motives was expected in part because of their hypothesized link to social job performance in their particular domain. Enhanced job performance should increase self-efficacy which, in turn, should increase motivation to attain performance-related goals. It is logical that people should be motivated to do what comes naturally to them. Barrick, Stewart, and Piotrowki (2002) reported that IPTs did indeed correlate with motives in a sample of 164 sales representatives. Other studies have also found significant relationships between personality variables and motives (see Johnson, 2003a, for a summary; see also Barrick, Mitchell, & Stewart, 2003).

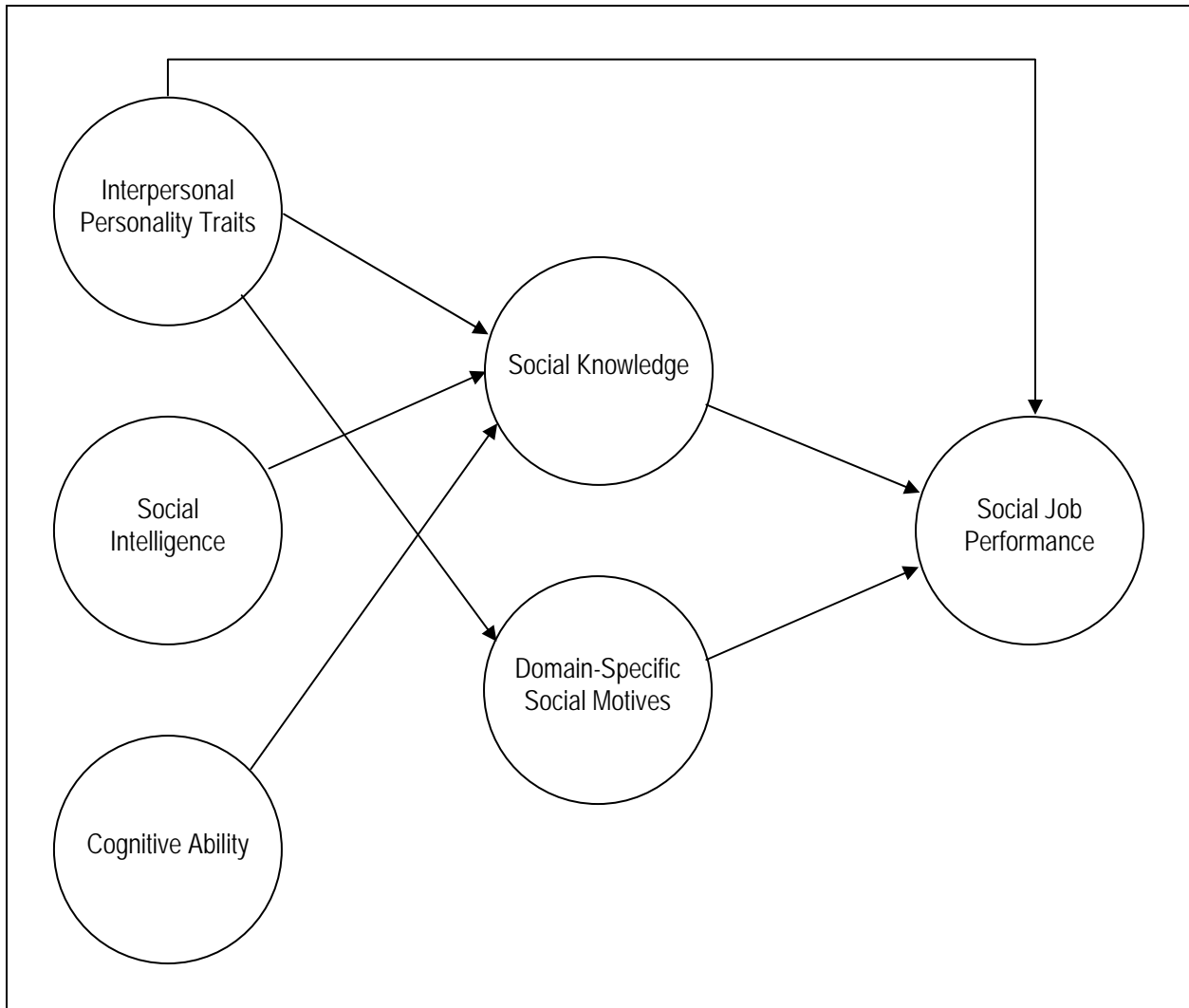


Figure 1. Hypothesized general form of theory of socially competent job performance.

IPTs are further hypothesized to relate to social knowledge. This relationship is expected based on the Motowidlo et al. (1997) work, which argues that people possessing personality traits consistent with a particular type of knowledge are more likely to notice the relative effectiveness of certain patterns of behavior in situations requiring that knowledge. This, in turn, should increase the likelihood that they will master that knowledge. People possessing personality traits consistent with a particular type of knowledge should also be more likely to enter situations in which that knowledge is required. This should add further to their base of knowledge in that domain. Motowidlo, Brownlee, and Schmit (1998) reported results consistent with the position that IPTs should relate to social knowledge. They found that the relationship between extroversion and customer service performance was mediated by customer service knowledge (as well as customer service skill) in a sample of 140 sales associates in a national retail store.

The direct link between IPTs and social performance dimensions is hypothesized because behavioral tendencies relevant to IPTs are expected to influence performance through habits that

are independent of both knowledge and motivational choice (Johnson, 2003; Motowidlo et al., 1997). Moreover, the IPT-social performance relationship should also be mediated by social skill, which was not operationalized in this research. For example, it is one thing to know, in principle, how do resolve difficult conflict situations; it is another thing actually to resolve them.

Justification of Hypothesized Links between Social Intelligence and Other Variables

In a manner analogous to the now prevalent finding that task knowledge mediates the relationship between *g* and task performance (Borman, White, & Dorsey, 1995; Hunter, 1983; Lance & Bennett, 2000; Pulakos, Schmitt & Chan, 1996; Schmidt, Hunter, & Outerbridge, 1986), social knowledge is expected to mediate the relationship between social intelligence and social job performance. The link between social intelligence and social knowledge is conceptually straightforward. For example, it would clearly be more difficult to build up a store of knowledge about people if one were unable to accurately interpret and recall their social behavior. One could rely on others to interpret one's social landscape, and thereby create a substitute of sorts for social insight and social memory, but this would be of only limited utility. Some interpretation of social events will always be required given that social situations are not so highly scripted that the same responses will always be equivalently effective when an individual is presented with a certain class of social stimuli. Indeed, unvarying and inflexible responses to social situations has been equated with poor social intelligence (Cantor & Kihlstrom, 1987). On a related note, it would be very difficult to execute effective social plans if one could not predict in advance what the individuals who are the subjects of those plans would be likely to do in response to certain social actions. Support for the social intelligence-social knowledge link was reported by Schneider, Roberts, and Heggstad (2002) in which the SCI Social Knowledge scale showed substantial correlations with the SCI Social Insight and Social Memory scales in both Air Force enlistee and university undergraduate samples.

Justification of Hypothesized Link between General Cognitive Ability and Social Knowledge

The link between general cognitive ability and social knowledge is hypothesized based on the Motowidlo et al. (1997) theoretical work. Support for this position was reported in Schneider and Johnson (2001). In that research, significant paths from cognitive ability to interpersonal citizenship knowledge, as measured by a situational judgment test, were found in a sample of 799 non-management employees in telecommunications jobs requiring heavy customer contact.

Justification of Hypothesized Links between Direct Performance Determinants and Social Job Performance

The link between social knowledge and social performance is hypothesized based on the previous theoretical work of Campbell (1990) and Motowidlo et al. (1997). It is also suggested by the results reported in the Motowidlo, Brownlee, and Schmit (1998) work involving links between customer service knowledge, skill, and performance.

The link between domain-specific social motives and social performance is hypothesized based on the theoretical work of Campbell (1990). In addition, Barrick, Stuart, and Piotrowski (2002) reported that a motive construct that they labeled "status striving" correlated $r = .36$ ($p < .05$) with job performance in a sample of 164 sales representatives. They failed to find a

hypothesized correlation between communion striving and job performance. There was no reason, however, to expect that communion striving should be related to performance in sales occupations. Sales occupations require agentic rather than communal behavior. In support of this position, a meta-analysis of predictors of sales job performance revealed that agreeableness, which relates to communion striving, was uncorrelated with sales performance, whereas variables related to status striving (potency, achievement, and conscientiousness) showed substantial correlations with sales performance (Vinchur, Shippmann, Switzer & Roth, 1998).

Justification of Unhypothesized Links

Neither social intelligence nor *g* was hypothesized to have direct links to social job performance in our theory. The most likely reasons why such links might be found are:

- (1) Our social knowledge measure is deficient in its measurement of social job performance episodes;
- (2) Social intelligence and/or *g* influence social job performance through the mediating effect of social habits relevant to social job performance; and/or
- (3) Social intelligence and/or *g* have direct effects on social job performance through the mediating influence of social skill (but not of social knowledge).

We took pains to eliminate the first possibility by basing our SKT on our social performance taxonomy and mapping the SKT to the social performance dimensions in our taxonomy. As such, there should be little social performance variance left over for indirect performance determinants to predict directly, without mediation by social knowledge. The second possibility seems unlikely, since social habits are likely to be a function of interpersonal personality traits rather than ability variables (e.g., Motowidlo et al., 1997). The third possibility seems unlikely because social skill should mediate the relationship between social knowledge and social job performance (e.g., Borman, White, & Dorsey, 1995; Lance & Bennett, 2000). It is unlikely that one could acquire social skills without first acquiring declarative knowledge and the cognitive component of procedural knowledge captured by our SKT. Nevertheless, we do allow for the possibility that social intelligence and/or *g* could have a direct effect on social job performance for one or more of these three reasons and test alternate structural equation models in which these direct paths are evaluated.

There is no theoretical or empirical reason to expect a relationship between *g* and domain-specific social motives, and an alternative model specifying that path is not tested. There is, however, a possibility that social intelligence could have a direct path to domain-specific social motives, and we do test an alternative model in which that path is specified. The reason why social intelligence could conceivably have a direct effect on domain-specific social motives is based on logic similar to that used to hypothesize a direct relationship from interpersonal personality traits to social knowledge. Specifically, social intelligence is hypothesized to influence social knowledge and, through social knowledge, social job performance. Enhanced social knowledge and social job performance should increase self-efficacy which, in turn, could increase motivation to attain social performance-related goals. Once again, it is logical that people should be motivated to do what comes naturally to them.

The reason why a direct link from social intelligence to domain-specific social motives is not hypothesized in Figure 1 is that the interpersonal personality trait domain involves traits that are both narrower and more multidimensional than social intelligence, which we believe is a broad, probably unitary, trait. As such, it is easier to match IPTs to domain-specific social motives (in terms of content and breadth) than it is to match social intelligence to domain-specific social motives. Moreover, it is not difficult to think of cases where people possess great insight into others and yet are not motivated to engage in behaviors indicative of high social performance, at least in many areas. For example, people may not be motivated to resolve conflict situations, to influence others, or to go out of their way to provide interpersonal support. That said, some aspects of social intelligence may be more salient to social performance and, in those cases, perhaps social intelligence will relate to social job performance through its influence on domain-specific social motives.

Method

In the sections that follow, we describe the methodology we employed to test our theory. This includes: (1) development of a social performance taxonomy, (2) development of a list of social episodes based on that social performance taxonomy, (3) development of the video-based social knowledge test (SKT), (4) development of a social performance measure, (5) development of a social motivation measure, (6) our rationale for inclusion of measures to operationalize other classes of constructs specified by our theory, and (7) data collection.

Development of Social Performance Taxonomy

Literature Review

We began by reviewing scientific and practitioner-oriented literature relevant to social competence. We consulted literatures on leadership (Bass, 1990; Giber, Carter, & Goldsmith, 2000; Goleman, Boyatis, & McKee, 2002; McCall, Lombardo & Morrison, 1988; Yukl, 1998); management (Davis, Skube, Hellervik, Gebelein, & Sheard, 1996; Kaplan, 1986); teamwork (Brannick, Salas, & Prince, 1997; Parker, 1994); interpersonal skills (Baron & Markman, 2000; Hayes, 1991); organizational socialization (Chao et al., 1994); adaptability (Pulakos, Arad, Donovan, & Plamondon, 2000); interpersonal conflict (Thomas, 1992); and organizational politics (Ferris, Perrew, Anthony & Gilmore, 2000; Kacmar & Baron, 1999). We also consulted literature on the latent structure of job performance (Borman & Brush, 1993; Borman, Penner, Allen, & Motowidlo, 2001; Coleman & Borman, 2000; Tett, Guterman, Bleier, & Murphy, 2000); and broadly applicable taxonomies of basic and cross-functional job skills (Mumford, Peterson, & Childs, 1999), generalized work activities (Jeanneret, Borman, Kubisiak, & Hanson, 1999), and job performance (Schippman, 1999). Finally, we consulted a future-oriented analysis of Army NCO position requirements (J. P. Campbell, Ford, & R. C. Campbell, 2002).

Based on this literature review, we formulated a list of 474 social job performance dimensions or behaviors relevant to managers and leaders. We then sorted these behaviors and dimensions into 37 categories based on content similarity. We purposely did a very fine-grained sort at this early stage of exploration of the social performance domain so as not to overlook potentially meaningful facets of social performance.

Social Performance Example/SJT Item Review

We next consulted a bibliography of past PDRI projects for which performance examples were collected, identified projects that involved jobs for which interpersonal requirements were salient, and reviewed those project files. An enormous number of social performance examples were identified, many of which were redundant with one another. We therefore reviewed performance examples from a subset of the available project files that, together, seemed likely to provide comprehensive coverage of the social job performance domain (i.e., it seemed highly unlikely that review of additional performance examples would reveal any additional social job performance dimensions). We also reviewed items from SJTs developed by PDRI that were designed to assess aspects of social competence. A total of 1,570 performance examples and SJT items were reviewed. These were sorted into 31 social performance dimensions.

Formulation of Preliminary Social Job Performance Model

Literature review and social performance example/SJT item review results were integrated to formulate a preliminary social job performance model consisting of 11 social performance dimensions, several of which included multiple facets of social performance. We abstracted a distinct set of social behaviors for each social performance facet from behaviors, performance examples, and SJT items falling within that facet. The preliminary social job performance model is attached as Appendix A.

Sorting Task

We next had 16 PDRI psychologists sort social behaviors from the preliminary social performance taxonomy into similar categories. Prior to sorting, the behaviors listed in the preliminary social job performance model were subjected to a further round of editing. This was primarily done to help ensure that the behaviors would be interpreted correctly by sorting task participants without the interpretive context provided by seeing the behaviors within each hypothesized social competence dimension presented together. In addition, a small number of behaviors were eliminated due to redundancy; one behavior was eliminated because it was overly broad (“Works effectively with senior management personnel”), and a few behaviors were broken apart because they really encompassed two distinct social behaviors. Finally, behaviors were edited for consistency in language usage (e.g., consistency in use of pronoun references). This resulted in a net reduction from 318 to 315 social behaviors.

The PDRI psychologists participating in the sorting task were highly educated and experienced and were extremely well qualified to perform this task. At the time the sorting task took place, 13 held Ph.Ds in Industrial/Organizational (I/O) psychology, one had completed all of the requirements for a Ph.D in I/O psychology except the doctoral dissertation, and two held master’s degrees in I/O psychology. Sorting task participants had, at the time the sorting task was conducted, worked as I/O psychologists for a mean of 13 years, and had worked at PDRI for a mean of 11 years.

Sorting task participants were provided with a set of 315 slips of paper onto which the social behaviors had been transcribed. The order in which the social behaviors were presented was randomized so that similar behaviors were not adjacent to one another in the set. Participants were instructed to sort the 315 social behaviors into categories based on their similarity to one another. They were instructed that two effective behaviors (or two ineffective behaviors) should be considered similar if someone who tends to exhibit one behavior would also be likely to exhibit the other. In the event that one of the behaviors is effective and the other is ineffective, participants were instructed to consider the two behaviors to be similar if someone who exhibits the effective behavior would be likely not to exhibit the ineffective behavior (or vice versa). Participants were told to aim for between 5 and 15 social performance categories in their sorting task solution. However, they were free to choose as many or as few social performance categories as they believed were necessary. They were also allowed to place a social behavior in a “miscellaneous” category if they believed the behavior was not similar to any other social behaviors. The sorting task instructions provided to the PDRI psychologists are attached as Appendix B.

We created a 315 x 315 co-occurrence matrix (COM) based on the sorting task results using a FORTRAN computer program. The elements of the COM were, for each pair of social behaviors, the proportion of sorting task participants who sorted both behaviors into the same category. For example, if 10 of the 16 participants sorted behaviors 1 and 2 into the same category, the entry for that cell of the matrix was .625. We then computed an indirect similarity index for each behavior pair by computing the correlation between the proportions for each of the two behaviors across all behaviors. This correlation represents the degree of correspondence between the two behaviors' patterns of similarity with all other dimensions. This procedure has been used to create indirect similarity matrices in several other studies (Bjarnadóttir, 1997; Borman & Brush, 1993; Olson, 2000; Rosenberg & Sedlak, 1972).

The matrix of indirect similarity correlations was then subjected to principal components analysis to reduce the data to a smaller number of social performance dimensions. Because of the large number of variables, we used a two-step procedure to identify the most meaningful set of social performance dimensions (see Johnson, 2003b, for a more detailed description of the methodology). We first conducted principal components analysis with a direct oblimin (oblique) rotation, retaining 20 components based on the eigenvalue-greater-than-one criterion. Although a number of criteria are available for determining the number of components to extract, the purpose of this step was simply to produce an error-reduced data matrix, so determining the exact number of factors to extract was not as important as determining a general number to extract. We then cluster analyzed the component loadings using Ward's method and squared Euclidean distances. Using this approach, behaviors are grouped together based on their loadings on every component in the solution, rather than their loadings on just one component.

The number of clusters to retain was determined by examining the dendrogram, a pictorial representation of a hierarchical clustering solution. The dendrogram suggests a range of possible cluster solutions, depending on the researcher's criterion for combining clusters. We examined several cluster solutions, and the number of clusters was allowed to decrease to the point at which further combining clusters would result in combining conceptually dissimilar clusters. This resulted in 19 interpretable and meaningful dimensions of social performance.

After examining the behaviors included in each social performance dimension, we determined that a more cohesive and interpretable structure may be possible by restricting our definition of social performance somewhat. For example, several behaviors relevant to making oral presentations were really more technical than social in nature, even though they were directed at other people.

We (i.e., the two co-authors of this report) independently examined all items to determine which ones no longer fit the definition of social performance, and then discussed any disagreements until consensus was achieved. This resulted in elimination of 24 items. A new 291 x 291 COM was created by eliminating these items from the data file. The same procedure as was described above was then applied to this COM to identify social performance dimensions. For this COM, 19 components were extracted, and the cluster analysis revealed 20 interpretable and meaningful dimensions.

We next sought to identify a higher-order dimensional structure to summarize these 20 dimensions. To accomplish this, we initially considered simply selecting a smaller number of

clusters from our hierarchical cluster analysis, because all lower-order clusters are subsumed under clusters higher up in the hierarchy.

However, simply looking at higher-order clusters has two important drawbacks. First, these clusters may contain a large amount of error because they are based on a large number of cases to be clustered. Second, it is not possible to see the amount of overlap between higher-order dimensions. We therefore computed a score for each of the 291 behaviors on the 20 dimensions that could be subjected to principal components analysis.

Computing dimension-scores was not a straightforward process because the dimensions were based on cluster analysis of component loadings, so there was not a one-to-one correspondence between dimensions and components. To compute a behavior's score for a given dimension, we (a) multiplied the behavior's regression-based component scores for each of the 19 components by the mean component loading for all behaviors categorized into that dimension, and (b) summed those 19 products. Conceptually, this means that a behavior's score on a given dimension is determined by its standing on those components that define the dimension. A behavior's standing on a component is determined by the extent to which it exhibits patterns of co-occurrence with all other behaviors in the data set that are similar to the patterns exhibited by the other behaviors making up that component.

We then conducted a principal components analysis on the 20 dimension-scores, with direct oblimin rotation. Based on a parallel analysis (Horn, 1965), we extracted six components. The component loadings are presented in Table 1.

The pattern of component loadings indicated that it would be misleading to assign meaning to the components based only on the variables that had their largest loadings on each component. For example, Dimensions 4 (Motivating, Leading, & Supervising Direct Reports), 15 (Coaching), and 17 (Keeping Direct Reports Informed) had large positive loadings on Component 1. Dimensions 6 (Making Oral Presentations) and 13 (Communicating with Others) had large negative loadings on Component 1, but also had moderately large negative loadings on Components 2, 3, and 4, and moderately large positive loadings on Component 5. Component 1 should not be defined by all five of these dimensions, because they clearly fall into two different groups based on their patterns of loadings across all components and their conceptual meaning.

Therefore, we cluster analyzed these component loadings using the same procedure as with the larger data set. This resulted in a clear 7-cluster solution. We gave these clusters the following labels: (1) Teamwork, (2) Coworker Relations, (3) Supervision, (4) Oral Communication, (5) Networking and Customer Relations, (6) Interpersonal Influence, and (7) Interpersonal and Organizational Understanding. The final higher-order social performance model, with dimension definitions based on the behaviors comprising them, is shown in Table 2.

Table 1
 Oblimin-Rotated Pattern Matrix from Principal Components Analysis of
 20 Dimension-Scores

| Cluster | Component | | | | | |
|---------|-----------|------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | -.04 | -.04 | .96 | -.08 | .11 | -.01 |
| 2 | -.16 | .91 | -.01 | .03 | .01 | .00 |
| 3 | -.11 | .09 | -.17 | -.16 | .30 | .80 |
| 4 | .87 | -.05 | .03 | -.09 | .14 | .04 |
| 5 | -.08 | -.26 | -.10 | -.15 | -.86 | -.06 |
| 6 | -.50 | -.36 | -.34 | -.39 | .32 | -.14 |
| 7 | -.11 | .37 | -.13 | .00 | -.10 | .17 |
| 8 | .00 | .23 | -.12 | .70 | .03 | .03 |
| 9 | -.17 | -.33 | -.11 | .82 | .11 | -.07 |
| 10 | -.26 | .15 | .90 | -.05 | .05 | -.13 |
| 11 | .33 | .78 | -.13 | -.04 | .24 | .08 |
| 12 | .17 | -.30 | .79 | -.17 | .15 | .06 |
| 13 | -.52 | -.36 | -.31 | -.32 | .40 | .02 |
| 14 | -.24 | -.29 | -.09 | .79 | .16 | -.07 |
| 15 | .77 | -.16 | -.18 | -.20 | .01 | -.21 |
| 16 | -.05 | .12 | -.20 | -.07 | -.59 | .11 |
| 17 | .91 | -.10 | -.08 | -.16 | .08 | -.15 |
| 18 | .00 | .56 | .05 | -.09 | .07 | -.57 |
| 19 | -.06 | .03 | .11 | .02 | -.21 | .73 |
| 20 | -.23 | .67 | .27 | -.18 | -.20 | -.03 |

Note. Teamwork dimension is primarily Component 3. Coworker Relations dimension is primarily Component 2. Supervision dimension is primarily Factor 1. Oral Communication dimension is a combination of Components 1, 2, 3, 4, and 5. Networking and Customer Relations dimension is primarily Component 5. Interpersonal Influence dimension is primarily Component 4. Interpersonal and Organizational Understanding dimension is primarily Component 6.

Table 2
Final Hierarchical Social Performance Model Dimensions and Definitions

| | |
|--------------------|--|
| Teamwork | <p>Leading Teams — Facilitates team performance by motivating and helping team members, increasing their cohesiveness, keeping them focused on team goals, and making full use of their talents; lays down ground rules for team member interactions, monitors those interactions, and intercedes when necessary to help ensure the team’s effectiveness.</p> <p>Working Effectively on Teams — Cooperates and works effectively with other team members; enhances cooperation, cohesiveness, and effectiveness of other team members by modeling effective team member behaviors; subordinates personal agenda to team goals and subordinates own needs to the needs of other team members; adheres to team norms.</p> <p>Seeking Input from Others — Elicits, listens to, and acts on input from team members and relevant stakeholders when such action is warranted.</p> |
| Coworker Relations | <p>Developing and Maintaining Good Relationships with Co-workers — Develops and maintains good relationships with co-workers; organizes and participates in social activities with coworkers.</p> <p>Demonstrating Personal Support and Sensitivity to Coworkers — Notices when co-workers appear to be having personal problems, even if the clues are subtle, and expresses concern for their well-being; offers sympathy, support, understanding, assistance, and encouragement to co-workers experiencing personal problems; does not betray coworkers’ confidences, violate their privacy, treat them with a lack of sensitivity, or offer unwelcome, unsolicited advice about personal matters.</p> <p>Helping Coworkers — Helps coworkers complete their work, adapt to new roles, or organize activities by volunteering or agreeing to share time, expertise, information, or resources — even if doing so requires some personal sacrifice.</p> <p>Demonstrating Mature and Appropriate Work Behavior — Does not engage in petty, mean-spirited, exploitative, judgmental, or inappropriate behavior toward others; does not overreact to normal and expectable job stresses and problems with others; expresses concerns with others’ behavior in a healthy and straightforward manner rather than letting frustrations and perceived slights build up internally to the point where they are expressed in an indirect, unhealthy manner.</p> <p>Adapting to Different Cultures and Diverse Coworkers, Customers, and Clients — Works effectively with people of different races/ethnicities, nationalities, ages, gender, work styles, backgrounds, and religions; respects others’ differences and challenges those who don’t; adapts to new social and cultural environments.</p> |

Table 2 (continued)

| | |
|-----------------------------------|--|
| Supervision | <p><i>Motivating, Leading, and Supervising Direct Reports</i> — Treats direct reports with respect, fairness, integrity, and compassion; makes direct reports feel appreciated and trusted and involves them in planning and decision-making when possible; provides direct reports with a sense of importance, inspiration, encouragement, recognition, and appropriate rewards; pays attention to direct reports’ needs and runs interference when necessary to enhance their job effectiveness and satisfaction; does not manifest a superior, autocratic, or micromanaging leadership style; gets to know direct reports and induces them to comply with requests or accept organizational changes without the need for giving orders; manages direct reports’ performance problems in a calm and businesslike manner.</p> <p><i>Coaching and Developing Coworkers</i> — Provides critical feedback to coworkers in a manner that is constructive, informative, and does not undermine their motivation; helps coworkers learn from their mistakes; enlivens training, coaching, and mentoring sessions with relevant stories, examples, and demonstrations.</p> <p><i>Keeping Direct Reports Informed</i> — Provides direct reports with: (1) information relevant to their jobs and careers, including job performance expectations; (2) the “big picture” context for tasks and projects they are working on; (3) information regarding organizational policies and their rationales; (4) information regarding relevant events, decisions, and organizational changes; and (5) reasons behind revisions made to work assignments.</p> |
| Oral Communication | <p><i>Communicating with Coworkers, Customers, and Clients</i> — Communicates effectively with coworkers in dyads and informal groups using both verbal and non-verbal channels; speaks in a genuine, straightforward, clear, concise, and logical manner that confers credibility; speaks with appropriate inflection and at an appropriate level of detail, volume, and speed; listens to others attentively and skillfully; does not emit non-verbal signals that betray true feelings when there is a legitimate need to keep those feelings private.</p> <p><i>Making Oral Presentations</i> — Delivers oral presentations to groups in a manner that commands attention, holds interest, communicates respect, and demonstrates confidence and poise; anticipates audience’s concerns and tactfully addresses audience’s questions; adapts communication style to audience’s educational level, training, needs, and interests.</p> |
| Networking and Customer Relations | <p><i>Networking</i> — Seeks out, initiates, cultivates, and maintains ongoing relationships with people who have the ability to provide needed resources, information, and/or expertise.</p> <p><i>Developing and Maintaining Good Relationships with Customers and Clients</i> — Is patient, respectful, friendly, and polite to customers and clients, even those who are demanding and disagreeable; provides reasonable explanations for problems or delays in delivery of products and services and calms customers and clients who are upset; accurately discerns the stated and unstated needs and concerns of customers and clients, and addresses them in a manner that communicates to customers and clients that their work is a high priority.</p> |

Table 2 (continued)

| | |
|---|--|
| <p>Interpersonal Influence</p> | <p>Persuading — Persuades others to take specific actions or approach things differently; states opinions and needs confidently, directly, and forcefully — even in the face of disagreement, disapproval, or lack of understanding — without alienating others or coming across as aggressive; commands attention and respect; seeks to understand others’ positions and tailors arguments for maximum persuasive impact.</p> <p>Managing Conflict — Successfully confronts, diffuses, and resolves conflicts and disputes without giving in to unreasonable demands or using intimidation tactics; prevents or successfully mediates conflicts and disputes between others.</p> <p>Negotiating — Negotiates effectively with others by preparing thoroughly, articulating own positions persuasively, listening to other parties’ positions carefully, and undermining the rationale behind other parties’ positions; tailors negotiation tactics for maximum impact, given knowledge of other parties’ characteristics, previous behaviors, and negotiating positions; finds a balance between being firm and being willing to make reasonable compromises when negotiating with others; treats other parties with respect during the negotiation process and does not jeopardize long-term relationships by using negative negotiating tactics.</p> |
| <p>Interpersonal and Organizational Understanding</p> | <p>Determining Needs, Interests, and Probable Behavior of Co-workers, Customers, and Clients — Accurately discerns the needs, interests, and probable behaviors of coworkers, customers, and clients by correctly and insightfully interpreting their verbal and non-verbal messages; is able to see things from the others’ perspectives.</p> <p>Demonstrating Understanding of Organizational Politics and Culture — Understands organization’s culture, formal and informal reward structures, coworkers’ differing agendas and allegiances, and who has the power to influence specific persons and shape specific events; uses that understanding to fit in and enhance own effectiveness, without appearing to be overly political.</p> |

Development of List of Social Episodes

Formulate Preliminary List of Social Episodes

We generated an early draft list of social performance episodes while conducting the social competence literature review to develop our preliminary social job performance taxonomy. To help ensure that our list of social episodes was as comprehensive as possible, we reviewed social performance examples and SJT items from three additional past PDRI projects. A total of 144 additional social performance examples and SJT items were reviewed and sorted into the social performance dimensions in the provisional (i.e., pre-PDRI psychologist sorting task) social performance taxonomy. Review of these additional social performance examples and SJT items suggested no new social job performance dimensions. However, we did write a number of additional distinct social episodes based on this supplemental review. All of the episodes that we had generated were then integrated into a preliminary list of 77 social performance episodes. Once the final (post-PDRI psychologist sorting task) social job performance taxonomy was

completed, we sorted the 77 social episodes in our preliminary list into those social performance dimensions. That preliminary list is attached as Appendix C.

Choice of Subject Matter Experts and Other Research Participants

Obviously, since the theory we formulated is intended to apply to junior commissioned officers, it would have been preferable to use junior commissioned officers as SMEs, examinees, and raters in this research. Given the number of workshops and participants required, however, we simply wouldn't have been able to get the project done with this constraint. We therefore made a decision to use advanced ROTC cadets and midshipmen as participants, examinees, and raters in our research. We regarded them as good surrogates for junior commissioned officers, since they are in training to become officers. Moreover, by limiting our research participants to *advanced* cadets and midshipmen, we were ensuring that our participants had been socialized into the military to a significant extent, and had been given opportunities to develop and utilize command and leadership skills required to perform effectively as junior commissioned officers.

Revise Preliminary List of Social Episodes

Once the decision had been made to use ROTC cadets and midshipmen as research participants, we revised our list of social episodes to be appropriate to ROTC cadets and midshipmen. This involved (1) eliminating episodes that were obviously unrelated to the ROTC experiences of the cadets and midshipmen; (2) revising them to be relevant to the experiences of the cadets and midshipmen; (3) changing episode wording to incorporate a military context; and (4) simplifying or clarifying wording for the ROTC cadet/midshipman audience. In addition, we wrote a few additional episodes to fill in gaps in certain performance dimension facets. We also deleted one social performance dimension facet, "Developing and Maintaining Good Relationships with Customers and Clients," because it was not relevant to ROTC cadets and midshipmen.

Conduct Episode Review Workshops

We conducted two 2-hour workshops with a total of 10 3rd- and 4th-year University of Minnesota ROTC cadets and midshipmen on November 14, 2002. Each participant was paid \$25 for participating in a two-hour workshop.¹ During these workshops, the preliminary list of social episodes was reviewed. After informed consent was obtained, participants were given (1) general background about the project and where the episode review workshops fit in, (2) a brief definition of social knowledge, and (3) a brief description of the SKT for which the episodes to be reviewed would provide the basis.

For each episode, the PDRI project director facilitated a consensus discussion. Participants were asked a series of questions to determine whether the episode would be appropriate for an SKT that could be completed by both junior military officers and 3rd- and 4th-year ROTC cadets. These questions included:

¹ Some individuals participated in more than one workshop.

- Is the episode relevant to military leadership positions?
- If not, can it be revised to be relevant? How?
- Would 3rd- and 4th-year ROTC cadets have encountered this episode before? Or, in the alternative, could they be expected to know how to behave in this type of episode by relying on their past social experience and common sense?
 - If not, can the episode be revised so that 3rd- and 4th-year ROTC cadets would have encountered it (or be expected to know how to behave in it)?
 - Do any of the episode descriptions need to be revised because it uses military terminology inappropriately? If so, how?

All revisions to the episodes were made by group consensus. As a result of this review, three episodes were deleted, two episodes were added, a number of episodes were revised, and the social performance dimension “Networking” was eliminated from the social performance taxonomy. The final episode list, now consisting of 72 episodes, is attached as Appendix D.

Development of Social Knowledge Test

Approach to Social Knowledge Measurement

In deciding how best to measure social knowledge, we determined that the test should have the following features:

- First, we wanted the test to be an ability-style measure with right and wrong, or more effective and less effective, answers. Social knowledge is a maximal performance construct, and we wanted to treat it as such.
- Second, we wanted to experiment with using an open-ended response format, rather than providing people with response options as is done, for example, in the case of SJTs. We reasoned that, because people usually do not have response options in real-life situations, we might improve on existing measures of social knowledge by not including response options in our test either.
- Third, we wanted to base our SKT on social episodes because job performance is inherently episodic (Motowidlo et al., 1997). This construct-matching approach seemed likely to provide more veridical, and therefore more valid, measurement
- Finally, we wanted to use video-based social stimuli to enhance realism and minimize spurious overlap with general cognitive ability (R. L. Thorndike & Stein, 1937).

Development of our SKT involved the following steps, each of which is discussed in detail below:

- Extraction of knowledge requirements from social episodes
- Generation of scripts and scoring guidelines
- Review of scripts and scoring guidelines
- Videotaping of scenarios

- Pilot testing SKT
- Finalization of SKT

Extraction of Knowledge Requirements from Social Episodes

We held 19 two-hour workshops with a total of 67 3rd- and 4th-year University of Minnesota ROTC cadets and midshipmen to extract the knowledge requirements from social episodes in our list. Each participant was paid \$25 for participating in one 2-hour workshop.² The workshops were held between November 14 and 26, 2002 at the University of Minnesota Armory. Most workshops had between 3 and 5 participants, with a mean of 3.5. After obtaining informed consent, participants were provided with background regarding the project, a brief definition of social knowledge, and a brief description of the SKT to be created from the knowledge requirements extracted during these workshops. The PDRI project director then facilitated a discussion designed to elicit social episode knowledge requirements.

Forty social episodes were selected for discussion in this set of 19 workshops. Episodes were selected to ensure: (1) adequate coverage of the social performance domain, (2) workshop participants' ability to describe the social knowledge requirements for successfully addressing the episode, and (3) that the episode could be efficiently filmed.

In a number of cases, there were multiple variants of a social episode on our list (similar to the idea of multiple "tracks" in scripts; cf. Abelson, 1981). In these cases, participants were asked to select one of the variants based on one or more of the following criteria: (1) it would be the most interesting and challenging in terms of social knowledge requirements, (2) it would be most relevant to junior commissioned officers and ROTC cadets/midshipmen, and (3) they felt most qualified to discuss its knowledge requirements.

For each episode (or episode variant) selected for discussion, workshop participants were asked the following carefully formulated questions:

- What are the main things that usually happen as the social episode unfolds? (e.g., what topics are usually discussed and what actions are usually taken? How do people usually respond to certain actions?)
- What social norms³ typically affect people's behavior during the course of the social episode?
- What are the likely goals and hidden agendas, if any, of the primary actors in the social episodes?

² Some individuals participated in more than one workshop.

³ For purposes of these workshops, "social norms" were defined as spoken or unspoken social rules that, if not followed, result in some type of sanction; they are the social "dos" and "don'ts" that most everyone can agree on. Norms can be violated, for example, as a result of inappropriate verbal behavior (saying the wrong thing), inappropriate non-verbal behavior (not looking someone in the eye when talking to them), or inappropriate physical behavior (weak handshake). Sanctions for violating social norms can, among other things, take the form of an official reprimand, being snubbed by fellow officers, or losing the respect of those under one's command.

- What obstacles and challenges commonly arise during the course of each social episode that might hinder an actor's ability to achieve his or her goals?
- What are some effective and ineffective ways of overcoming these obstacles and challenges?

These workshops frequently produced lively discussion, and a large amount of useful information was generated. Only knowledge content that all (or, in a few instances, a substantial majority) of the workshop participants could agree on was documented and used as a basis for SKT development.

Generation of Scripts and Scoring Guidelines

We next generated scripts and associated scoring guidelines for 30 of the 40 episodes for which knowledge content was extracted. The 30 episodes were selected based on (1) the richness and quality of the knowledge content, (2) the likely ease of filming the episode, (3) the relative feasibility of writing a script to operationalize the episode, (4) the likely quality and criterion-related validity against important social performance criteria of a social knowledge test item based on the episode, and (5) the need to ensure coverage of all dimensions within the social performance taxonomy. Information on which to base the scripts was obtained from (1) the knowledge extraction workshops described above, (2) various Army and other military websites, and (3) literature relevant to social knowledge requirements for jobs similar to that of junior commissioned officer in the Army.

Scripts were then written for the 30 selected episodes. These scripts included not only dialogue, but also "stage directions" to actors to inform them about their characters' motivations and to instruct them to express certain non-verbal behaviors at various points in the scripts. Script paragraphs were numbered to facilitate references to parts of the scripts in the scoring guidelines and discussions of the scripts during various phases of the review and videotaping processes. Finally, a brief scene-setting summary was also written for each script.

Scoring guidelines were written for each scenario. Scoring guidelines consisted of behaviors targeted as effective and ineffective, together with explanations for why those behaviors were so categorized. The scoring guidelines also included references to the places in the scripts where these targeted behaviors are displayed. Each scenario was based on an episode that had been categorized into a specific dimension and facet of our social performance taxonomy. The number of scenarios in each facet is shown in Table 3. Table 3 indicates that 17 out of the 18 facets of the social performance model are operationalized thematically in one or more of the 30 scenarios for which scripts and scoring guidelines were generated.

Table 3
 Coverage of Dimensions and Facets of Social Performance
 Model by 30 SKT Scenarios Initially Developed for
 Videotaping

| | |
|---|-----------|
| Teamwork | 4 |
| Leading Teams | 2 |
| Working Effectively on Teams | 1 |
| Seeking Input | 1 |
| Relationships with Other Personnel | 10 |
| Developing and Maintaining Good Relationships | 4 |
| Providing Personal Support and Encouragement | 2 |
| Helping other Military Personnel | 1 |
| Demonstrating Mature and Appropriate Behavior | 1 |
| Adapting to Different Cultures and People | 2 |
| Supervision | 5 |
| Motivating, Leading, and Supervising Subordinates | 3 |
| Training, Developing, and Mentoring | 1 |
| Keeping Subordinates Informed | 1 |
| Oral Communication | 2 |
| Communicating with Others | 1 |
| Making Oral Presentations | 1 |
| Interpersonal Influence | 7 |
| Persuading | 3 |
| Managing Conflict | 3 |
| Negotiating | 1 |
| Understanding Military People, Politics, Culture | 2 |
| Determining Needs, Interests, and Probable Behavior | 0 |
| Demonstrating Understanding of Politics and Culture | 2 |

A draft of the scripts and associated scoring guidelines were reviewed by two PDRI researchers with extensive experience in psychological test development. Both researchers conducted a detailed review of each scenario, including both the script and the scoring guidelines. The researchers' comments were carefully reviewed by the PDRI project director, and the scripts and scoring guidelines were revised to take those comments into account. In a number of cases, the reviewers raised questions that were tabled, pending discussion with SMEs in the scenario review process described below.

Review of Scripts and Scoring Guidelines

Script and Scoring Guideline Review Workshops

A series of five 4-hour script review workshops were held between February 20 and 28, 2003. In these workshops, 3rd- and 4th-year ROTC cadets and midshipmen nominated as being

high in social/leadership skills by our project points of contact⁴ reviewed the scripts and associated scoring guidelines to ensure their accuracy and quality. Participants were paid \$50 in return for their participation. Four of the workshops were attended by two participants, and one was attended by four. All of the scripts and scoring guidelines were reviewed in at least one workshop, and most were reviewed in two workshops. Participants in each workshop represented multiple branches of the military.

In these workshops, participants (after giving informed consent) were first provided with general background regarding the project and where this workshop fit into the process of developing the SKT. Scripts and scoring guidelines were then reviewed for accuracy and quality, one scenario at a time. For each scenario, workshop participants first read the script and scoring guidelines. The PDRI project director then facilitated a discussion with workshop participants to address the following questions:

- Is this scenario one that junior commissioned officers would tend to encounter?
- Is the script's use of military terminology correct?
- Does the script capture the way military personnel would in fact speak to one another?
- Are the scoring guidelines associated with the script correct?
- Are the scenarios and scoring guidelines generalizable across military branches (i.e., could ROTC cadets/midshipmen in any branch be expected to answer these questions correctly, notwithstanding the fact that the scripted scenarios have been developed within an Army context?)

In addition, workshop participants were asked to address certain specific questions regarding the script and scoring guidelines that we had formulated. The scripts and scoring guidelines were revised based on comments on which workshop participants were able to agree. Targeted behaviors were removed from the scoring guidelines if workshop participants were unable to agree on whether those behaviors belonged in the scoring categories to which they had been assigned. In addition, a few targeted behaviors were added to the scoring guidelines based on comments generated in these workshops.

Review of Scripts and Scoring Guidelines by ROTC Cadre Officer

All 30 scripts and scoring guidelines were also reviewed by an Army ROTC cadre officer in late February, 2003. This officer provided a detailed and painstaking review of these scenarios and scoring guidelines, and his comments were carefully scrutinized. The PDRI project director met with this officer on March 4, 2003 to discuss several questions that arose based on those comments. In certain cases, this officer's comments were at odds with the consensus of workshop participants. In those cases, the officer's opinion was given precedence over that of the workshop participants because (1) he was able to provide a reasonable explanation to support his opinion, and (2) he had had significant experience both serving as and supervising junior

⁴ Our points of contact consisted of ROTC cadre and non-commissioned officers and a senior ROTC cadet with significant leadership responsibilities in her unit.

commissioned officers, whereas the workshop participants had not yet been commissioned and were far less experienced.

Videotaping of Scenarios

Three scenarios were dropped as a result of the script review process, leaving 27 scenarios to be videotaped. Actors were hired to play 71 speaking and seven non-speaking roles in these scenarios. A cameraperson/editor was hired to videotape the scenarios and produce a final, edited version of the SKT. Actors included Army and Air Force ROTC cadre officers and NCOs, ROTC cadets and midshipmen, PDRI staff members, and three professional actors. ROTC cadets and midshipmen were given a brief (approximately 10-minute) “audition” so that we could get a rough sense of their acting ability and their ability to memorize lines. This information was used to determine what roles, if any, they would be most appropriate for.⁵ These auditions took place between February 26 and March 3, 2003.

Videotaping sessions took place in various rooms at the University of Minnesota Armory from March 6-14, 2003. Scripts provided to the actors for the scenarios to be videotaped are attached as Appendix E. Most scenarios took approximately one hour to videotape, though a few were completed in as little as 30 minutes, and one took approximately 1.5 hours. Six different rooms/settings were selected to represent the range of settings specified in the scenario scripts. Each scenario was videotaped in the room/setting that best accommodated its requirements. The rooms/settings included:

- An office that could be adapted to depict either a private or shared office
- A conference room
- A lounge
- A classroom (also adapted to videotape an informal social hour gathering)
- A gymnasium (used to videotape a scenario in which a lieutenant addresses her troops)
- A hallway

Actors all wore camouflage fatigues during the videotaping sessions. Upon arrival for the videotaping sessions, they were provided with appropriate rank insignia for the characters they were portraying. The rank insignia were immediately removed upon completion of the videotaping sessions.

Care was taken to ensure that targeted behaviors in the scoring guidelines were displayed by the actors, and that the targeted behaviors (particularly non-verbal behaviors) were expressed in a manner that was neither too obvious nor too subtle for examinees to detect. Sometimes this resulted in a need to do a number of “takes.” A few targeted behaviors were eliminated from the

⁵ An attempt was made to audition ROTC cadre officers and NCOs, but it was not possible to do so in time for scheduled videotaping sessions. With the exception of two individuals’ performances (resulting in elimination of one scenario from the SKT), all ROTC cadre officers and NCOs performed their roles competently and, in some cases, admirably.

scoring guidelines because the videotaping process made it clear that a targeted behavior could not be expressed clearly enough to be detectable. However, most of the targeted behaviors were retained.

In some cases, the gender of the character in a scenario was changed due to the fact that an actor of the same gender as the character in that scenario was not available. This substitution of gender was only done in instances where, in our professional judgment, the gender of the character would not have affected the scenario's scoring guidelines or realism.

For one scenario, the actors who had been assigned to that scenario had difficulty with the script. Due to time and actor availability limitations, we were unable to find appropriate substitutes in time to videotape that scenario. Thus, only 26 scenarios were ultimately videotaped. Upon completion of the videotaping sessions, an edited version of the SKT scripts was created that conformed to the dialogue actually spoken by the actors (see below for why this was necessary).

Two sample scenarios were also scripted and videotaped. These were developed to serve as "practice" items for examinees to review and respond to prior to beginning the SKT so that they could become accustomed to the SKT's format and content. The sample scenarios were intended to be very simple and straightforward. Both (1) verbal and non-verbal, and (2) effective and ineffective behaviors were included among the targeted behaviors for the sample scenarios. Examinees respond to these sample scenarios just as they would to an actual SKT scenario. After they have responded to the sample scenarios, the scenarios are shown again. This time, however, the scenarios are frozen immediately after each targeted behavior occurs. At that point, a voice-over identifies and explains the scoring of the targeted behavior.

Upon completion of videotaping, a pilot test version of the SKT was assembled. The PDRI project director and cameraperson/editor reviewed each take of each scenario and determined which takes to use for the final videotaped versions of those scenarios. In many cases, portions of different takes were used.

Voice-overs were recorded for the scene-setting portion of each scenario, and for the portion of the sample scenarios in which their scoring is explained. The scenarios were then ordered according to our subjective perception of their difficulty, and a five-minute countdown (shown on the television screen seen by examinees) was inserted after each scenario. This was the period during which examinees were to write their responses to each scenario. We believed that five minutes would be sufficient time for examinees to respond to the various scenarios.

Pilot Testing SKT

Pilot Test Sessions

We pilot tested the SKT on a sample of 22, 3rd- and 4th-year ROTC cadets at the University of Minnesota. Pilot test sessions were four hours in length, and were held on April 4, 8, and 9, 2003. Four pilot test sessions, ranging from 2 to 8 examinees each, were held. Examinees were paid \$50 for participating in the pilot test. An additional \$50 reward was given to the examinee scoring highest on the SKT as an inducement to motivate pilot test examinees to try their best.

After informed consent was obtained, examinees were given a general description of the SKT (e.g., nature of the scenarios to be presented, number of scenarios to be presented, type of responses they would be asked to provide, length of time they would be given to respond to the scenarios). They were cautioned not to talk or laugh during any of the scenarios, because doing so might give away certain targeted responses. They were further cautioned not to look at the responses of the examinees sitting adjacent to them. Examinees were each provided with the following documents:

- Test instructions for the SKT (attached as Appendix F)
- Answer sheets on which to record their responses (sample answer sheet attached as Appendix G)
- Scenario script booklet containing the dialogue actually spoken by the actors in the scenarios (attached as Appendix H)

They were then asked to read the instructions and were given an opportunity to ask any questions they had. For the most part, examinees found the instructions clear. They did, however, have difficulty with the portion of the instructions describing the concept of a “distracter.” The section on distracters had been included simply to alert examinees to the presence of distracters, as a deterrent to guessing. We decided, however, to remove this section from the instructions because it was not necessary that examinees understand the concept of a distracter to take the SKT, and attempts to explain the distracter concept to examinees were, for the most part, unsuccessful.

The SKT was then administered to the examinees, with a 15-minute break in the middle of each four-hour session. If examinees needed additional time after the five-minute response interval had elapsed, they were given as much time as they needed. The elapsed time for each scenario was recorded by the PDRI project director using a stopwatch, as was the amount of time needed by examinees to respond to each scenario.

We found that examinees were not able to complete all 26 scenarios in the four hours allotted. We therefore had examinees in the four sessions respond to different subsets of the 26 scenarios in order to maximize the sample size for each scenario to the extent possible.

Scoring the SKTs

The SKTs were scored by a former PDRI employee, with a Ph.D. in I/O psychology and approximately 15 years of applied research experience, most of which involved development and validation of tests and other selection tools. Prior to scoring the SKTs, this individual viewed the videotaped scenarios and read the test instructions provided to the examinees. She was also provided with the Scenario Script Booklets containing the dialogue spoken by the actors. She was instructed to score each examinee’s responses according to *Specific Scoring Instructions*⁶

⁶ These specific scoring instructions are what we have previously been referring to as “scoring guidelines.” We relabeled the scoring guidelines “specific scoring instructions” to distinguish them from “general scoring instructions” that were also developed to facilitate scoring of the SKT (see below).

developed for each scenario. The *Specific Scoring Instructions* with which she was provided include descriptions of targeted behaviors, the category into which the targeted behaviors fall (effective, ineffective, or distracter), explanations of why targeted behaviors are effective or ineffective, and references to script paragraphs in the Scenario Script Booklet to indicate where in the scripts the targeted behaviors occurred. They also provide scoring instructions relevant to specific scoring criteria. To minimize spurious overlap with verbal intelligence, the scorer was instructed not to penalize examinees for poor quality writing, so long as the essential information was communicated. On the other hand, she was also instructed that examinees must necessarily be penalized for not providing crucial details in the targeted responses specified in the SKT *Specific Scoring Instructions*. She was further instructed that, if an examinee indicated that an ineffective behavior was effective, or that an effective behavior was ineffective, she should deduct one point. Finally, she was told that there is an unavoidable subjectivity inherent in the SKT scoring process and that the phrase “or words to that effect” must be understood to follow each scoring criterion in the *Specific Scoring Instructions*.

SKT Pilot Test Results

Pilot test results are presented in Table 4 and Appendix I. Table 4 shows means, standard deviations, minimum scores, maximum scores, total possible scores, and sample sizes for each of the 26 scenarios. In general, the means were fairly low relative to the maximum possible points. For a number of scenarios, even the maximum score did not approach the total number of points possible. On the other hand, the frequency distributions for the scoring criteria presented in Appendix I indicate that a substantial percentage of the scoring criteria did appear to discriminate across examinees. Examination of Appendix I reveals that examinees often failed to achieve higher scores because they did not list reasons why a targeted behavior was effective or ineffective. It also bears mention that, for some scenarios, there were multiple possible reasons why a given targeted behavior was effective or ineffective. As such, it would be quite difficult for an examinee to obtain the maximum possible points on some of the scenarios. As long as some of the scoring criteria within that scenario discriminated reasonably well across examinees, the scenario would have a reasonable opportunity to show validity against relevant social performance criteria.

It was not possible to compute a total SKT score for the examinees, since no examinee completed all 26 scenarios. We therefore computed a mean scenario score for each pilot test examinee. To do this, we standardized scenario scores across examinees and computed a mean scenario score for each examinee. This had the effect of unit-weighting each scenario total-score. We then standardized the mean SKT scores across examinees. The standard score for the examinee with the highest mean SKT score was .80 and the standard score for the individual with the lowest mean SKT score was -.52. The difference, then, between the highest and lowest scoring examinee was 1.32 standard deviations. Thus, the SKT seemed to be doing a reasonably good job of differentiating across examinees.

Table 4
SKT Pilot Test Results: Descriptive Statistics

| Scenario Number | N | Mean | SD | Minimum | Maximum | Total Points Possible |
|-----------------|----|------|------|---------|---------|-----------------------|
| 1 | 22 | 3.07 | 0.92 | 2 | 5 | 8 |
| 2 | 22 | 1.45 | 1.18 | 0 | 4 | 5 |
| 3 | 22 | 1.61 | 1.54 | -1 | 6 | 9 |
| 4 | 22 | 1.00 | 1.00 | -0.5 | 3 | 4 |
| 5 | 22 | 0.52 | 1.01 | -1 | 3 | 5 |
| 6 | 22 | 2.36 | 1.79 | -1 | 6 | 16.5 |
| 7 | 22 | 0.66 | 0.94 | -1 | 3 | 4 |
| 8 | 22 | 2.64 | 1.24 | 1 | 6 | 11 |
| 9 | 22 | 1.98 | 1.52 | 0 | 4 | 17 |
| 10 | 20 | 2.68 | 1.36 | 0 | 6 | 7 |
| 11 | 12 | 3.04 | 1.44 | 0.5 | 5 | 15.5 |
| 12 | 7 | 3.64 | 1.86 | 0 | 6 | 10.5 |
| 13 | 15 | 1.20 | 1.47 | -1 | 5 | 7 |
| 14 | 15 | 1.50 | 1.02 | 0 | 3 | 7.5 |
| 15 | 22 | 0.45 | 1.15 | -2 | 3 | 7 |
| 16 | 20 | 2.60 | 0.77 | 1 | 4 | 10 |
| 17 | 21 | 0.69 | 0.60 | -0.5 | 2 | 5 |
| 18 | 21 | 1.10 | 0.98 | -1 | 2.5 | 6 |
| 19 | 21 | 1.74 | 1.63 | -0.5 | 6.5 | 14 |
| 20 | 21 | 1.64 | 1.28 | 0 | 4 | 9 |
| 21 | 21 | 1.57 | 1.60 | -1 | 5 | 8 |
| 22 | 14 | 1.21 | 1.07 | -1 | 3 | 9 |
| 23 | 7 | 0.50 | 0.71 | 0 | 2 | 7 |
| 24 | 7 | 1.86 | 1.11 | 0.5 | 3 | 14 |
| 25 | 14 | 3.39 | 1.36 | 0 | 5 | 22 |
| 26 | 8 | 2.25 | 1.41 | 0 | 4 | 12 |

Supplemental Review of SKT by Cadre Officer

It was possible that a few of the scoring criteria in the *Specific Scoring Instructions* for the SKT could have changed as a result of being translated from a written to an audiovisual medium. The PDRI project director met with an ROTC cadre officer on April 17, 2003, for approximately two hours to address this possibility. During this meeting, the officer was shown scenarios containing scoring criteria identified as possibly having been affected by the translation from written to audiovisual format. After having been shown each of these scenarios, the officer was queried about each such scoring criterion. The officer was also questioned as to whether certain additional scoring criteria, suggested by the individual scoring the SKT pilot test responses, should be included in the *Specific Scoring Instructions*. He was also questioned regarding certain scoring criteria that, in our professional judgment, required final confirmation as to their accuracy. He was specifically queried about 32 targeted scoring criteria. Of these, he indicated that 29 should be kept or added, and seven should be dropped or not added.

In addition, he suggested that four new scoring criteria be added. The *SKT Specific Scoring Instructions* were revised to take into account these recommendations.

Finalization of SKT

Based on pilot test results and input from the ROTC cadre officer, a 20-scenario SKT was assembled to serve as the social knowledge measure to test our theory of social competence. Six scenarios were dropped from the pilot test version of the SKT. Decisions regarding which scenarios to drop were primarily based on review of the number of their targeted scoring criteria for that scenario that discriminated at least somewhat well across examinees. A scoring criterion was considered to be “discriminating” if 15% or more of the pilot test examinees who responded to a given scenario were separated by at least one full point on that scoring criterion. Examinees separated by one-half point were counted as “half an examinee” toward this 15% cutoff.

The number of possible points and length of each scenario were also examined to get a sense of the “density of measurement” each scenario contributed to the SKT. “Low-density measurement” in a given scenario would mean that the total number of possible points (and, most importantly, the total number of discriminating scoring criteria) per minute was low relative to other scenarios. Item-total correlations also factored into our decisions regarding which scenarios to drop if the item-total correlations of a given scenario were substantially lower than those of most other scenarios. Table 5 shows the information described above for each SKT scenario, together with decisions regarding whether to keep or drop each scenario and the rationale for dropping the six scenarios that were eliminated from the SKT.

Once we determined which scenarios were to be dropped, we re-ordered the remaining 20 scenarios, based on the following considerations:

- Length of the scenario (shorter scenarios tended to appear earlier in the SKT than longer ones);
- Number of scoring criteria for the scenario (scenarios with fewer scoring criteria tended to appear earlier than scenarios with more scoring criteria);
- Subjective difficulty of the scoring criteria for the scenario (scenarios that we believed to be easier, based on our professional judgment, tended to appear earlier than scenarios that we determined to be harder); and
- Proximity to other scenarios containing similar content (we attempted to separate similar scenarios).

Pilot test results suggested that five minutes was not a sufficient amount of time for examinees to identify and describe effective and ineffective behaviors for the scenarios. Examination of the pilot test data indicated that six minutes would be a sufficient amount of time for most or all examinees to have an adequate opportunity to respond fully to each scenario. In addition, pilot test data indicated that four minutes, rather than the two minutes allotted in the pilot test sessions, would be necessary for examinees to have sufficient time to respond to the two sample scenarios. We changed the countdown times between scenarios accordingly.

Table 5
Rationale for Decisions Regarding Dropping of SKT Scenarios Based on Pilot Test Results

| Scenario Number | Approximate Length of Scenario (in minutes) | Total Possible Points (after final review/revision) | Number of Discriminating ¹ Scoring Criteria (after revision) | Corrected Item-Total Correlation | Total Possible Points/Min. | Discriminating Scoring Criteria/Min. | Decision | Rationale for Dropping |
|-----------------|---|---|---|----------------------------------|----------------------------|--------------------------------------|----------|--|
| 1 | 1.4 | 6 | 6 | 0.41 | 4.3 | 4.3 | Keep | |
| 2 | 2.6 | 5 | 3 | 0.29 | 1.9 | 1.2 | Keep | |
| 3 | 3.8 | 8 | 6 | 0.17 | 2.1 | 1.6 | Keep | |
| 4 | 1.9 | 4 | 4 | 0.44 | 2.1 | 2.1 | Keep | |
| 5 | 2.2 | 5 | 4 | 0.23 | 2.3 | 1.8 | Keep | |
| 6 | 3.8 | 14.5 | 6 | 0.55 | 3.8 | 1.6 | Keep | |
| 7 | 2.4 | 4 | 3 | 0.38 | 1.7 | 1.3 | Drop | There were only a small number of possible points, which limited the number of discriminating criteria. In addition, one of the three discriminating criteria may not have been valid. We base this hypothesis on the large percentage of examinees (45%) that indicated that this scoring criterion, which had been targeted as “ineffective” was effective. Finally, the three “non-discriminating” criteria all had variance = 0. |

Table 5 (Continued)

| Scenario Number | Approximate Length of Scenario (in minutes) | Total Possible Points (after final review/revision) | Number of Discriminating ¹ Scoring Criteria (after revision) | Corrected Item-Total Correlation | Total Possible Points/Min. | Discriminating Scoring Criteria/Min. | Decision | Rationale for Dropping |
|-----------------|---|---|---|----------------------------------|----------------------------|--------------------------------------|----------|------------------------|
| 8 | 2.8 | 10 | 2 (5 if use 13.6% cutoff) | 0.48 | 3.6 | 1.8 | Keep | |
| 9 | 3.2 | 17 | 6 | 0.55 | 5.3 | 1.9 | Keep | |
| 10 | 3.2 | 7 | 5 | 0.52 | 2.2 | 1.6 | Keep | |
| 11 | 2.6 | 14.5 | 9 | 0.5 | 5.6 | 3.5 | Keep | |
| 12 | 3.9 | 10.5 | 6 | 0.44 | 2.7 | 1.5 | Keep | |
| 13 | 3.7 | 7 | 2 (3 if use 13.3% cutoff) | 0.22 | 1.9 | 0.8 | Keep | |
| 14 | 2.9 | 7.5 | 4 | 0.13 | 2.6 | 1.4 | Keep | |

Table 5 (Continued)

| Scenario Number | Approximate Length of Scenario (in minutes) | Total Possible Points (after final review/revision) | Number of Discriminating ¹ Scoring Criteria (after revision) | Corrected Item-Total Correlation | Total Possible Points/Min. | Discriminating Scoring Criteria/Min. | Decision | Rationale for Dropping |
|-----------------|---|---|---|----------------------------------|----------------------------|--------------------------------------|----------|--|
| 15 | 3.1 | 7 | 4 | 0.02 | 2.3 | 1.3 | Drop | One of the four discriminating criteria may not have been valid. We base this hypothesis on the large percentage of examinees (55%) that indicated that this scoring criterion, which had been targeted as “ineffective” was effective. The three “non-discriminating” criteria all had variance = 0. Finally, the corrected scenario-SKT total correlation was .02, substantially lower than for most other scenarios (median = .40). |
| 16 | 3.2 | 10 | 7 | 0.53 | 3.1 | 2.2 | Keep | |

Table 5 (Continued)

| Scenario Number | Approximate Length of Scenario (in minutes) | Total Possible Points (after final review/revision) | Number of Discriminating ¹ Scoring Criteria (after revision) | Corrected Item-Total Correlation | Total Possible Points/Min. | Discriminating Scoring Criteria/Min. | Decision | Rationale for Dropping |
|-----------------|---|---|---|----------------------------------|----------------------------|--------------------------------------|----------|---|
| 17 | 3.6 | 5 | 4 | 0.38 | 1.4 | 1.1 | Drop | One of the four “discriminating” scoring criteria was likely to be invalid, based on our professional judgment. This was a long scenario (3 min, 38 sec) relative to the total possible points and number of discriminating scoring criteria. |
| 18 | 4.2 | 6 | 5 | 0.14 | 1.4 | 1.2 | Keep | |
| 19 | 3.7 | 13 | 7 | 0.32 | 3.5 | 1.9 | Keep | |
| 20 | 4.5 | 9 | 3 (4 if use 14.2% cutoff) | 0.25 | 2.0 | 0.9 | Keep | |
| 21 | 4.2 | 8 | 7 | 0.58 | 1.9 | 1.7 | Keep | |
| 22 | 4.2 | 9 | 1 | -0.52 | 2.1 | 0.2 | Drop | Only one scoring criterion was found to be “discriminating”; scenario-total correlation was an outlier at -.52 (median corrected scenario-total correlation was $r = .40$) |

Table 5 (Continued)

| Scenario Number | Approximate Length of Scenario (in minutes) | Total Possible Points (after final review/revision) | Number of Discriminating ¹ Scoring Criteria (after revision) | Corrected Item-Total Correlation | Total Possible Points/Min. | Discriminating Scoring Criteria/Min. | Decision | Rationale for Dropping |
|-----------------|---|---|---|----------------------------------|----------------------------|--------------------------------------|----------|---|
| 23 | 3.9 | 7 | 2 | 0.22 | 1.8 | 0.5 | Drop | Only two scoring criteria were found to be “discriminating”; this was a long scenario (3 mins, 54 secs), relative to the total possible points and number of discriminating scoring criteria. |
| 24 | 3.7 | 14 | 1 | 0.53 | 3.8 | 0.3 | Drop | Only one scoring criterion was found to be “discriminating”; this scenario was paired with another SKT scenario in that both were sub-scenarios of one overarching scenario. However, this pairing introduced ambiguity into the scoring of the respective scenarios, making it necessary to eliminate one. There was a stronger rationale for eliminating this scenario than for eliminating the other scenario. |
| 25 | 3.4 | 21 | 6 | 0.46 | 6.2 | 1.8 | Keep | |

Table 5 (Continued)

| Scenario Number | Approximate Length of Scenario (in minutes) | Total Possible Points (after final review/revision) | Number of Discriminating ¹ Scoring Criteria (after revision) | Corrected Item-Total Correlation | Total Possible Points/Min. | Discriminating Scoring Criteria/Min. | Decision | Rationale for Dropping |
|-----------------|---|---|---|----------------------------------|----------------------------|--------------------------------------|----------|------------------------|
| 26 | 3.1 | 12 | 6 | 0.49 | 3.9 | 1.9 | Keep | |

Note. A scoring criterion was considered to be “discriminating” if 15% or more of the pilot test examinees who responded to a given scenario were separated by at least one full point. Examinees separated by one-half point were counted as 50% (i.e., “half an examinee”) toward the 15% cutoff.

Finally, the voice-over for the first sample scenario was re-written and re-recorded because (1) the voice-over for one of its targeted behaviors was, in our judgment, too long and complex, and (2) a behavior that should have been targeted and commented on in the initial voice-over had been overlooked. The new voice-over corrected these two deficiencies.

The final SKT scenarios were placed on two videocassettes, with the first videocassette (labeled “Tape A”) consisting of the two sample scenarios and Scenarios 1 through 11, and the second videocassette (labeled “Tape B”) consisting of Scenarios 12 through 20. The total running time of the SKT is 210 minutes.

The ordering of the final SKT scenarios, the social performance dimension and facet that each scenario is intended to operationalize, and a brief description of the content of each scenario, is shown in Table 6. The scenarios encompass all six social performance dimensions and 13 out of 18 facets in our social performance taxonomy. As such, they include a wide variety of realistic social scenarios faced by junior commissioned officers in the Army.

Subsequent to the pilot test, and after extensive discussions with the individual who scored the pilot SKTs, a formal set of *General Scoring Guidelines* were established for use in scoring the SKTs. These *General Scoring Guidelines* are attached as Appendix J. They include the following:

- A description of the SKT,
- A list of documents to review prior to scoring the SKT,
- How to use the *Specific Scoring Instructions*,
- Information regarding deduction of points, including the concept of “distracters” as they relate to the SKT,
- General guidance regarding when to award partial credit, and
- Several other general scoring principles.

Finally, the *Specific Scoring Instructions* were revised to take into account revisions made based on the pilot test, the recommendations of the individual scoring the SKTs, and our deepening understanding of how best to handle certain scoring issues regarding the SKT. In the revised *Specific Scoring Instructions*, ineffective and effective scoring criteria were sorted into columns to mirror the way they are written on answer sheets by examinees and thereby make scoring easier. In addition, more detailed scoring notes and instructions were provided to address more thoroughly and accurately than did the pilot test version of the *Specific Scoring Instructions* how to treat a variety of scoring issues. These include:

- Specific incorrect or partially correct responses that examinees might be likely to make for scoring purposes (based on pilot test results);

Table 6
Order and Description of SKT Scenarios in 20-Scenario Version of SKT Used to Test Theory

| Scenario Number | Social Performance Dimension | Social Performance Facet | Brief Description of Scenario Content |
|-----------------|------------------------------------|---|---|
| 1 | Supervision | Motivating, Leading, and Supervising Subordinates | Public Feedback to Subordinate |
| 2 | Oral Communication | Communicating with Others | Briefing Superior Officer |
| 3 | Interpersonal Influence | Negotiating | Two Peers Negotiating Over Duty Assignment |
| 4 | Teamwork | Working Effectively on Teams | Team Determining Appropriate Punishment of Enlisted Soldier |
| 5 | Teamwork | Leading Teams | Newly-Assigned Officer Addressing Troops for First Time |
| 6 | Relationships with Other Personnel | Helping Other Military Personnel | One Officer Asking for Help from a Peer |
| 7 | Teamwork | Leading Teams | Post-Training Flight Debriefing |
| 8 | Relationships with Other Personnel | Developing and Maintaining Good Relationships | Three Officers (Peers) Socializing After Studying for Advancement Examinations |
| 9 | Interpersonal Influence | Persuading | Meeting with Superior Officer to Determine Appropriate Punishment for Enlisted Soldier |
| 10 | Relationships with Other Personnel | Adapting to Different Cultures and People | Officer new to unit eating a meal with peers to get acquainted |
| 11 | Relationships with Other Personnel | Providing Personal Support and Encouragement | NCO meeting with superior to discuss sexual harassment by another NCO in their unit |
| 12 | Supervision | Motivating, Leading, and Supervising Subordinates | Officer conducting performance evaluation of NCO in his unit |
| 13 | Relationships with Other Personnel | Developing and Maintaining Good Relationships | Drunken NCO at social hour |
| 14 | Relationships with Other Personnel | Demonstrating Mature and Appropriate Behavior | Officer delivering apology to peer he has maligned |
| 15 | Interpersonal Influence | Managing Conflict | Officer questioning remedial assignment by roommate teaching training course he is taking |

Table 6 (continued)

| Scenario Number | Social Performance Dimension | Social Performance Facet | Brief Description of Scenario Content |
|-----------------|--|---|--|
| 16 | Interpersonal Influence | Persuading | Officer meeting with superior officer to discuss officer's recommendations for revision of unit's physical training plan |
| 17 | Interpersonal Influence | Managing Conflict | Officer encounters two NCOs under his command who are arguing about a problem they are having working together |
| 18 | Understanding Military People, Politics, Culture | Determining Needs, Interests, and Probable Behavior | Officer meets with his replacement when joining new unit |
| 19 | Supervision | Motivating, Leading, and Supervising Subordinates | Officer counsels a Soldier who has recently been having performance problems |
| 20 | Relationships with Other Personnel | Providing Personal Support and Encouragement | Officer encounters NCO whose wife has just left him |

- How many additional points to award when examinees identify multiple targeted scoring criteria that are variations on a similar theme (in such cases, full credit for listing each instance of the thematically related criteria seems inappropriate, and the number of points to assign is generally specified to be somewhere between the number of points associated with listing one instance of the targeted behavior and the number of points that would have been awarded had the examinee been given full credit for listing *each* instance of the targeted behavior);

- Situations where examinees are to be given full credit if they observe one example of behavior that exemplifies a critical targeted principle, even though other behaviors also exemplified that critical targeted principal (this was appropriate when the behaviors were so closely tied to the principle that listing multiple instances appeared to reflect no additional social knowledge); and

- Specific details necessary to receive full credit are specified for certain scoring criteria where examinees seemed unlikely to ever provide responses that clearly reflect total understanding of the social knowledge underlying the targeted behavior.

The revised *Specific Scoring Instructions* are attached as Appendix K.

Development of Social Performance Measure

To measure individual social performance, we developed a multi-source social performance measurement and feedback instrument entitled *Social Performance Inventory* (SPI). Behavioral statements were adapted from the list of behaviors that had been sorted by PDRI expert raters to develop the social performance taxonomy described above. Behaviors were selected for adaptation based on the following considerations:

- Ratability of ROTC cadets/midshipmen on these behaviors,
- Relevance of the behaviors to the social knowledge content assessed in the SKT scenarios, and
- The need to represent the full social performance domain.

Seventy-one statements were written, operationalizing all dimensions and facets in our social performance taxonomy. The SPI assesses rateses on the extent to which each behavioral statement describes them using the following rating scale:

- 1 = *not at all*
- 2 = *to a small extent*
- 3 = *to a moderate extent*
- 4 = *to a very large extent*
- 5 = *to a very great extent*
- N = *not observed*

We pilot tested the SPI on three ROTC cadre officers (one Army and two Air Force) on May 7, 2003. The officers were each given a brief summary of the project and where this pilot test fit in. The purpose of the SPI was explained, and each officer was asked to complete it for one cadet whose social performance they knew well. In doing so, the officers were asked to review the SPI with regard to clarity, appropriateness of terminology, ease of rating, and observability of the behavior they were rating.

The officers were also informed of our need to reduce the number of SPI statements from 71 to about 50. To that end, they were asked which of the statements they felt were the best candidates for removal or if there were statements that could be combined because they were very similar. The officers made some suggestions for combining statements as well as for modifying wording to make the terminology more appropriate to a military context and to enhance clarity. The officers reported no problems in understanding the instructions or in using the rating scale.

Subsequent to the pilot test, additional items were combined or eliminated to reduce the SPI to a more manageable number of behaviors. Also, additional revisions were made to the behavioral statements to implement general suggestions made by the cadre officers participating in the pilot test and to enhance the overall clarity of the instrument.

Finally, to help ensure the quality of social performance ratings, descriptions of common rating errors were incorporated into the SPI instructions. The rating errors that were described were:

- *Halo* – the tendency to give a person similar ratings on all dimensions of performance.
- *Leniency/Severity* – the tendency to only give ratings at one end of the rating scale.
- *Single Incident/Recency* – the tendency to be overly influenced by one particularly effective or ineffective example of a person’s performance, or by the most recent incident observed.

- *Stereotypes* – the tendency to allow information that has nothing to do with performance to influence ratings (e.g., a person’s family background, education, race/ethnicity, gender, or previous experience).
- *Same Level of Effectiveness* – the tendency to give everyone the same rating (if rating more than one ratee).

The final version of the SPI contained 52 items, and is attached as Appendix L. The number of items operationalizing each dimension and facet of our social performance taxonomy is shown in Table 7.

Development of Social Motivation Measure

We developed a social motivation instrument to measure individual differences in motives to display each facet of social performance in our social performance measure and taxonomy. Following Barrick, Stewart, and Piotrowski (2002), we wrote items intended to operationalize three categories of motivational processes: (1) attention/direction, (2) intensity/persistence, and (3) arousal. We wrote 49 items, each of which was closely linked to one of the facets in the SPI. For example, the item “I get a great feeling from helping others with work tasks they are having trouble completing” was written to map onto the SPI item “Helps other military personnel with work tasks that they are having trouble completing.” The number of items measuring each dimension and facet are shown in Table 8.

We made no attempt to have a certain number of items fall into each of the three categories of motivational processes. Instead, we wrote items to reflect the motivational processes into which they seemed most naturally to fit. We used the following Likert-type rating scale:

- 1 = *Strongly Disagree*
- 2 = *Disagree*
- 3 = *Neither Agree nor Disagree*
- 4 = *Agree*
- 5 = *Strongly Agree*

We entitled the social motivation measure “Social Opinion and Behavior Survey” (SOBS) to mitigate problems with faking. Using the phrase “social motivation” in the instrument’s title would have telegraphed the social desirability of the items in a way that the title Social Opinion and Behavior Survey would not. The SOBS is attached as Appendix M.

Table 7
 Coverage of Dimensions and Facets of Social Performance Model
 by Social Performance Inventory Items

| | |
|---|-----------|
| Teamwork | 7 |
| Leading Teams | 3 |
| Working Effectively on Teams | 2 |
| Seeking Input | 2 |
| Relationships with Other Personnel | 13 |
| Developing and Maintaining Good Relationships | 3 |
| Providing Personal Support and Encouragement | 5 |
| Helping other Military Personnel | 1 |
| Demonstrating Mature and Appropriate Behavior | 2 |
| Adapting to Different Cultures and People | 2 |
| Supervision | 12 |
| Motivating, Leading, and Supervising Subordinates | 8 |
| Training, Developing, and Mentoring | 4 |
| Keeping Subordinates Informed | 0 |
| Oral Communication | 3 |
| Communicating with Others | 2 |
| Making Oral Presentations | 1 |
| Interpersonal Influence | 12 |
| Persuading | 5 |
| Managing Conflict | 4 |
| Negotiating | 3 |
| Understanding Military People, Politics, Culture | 5 |
| Determining Needs, Interests, and Probable Behavior | 1 |
| Demonstrating Understanding of Politics and Culture | 4 |

Table 8
 Coverage of Dimensions and Facets of Social Performance Model
 by Social Opinion and Behavior Survey Items

| | |
|---|-----------|
| Teamwork | 7 |
| Leading Teams | 3 |
| Working Effectively on Teams | 2 |
| Seeking Input | 2 |
| Relationships with Other Personnel | 16 |
| Developing and Maintaining Good Relationships | 5 |
| Providing Personal Support and Encouragement | 3 |
| Helping other Military Personnel | 2 |
| Demonstrating Mature and Appropriate Behavior | 4 |
| Adapting to Different Cultures and People | 2 |
| Supervision | 8 |
| Motivating, Leading, and Supervising Subordinates | 5 |
| Training, Developing, and Mentoring | 3 |
| Keeping Subordinates Informed | 0 |
| Oral Communication | 3 |
| Communicating with Others | 2 |
| Making Oral Presentations | 1 |
| Interpersonal Influence | 11 |
| Persuading | 6 |
| Managing Conflict | 4 |
| Negotiating | 1 |
| Understanding Military People, Politics, Culture | 4 |
| Determining Needs, Interests, and Probable Behavior | 1 |
| Demonstrating Understanding of Politics and Culture | 3 |

Rationale for Inclusion of Other Measures in Predictor Battery

Interpersonal Personality Traits

Interpersonal Personality Trait Scales from SCI-2

The IPT domain was primarily assessed using 11 scales from the *PDR Social Competence Inventory, Version 2* (SCI-2; Schneider, 2001). The SCI-2 is a self-report measure of the broad social competence domain. It consists of a total of 368 items measuring 27 distinct facets of social competence. Its items are rated on a Likert-type scale, ranging from *Definitely False* to *Definitely True*.

The names, definitions, and number of items of the SCI-2 scales that measure the IPT domain are shown in Table 9. The scales have shown satisfactorily high internal consistency reliabilities and good construct validity support when correlated with other well-established personality measures (Schneider, Roberts, & Heggstad, 2002).

Table 9
SCI-2 Interpersonal Personality Trait Scales, Definitions, and Numbers of Items

| Scale Name | Definition | Number of Items |
|------------------------|--|-----------------|
| Warmth | Demonstrates warmth, affection, and compassion toward others; praises others; is approachable; is accepting of, and gets along well with, others | 13 |
| Sociability | Is comfortable with, and energized by, other people; makes friends easily | 10 |
| Social Influence | Easily persuades and influences people; seizes the initiative and emerges as a leader; enjoys leading; controls social situations; is assertive and decisive | 15 |
| Social Calmness | Is not apprehensive about what others think of him/her; is at ease around other people | 14 |
| Social Connectedness | Has the same values, beliefs, and opinions as at least some other people; has at least a few close friends; does not feel betrayed or used by those he/she trusted; feels he/she has been treated justly by others | 12 |
| Non-Aggressiveness | Seldom displays anger and irritation; does not seek retribution when provoked; does not enjoy participating in or witnessing physical or verbal aggression | 12 |
| Social Openness | Enjoys interacting with, and learning about, people of different races, gender, and cultures; appreciates the differences between people | 12 |
| Social Self-Confidence | Believes he/she can succeed in any social situation | 6 |
| Team Orientation | Enjoys working in a team environment; works well as part of a team; believes in a team approach to getting things done | 15 |
| Empathy | Deeply feels emotions encountered during social interactions and exposure to media such as television, newspapers, books, and movies | 19 |
| Charisma | Inspires enthusiasm, trust, and passionate faith and loyalty in others; inspires others to do things they thought they couldn't; is someone who others want to emulate, be with, and please | 16 |

Self-Monitoring Scale

An additional interpersonal personality trait included in this research is the 18-item Self-Monitoring Scale (Snyder, 1974; Snyder & Gangestad, 1986). The Self-Monitoring Scale measures individual differences in the extent to which people regulate their expressive social behavior. High self-monitors regulate their behavior to be responsive to social cues regarding situationally appropriate performances. Individuals low in self-monitoring do not regulate their expressive social behavior in this manner. Their behavior is instead more reflective of their inner

states. Self-Monitoring has been linked to many interpersonal outcomes. High self-monitors frequently emerge as group leaders (Day, Schleicher, Unckless, & Hiller, 2002); are skilled at using self presentation to create whatever impression on others they wish; and have richer, better articulated, and more informative knowledge structures of prototypic people in a variety of domains than low self-monitors (Snyder, 1979; Snyder & Cantor, 1980).

Cognitive Ability Measure

General cognitive ability was measured with the *Wonderlic Personnel Test* (WPT; Wonderlic Personnel Test, 1992). The WPT has a 12-minute time limit and consists of 50 multiple-choice questions. The WPT has been shown to be both a reliable and a construct-valid measure of general cognitive ability, and is regarded as an excellent measure of *g* when measurement time is limited (Murphy, 1984).

Social Intelligence Measures

O'Sullivan & Guilford Behavioral Cognition Tests

Three of the measures of social intelligence used in this research were drawn from the O'Sullivan and Guilford *Four Factor Tests of Social Intelligence (Behavioral Cognition)* (BCTs; O'Sullivan & Guilford, 1976): (1) Cartoon Predictions, (2) Missing Cartoons, and (3) Social Translations. These tests were designed to measure "the ability to cognize or understand thoughts, feelings, and intentions of other people as these are expressed in behavior" (O'Sullivan & Guilford, 1976, p. 2).

The BCTs are maximal performance measures of social intelligence similar in structure to traditional cognitive ability items (i.e., they are multiple choice with one correct answer). However, they use primarily non-verbal stimuli. The Cartoon Predictions test consists of 29 items. Examinees must choose which one of three alternative cartoons shows what is most likely to follow a given cartoon that depicts an interpersonal situation. The Missing Cartoons test consists of 28 items. Examinees must choose which one of four alternative cartoons best fills the blank in an otherwise complete panel of cartoons. The Social Translations test consists of 23 items. Examinees are given a verbal statement that applies to two people with a defined relationship (e.g., boss and secretary). Examinees must then choose which one of three alternative pairs of people the same verbal statement would have a different behavioral meaning for. The extant literature suggests that the O'Sullivan and Guilford BCTs are among the most construct-valid and promising measures of social intelligence (Kihlstrom & Cantor, 2000). In addition, these tests are relatively short (about a half-hour to administer) and show adequate to good split-half reliabilities (O'Sullivan & Guilford, 1976).

PDRI Social Competence Inventory Social Intelligence Scales

Social intelligence was operationalized using three additional SCI-2 scales: Social Memory, Social Insight, and Social Planning Ability. Their definitions and number of items are shown in Table 10. These represent another, possibly complementary, methodological approach to assessing social intelligence; namely, self-report. In addition, the Social Planning Ability scale is designed to assess a facet of social intelligence not encompassed by the BCTs or other SCI-2 social intelligence measures: people's ability to formulate social strategies to achieve social

goals. These scales have shown satisfactorily high internal consistency reliabilities and some promising construct validity results (Schneider, Roberts, & Heggstad, 2002).

Table 10
SCI-2 Social Intelligence Scales, Definitions, and Numbers of Items

| Scale Name | Definition | Number of items |
|-------------------------|---|-----------------|
| Social Memory | Remembers faces, names, voices, and details about people | 17 |
| Social Insight | Discerns the motivations, feelings, and intentions underlying people's behavior by correctly interpreting behavioral cues; can see things from others' perspectives; accurately predicts others' behavior | 23 |
| Social Planning Ability | Develops and implements effective plans for achieving social goals; uses knowledge of other people to influence them | 10 |

Data Collection

Data were collected on each instrument described above from unit personnel in large ROTC programs at four United States universities. This occurred in April and May, 2004. Examinees in this research were limited to advanced cadets/midshipmen (3rd year and beyond) and junior commissioned officers (Captain and below for Army and Air Force; Lieutenant and below for Navy). In order to obtain a sufficient sample size for our proposed analyses, we collected data from all service branches: Army, Navy (including Marines), and Air Force. None of the instruments used in this research, including the SKT, was specific to the Army only, so collection of data from all service branches was appropriate.

Data Collectors

To facilitate data collection and save on travel costs, we contacted I/O psychology faculty to assist us with Institutional Review Board (IRB) approvals and recommend/supervise graduate students to serve as data collectors at each school. Once hired, data collectors were provided with detailed instructions regarding their duties in a *Data Collector Manual*. The *Data Collector Manual* provided:

- General information about the project;
- Descriptions of testing instruments and other project materials, together with information regarding how to use those materials;
- Information regarding coordination of project activities with ROTC point of contact personnel;
- Information regarding recruitment procedures for examinees and raters;
- Information regarding how to run examinee and rater sessions, including detailed testing protocols and, where appropriate, verbatim scripts to read to examinees and raters;

- Information regarding how to address examinee issues and problems that might arise (e.g., late examinees, disruptive examinees, examinees who appear to be responding randomly to test questions);
- Information regarding the appropriate assignment of raters to examinees (e.g., eligibility criteria for raters, desired number of raters per examinee);
- Procedures for transmission of data back to PDRI; and
- Contact information in the event they had questions.

The *Data Collector Manual* also contained various project forms, such as data tracking forms, receipts for monies received by examinees and raters for their participation, examinee and rater sign-up sheets, and data collection session log forms.

Collection of Examinee Data

Because of the length of the test battery (6 hours), these tests were administered over the course of two separate sessions. The first session lasted 4 hours, and included a background information form and the SKT. The second session lasted 2 hours, and included the remaining instruments. The testing protocol for these two sessions is shown in Table 11.

Once IRB approval was obtained from each school, data collectors recruited examinees and raters from each ROTC program. Data collection took place in group sessions in classrooms at each of four university campuses. During administration of the SKT, care was taken to ensure that everyone could see the television screen on which the scenarios were presented. Data collectors were also instructed to keep detailed logs regarding any unusual circumstances that took place during a given testing session that might affect the quality of the data.

Examinees were paid \$100 in return for participating in the research: \$67 at the end of Session 1 and \$33 at the end of Session 2.⁷ Virtually all (94%) of the examinees who completed Session 1 also completed Session 2. Because examinee data were collected on the condition of anonymity, examinees were provided with identification numbers to write on each answer sheet they completed rather than being asked to write their names on those answer sheets. Identification numbers were used to link examinee data across instruments.

⁷ Examinees in one of the ROTC units at one University received half this amount, with the remainder going to a fund for their ROTC unit to use for the cadets' benefit.

Table 11
Test Battery Administration Protocol

| Predictor | Number of Items | Time to Administer Predictor (in minutes) | Cumulative Time (in minutes) |
|---|-----------------|---|---|
| Session 1 | | | |
| Introductory (Get settled, Informed Consent, Background Information Form, preliminary instructions) | | 15 | 15 |
| Social Knowledge Test | 20 | 210 | 225 |
| Break | | 15 [after SKT Scenario 9] | 240 |
| Total Time | | | 240 (4 hours) |
| Session 2 | | | |
| Wonderlic Personnel Test | 50 | 15 | 15 |
| Social Competence Inventory | 199 | 40 | 55 |
| Self-Monitoring Scale | 18 | 5 | 60 |
| Social Opinion and Behavior Survey | 49 | 12 | 72 |
| O’Sullivan & Guilford Tests (Cartoon Predictions, Missing Cartoons, and Social Translations) | 80 | 40 | 112 |
| Total Time | | | Approximately 120 minutes (2 hours) – allows 8 minutes to get settled |

Collection of SPI Data

After receiving IRB approval, data collectors recruited individuals to rate the social performance of the examinees using the SPI. To serve as a rater, an individual had to be an advanced cadet/midshipmen (3rd year or beyond) or an ROTC cadre officer or NCO. In addition, he/she had to know the social performance of the examinee(s) he/she was rating well. This meant that the rater had to have interacted with or observed the ratee for an average of at least 2 hours per week for a total of at least two months during the current academic school year. It was made clear to the ratee that these interactions or observations needed to be of a type where they had a chance to see the examinees do “social” things like lead, deal with conflict, help and coach others, and deal with peers and subordinates. If the ratee was a 4th-year (or beyond) cadet/midshipman, raters were allowed to include not only the current academic school year, but also: (1) any ROTC summer camps they attended with a potential ratee during the previous summer, and (2) the previous academic school year when determining if they satisfied the observation time requirement. We did not require that the two months be continuous. As such, if a ratee interacted with or observed an examinee for at least 2 hours per week or more (on average) in November and again in February, they were deemed qualified to rate that examinee.

Individuals who participated as examinees in this research were allowed to serve as raters as well. However, no one was allowed to make SPI ratings until they had first completed the two examinee sessions. This was because exposure to the SPI items would provide information that would likely increase scores on some of the instruments administered during the examinee sessions (especially the SKT and the SOBS).

We sought to have each examinee rated by multiple raters so that we could evaluate and increase the interrater reliability of the social performance ratings. As such, individuals who indicated interest in serving as raters in this research were provided with a list of examinees and asked to identify examinees for whom they met the ratee familiarity criteria specified above. They then returned this information to the data collector at their particular university. Based on this information, the data collectors prepared examinee (ratee)-by-rater matrices for participants at their university that specified which raters would rate each examinee. They were instructed to ensure that every examinee would be rated by at least one rater, but that every effort should be made to obtain four raters per examinee. Once the matrix was prepared, data collectors prepared SPI forms for each rater, which included the names of each examinee they were to rate. Each SPI form allowed for ratings of up to four examinees, with each examinee constituting one column of ratings. Since ratings were made on the condition of anonymity, both the raters' and the examinees' (ratees') names were removed, or blacked out with magic marker, from the SPI forms and replaced with examinee and rater identification numbers used to link instruments and SPI forms.

Once examinee and SPI data were collected, data collectors transmitted completed answer sheets and related research materials back to PDRI's Minneapolis office for storage, keypunching, and data analysis.

Results

Analysis of Examinee Data

Description of Examinee Sample

The characteristics of the examinee sample are presented in Table 12. The sample was three-quarters male and predominantly white. It was comprised of approximately 50% 3rd-year cadets/midshipmen, 40% 4th-year cadets/midshipmen,⁸ and about 3% 5th-year cadets/midshipmen. The remaining approximately 6% were junior commissioned officers. Army was the ROTC service branch with the greatest representation (approximately 44%), Navy and Air Force each constituted approximately 27% of the sample, and about 1% of the sample represented the Marine Corps. Our examinee sample had an average of 1.7 years of prior military service (SD = 2.6 years). The average age of our examinee sample was 22.8 years (SD = 2.5 years).

Data Screening

Before conducting further analyses, we screened the data to ensure that they did not reflect anomalies or errors that would reduce the interpretability of our findings. Data screening included the following steps:

- We counted the number of missing responses in the Guilford BCTs, the SCI-2, the Self-Monitoring Scale, and the SOBS. We then computed frequency distributions of the number of missing responses for each instrument, and flagged outliers for further scrutiny.
- We computed each examinee's score on the SCI-2 Non-Random Response scale. The items on this scale were of the form: "This item is for keypunch purposes only. Mark response '___'" (where the blank is filled in with "A," "B," "C," "D," and "E," respectively). Examinee records with two or more random responses were flagged for further scrutiny.
- Data collection session logs completed by the data collectors were reviewed for evidence that specific examinees may not have been taking one or more of the tests seriously. Any indications of this caused an examinee's record to be flagged for further scrutiny.
- Response variability for the SCI-2 (omitting Non-Random Response scale items), the Self-Monitoring Scale, the Guilford BCTs, and the SOBS was evaluated by computing the standard deviation within examinee across items. Frequency distributions of the standard deviations were then examined for evidence of non-variable responding, or responding with variance that was both close to zero and substantially less than that of other examinees.
- We examined the background information forms to confirm that all examinees were 3rd-year ROTC cadets/midshipmen or higher or junior commissioned officers.

⁸ This includes second-year cadets/midshipmen who were exempted from their first two years due to prior military experience

Table 12
Background Characteristics of Examinee Sample

| | N | Percent |
|---------------------------------|------|---------|
| Gender | | |
| Female | 36 | 22.5 |
| Male | 124 | 77.5 |
| Total | 160 | 100.0 |
| Race | | |
| White | 138 | 86.3 |
| Black | 5 | 3.1 |
| Hispanic | 11 | 6.9 |
| Asian | 4 | 2.5 |
| Mixed-race | 2 | 1.2 |
| Total | 160 | 100.0 |
| ROTC Year | | |
| Third | 82 | 51.3 |
| Fourth | 64 | 40.0 |
| Fifth | 5 | 3.1 |
| Junior Commissioned Officer | 9 | 5.6 |
| Total | 160 | 100.0 |
| ROTC Service Branch | | |
| Army | 71 | 44.4 |
| Air Force | 44 | 27.5 |
| Marine Corps | 2 | 1.3 |
| Navy | 43 | 26.9 |
| Total | 160 | 100.0 |
| | Mean | SD |
| Years of Prior Military Service | 1.7 | 2.6 |
| Age | 22.8 | 2.5 |

This data screening process identified six examinee records as requiring further scrutiny to determine whether they should be retained for further analyses. Two examinees were identified based on review of the data collection session logs. According to these logs, these two examinees seemed “tired” or “distracted” during testing. We reviewed their records very carefully for evidence of anomalous responding, but found no evidence of this. Neither examinee had any random responses on the SCI-2 Non-Random Response scale, both had adequate response variability on all measures in the test battery, neither had excessive missing data on any test, and their test scores on the maximal performance measures in our battery were at the approximate median point of the frequency distributions. Both examinees had low SKT scores, but not to the point where they were outliers. As such, both examinees’ records were retained in full for further analyses.

Two other examinees’ records were flagged due to the fact that they were 2nd-year cadets, and therefore did not meet the participation criteria of being 3rd-year or beyond in their ROTC program. Both of these 2nd-year cadets, however, had previous military experience, meaning that they were not treated as ordinary 2nd-year cadets in terms of leadership/command opportunities

provided and ROTC program status. We consulted with the executive officer of the Army ROTC program at the University of Minnesota, Major Kristin Frazer, as well as the Commandant of Cadets for the Air Force ROTC program there, Captain Timothy Jensen, to inquire as to whether these individuals would be appropriate examinees for our research. One issue was whether the cadets would have had sufficient leadership/command opportunities to be ratable on the SPI. It was determined that this would not be a problem. Another issue was whether these 2nd-year cadets would have had the opportunity to acquire sufficient social knowledge for their SKT results to be meaningful. There was a difference of opinion on this issue, with Major Frazer indicating that the examinees would have had the opportunity to acquire such knowledge and Captain Jensen indicating that they may not have had sufficient opportunity. To resolve this issue, we reviewed each examinee's SKT results. We found that one of these examinees (the one in Captain Jensen's unit) scored approximately two standard deviations above the mean on the SKT, while the other examinee scored approximately 1/5th standard deviation below the mean on the SKT. Taking into account both the officers' opinions and the examinees' data, we concluded that these two examinees' records reflected sufficient opportunity to acquire the social knowledge necessary to participate as examinees in this research. We therefore retained their data for further analyses.

Another examinee's record was flagged due to the fact that he/she had two random responses on the SCI-2 Non-Random Response scale. This examinee's record was subjected to careful scrutiny for evidence of anomalous responding. Our review showed that this examinee scored relatively low on measures of maximal performance in our test battery, but not to the point of being an outlier. In addition, this examinee's responses showed adequate response variability on all measures in our battery, and there was no evidence of excessive missing data on any measure. Further, visual scrutiny of this examinee's profile of item responses did not reveal any obvious evidence of random responding (e.g., repeated patterns, giving the same response for a large block of adjacent items and then switching to a different response for a subsequent large block of adjacent items). Given this context, a decision was made to retain this examinee's data for further analyses.

Finally, one examinee's record was flagged due to an excessive amount of missing data across the Guilford BCTs. In reviewing this examinee's record, we discovered that most of the missing responses were accounted for by the fact that all of the Social Translations test items were left blank. There was no other indication that this examinee failed to take the test battery seriously. As such, we retained all of the remaining (i.e., non-Social Translations test) data in this examinee's record for further analyses.

Descriptive Statistics, Reliability Analyses, and Intercorrelations: Indirect Performance Determinants

Table 13 shows means, standard deviations, internal consistency reliabilities, and intercorrelations between the indirect performance determinants in our research. Descriptive statistics for the O'Sullivan and Guilford BCTs, the WPT, and the Self-Monitoring Scale scores are generally consistent with university student norms reported for those instruments (cf. O'Sullivan & Guilford, 1976; Turnley & Bolino, 2001; Wonderlic Personnel Test, 1992). The IPT and social intelligence scale scores obtained from SCI-2 scales are similar to scores obtained by a sample of college students reported by Schneider, Roberts, and Heggestad (2002), except

that the present sample scored over one standard deviation lower on the SCI-2 Empathy scale. Mean scores on SCI-2 scales ranged from 3.2 on the Social Planning Ability scale to 4.1 on the Warmth scale (median = 3.6) on a 1-5 scale. Standard deviations on the SCI-2 scales ranged from .47 for the Social Insight scale to .72 for the Social Calmness scale (median SD = .59).

In the present sample, all of the internal consistency reliabilities are acceptably high. They range from .66 for the Cartoon Predictions BCT to .87 for the SCI Social Calmness and Charisma scales. Fifteen out of the 18 indirect performance determinants with available reliability measures had internal consistency reliability coefficients of .70 or higher.

In examining the intercorrelations it is noteworthy that the WPT, a measure of general cognitive ability, correlated no higher than $r = .25$ with any of the three O'Sullivan and Guilford BCTs. Further, it was essentially uncorrelated with any other of the indirect performance determinant measures. The three Guilford BCTs intercorrelated modestly with one another ($r_s = .20, .35, \text{ and } .35$, all $p < .05$), which is to be expected given that they are all measures of social insight (or "behavioral cognition," using the Guilford terminology). Somewhat surprisingly, none of the three Guilford BCTs had positive significant correlations with the SCI social intelligence scales. They were uncorrelated with the SCI Social Insight and Social Planning Ability scales and two of the three BCTs actually correlated negatively and significantly with the SCI Social Memory scale. The Guilford BCTs were relatively uncorrelated with IPT measures, with the only exception being a statistically significant correlation of $r = .20$ ($p < .05$) between the Social Translations test and the SCI Empathy scale. The three SCI social intelligence scales (Social Memory, Social Insight, and Social Planning Ability) all showed overlap with IPT scales, with Social Planning Ability showing the least overlap.

Descriptive Statistics, Reliability Analyses, and Intercorrelations: Direct Performance Determinants.

Scoring of SKTs

Each SKT was scored according to the *General Scoring Guidelines* and *Specific Scoring Instructions* described above. This was a very labor-intensive process, so the work was split among four I/O psychology graduate students, who were hired specifically to score the SKTs. Prior to scoring the SKTs, each scorer was provided with detailed training. First, they were instructed to view the SKT in its entirety. Second, they reviewed the *General Scoring Guidelines* and *Specific Scoring Instructions*, the SKT instructions for examinees, and the *SKT Scenario Script Booklet*. Finally, they were instructed to score two examinees' SKT responses. The same two examinees' SKT responses were also scored by the PDRI project director. Subsequently, telephone conferences or meetings, lasting 3-4 hours each, were held between the PDRI project director and each of the four SKT scorers to compare scores, targeted criterion by targeted criterion. Any disagreements were discussed and resolved (occasionally, reasonable people could disagree regarding the appropriate scoring for a particular scoring criterion, and differences in scoring were therefore allowed to stand). Upon concluding each telephone conference/meeting, it was concluded that the scorer was well prepared to accurately score SKT responses.

Table 13
Means, Standard Deviations, and Intercorrelations for Indirect Determinants of Social Performance

| | Mean | SD | k | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
|-----------------------------|-------|------|----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-----|-----|-----|----|--|
| 1. Warmth | 4.06 | .54 | 13 | .85 | | | | | | | | | | | | | | | | | | | |
| 2. Sociability | 3.65 | .68 | 10 | .66 | .81 | | | | | | | | | | | | | | | | | | |
| 3. Social Influence | 3.84 | .60 | 15 | .44 | .57 | .86 | | | | | | | | | | | | | | | | | |
| 4. Social Calmness | 3.38 | .72 | 14 | .40 | .55 | .73 | .87 | | | | | | | | | | | | | | | | |
| 5. Social Connectedness | 3.59 | .68 | 12 | .60 | .56 | .40 | .48 | .82 | | | | | | | | | | | | | | | |
| 6. Non-Aggressiveness | 3.32 | .57 | 12 | .29 | .05 | -.14 | .01 | .37 | .68 | | | | | | | | | | | | | | |
| 7. Social Openness | 3.87 | .58 | 12 | .36 | .29 | .26 | .49 | .21 | .24 | .81 | | | | | | | | | | | | | |
| 8. Social Self-Confidence | 3.82 | .64 | 6 | .56 | .61 | .59 | .03 | .44 | .03 | .27 | .72 | | | | | | | | | | | | |
| 9. Team Orientation | 3.43 | .56 | 15 | .52 | .56 | .32 | .29 | .53 | .36 | .32 | .34 | .82 | | | | | | | | | | | |
| 10. Empathy | 3.25 | .55 | 19 | .51 | .26 | .02 | .64 | .24 | .27 | .35 | .02 | .31 | .83 | | | | | | | | | | |
| 11. Charisma | 3.68 | .52 | 16 | .69 | .63 | .64 | .38 | .42 | -.02 | .33 | .59 | .26 | .28 | .87 | | | | | | | | | |
| 12. Self-monitoring Scale | 3.18 | .44 | 18 | .14 | .23 | .41 | .28 | .02 | -.28 | .15 | .23 | -.01 | -.15 | .28 | .68 | | | | | | | | |
| 13. Social Memory | 3.47 | .64 | 17 | .51 | .45 | .41 | .31 | .31 | .04 | .30 | .30 | .31 | .20 | .51 | .19 | .85 | | | | | | | |
| 14. Social Insight | 3.75 | .47 | 23 | .48 | .33 | .53 | .47 | .44 | .14 | .40 | .46 | .26 | .19 | .55 | .25 | .40 | .86 | | | | | | |
| 15. Social Planning Ability | 3.17 | .61 | 10 | -.21 | -.10 | .07 | -.11 | -.28 | -.37 | -.12 | -.03 | -.21 | -.25 | .10 | .31 | .04 | .04 | .72 | | | | | |
| 16. Cartoon Predictions | 23.60 | 3.06 | 29 | -.02 | -.03 | .08 | .07 | -.10 | -.04 | .02 | .06 | -.05 | -.01 | -.03 | -.04 | -.17 | -.05 | .04 | .66 | | | | |
| 17. Missing Cartoons | 16.94 | 4.15 | 28 | -.11 | -.06 | .02 | .02 | -.13 | -.06 | .10 | -.08 | -.04 | -.01 | -.12 | .10 | -.16 | -.10 | .00 | .35 | .70 | | | |
| 18. Social Translations | 18.02 | 3.59 | 23 | .11 | -.01 | .05 | .02 | -.02 | .04 | .15 | .05 | -.01 | .20 | -.07 | .07 | -.01 | -.02 | -.08 | .20 | .35 | .78 | | |
| 19. Wonderlic | 25.86 | 5.31 | 50 | -.07 | -.19 | .01 | -.14 | -.13 | -.01 | -.04 | .01 | -.16 | -.09 | -.05 | .01 | .01 | -.02 | .12 | .22 | .24 | .25 | — | |

Note. $n = 149$ to 151 . k is number of items. Alpha coefficients appear on the diagonal. Correlations of $|r| \geq .16$ are significant at $p \leq .05$. Correlations within instruments are based on raw scores. Correlations across instruments are based on variable scores standardized within university.

The SKT scorers raised several questions early in the scoring process that were not specifically addressed in the *General Scoring Guidelines* and *Specific Scoring Instructions*. This resulted in formulation of additional SKT scoring principles, which were communicated to other SKT scorers as soon as they were formulated, with the instructions to check to ensure that the new scoring principles were applied to any SKTs they had already scored.

The issues/questions raised and the principles formulated to address those issues are as follows:

1. What if an examinee identifies the targeted behavior but places it in the wrong column (i.e., effective rather than ineffective, or vice versa) due to the fact that he/she incorrectly observed the action taking place in the scenario relevant to the targeted behavior? For example, in Scenario 1, an examinee wrote that it was effective for a lieutenant to discipline a sergeant privately rather than in the presence of others. However, the action in the scenario clearly shows that the disciplining occurs as a Soldier walks by who can obviously see what is happening. This led to formulation of the following supplemental general scoring principle:

If an examinee places a targeted behavior in the wrong column due to misinterpretation (whether through poor observation or misunderstanding what was observed), deduct the same number of points that would have been awarded had the examinee placed the behavior in the correct column by observing or understanding the behavior correctly.

An SKT scorer expressed concern that we may be measuring observational skills or memory in cases such as this, rather than social knowledge, thereby introducing a confound. We felt, however, that memory was largely taken out of the equation by allowing examinees to review scenario scripts to aid them in making their responses. Moreover, with respect to observational skills, we concluded that, if an examinee possessed the social knowledge necessary to accurately identify and classify a targeted behavior as effective or ineffective, that examinee would possess social-cognitive schemata that would help him or her recall the critical action. Obviously, if an examinee simply misunderstood what he or she observed, that would be a clear case of failure to possess the targeted social knowledge. Based on the foregoing, the deduction of points specified in the supplemental scoring principle appears justified.

2. Another issue that was raised concerned how to handle situations where distracters are identified, but placed in the wrong column (i.e., effective rather than ineffective, or vice versa). In response to this issue, the following supplemental general scoring principle was formulated:

If an examinee lists a distracter in the column opposite from the one in which it is targeted, deduct the same number of points as if he or she had listed the distracter in its targeted column.

The rationale for this supplemental principle was as follows: the idea of a distracter is to penalize examinees either for (a) identifying as effective a behavior that is neither effective nor ineffective, or (b) identifying as ineffective a behavior that is neither effective nor ineffective. The idea is to penalize examinees either for failure to possess targeted

knowledge or for outright guessing by simply listing as many behaviors as they can within the allotted six minutes. As such, placing the distracter in the wrong column could reasonably be interpreted as displaying an equivalent lack of knowledge (or, alternatively, an equivalent attempt to augment their score through guessing). If anything, this supplemental scoring principle could be interpreted as being overly generous to examinees. This would be true to the extent that distracters may be conceptually closer to ineffective, if they are targeted for the ineffective column, or conceptually closer to effective, if they are targeted for the effective column. This would be closer to the traditional definition of a test item distracter; that is, a response option that “traps” an examinee because it resembles the keyed response. Because of this fact, we considered penalizing examinees to a greater extent if they listed a targeted distracter in the column opposite from the one for which it was targeted. We opted against this primarily because it is not clear that distracters are always on the effective or ineffective side of neutral, or if they are, how close they are to being reasonably classified as effective or ineffective rather than neutral. This would require that different distracters be weighted differently with regard to the number of additional points deducted based on where they fall on the ineffective-effective continuum. Such judgments really require SME ratings due to the importance of the military context to these judgments. We therefore opted to avoid trying to determine appropriate weights at this juncture. Such weighting could be explored, however, in subsequent revisions of the SKT.

3. Part of a scoring note for one of the targeted behaviors in SKT Scenario 12 was removed from the *Specific Scoring Instructions*. This scoring note indicated that a certain response (“Edwards is feeding Smith’s ego”) should not be awarded any points due to the fact that it is not sufficiently specific. However, upon review of examinee responses, as well as further reflection, we determined that this response is adequate for an examinee to receive credit for that scoring criterion. In our judgment, this response justified an inference that an examinee possessed the social knowledge assessed by that scoring criterion.

Inter-Scorer Reliabilities for SKTs

A major concern with regard to open-ended scoring of the SKT was whether scorers would agree. Because of the labor-intensive nature of the SKT scoring process, we evaluated the inter-scorer reliability of the SKT by evaluating the extent to which two of four SKT scorers agreed on a subset of 36 examinees. We computed Shrout and Fleiss (1979) Case 2 intraclass correlation coefficients (ICCs) on the profile of 20 SKT scenario-total scores for each of these 36 examinees at both the single-rater and two-rater level. The single-rater ICC is the appropriate reliability measure for those SKTs rated by one scorer only, whereas the two-rater ICC is the appropriate reliability measures for those SKTs rated by two raters. The mean single-rater ICC across the 36 examinees was .83 (SD = .09) and the mean two-rater ICC was .92 (SD = .06). This was considered excellent agreement and indicates that the open-ended scoring approach used for the SKT is capable of producing highly reliable scores when appropriate scorers are used and provided with adequate training.

SKT Scenario Total-Score Descriptive Statistics and Intercorrelations

Table 14 provides means, standard deviations, and difficulties for each SKT scenario. Intercorrelations between scenario total-scores are also shown. These results indicate that the scenarios were relatively difficult for our examinees. The scenarios varied considerably in the number of points possible to earn, ranging from a low of 5 points to a high of 24 points. The mean number of points possible across the 20 scenarios was 11.2 (SD = 5.3), and the median was 10.5 points. Both the mean and median difficulty levels across the 20 SKT scenarios were 0.24. There was, however, good variability in the examinees' scenario-total scores. The mean and median ranges across the 20 SKT scenario-total scores were 0.81 and 0.75 standard deviation units, respectively.

Investigation of Latent Structure of SKT

We investigated the dimensionality of social knowledge by conducting an exploratory principal axis factor analysis of the SKT scenario total-scores. A parallel analysis was conducted to determine an appropriate number of factors to extract. Results of the parallel analysis indicated that a 3-factor solution was most appropriate. The factor solution was rotated to both Varimax and Promax criteria. However, the factor analysis did not yield interpretable factors. Based on these results, we did not compute composites for multiple SKT dimensions. Instead, we computed a single unit-weighted composite of the 20 SKT scenario total-scores.

SKT Composite Reliability and Descriptive Statistics

We computed odd-even reliability coefficient to estimate the reliability of the SKT composite. The odd-even reliability of the SKT composite was .70. Since this coefficient estimates the reliability of only half of the SKT composite, we applied a Spearman-Brown correction to determine the reliability of the full 20-item SKT composite. The corrected reliability estimate is .82.

Table 14
 SKT Scenario Total-Scores: Descriptive Statistics and Intercorrelations

| Scenario | Mean | SD | TP | Diff | SKT Scenario | | | | | | | | | | | | | | | | | | | | |
|----------|------|------|----|------|--------------|------|------|-----|------|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|----|--|
| | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 1 | 2.96 | 1.30 | 6 | .49 | — | | | | | | | | | | | | | | | | | | | | |
| 2 | 1.44 | 1.41 | 5 | .29 | .06 | — | | | | | | | | | | | | | | | | | | | |
| 3 | 2.42 | 1.37 | 7 | .35 | .22 | .08 | — | | | | | | | | | | | | | | | | | | |
| 4 | 2.44 | 1.44 | 7 | .35 | .14 | .16 | .07 | — | | | | | | | | | | | | | | | | | |
| 5 | 1.61 | 1.41 | 10 | .16 | .08 | .05 | -.14 | .11 | — | | | | | | | | | | | | | | | | |
| 6 | .94 | 1.21 | 7 | .13 | .19 | -.02 | .08 | .02 | .18 | — | | | | | | | | | | | | | | | |
| 7 | 4.10 | 1.45 | 11 | .37 | .18 | .09 | .19 | .13 | .08 | .31 | — | | | | | | | | | | | | | | |
| 8 | .10 | 1.02 | 5 | .02 | -.07 | -.01 | -.06 | .06 | -.07 | .10 | .14 | — | | | | | | | | | | | | | |
| 9 | 1.72 | 1.38 | 7 | .25 | .19 | .25 | .29 | .20 | -.04 | .11 | .26 | .09 | — | | | | | | | | | | | | |
| 10 | 2.47 | 1.98 | 15 | .16 | .16 | .22 | .05 | .12 | .07 | .21 | .37 | .08 | .31 | — | | | | | | | | | | | |
| 11 | 1.59 | 1.48 | 7 | .23 | .10 | .07 | .21 | .11 | .10 | .04 | .20 | -.03 | .20 | .25 | — | | | | | | | | | | |
| 12 | 2.36 | 1.30 | 11 | .21 | .09 | .11 | .21 | .06 | .06 | .01 | .28 | -.01 | .25 | .08 | .35 | — | | | | | | | | | |
| 13 | 3.93 | 2.00 | 13 | .30 | .08 | .18 | .11 | .16 | .19 | .10 | .14 | .10 | .16 | .16 | .25 | .29 | — | | | | | | | | |
| 14 | 4.14 | 1.98 | 15 | .28 | .16 | .19 | .35 | .18 | .05 | .16 | .30 | .07 | .38 | .22 | .20 | .38 | .39 | — | | | | | | | |
| 15 | 2.40 | 2.07 | 19 | .13 | .01 | .16 | .21 | .19 | .13 | .08 | .33 | .02 | .28 | .24 | .21 | .33 | .16 | .33 | — | | | | | | |
| 16 | 2.01 | 1.46 | 7 | .29 | .22 | .22 | .15 | .19 | .01 | .10 | .18 | .00 | .27 | .27 | .20 | .14 | .08 | .21 | .06 | — | | | | | |
| 17 | 3.01 | 1.64 | 14 | .22 | .16 | .27 | .22 | .13 | .08 | .14 | .28 | -.05 | .28 | .22 | .27 | .46 | .21 | .28 | .25 | .18 | — | | | | |
| 18 | 1.71 | 1.41 | 18 | .10 | .07 | .16 | .05 | .07 | .05 | .12 | .31 | -.11 | .18 | .18 | .04 | .23 | .03 | .19 | .16 | -.01 | .14 | — | | | |
| 19 | 3.67 | 1.87 | 15 | .24 | .08 | .04 | .19 | .07 | .08 | .12 | .38 | .02 | .36 | .17 | .27 | .30 | .19 | .31 | .25 | .11 | .30 | .20 | — | | |
| 20 | 4.88 | 2.75 | 24 | .20 | .12 | .08 | .23 | .12 | .18 | .27 | .45 | .04 | .31 | .38 | .38 | .35 | .29 | .36 | .34 | .15 | .38 | .30 | .35 | — | |

Note. TP is total points possible in a given SKT scenario. Diff is scenario difficulty, computed as (Raw-Score Mean/TP). $n = 160$. Correlations $r \geq |.15|$ or higher are statistically significant at $p \leq .05$.

A histogram showing the frequency distribution for the standardized SKT composite, with normal distribution superimposed, is shown in Figure 2. This figure shows that the standardized total SKT score distribution approximates a normal distribution, and has a range of 4.8 standard deviations.

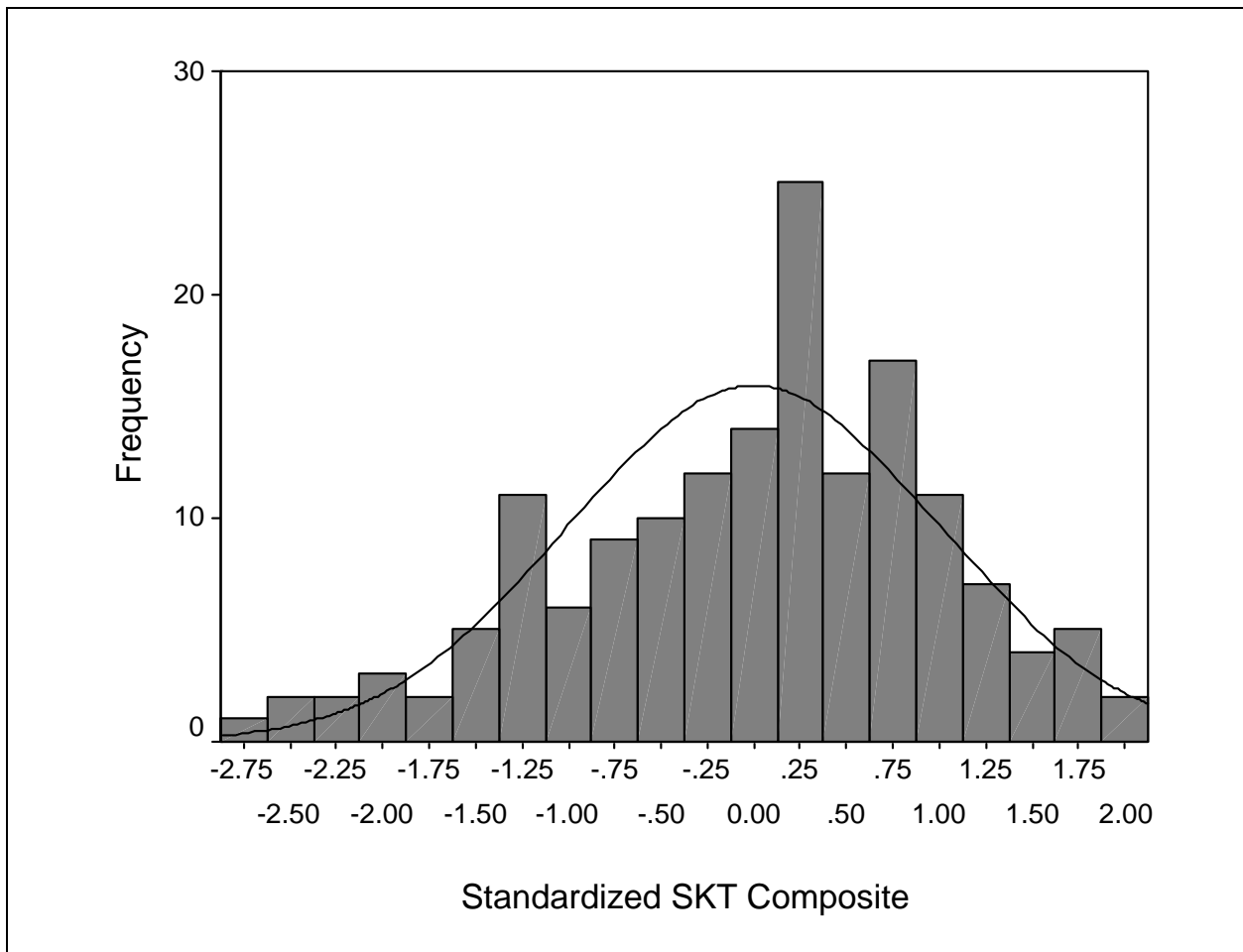


Figure 2. Frequency distribution of SKT composite.

SOBS Item-Level Descriptive Statistics and Intercorrelations

As described above, nearly all of the SOBS items were written to map directly onto SPI items. Because we were interested in operationalizing motivation to engage in specific aspects of social performance, this appeared to be the most appropriate course of action. Guided by this measurement philosophy, we formed preliminary social motivation composites comprised of items corresponding to the five social performance factors found to underlie the SPI (see below).

Prior to formulating final SOBS composites, however, we conducted a series of five factor analyses, one for each preliminary social motivation composite. In each case, the items comprising the preliminary social motivation composite were subjected to a principal axis factor analysis, in which a single factor was extracted. We dropped items from three composites

because they had very low factor loadings (i.e., $< .30$, or substantially lower than other items in the composite). We dropped one item each from the Social Appropriateness Motivation, Interpersonal Sensitivity Motivation, and Social Presence Motivation composites, and no items from either the Effective Supervision Motivation or the Handling Social Challenges Motivation composite.

Table 15 shows means, standard deviations, internal consistency reliabilities, and intercorrelations of these domain-specific social motivation composites. The means were all rather high (slightly over 4.0), and the standard deviations were all modest (between .40 and .50). The inter-correlations between the motivation composites show substantial positive manifold, with correlations ranging from .58 to .71 (median = .61). Internal consistency reliabilities of the motivation composites ranged from $\alpha = .52$ to .70 (mean = .64). Composites with lower alphas had relatively small numbers of items.

Table 15
Means, Standard Deviations, and Intercorrelations Between Social Motive Composites

| Social Motive Composite | Mean | SD | k | 1 | 2 | 3 | 4 | 5 |
|---|------|-----|----|------------|------------|------------|------------|------------|
| 1. Supervision Motivation | 4.01 | .46 | 8 | .70 | | | | |
| 2. Social Appropriateness Motivation | 4.04 | .40 | 12 | .71 | .77 | | | |
| 3. Interpersonal Sensitivity Motivation | 4.05 | .45 | 5 | .61 | .59 | .63 | | |
| 4. Handling Challenges Motivation | 4.18 | .49 | 4 | .58 | .65 | .58 | .57 | |
| 5. Social Presence Motivation | 4.11 | .42 | 6 | .61 | .69 | .59 | .65 | .52 |

Note. $N = 150$. k is number of items in composite. All intercorrelations are statistically significant at $p < .05$. Scores were standardized within university. Alpha coefficients for the social motive composites are on the diagonal.

Analysis of Rating Data

Performance ratings were obtained from 387 raters for 159 ratees, with a range of 1 to 5 raters per ratee. There were 75 unique raters, each of whom rated a mean of 5.16 ratees ($SD = 2.03$) with a range of 1 to 12 ratees per rater. There were 150 ratees that had complete predictor data.

Data Screening

To evaluate rater quality, we computed interrater reliability using $ICC(2, k)$ (Shrout & Fleiss, 1979) and interrater agreement using r_{wg} (James, Demaree, & Wolf, 1984), for each ratee with at least two raters. $ICC(2, k)$ is a measure of the similarity in of the profile of ratings across raters, and r_{wg} measures agreement in the absolute level of the ratings. We examined the change in $ICC(2, k)$ when deleting each rater for ratees with at least three raters. There were five cases for which deleting one rater raised $ICC(2, k)$. Deleting that rater also increased r_{wg} for four of those ratees, so those four rater-ratee combinations were screened out from further data analyses. This changed the mean number of ratees per rater to 5.09 ($SD = 2.05$).

Table 16 reports $ICC(2, k)$ and r_{wg} for each ratee with at least two raters.

Table 16
 Interrater Reliability and Agreement Statistics for Ratees with at Least Two
 Raters

| Ratee | k | N items | ICC(2, k) | r_{wg} |
|--------|-----|---------|--------------|----------|
| CSU-1 | 2 | 52 | .228 | .567 |
| CSU-10 | 2 | 46 | .177 | .652 |
| CSU-11 | 3 | 38 | .648 | .813 |
| CSU-12 | 2 | 47 | .682 | .633 |
| CSU-13 | 4 | 32 | .261 | .718 |
| CSU-14 | 4 | 41 | .314 | .532 |
| CSU-15 | 4 | 35 | .376 | .544 |
| CSU-16 | 4 | 51 | .436 | .599 |
| CSU-17 | 4 | 39 | .492 | .634 |
| CSU-18 | 2 | 52 | .603 | .827 |
| CSU-2 | 2 | 52 | .167 | .596 |
| CSU-20 | 4 | 36 | .316 | .537 |
| CSU-22 | 4 | 49 | .704 | .671 |
| CSU-23 | 4 | 48 | .460 | .530 |
| CSU-24 | 3 | 38 | -.015 | .612 |
| CSU-25 | 4 | 31 | .696 | .618 |
| CSU-26 | 4 | 31 | .566 | .585 |
| CSU-27 | 4 | 38 | .315 | .577 |
| CSU-28 | 4 | 37 | .446 | .598 |
| CSU-29 | 4 | 35 | .553 | .597 |
| CSU-30 | 4 | 37 | .575 | .639 |
| CSU-31 | 4 | 52 | .632 | .716 |
| CSU-32 | 4 | 49 | .478 | .718 |
| CSU-33 | 4 | 45 | .565 | .574 |
| CSU-35 | 4 | 35 | .799 | .621 |
| CSU-36 | 3 | 52 | .301 | .596 |
| CSU-4 | 2 | 46 | .599 | .766 |
| CSU-5 | 2 | 52 | .433 | .596 |
| CSU-6 | 4 | 38 | .569 | .514 |
| CSU-7 | 2 | 51 | .088 | .755 |
| CSU-8 | 2 | 47 | .483 | .755 |
| CSU-9 | 3 | 44 | .869 | .748 |
| M-1 | 2 | 50 | .348 | .695 |
| M-10 | 2 | 49 | .509 | .735 |

Table 16 (continued)

| Ratee | k | N items | ICC(2, k) | r_{wg} |
|-------|-----|---------|--------------|----------|
| M-11 | 2 | 49 | .272 | .602 |
| M-12 | 2 | 51 | -.268 | .613 |
| M-13 | 2 | 49 | .275 | .709 |
| M-14 | 2 | 51 | -.014 | .623 |
| M-15 | 2 | 52 | -.104 | .563 |
| M-18 | 2 | 52 | .005 | .337 |
| M-19 | 2 | 48 | .276 | .339 |
| M-2 | 2 | 50 | .301 | .500 |
| M-21 | 2 | 51 | .490 | .696 |
| M-23 | 2 | 51 | -.072 | .696 |
| M-25 | 2 | 52 | .171 | .750 |
| M-27 | 2 | 46 | .638 | .690 |
| M-28 | 2 | 49 | .151 | .566 |
| M-3 | 2 | 51 | .522 | .662 |
| M-4 | 2 | 44 | .027 | .511 |
| M-5 | 2 | 49 | .064 | .388 |
| M-6 | 2 | 45 | .426 | .694 |
| M-7 | 2 | 45 | .497 | .744 |
| M-8 | 2 | 52 | .343 | .769 |
| M-9 | 2 | 52 | .199 | .702 |
| P-1 | 2 | 41 | .070 | .415 |
| P-10 | 4 | 17 | .610 | .652 |
| P-11 | 2 | 51 | -.208 | .779 |
| P-13 | 4 | 50 | .412 | .614 |
| P-16 | 4 | 44 | .748 | .848 |
| P-17 | 2 | 50 | -.354 | .525 |
| P-21 | 4 | 34 | .373 | .575 |
| P-24 | 4 | 42 | .605 | .615 |
| P-25 | 4 | 40 | .532 | .775 |
| P-26 | 4 | 45 | .712 | .806 |
| P-27 | 2 | 39 | .369 | .660 |
| P-28 | 4 | 49 | .614 | .671 |
| P-29 | 4 | 44 | .461 | .547 |
| P-3 | 2 | 43 | .497 | .715 |

Table 16 (continued)

| Ratee | k | N items | ICC(2, k) | r_{wg} |
|--------|-----|---------|--------------|----------|
| P-30 | 5 | 20 | .712 | .754 |
| P-32 | 2 | 40 | .303 | .675 |
| P-33 | 5 | 43 | .489 | .708 |
| P-34 | 4 | 49 | .640 | .532 |
| P-36 | 5 | 42 | .584 | .611 |
| P-37 | 5 | 50 | .549 | .805 |
| P-38 | 4 | 48 | .633 | .753 |
| P-4 | 2 | 39 | .514 | .731 |
| P-40 | 4 | 51 | .270 | .808 |
| P-42 | 4 | 40 | .483 | .544 |
| P-43 | 5 | 46 | .749 | .748 |
| P-45 | 4 | 51 | .724 | .615 |
| P-46 | 2 | 49 | .438 | .842 |
| P-47 | 2 | 47 | .229 | .840 |
| P-48 | 4 | 34 | .381 | .509 |
| P-49 | 2 | 52 | .632 | .808 |
| P-5 | 4 | 15 | .790 | .622 |
| P-50 | 4 | 41 | .269 | .582 |
| P-51 | 4 | 40 | .721 | .681 |
| P-52 | 4 | 50 | .186 | .721 |
| P-53 | 4 | 49 | .322 | .537 |
| P-54 | 3 | 48 | .445 | .726 |
| P-8 | 4 | 36 | .769 | .569 |
| P-9 | 2 | 45 | .367 | .539 |
| USF-14 | 2 | 44 | .455 | .568 |
| USF-15 | 3 | 36 | .616 | .735 |
| USF-18 | 3 | 45 | .409 | .737 |
| USF-20 | 2 | 51 | .003 | .588 |
| USF-22 | 2 | 18 | .320 | .792 |
| USF-23 | 2 | 47 | .388 | .824 |
| USF-24 | 2 | 44 | .529 | .744 |
| USF-25 | 2 | 49 | .186 | .684 |
| USF-26 | 2 | 51 | .031 | .250 |
| USF-27 | 2 | 44 | .515 | .688 |
| USF-28 | 2 | 48 | -.053 | .604 |
| USF-29 | 2 | 51 | .494 | .676 |

Table 16 (continued)

| Ratee | k | N items | ICC(2, k) | r_{wg} |
|--------|-----|---------|--------------|----------|
| USF-30 | 2 | 36 | .726 | .778 |
| USF-32 | 2 | 38 | .737 | .816 |
| USF-34 | 2 | 38 | .617 | .678 |
| USF-35 | 2 | 52 | .128 | .495 |
| USF-36 | 2 | 50 | .388 | .725 |
| USF-37 | 2 | 49 | -.176 | .510 |
| USF-38 | 2 | 40 | -.005 | .388 |
| USF-39 | 2 | 51 | .604 | .770 |
| USF-40 | 2 | 47 | .498 | .697 |
| USF-41 | 2 | 50 | .419 | .695 |
| USF-42 | 2 | 50 | .142 | .540 |
| USF-43 | 2 | 52 | .209 | .654 |
| USF-44 | 2 | 39 | .120 | .705 |
| USF-45 | 2 | 41 | .439 | .689 |
| USF-46 | 2 | 50 | .158 | .730 |
| USF-47 | 3 | 44 | .273 | .598 |
| USF-48 | 2 | 51 | -.259 | .652 |
| USF-49 | 2 | 38 | .489 | .724 |
| USF-5 | 2 | 36 | .293 | .681 |
| USF-8 | 2 | 33 | .858 | .879 |
| USF-9 | 2 | 52 | .187 | .678 |

Number of Raters Per Ratee

A frequency distribution of the number of raters who rated each ratee is shown in Table 17. The mean was 2.40 raters per ratee (SD = 1.15), with a range of 1 to 5 raters per ratee.

Table 17
Number of Raters Per Ratee

| Value | N | % |
|-------|----|------|
| 1 | 34 | 21.4 |
| 2 | 74 | 46.5 |
| 3 | 9 | 5.7 |
| 4 | 37 | 23.3 |
| 5 | 5 | 3.1 |

Descriptive Statistics

Data were aggregated to the ratee level, such that the item scores for each ratee represented the mean rating across raters. Descriptive statistics for each SPI item are shown in Table 18.

Factor Analysis of SPI and Formulation of SPI Composites

To evaluate the dimensionality of the SPI, we performed a principal axis factor analysis with direct oblimin rotation. This was done using the mean item rating across raters at the ratee level. A parallel analysis (Horn, 1965) suggested that five factors were appropriate. Four items had low communalities and low loadings on all factors, so the factor analysis was repeated excluding these items. One item did not fit well into any factor, so the factor analysis was repeated excluding that item. Each item had a salient loading ($> .30$) on at least one factor in the final solution.

Table 18
Descriptive Statistics for Social Performance Inventory Items

| Item | Mean | SD | Min | Max | N |
|-------|------|------|------|------|-----|
| SPI01 | 3.59 | .79 | 1.00 | 5.00 | 157 |
| SPI02 | 3.55 | .70 | 2.00 | 5.00 | 156 |
| SPI03 | 3.35 | .94 | 1.00 | 5.00 | 156 |
| SPI04 | 4.30 | .79 | 2.00 | 5.00 | 157 |
| SPI05 | 3.57 | .70 | 2.00 | 5.00 | 156 |
| SPI06 | 3.69 | .72 | 1.50 | 5.00 | 158 |
| SPI07 | 3.85 | .76 | 1.50 | 5.00 | 158 |
| SPI08 | 3.94 | .80 | 1.00 | 5.00 | 159 |
| SPI09 | 4.19 | .88 | 1.00 | 5.00 | 159 |
| SPI10 | 3.38 | 1.08 | 1.00 | 5.00 | 158 |
| SPI11 | 4.33 | .78 | 1.00 | 5.00 | 155 |
| SPI12 | 3.48 | .77 | 2.00 | 5.00 | 148 |
| SPI13 | 3.59 | .68 | 2.00 | 5.00 | 154 |
| SPI14 | 3.55 | .72 | 2.00 | 5.00 | 151 |

Table 18 (continued)

| Item | Mean | SD | Min | Max | N |
|-------|------|------|------|------|-----|
| SPI15 | 3.26 | .81 | 1.00 | 5.00 | 151 |
| SPI16 | 3.62 | .72 | 2.00 | 5.00 | 158 |
| SPI17 | 4.17 | .83 | 1.00 | 5.00 | 158 |
| SPI18 | 3.76 | .78 | 1.00 | 5.00 | 158 |
| SPI19 | 3.73 | .91 | 1.00 | 5.00 | 159 |
| SPI20 | 4.01 | .76 | 1.00 | 5.00 | 158 |
| SPI21 | 3.85 | .60 | 2.00 | 5.00 | 156 |
| SPI22 | 3.51 | .69 | 2.00 | 5.00 | 158 |
| SPI23 | 3.67 | .75 | 1.00 | 5.00 | 152 |
| SPI24 | 3.49 | .86 | 1.00 | 5.00 | 156 |
| SPI25 | 4.10 | .90 | 1.00 | 5.00 | 156 |
| SPI26 | 3.44 | .82 | 1.00 | 5.00 | 148 |
| SPI27 | 4.16 | .80 | 1.50 | 5.00 | 156 |
| SPI28 | 4.40 | .66 | 2.00 | 5.00 | 157 |
| SPI29 | 3.58 | .71 | 1.50 | 5.00 | 157 |
| SPI30 | 3.96 | .82 | 1.50 | 5.00 | 152 |
| SPI31 | 3.49 | .72 | 2.00 | 5.00 | 152 |
| SPI32 | 3.48 | 1.01 | 1.00 | 5.00 | 154 |
| SPI33 | 3.89 | .72 | 2.00 | 5.00 | 158 |
| SPI34 | 3.57 | .66 | 2.00 | 5.00 | 157 |
| SPI35 | 3.42 | 1.01 | 1.00 | 5.00 | 158 |
| SPI36 | 3.34 | .75 | 1.00 | 5.00 | 158 |
| SPI37 | 4.30 | .74 | 2.00 | 5.00 | 156 |
| SPI38 | 3.14 | .73 | 1.00 | 5.00 | 154 |
| SPI39 | 3.81 | .96 | 1.00 | 5.00 | 157 |
| SPI40 | 3.57 | .95 | 1.00 | 5.00 | 155 |
| SPI41 | 3.33 | .91 | 1.00 | 5.00 | 157 |
| SPI42 | 4.35 | .76 | 2.00 | 5.00 | 158 |
| SPI43 | 3.31 | .86 | 1.00 | 5.00 | 153 |
| SPI44 | 3.28 | .80 | 1.00 | 5.00 | 146 |
| SPI45 | 3.58 | .64 | 2.00 | 5.00 | 157 |
| SPI46 | 4.63 | .52 | 2.50 | 5.00 | 159 |
| SPI47 | 3.40 | .81 | 1.00 | 5.00 | 156 |
| SPI48 | 3.52 | .78 | 1.00 | 5.00 | 154 |

Table 18 (continued)

| Item | Mean | SD | Min | Max | N |
|-------|------|-----|------|------|-----|
| SPI49 | 3.94 | .75 | 1.75 | 5.00 | 159 |
| SPI50 | 3.10 | .93 | 1.00 | 5.00 | 153 |
| SPI51 | 4.72 | .50 | 2.00 | 5.00 | 159 |
| SPI52 | 4.23 | .84 | 1.00 | 5.00 | 159 |

The pattern matrix for the final factor solution and factor intercorrelations are presented in Table 19. We examined the content of the items loading on each factor to define the constructs underlying each. In cases in which an item loaded saliently on two factors, it was assigned to the factor in which it was most conceptually appropriate. Two items loaded on a single factor but did not fit conceptually with the other items in the factor, so they were dropped from the final solution. We assigned the following labels to the factors:

1. Effective Supervision
2. Socially Appropriateness
3. Interpersonal Sensitivity
4. Handling Social Challenges
5. Social Presence

Table 19
Principal Axis Factor Analysis of SPI Items
Oblimin-Rotated Pattern Matrix and Factor Intercorrelation Matrix

| SPI Item | Factor | | | | |
|----------|------------|-------------|-------------|------|------------|
| | 1 | 2 | 3 | 4 | 5 |
| 31 | .74 | .03 | -.08 | .08 | .02 |
| 24 | .52 | .11 | -.03 | .02 | .36 |
| 3 | .50 | .02 | -.08 | -.06 | .22 |
| 29 | .50 | -.10 | -.20 | -.10 | .17 |
| 21 | .50 | -.16 | -.09 | .25 | -.04 |
| 22 | .46 | -.16 | -.40 | -.02 | -.12 |
| 45 | .45 | -.25 | -.13 | .19 | -.07 |
| 23 | .43 | .05 | -.19 | .02 | .21 |
| 49 | .39 | -.36 | .02 | .08 | .18 |
| 26 | .38 | .15 | -.14 | .14 | .21 |
| 7 | .38 | -.35 | -.19 | .22 | -.29 |
| 6 | .36 | -.31 | -.35 | .09 | -.20 |
| 42 | -.01 | -.83 | -.07 | .07 | -.08 |
| 17 | .04 | -.81 | .10 | .00 | -.03 |

Table 19 (continued)

| SPI Item | Factor | | | | |
|----------|------------|-------------|-------------|------------|------------|
| | 1 | 2 | 3 | 4 | 5 |
| 46 | -.06 | -.80 | -.06 | .10 | .15 |
| 9 | .06 | -.79 | -.09 | .01 | -.19 |
| 25 | .09 | -.78 | -.08 | -.17 | .12 |
| 4 | -.03 | -.77 | -.12 | -.04 | -.02 |
| 37 | .10 | -.76 | .16 | .09 | -.01 |
| 28 | -.13 | -.76 | -.19 | .08 | -.05 |
| 30 | -.13 | -.66 | -.07 | .08 | -.11 |
| 11 | .22 | -.64 | .11 | -.15 | -.03 |
| 51 | .10 | -.55 | .03 | .03 | -.08 |
| 27 | -.18 | -.50 | .05 | -.04 | .10 |
| 33 | .04 | -.49 | -.32 | .25 | -.02 |
| 18 | .20 | -.47 | .02 | .20 | .09 |
| 13 | -.18 | .06 | -.87 | .06 | -.07 |
| 14 | .10 | .02 | -.78 | .00 | -.11 |
| 15 | .14 | .23 | -.66 | -.04 | .14 |
| 12 | .11 | -.01 | -.61 | .15 | -.06 |
| 5 | .18 | -.30 | -.52 | -.06 | .21 |
| 48 | .10 | -.05 | -.49 | -.09 | .40 |
| 47 | .03 | -.25 | -.42 | .01 | .07 |
| 8 | .10 | -.32 | -.37 | .24 | .24 |
| 2 | .29 | -.09 | -.33 | .18 | .18 |
| 20 | -.07 | -.03 | .05 | .76 | -.09 |
| 43 | .11 | .02 | -.20 | .59 | .19 |
| 44 | .30 | -.18 | -.16 | .33 | .17 |
| 39 | .08 | -.04 | .05 | -.11 | .78 |
| 35 | -.02 | .07 | -.08 | .09 | .69 |
| 19 | -.04 | .14 | -.19 | .37 | .54 |
| 1 | .37 | .01 | -.11 | .02 | .51 |
| 52 | .21 | -.36 | -.10 | -.11 | .49 |
| 34 | -.02 | -.16 | .03 | .35 | .48 |
| 41 | .40 | .20 | .10 | .13 | .42 |
| 38 | .27 | .13 | -.03 | .34 | .42 |
| 40 | .23 | .22 | .13 | .20 | .37 |

Table 19 (continued)

| Factor | | | | | |
|--------------------------------|------|------|------|-----|---|
| SPI Item | 1 | 2 | 3 | 4 | 5 |
| Factor Intercorrelation Matrix | | | | | |
| Factor | | | | | |
| Factor | 1 | 2 | 3 | 4 | 5 |
| 1 | — | | | | |
| 2 | -.21 | — | | | |
| 3 | -.43 | .27 | — | | |
| 4 | .30 | -.15 | -.29 | — | |
| 5 | .42 | .07 | -.18 | .24 | — |

Note. Factor loadings $\geq .30$ are in bold.

Text of the items assigned to each factor is presented in Appendix N.

We created SPI composites for each of these factors by creating unit-weighted composites of the items that comprised them.

Generalizability Study to Determine Reliability of SPI Composites

After determining what social performance dimensions we would use for further analysis, we used generalizability theory to estimate the interrater reliability of each dimension. Generalizability theory is based on analysis of variance and allows researchers to estimate multiple sources of error variance (e.g., items, raters) within a single design called a generalizability study. The generalizability coefficient, or G-coefficient, represents the ratio of true score variance to true score variance plus all sources of error. The difference between a G-coefficient and a typical reliability coefficient is that many sources of error can be estimated at once, as opposed to only estimating a single source of error at a time (DeShon, 2002).

In this research, we had two sources of error variance in the performance ratings: (1) variance due to items, and (2) variance due to raters. Our design was $(r : p) \times i$, or raters nested within ratees and crossed with items. This is because each ratee was rated by a unique set of raters on the same set of items.

To compute the G-coefficient, we conducted an analysis of variance to break the variance in the ratings into the following components: (a) variance due to ratees, (b) variance due to items, (c) variance due to the ratee \times item interaction, (d) variance due to the combined rater main effect and ratee \times rater interaction, and (e) variance due to an undifferentiated rater \times item plus ratee \times rater \times item plus residual effect. We were most interested in the consistency of the relative ranking of persons across conditions, so we computed G-coefficients based on a relative definition of error rather than an absolute definition of error (DeShon, 2002). The relative error term is computed using the following formula (Shavelson & Webb, 1991):

$$\sigma_{Rel}^2 = \frac{\sigma_{pi}^2}{n_i} + \frac{\sigma_{r,pr}^2}{n_r} + \frac{\sigma_{ri,pri,e}^2}{n_i n_r}, \quad (1)$$

where σ_{Rel}^2 is relative error variance, σ_{pi}^2 is variance due to the ratee \times item interaction, $\sigma_{r,pr}^2$ is variance due to the combined rater main effect and ratee \times rater interaction, $\sigma_{ri,pri,e}^2$ is variance due to the undifferentiated rater \times item plus ratee \times rater \times item plus residual effect, n_i is number of items, and n_r is number of raters. Because each ratee had a different number of raters, we used the mean number of raters as the value for n_r .

The G-coefficient is computed using the following formula (DeShon, 2002):

$$\rho^2 = \frac{\sigma_p^2}{\sigma_p^2 + \sigma_{Rel}^2}, \quad (2)$$

where σ_p^2 is variance due to rates.

Table 20 contains G-coefficients and variance components for each of the five performance dimensions. G-coefficients were .40 for Supervision, .52 for Social Appropriateness, .37 for Interpersonal Sensitivity, .51 for Handling Social Challenges, and .63 for Social Presence. If we adjust the G-coefficients down to a single item and a single rater, the mean G-coefficient across dimensions is .141. This is similar to the mean G-coefficient across studies reviewed by Greguras and Robie (1998) of .158. These studies used the same $(r : p) \times i$ design we used, so they are directly comparable.

Table 20
Variance Components and G-Coefficients for Each Performance Dimension

| Component | Supervision | Inappropriate | Sensitivity | Diffusion | Presence |
|---------------------|--------------|---------------|--------------|--------------|--------------|
| σ_p | 0.084 | 0.122 | 0.09 | 0.185 | 0.226 |
| σ_i | 0.02 | 0.071 | 0.032 | 0.106 | 0.119 |
| σ_{pi} | 0.024 | 0.046 | 0.028 | 0.063 | 0.069 |
| $\sigma_{r,pr}$ | 0.241 | 0.236 | 0.305 | 0.256 | 0.209 |
| $\sigma_{ri,pri,e}$ | 0.528 | 0.481 | 0.496 | 0.548 | 0.64 |
| # Items | 9 | 16 | 9 | 4 | 7 |
| Mean raters | 2.4025 | 2.4025 | 2.4025 | 2.4025 | 2.4025 |
| G-coefficient | .3974 | .5178 | .3704 | .5078 | .6262 |
| 1 item, 1 rater | .0958 | .1379 | .0979 | .1759 | .1976 |

Note. p = Ratee, i = Item, r = Rater.

*Zero-Order Correlations between Indirect Social Performance Determinants and
Direct Social Performance Determinants*

Before computing correlations between variables obtained from separate measures, we standardized all variable scores within university. We did this because we found that there were significant differences between ROTC units from different universities in scores on many variables. For example, mean SKT scores were much higher for cadets from Colorado State University than for cadets from the University of South Florida. This may be because some schools are more selective than others, some schools may tend to have more cadets with prior military experience than others, or some ROTC units may provide more opportunities to acquire social knowledge than others. The problem is, differences between universities on predictor variables would likely not also translate to similar differences on criterion variables. This is because performance ratings tend to be made on a relative basis rather than an absolute basis. In other words, raters tend to compare the ratee to other cadets with whom they are familiar and make ratings based on how the ratee compares to the norm group. Therefore, the average ratee from one university will likely receive about the same rating as the average ratee from another university, even if average performance is much higher at one university than another. To the extent that this happens, the correlation between a predictor and a criterion will be attenuated because differences on the predictor are not reflected by differences in the criterion.

By standardizing within universities, mean differences across universities are eliminated, and the correlation between variables is a better reflection of the true relationship. We used this approach for all measures even when there was no reason to expect mean differences across universities, because all variables would be included in our structural equation models and we wanted to be consistent in the approach that we used. When there are no differences across universities, standardizing within university will have no effect on the correlation.

Table 21 shows zero-order correlations between the indirect performance determinants and the five domain-specific social motivation composites in this research. IPTs showed relatively high correlations with the motivation composites. Warmth had the greatest overlap with the social motivation domain, with correlations ranging from .45 to .56 across the five social motivation composites. Of the 12 IPT measures, only Empathy and Self-Monitoring had correlations that failed to reach statistical significance for one or more of the social motivation composites. Within the social intelligence domain, Social Memory and Social Insight both had considerable overlap with the social motivation domain. These two scales had correlations ranging from .30 to .46 with the five motivation composites. By contrast, Social Planning Ability was uncorrelated with the social motivation domain, and the O'Sullivan and Guilford BCTs were also relatively uncorrelated with the social motivation domain. The only correlations between the BCTs and social motivation composites that reached statistical significance were negative. For example, the Guilford composite correlated $r = -.20$ ($p < .05$) with the Social Presence Motivation composite. The WPT was uncorrelated with the social motivation domain.

Table 21
Zero-Order Correlations Between Indirect Performance Determinants and Motivation Composites

| Indirect Performance Determinant | Motivation Composite | | | | |
|----------------------------------|------------------------|---------------------------------|------------------------|--------------------------------|----------------------------|
| | Supervision Motivation | Appropriate Behavior Motivation | Sensitivity Motivation | Handling Challenges Motivation | Social Presence Motivation |
| Warmth | .56 | .53 | .48 | .49 | .45 |
| Sociability | .53 | .34 | .35 | .33 | .28 |
| Social Influence | .45 | .39 | .32 | .36 | .32 |
| Social Calmness | .34 | .26 | .18 | .35 | .25 |
| Social Connectedness | .37 | .27 | .26 | .26 | .25 |
| Non-Aggressiveness | .25 | .29 | .22 | .24 | .21 |
| Social Openness | .35 | .47 | .25 | .26 | .36 |
| Social Self-Confidence | .45 | .40 | .38 | .43 | .36 |
| Team Orientation | .39 | .31 | .29 | .26 | .25 |
| Empathy | .26 | .27 | .18 | .02 | .14 |
| Charisma | .50 | .50 | .37 | .40 | .34 |
| Self Monitoring | .12 | .11 | .12 | .29 | .12 |
| Social Memory | .46 | .44 | .35 | .36 | .30 |
| Social Insight | .40 | .46 | .39 | .44 | .42 |
| Social Planning Ability | .04 | .08 | -.13 | -.05 | -.08 |
| Cartoon Predictions | -.12 | -.19 | -.06 | -.05 | -.16 |
| Missing Cartoons | -.12 | -.09 | -.13 | -.01 | -.14 |
| Social Translations | -.01 | -.04 | -.02 | .03 | -.16 |
| O'Sullivan & Guilford Composite | -.12 | -.15 | -.08 | -.01 | -.20 |
| Wonderlic | -.01 | .04 | -.01 | .01 | -.06 |

Note. $n = 150$. Correlations $\geq |.16|$ are significant at $p \leq .05$. Correlations are based on variable scores standardized within university.

Table 22 shows zero-order correlations between the indirect performance determinants and SKT scores. The WPT correlated .26 ($p < .05$) with the SKT composite. The highest correlations between IPTs and SKT composite involved the Empathy scale ($r = .24, p < .05$) and the Non-aggressiveness scale ($r = .22, p < .05$). Within the social intelligence domain, significant correlations with the SKT composite were found for the Social Insight scale and a unit-weighted composite of the three O'Sullivan and Guilford BCTs (hereafter referred to as the "O'Sullivan & Guilford Composite") (both $r = .17, p < .05$). It is also noteworthy that several correlations between indirect performance determinants and individual SKT scenario total-scores were quite high. For example, Non-aggressiveness correlated $r = .31$ ($p < .05$) with the Scenario 17 total-score. In that scenario, the focal character must calm NCO subordinates who are having an argument over scarce resources. Similarly, the Empathy scale correlated $r = .34$ ($p < .05$) with the Scenario 13 total-score. In that scenario, the focal character conducts a debriefing in an abrasive and immature manner that ignores the feelings of his subordinates.

Table 22

Zero-Order Correlations Between Indirect Performance Determinants and SKT Scenario-Total Scores and SKT Composite

| Indirect Performance Determinant | SKT Scenario | | | | | | | | | | | | | | | | | | | | SKT Total |
|----------------------------------|--------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| Warmth | .00 | .09 | .05 | .05 | .02 | .05 | .17 | .18 | .08 | .03 | -.07 | .06 | .15 | -.01 | .06 | .05 | .10 | .14 | -.06 | .18 | .18 |
| Sociability | .07 | -.06 | .10 | -.01 | -.06 | .05 | -.01 | .08 | -.04 | -.04 | -.14 | -.02 | .06 | -.03 | .08 | -.18 | .02 | .13 | -.09 | .02 | -.02 |
| Social Influence | .03 | .06 | -.05 | .09 | .04 | .02 | .06 | .03 | .07 | .09 | -.12 | -.04 | .08 | .01 | .08 | .05 | .01 | .19 | .03 | .05 | .10 |
| Social Calmness | -.08 | .08 | -.05 | .07 | -.04 | -.05 | -.01 | .00 | .06 | -.01 | -.10 | -.07 | -.03 | -.06 | .11 | .02 | .08 | .26 | .01 | -.04 | .01 |
| Social Connectedness | -.04 | .17 | -.02 | .07 | -.06 | .16 | .11 | -.01 | .00 | .16 | -.06 | .06 | .06 | .08 | .11 | .09 | .18 | .13 | -.03 | .08 | .15 |
| Non-Aggressiveness | -.01 | .21 | -.01 | -.01 | .00 | .17 | .11 | .01 | .03 | .09 | -.08 | .13 | .17 | .23 | .06 | .13 | .31 | .00 | -.05 | .14 | .22 |
| Social Openness | .01 | .22 | -.07 | .04 | .09 | -.06 | -.01 | .04 | .09 | .06 | -.06 | .07 | .14 | .07 | -.02 | -.07 | .11 | .04 | .01 | .05 | .09 |
| Social Self-Confidence | .09 | .00 | .02 | .03 | -.04 | .05 | .04 | .12 | .06 | -.06 | -.15 | -.11 | -.06 | -.02 | -.05 | .01 | .00 | .07 | -.08 | -.02 | -.01 |
| Team Orientation | .09 | .08 | .03 | .10 | -.04 | .13 | .10 | -.04 | -.01 | .12 | -.02 | .06 | .17 | .06 | .11 | -.06 | .13 | .07 | -.11 | .10 | .13 |
| Empathy | -.03 | .16 | .01 | .03 | .14 | -.03 | .11 | .15 | .10 | .00 | .11 | .17 | .34 | .05 | .13 | -.03 | .21 | .00 | .03 | .18 | .24 |
| Charisma | .04 | -.01 | -.06 | -.08 | .04 | .04 | -.01 | .14 | -.02 | -.09 | -.08 | -.02 | .06 | .04 | .00 | -.05 | -.07 | .11 | -.11 | .11 | .00 |
| Self Monitoring | .00 | .13 | .00 | .09 | -.06 | .09 | -.05 | .13 | .02 | .02 | -.03 | -.10 | -.11 | .03 | .03 | .00 | -.16 | .02 | .05 | -.04 | .02 |
| Social Memory | .02 | .08 | .01 | -.11 | -.03 | -.05 | .03 | .07 | -.02 | -.02 | -.12 | .19 | .06 | .02 | .14 | -.17 | .16 | .11 | -.07 | .07 | .04 |
| Social Insight | -.03 | .17 | -.04 | .13 | .13 | .08 | .01 | .08 | -.04 | -.05 | -.01 | .07 | .09 | .03 | .03 | .05 | .11 | .22 | .02 | .23 | .17 |
| Social Planning Ability | .09 | -.18 | -.13 | -.01 | -.03 | -.07 | -.12 | .08 | .01 | .01 | .00 | -.21 | -.05 | .05 | -.09 | -.08 | -.24 | -.03 | .05 | -.07 | -.12 |
| Cartoon Predictions | .04 | .01 | .01 | .04 | .09 | .07 | .14 | .06 | .08 | -.01 | .10 | -.04 | .08 | .04 | -.05 | .05 | -.17 | .14 | .09 | .02 | .11 |
| Missing Cartoons | .08 | .12 | .08 | -.08 | .15 | -.06 | .14 | -.08 | .07 | .06 | .08 | .01 | .14 | .08 | -.06 | .00 | -.07 | .04 | .18 | .14 | .13 |
| Social Translations | -.04 | .12 | .06 | -.11 | .07 | .01 | -.07 | -.05 | .08 | .14 | .13 | .01 | .24 | .08 | .00 | .12 | .09 | -.08 | .09 | .14 | .13 |
| O'Sullivan & Guilford Composite | .04 | .11 | .07 | -.06 | .15 | .00 | .09 | -.02 | .10 | .09 | .15 | .00 | .22 | .09 | -.05 | .07 | -.06 | .05 | .17 | .13 | .17 |
| Wonderlic | .16 | .02 | .16 | .03 | -.02 | .12 | .19 | .02 | .07 | .19 | .16 | -.04 | .20 | .23 | -.03 | .27 | .00 | .01 | .21 | .08 | .26 |

Note. $n = 149-150$. SKT Total is SKT unit-weighted composite score. Correlations $\geq |.16|$ are significant at $p \leq .05$. Correlations across instruments are based on variable scores standardized within university.

Validity Analyses

Zero-Order Correlations between Indirect Social Performance Determinants and Social Performance Composites

Table 23 shows correlations between indirect performance determinants and the five social performance composites. This table shows that the WPT correlates with the Effective Supervision, Interpersonal Sensitivity, and Social Presence composites. The Guilford BCTs and Guilford composite are uncorrelated with any of the social performance composites, though the Guilford composite does show a marginally significant correlation with Interpersonal Sensitivity ($r = .13, p = .10$). Of the three SCI social intelligence scales, only Social Insight shows positive and significant correlations with any of the social performance composites. Social Memory is essentially uncorrelated with social performance, with the exception of a significant negative correlation of $r = -.17 (p < .05)$ with the Social Appropriateness composite. Similarly, Social Planning Ability shows negative and significant correlations with the Social Appropriateness ($r = -.22, p < .05$) and Interpersonal Sensitivity ($r = -.17, p < .05$) composites.

IPTs show greater overlap with the social performance domain, especially with the Social Appropriateness, Interpersonal Sensitivity, and Social Presence composites. The highest correlation was between the SCI Social Influence scale and the Social Presence composite ($r = .37, p < .05$). Other correlates of the Social Presence composite are Social Calmness, Non-aggressiveness (negatively), Social Self-Confidence, and Charisma. Positive and significant correlates of the Interpersonal Sensitivity composite included Warmth, Social Openness, and Empathy, all of which are clearly related to this performance composite. The highest correlates of the Effective Supervision composite were Social Self-Confidence ($r = .16, p = .05$) and Social Influence ($r = .15, p = .06$). Corrected for criterion unreliability, these validity coefficients reached .25 and .24, respectively. With the exception of a positive significant correlation between Non-aggressiveness and the Social Appropriateness composite, there were several significant negative correlations between IPTs and the Social Appropriateness composite that are somewhat difficult to explain (e.g., Sociability, Social Influence, and Charisma all correlated negatively and significantly with the Social Appropriateness composite).

Table 23
Zero-Order Correlations Between Indirect Performance Determinants
and Social Performance Composites

| Indirect Performance Determinant | Social Performance Composite | | | | |
|----------------------------------|------------------------------|------------------------|---------------------------|----------------------------|-----------------|
| | Effective Supervision | Social Appropriateness | Interpersonal Sensitivity | Handling Social Challenges | Social Presence |
| Warmth | .09 (.14) | -.05 (-.07) | .23 (.38) | .01 (.01) | .02 (.03) |
| Sociability | .00 (.00) | -.20 (-.28) | .10 (.16) | .11 (.15) | .13 (.16) |
| Social Influence | .15 (.24) | -.24 (-.33) | .02 (.03) | .13 (.18) | .37 (.47) |
| Social Calmness | .12 (.19) | -.04 (-.06) | .10 (.16) | .18 (.25) | .24 (.30) |
| Social Connectedness | .04 (.06) | .03 (.04) | .13 (.21) | .06 (.08) | .04 (.05) |
| Non-Aggressiveness | .06 (.09) | .18 (.25) | .13 (.21) | -.13 (-.18) | -.19 (-.24) |
| Social Openness | .10 (.16) | .02 (.03) | .22 (.36) | .05 (.07) | .02 (.03) |
| Social Self-Confidence | .16 (.25) | .01 (.01) | .22 (.36) | .14 (.20) | .20 (.25) |
| Team Orientation | -.05 (-.08) | -.12 (-.17) | .06 (.10) | .03 (.04) | .01 (.01) |
| Empathy | .08 (.13) | .01 (.01) | .18 (.30) | -.01 (-.01) | .04 (.05) |
| Charisma | .04 (.06) | -.19 (-.26) | .10 (.16) | .08 (.11) | .16 (.20) |
| Self Monitoring | .00 (.00) | -.16 (-.22) | -.02 (-.03) | .09 (.13) | .13 (.16) |
| Social Memory | -.02 (-.03) | -.17 (-.24) | .10 (.16) | -.05 (-.07) | .04 (.05) |
| Social Insight | .15 (.24) | .04 (.06) | .15 (.25) | .14 (.20) | .20 (.25) |
| Social Planning Ability | -.07 (-.11) | -.22 (-.31) | -.17 (-.28) | -.08 (-.11) | .03 (.04) |
| Cartoon Predictions | .01 (.02) | -.03 (-.04) | .09 (.15) | .07 (.10) | .08 (.10) |
| Missing Cartoons | .04 (.06) | -.07 (-.10) | .09 (.15) | .13 (.18) | .11 (.14) |
| Social Translations | .01 (.02) | -.06 (-.08) | .11 (.18) | .00 (.00) | .01 (.01) |
| O'Sullivan & Guilford Composite | .02 (.03) | -.08 (-.11) | .13 (.21) | .10 (.14) | .10 (.13) |
| Wonderlic | .26 (.41) | .09 (.12) | .21 (.35) | .10 (.14) | .20 (.25) |

Note. $n = 149-150$. Correlations $\geq |.16|$ are significant at $p \leq .05$. Validity coefficients corrected for attenuation due to criterion unreliability are shown in parentheses. Correlations are based on variable scores standardized within university.

Zero-Order Correlations between Direct Social Performance Determinants and Social Performance Composites

Table 24 shows zero-order correlations between the domain-specific social motivation composites and the social performance composites. We expected to see a clear pattern of convergent and discriminant validity (i.e., relatively high correlations on the diagonal and substantially lower correlations on the off-diagonal elements of the correlation matrix). This pattern of correlations was not observed. The values of the diagonal did not reach statistical significance, and in every case but one, a social motivation composite other than the one mapped

onto a specific social performance composite had the highest correlation with that social performance composite.

Table 24
Zero-Order Correlations Between Direct Performance Determinants and Social Performance Composites: Motivation Composites

| Motivation Composite | Social Performance Composite | | | | |
|---------------------------------------|------------------------------|------------------------|---------------------------|----------------------------|-----------------|
| | Effective Supervision | Social Appropriateness | Interpersonal Sensitivity | Handling Social Challenges | Social Presence |
| Effective Supervision Motivation | .14 (.22) | -.02 (-.03) | .20 (.33) | .06 (.08) | .14 (.18) |
| Social Appropriateness Motivation | .14 (.22) | .00 (.00) | .14 (.23) | -.07 (-.10) | .09 (.11) |
| Interpersonal Sensitivity Motivation | -.02 (-.01) | .03 (.04) | .07 (.12) | -.12 (-.17) | .00 (.00) |
| Handling Social Challenges Motivation | .07 (.11) | .00 (.00) | .11 (.18) | -.03 (-.04) | .03 (.04) |
| Social Presence Motivation | -.01 (-.02) | .03 (.04) | .00 (.00) | -.16 (-.22) | -.06 (-.08) |

Note. $n = 150$. Correlations $\geq |.16|$ are significant at $p \leq .05$. Validity coefficients corrected for attenuation due to criterion unreliability are shown in parentheses. Correlations are based on variable scores standardized within university.

Table 25 shows zero-order correlations between the SKT composite and the social performance composites. The SKT composite has statistically and practically significant correlations with the Effective Supervision, Interpersonal Sensitivity, and Social Presence composites. It was uncorrelated with the Social Appropriateness and Handling Social Challenges composites.

Table 25 also shows zero-order correlations between the SKT scenario total scores and the social performance composites. The most predictive SKT scenarios were Scenario 7 (a post-training flight debriefing meeting) and Scenario 16 (in which an officer meets with his superior officer to discuss his plan for revision of the unit's physical training plan). The majority of scenarios correlated at useful levels with at least one of the social performance composites.

The general pattern of correlations does not suggest that each SKT scenario measures a single construct. The results are more suggestive of scenario-total scores being inherently multidimensional in a manner similar to situational judgment tests (Schmitt & Chan, 1998). That said, some of the correlations between SKT scenario-total scores and social performance composites are quite interpretable, and that interpretability merits comment. For example, Scenario 7 (the post-training flight debriefing meeting conducted by an Army captain) correlates quite highly with the Effective Supervision composite ($r = .25$, $p < .05$, corrected $r = .40$). This makes sense because the scoring criteria for this scenario focus on deflecting blame from self to subordinates, joining in the immature behavior of subordinates, putting subordinates on the defensive, and failing to intercede when a subordinate is inappropriately teased by the other subordinates in the meeting.

Table 25

Zero-Order Correlations Between Direct Performance Determinants and
Social Performance Composites: SKT Scenario-Total Scores and SKT Composite

| SKT Scenario with Description | Social Performance Composite | | | | |
|--|------------------------------|---------------------------|------------------------------|----------------------------------|--------------------|
| | Effective Supervision | Social Appropriateness | Interpersonal Sensitivity | Handling Social Challenges | Social Presence |
| 1. Public Feedback to Subordinate | .03 (.05) | -.11 (-.15) | .02 (.03) | -.07 (-.10) | .00 (.00) |
| 2. Briefing Superior Officer | .04 (.06) | .08 (.11) | .07 (.12) | -.02 (-.03) | .03 (.04) |
| 3. Two Peers Negotiating Over Duty Assignment | .15 (.24) | -.03 (-.04) | .15 (.25) | .07 (.10) | .07 (.09) |
| 4. Team Determining Appropriate Punishment of Enlisted Soldier | .21 (.33) | .12 (.17) | .09 (.15) | .10 (.14) | .13 (.16) |
| 5. Newly-Assigned Officer Addressing Troops for First Time | .10 (.16) | .04 (.06) | .17 (.28) | .10 (.14) | .04 (.05) |
| 6. One Officer Asking for Help from a Peer | .10 (.16) | .11 (.15) | .16 (.26) | -.01 (-.01) | -.11 (-.14) |
| 7. Post-Training Flight Debriefing | .25 (.40) | .08 (.11) | .18 (.30) | .03 (.04) | .18 (.23) |
| 8. Three Officers (Peers) Socializing After Studying for Advancement Examinations | .07 (.11) | .07 (.10) | -.01 (-.02) | -.02 (-.03) | .03 (.04) |
| 9. Meeting with Superior Officer to Determine Appropriate Punishment for Enlisted Soldier | .11 (.17) | -.14 (-.19) | -.01 (-.02) | -.08 (-.11) | .11 (.14) |
| 10. Officer new to unit eating a meal with peers to get acquainted | .15 (.24) | .01 (.01) | .09 (.15) | .03 (.04) | .07 (.09) |
| 11. NCO meeting with superior to discuss sexual harassment by another NCO in their unit | .12 (.19) | .04 (.06) | .19 (.31) | .10 (.14) | .09 (.11) |
| 12. Officer conducting performance evaluation of NCO in his unit | -.06 (-.09) | -.01 (-.01) | .04 (.07) | -.06 (-.08) | -.03 (-.04) |
| 13. Drunken NCO at social hour | .14 (.22) | .02 (.03) | .18 (.30) | .01 (.01) | .07 (.09) |

Table 25 (Continued)

| SKT Scenario with Description | Social Performance Composite | | | | |
|--|------------------------------|------------------------|---------------------------|----------------------------|-----------------|
| | Effective Supervision | Social Appropriateness | Interpersonal Sensitivity | Handling Social Challenges | Social Presence |
| 14. Officer delivering apology to peer he has maligned | .10 (.16) | -.03 (-.04) | .06 (.10) | .06 (.08) | .09 (.11) |
| 15. Officer questioning remedial assignment by roommate teaching training course he is taking | .03 (.05) | -.07 (-.10) | -.03 (-.05) | -.07 (-.10) | .09 (.11) |
| 16. Officer meeting with superior officer to discuss officer's recommendations for revision of unit's physical training plan | .25 (.40) | .23 (.32) | .16 (.26) | .09 (.13) | .16 (.20) |
| 17. Officer encounters two NCOs under his command who are arguing about a problem they are having working together | .20 (.32) | .13 (.18) | .18 (.30) | .04 (.06) | .12 (.15) |
| 18. Officer meets with his replacement one joining new unit | .09 (.14) | -.02 (-.03) | .01 (.02) | .05 (.07) | .12 (.15) |
| 19. Officer counsels a Soldier who has recently been having performance problems | .16 (.25) | .09 (.12) | .07 (.12) | -.05 (-.07) | .12 (.15) |
| 20. Officer encounters NCO whose wife has just left him | .05 (.08) | .01 (.01) | .05 (.08) | -.03 (-.04) | .00 (.00) |
| SKT Composite | .30 (.47) | .06 (.08) | .23 (.38) | .03 (.04) | .19 (.24) |

Note. $n = 160$. Correlations $\geq |.15|$ are significant at $p < .05$. Validity coefficients corrected for attenuation due to criterion unreliability are shown in parentheses. Correlations are based on variable scores standardized within university.

The significant correlation between Scenario 7 and the Social Presence composite ($r = .18$, $p < .05$, corrected $r = .23$) also makes sense, especially in light of the fact that one of the items loading saliently on that factor is “keeps subordinates focused on unit’s mission during meetings or gatherings of unit personnel.” The significant correlation between Scenario 7 and the Interpersonal Sensitivity composite ($r = .18$, $p < .05$, corrected $r = .30$) is also quite interpretable

in light of the fact that the Interpersonal Sensitivity composite encompasses behaviors such as making subordinates feel free to talk about their problems and being attentive to their needs.

Another example of a highly interpretable correlation is that between the SKT scenario-total score for SKT Scenario 11 and the Interpersonal Sensitivity composite ($r = .19, p < .05$, corrected $r = .31$). In that scenario, an officer must address a female NCO who is very upset, stating that she has been sexually harassed by another NCO in the unit.

Yet another example is the correlation between SKT Scenario 16 and the Social Appropriateness composite ($r = .23, p < .05$, corrected $r = .32$). In this scenario, an officer meets with his superior officer to discuss recommendations he is making for revision of the unit's physical training plan. In doing so, he behaves arrogantly, is overly critical, interrupts his superior officer, and then becomes overly deferential when he finds out the previous physical training plan he has been criticizing was actually written by this superior officer. This is consistent with many behaviors loading saliently on the Social Appropriateness composite. This scenario also had a rather substantial correlation with the Effective Supervision composite ($r = .25, p < .05$, corrected $r = .40$). Perhaps the arrogant, critical behavior targeted in this scenario would translate into lack of knowledge about the need to not be overly critical when delivering negative feedback to subordinates and the need to be sensitive to the feelings of those one is supervising.

Yet another example is the significant correlation between SKT Scenario 13, in which a lieutenant must deal with a drunken NCO at a social hour, and the Interpersonal Sensitivity composite ($r = .18, p < .05$, corrected $r = .30$). In this scenario, the drunken Soldier gets chewed out publicly by the lieutenant, which is certainly insensitive behavior, especially given the fact that the lieutenant fails to take into account the extenuating circumstance that the Soldier has just been passed over for promotion. On the other hand, he does make sure that the drunken Soldier is escorted back to his barracks, which is a positive indicator of Interpersonal Sensitivity performance. Another targeted behavior in SKT Scenario 13 involves inappropriate violation of physical space. This is also part of the Interpersonal Sensitivity performance composite, and adds further to the interpretability of this significant validity coefficient.

Formulation of Structural Equation Models

Identifying Variables to Include in Structural Equation Models

Factor Analysis of Exogenous Variables

Because of the large number of indirect performance determinants (i.e., exogenous variables) included in this research, we conducted a principal axis factor analysis to reduce the number of variables to a smaller number of factors. A parallel analysis suggested five factors were appropriate. The pattern matrix after Promax rotation and factor intercorrelation matrix are presented in Table 26. An unexpected result was that the Social Planning Ability and Social Memory scales loaded on factors with other SCI-2 scales that were included as measures of IPTs. We had expected these to load on the same factor as Social Insight and the Guilford composite to create a social intelligence factor (though we also allowed for the possibility that Social Planning Ability would be distinct from the other social intelligence variables, which relate more to the

understanding aspect of social intelligence; see discussion above). Based on these factor analytic results, we determined that Social Planning Ability and Social Memory should be classified as IPTs. Because the Guilford composite loaded on the same factor as the WPT, and the Social Insight scale did not load on the same factor as any of the other indirect performance determinants, we decided that Social Insight and the Guilford composite should be kept separate rather than be considered different indicators of the same social intelligence construct.

Table 26
Principal Axis Factor Analysis of Exogenous Variables:
Promax-Rotated Pattern Matrix and Factor Intercorrelation Matrix

| Variable | Factor | | | | |
|---------------------------------|-------------|------------|-------------|------------|------------|
| | 1 | 2 | 3 | 4 | 5 |
| Social Calmness | .99 | -.28 | .14 | .04 | .10 |
| Social Influence | .77 | .03 | -.22 | .09 | .16 |
| Social Self-Confidence | .68 | .07 | -.01 | .04 | .09 |
| Sociability | .62 | .42 | -.09 | -.10 | -.27 |
| Social Connectedness | .50 | .19 | .39 | -.15 | .09 |
| Empathy | -.31 | .80 | .16 | .12 | .06 |
| Warmth | .26 | .68 | .10 | .01 | .11 |
| Charisma | .34 | .51 | -.31 | -.07 | .18 |
| Social Memory | .16 | .39 | -.17 | -.12 | .17 |
| Team Orientation | .34 | .39 | .29 | -.06 | -.11 |
| Social Openness | .08 | .36 | .09 | .18 | .28 |
| Non-Aggressiveness | -.08 | .17 | .66 | -.02 | .22 |
| Social Planning | -.11 | .01 | -.59 | -.01 | .07 |
| Self-Monitoring | .32 | -.02 | -.44 | .08 | .09 |
| O'Sullivan & Guilford Composite | .11 | .09 | .01 | .98 | -.07 |
| Wonderlic | -.08 | -.02 | -.09 | .32 | .12 |
| Social Insight | .31 | .15 | .05 | -.02 | .65 |

Factor Intercorrelation Matrix

| Factor | Factor | | | | |
|--------|--------|------|------|------|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 | — | | | | |
| 2 | .48 | — | | | |
| 3 | -.07 | .16 | — | | |
| 4 | -.14 | -.17 | -.02 | — | |
| 5 | .23 | .13 | -.17 | -.08 | — |

Note. Factor loadings $\geq .30$ are in bold.

We attempted a confirmatory factor analysis to confirm the factor structure identified through exploratory factor analysis using LISREL 8 (Jöreskog & Sörbom, 1993), but had difficulty because of the large number of cross-loadings that had to be estimated. In other words, many personality variables had significant loadings on multiple factors. This led to the problem of a large number of parameters that would have to be estimated to arrive at a measurement model with adequate fit. Jackson (2003) indicated that the sample size necessary in structural equation modeling is related to the number of parameters estimated in the model. With a large number of parameter estimates, our sample size would be too small to have confidence in the results.

Reducing the Number of Variables

To minimize the number of parameters to be estimated and ensure that only relevant variables were included in structural equation models, we examined the correlation matrix between indirect performance determinants (i.e., measures of IPTs, social intelligence, and general cognitive ability) and performance dimensions. Because the general model to be tested posited that the relationship between indirect performance determinants and social job performance is mediated by social knowledge and motivation, we excluded measures of indirect performance determinants that did not have a relationship with any performance dimension. It would be meaningless to test a mediating model for variables that do not have a significant zero-order correlation with performance. We sought to explain relationships between variables with a mediating model, so we only included variables that had a significant relationship between indirect performance determinants and the performance domain.

Personality Factors. The following IPT scales were excluded from SEM analyses because they did not have a significant correlation with at least one performance dimension: (a) Social Memory, (b) Self-Monitoring, (c) Social Connectedness, (d) Sociability, and (e) Team Orientation. Because we were using maximum likelihood estimation in our LISREL models, we conducted a maximum likelihood factor analysis of the eight remaining personality scales with Promax rotation. The pattern matrix and factor intercorrelation matrix is presented in Table 27. The factor analysis yielded three interpretable factors, which we labeled and defined as follows:

Social Mastery consists of Social Influence, Social Calmness, and Social Self-Confidence. Individuals scoring highly on this factor have no worries about their social interactions, are in control of those interactions, and know they are in control of those situations. They are masters of their social landscape.

Social Engagement consists of Warmth, Empathy, and Charisma. Individuals scoring highly on this factor engage others in the sense that they are approachable and likable, and able to get on the same emotional wavelength as those with whom they interact. This confluence of characteristics enables them to inspire others, and draw them in with the magnetism that characterizes charismatic individuals.

Social Cunning consists of Social Planning Ability and Non-Aggressiveness. Individuals scoring highly on this factor will tend to display vindictive and calculating behavior in which the goals served by Social Planning Ability are likely to involve “using” others rather than benefiting them.

Table 27
 Maximum Likelihood Factor Analysis of Personality Scales
 Predictive of At Least One Performance Dimension:
 Promax-Rotated Pattern Matrix and Factor Intercorrelation
 Matrix

| Scale | Factor | | |
|------------------------|------------|------------|-------------|
| | 1 | 2 | 3 |
| Social Calmness | .99 | -.17 | .18 |
| Social Influence | .79 | .11 | -.20 |
| Social Self-Confidence | .66 | .25 | .01 |
| Warmth | .37 | .76 | .26 |
| Empathy | -.13 | .61 | .27 |
| Charisma | .51 | .60 | -.25 |
| Social Planning | -.03 | -.07 | -.59 |
| Non-Aggressiveness | -.05 | .22 | .58 |

| Factor Intercorrelation Matrix | | | |
|--------------------------------|--------|------|---|
| Factor | Factor | | |
| | 1 | 2 | 3 |
| 1 | — | | |
| 2 | .19 | — | |
| 3 | -.05 | -.01 | — |

Note. Factor loadings $\geq .30$ are in bold.

Social Intelligence. The Guilford composite did not have a significant correlation with any performance dimension. Although it was a significant predictor of social knowledge as measured by the SKT, a regression analysis showed that it did not predict significantly beyond the WPT. These results, combined with the factor analysis results showing that the Guilford composite and the WPT loaded on the same factor, indicate that the Guilford composite was not a good measure of social intelligence in this research. Social Insight had a significant correlation with Social Presence, and marginally significant ($p < .10$) correlations with Effective Supervision, Interpersonal Sensitivity, and Handling Social Challenges. We therefore kept Social Insight as the measure of Social Intelligence to be used to test our theory.

Creating Indicators for Latent Variables

Each construct is measured by a set of observed variables. These variables are known as indicators, and there are many different ways of creating indicators. One way is to use individual items as indicators, but this would create a very large number of parameters to be estimated, making it almost impossible to fit an adequate measurement model. According to Landis, Beal, and Tesluk (2000), creating composites of indicator variables results in better model fit than using item-level data and reduces the number of parameters estimated. Three potential methods

of creating composites for indicators are by assigning items to composites (a) randomly, (b) based on their intercorrelations, or (c) based on their factor loadings when a single factor is extracted. In a Monte Carlo study, they found that all three methods provided equally good model fit and parameter estimates.

For the social performance factors, we created indicator composites by assigning items randomly to composites. The number of composites and number of items within each composite depended on the number of items composing each factor. Our goal was to create at least three indicator composites for each factor, with approximately two to five items in each composite. Effective Supervision consisted of nine items, so we created three composites of three items each. Social Appropriateness consisted of 16 items, so we created four composites of four items each. Interpersonal Sensitivity consisted of nine items, so we created three composites of three items each. Handling Social Challenges consisted of only four items, so we created two composites of two items each. Social Presence consisted of seven items, so we created two 2-item composites and one 3-item composite.

For the SKT, we created indicator composites by assigning scenario scores randomly to composites. There were 20 scenario scores, so we created four composites consisting of five scenario scores each.

The social motivation constructs were not created based on factor analysis; they were created by matching SOBS items to the items within each performance factor. To ensure that the indicators of each motivation construct were internally consistent, we used the single-factor method to create composites. In the single-factor method, a principal components analysis is conducted on all items, extracting one factor. Composites are created by pairing the item with the highest loading on the factor with the item with the lowest loading on the factor (Landis et al., 2000). If a three-item composite is created, an item from the middle of the factor loading distribution is added to these two items. If a four-item composite is created, the items with the two highest loadings are combined with the items with the two lowest loadings. If an item had a very small loading, that indicated that the item did not fit with the other items so we eliminated it. On this basis, we eliminated one item from Social Appropriateness, one item from Interpersonal Sensitivity, and one item from Social Presence.

For Effective Supervision, we created four 2-item composites. For Social Appropriateness, we created four 3-item composites. For Interpersonal Sensitivity, we created two 2-item composites and one single-item indicator. For Handling Social Challenges, we created four single-item indicators (the LISREL model would not converge when we tried two 2-item composites). For Social Presence, we created three 2-item composites.

We also used the single-factor method to create indicator composites for Social Intelligence. We created five 4-item composites and one 3-item composite. No items were dropped because of small loadings.

We used the personality scale scores as indicators of the Social Mastery and Social Engagement personality factors (three indicators each). The measurement model would not converge with only two indicators for Social Cunning, so we created two Social Planning Ability

composites and two Non-Aggressiveness composites by randomly assigning items to composites. Thus, there were four indicators for the Social Cunning factor.

The WPT score is not amenable to breaking into more than one element, so we used the WPT as a single indicator of cognitive ability. LISREL has no way of estimating the error variance when there is only one indicator, so we provided LISREL with an estimate of the error variance using the following formula:

$$\sigma_e^2 = \sigma^2(1 - r_{xx}) \quad (3)$$

where σ^2 is the variance of the WPT and r_{xx} is its reliability. The WPT manual reports several reliability estimates. We chose the Kuder-Richardson 20 value of .88 because it represents internal consistency, which is most consistent with how LISREL estimates error variance for latent variables with multiple indicators.

Identifying Constructs to Include in Each Model

We tested five structural equation models, one for each social performance dimension. Each model included the motivation composite matched to the performance dimension, social knowledge, general cognitive ability, social intelligence, and one or two personality factors. We did not include all personality factors in each model because they were not all expected to be related to all performance dimensions. To determine what personality factor or factors to include in the model, we examined the correlations between the SCI scales loading on each factor and the particular performance dimension included in the model. A personality factor was included in the model if at least half of the scales making up the factor were significantly correlated with performance in the hypothesized direction. Social Mastery was the only personality factor included in the Effective Supervision, Handling Social Challenges, and Social Presence models. Social Cunning was the only personality factor included in the Social Appropriateness model. The Interpersonal Sensitivity model included both Social Engagement and Social Cunning.

Models Tested

We used a very structured approach to model testing to ensure that we were able to identify the best-fitting model without capitalizing on chance. We first tested the measurement model, which is the extent to which the observed variables adequately represent the latent constructs. We then tested five alternative a priori models, each of which represented a reasonable representation of the relationships between the latent variables. This approach was recommended by Millsap (2002). Each a priori model is described below:

1. Direct effects only. All exogenous variables, motivation, and social knowledge have direct paths to performance. No mediation.
2. Relationship between cognitive ability and performance mediated by social knowledge. Relationship between social intelligence and performance mediated by social knowledge. Relationship between personality and performance mediated by social knowledge and motivation.
3. Same as Model 2, adding a direct path from personality to performance. This is the general model represented in Figure 1.

4. Same as Model 3, adding a path from social intelligence to motivation.
5. Same as Model 4, adding direct paths from exogenous variables to performance.

We then tested one or more post hoc models by making minor modifications to the best-fitting a priori model. Byrne (1998) stated that the post hoc addition or deletion of paths was a reasonable way to improve model fit for structural equation models, as long as any addition of paths was theoretically meaningful and kept to a minimum. The only modifications we made were eliminating paths with nonsignificant path coefficients. Nonsignificant paths were eliminated one at a time, starting with the path with the smallest coefficient. This continued until (a) all nonsignificant paths were eliminated, or (b) model fit became significantly worse by eliminating paths.

No paths were added to any of the post hoc models. Modification indices were examined, but there was never a case in which adding a path to the best-fitting a priori model would result in a significant improvement in model fit.

Testing Model Fit

Overall Fit Statistics

A number of goodness of fit statistics are available to evaluate the fit of each model. We used four that we feel are most informative. Chi-square is a measure of the distance between the sample covariance matrix and the covariance matrix suggested by the model (Jöreskog & Sörbom, 1993). This index increases with sample size and is based on the assumption that the model holds exactly in the population. The assumption that the model holds exactly in the population may be unreasonable, so this is taken into account by Steiger's (1990) Root Mean Square Error of Approximation (RMSEA). RMSEA is really a test of whether the model fits the data reasonably well. According to Browne and Cudeck (1993), a RMSEA of .05 or less is an indication of close fit, and values as high as .08 are reasonable. More recently, Hu and Bentler (1998, 1999) recommended a RMSEA of .06 or less as an indication of close fit.

Bentler's (1990) Comparative Fit Index (CFI) compares the chi-square for the target model to the chi-square for a baseline (usually the null) model. CFI is relatively insensitive to sample size and has been shown to have desirable properties in terms of being sensitive to model misspecification (Lance & Vandenberg, 2002). Hu and Bentler (1998, 1999) recommended a CFI of at least .95 as an indication of close model fit.

Finally, the Expected Cross-Validation Index (ECVI; Browne & Cudeck, 1989) is a measure of the discrepancy between the fitted covariance matrix in the data analyzed and the expected covariance matrix that would be obtained in another sample of equal size (Jöreskog & Sörbom, 1993). It has the property of decreasing only if additional paths substantially reduce the estimate of discrepancy, and increasing if superfluous paths are hypothesized. The best-fitting model among a set of alternatives is then the model at which ECVI is at its minimum.

Path Model Fit

In structural equation modeling, the structural model is a composite of the measurement model and the path model. The measurement model represents a set of observed variables that serve as indicators of a set of latent variables. The path model describes (usually causal) relationships between the latent variables. Because the primary objective of structural equation modeling is to test a specified path model, McDonald and Ho (2002) recommended separating the fit of the path model from the fit of the measurement model. They pointed out that the fit of the structural model can appear satisfactory because of a well-fitting measurement model, even when the paths specified in the path model are not correctly specified. Conversely, the path model may be correctly specified but a misspecified measurement model could make the entire structural model appear to be misspecified.

Using a sequential testing procedure suggested by Anderson and Gerbing (1988), McDonald and Ho (2002) demonstrated how chi-square and RMSEA can be calculated for the path model independent of the measurement model. Because chi-squares and degrees of freedom are additive for nested models, the chi-square for the path model is obtained by subtracting the chi-square for the measurement model from the chi-square for the structural model (and similarly for degrees of freedom). RMSEA is computed by subtracting the corresponding population discrepancy function values provided in the LISREL output.

We tested the path model independent of the measurement model for each of the five performance dimensions. In each case, the chi-square was nonsignificant, indicating that the hypothesis that the specified path model fits the data could not be rejected. In other words, the path model describing relationships between the latent variables provided a good fit to the data independent of the measurement model describing relationships between the observed variables and the latent variables.

Evaluation of Structural Equation Models

Effective Supervision

Table 28 contains the path coefficients and standard errors for the measurement model for Effective Supervision. Table 29 contains the latent variable intercorrelation matrix.

Fit statistics for all models tested (i.e., measurement model, a priori models, post hoc model, path model independent of measurement model) are presented in Table 30. The best-fitting model had the relationship between personality and performance mediated by motivation, the relationship between social intelligence and performance mediated by social knowledge, and the relationship between cognitive ability and performance mediated by social knowledge as well as having a direct path.

This model is displayed in Figure 3. The figure only contains latent variables for ease of presentation. Path coefficients associated with each path are included. All path coefficients are significant at $p < .05$, except the path from motivation to performance had a significance level of .054. Using a one-tailed test, however, this path is significant at $p < .05$. A one-tailed test is appropriate because a positive direct path between these constructs was hypothesized.

Table 28
 Path Coefficients and Standard Errors for Effective Supervision Measurement Model

| Indicator | Latent Variable | | | | | |
|------------------------|-----------------|---------------------|-------------------|-------------------|------------------|-----------------------|
| | Social Mastery | Social Intelligence | Cognitive Ability | Social Motivation | Social Knowledge | Effective Supervision |
| Social Calmness | .817 (.070) | | | | | |
| Social Influence | .855 (.069) | | | | | |
| Social Self-Confidence | .723 (.074) | | | | | |
| Social Insight 1 | | .682 (.074) | | | | |
| Social Insight 2 | | .760 (.071) | | | | |
| Social Insight 3 | | .726 (.073) | | | | |
| Social Insight 4 | | .715 (.073) | | | | |
| Social Insight 5 | | .798 (.070) | | | | |
| Social Insight 6 | | .757 (.071) | | | | |
| Wonderlic | | | .929 (.061) | | | |
| Motivation 1 | | | | .611 (.094) | | |
| Motivation 2 | | | | .559 (.094) | | |
| Motivation 3 | | | | .639 (.095) | | |
| Motivation 4 | | | | .615 (.094) | | |
| SKT 1 | | | | | .600 (.094) | |
| SKT 2 | | | | | .527 (.092) | |
| SKT 3 | | | | | .580 (.091) | |
| SKT 4 | | | | | .610 (.094) | |

Table 28 (continued)

| Indicator | Latent Variable | | | | | |
|---------------|-----------------|---------------------|-------------------|-------------------|------------------|-----------------------|
| | Social Mastery | Social Intelligence | Cognitive Ability | Social Motivation | Social Knowledge | Effective Supervision |
| Supervision 1 | | | | | | .846 (.076) |
| Supervision 2 | | | | | | .841 (.074) |
| Supervision 3 | | | | | | .866 (.075) |

Table 29

Latent Variable Intercorrelation Matrix for Effective Supervision Model

| | Social Mastery | Social Intelligence | Cognitive Ability | Social Motivation | Social Knowledge | Effective Supervision |
|-----------------------|----------------|---------------------|-------------------|-------------------|------------------|-----------------------|
| Social Mastery | — | | | | | |
| Social Intelligence | .67 | — | | | | |
| Cognitive Ability | -.05 | -.04 | — | | | |
| Social Motivation | .63 | .42 | -.03 | — | | |
| Social Knowledge | .13 | .21 | .33 | .08 | — | |
| Effective Supervision | .15 | .14 | .30 | .21 | .40 | — |

Table 30

Goodness of Fit Statistics for Effective Supervision Models Tested

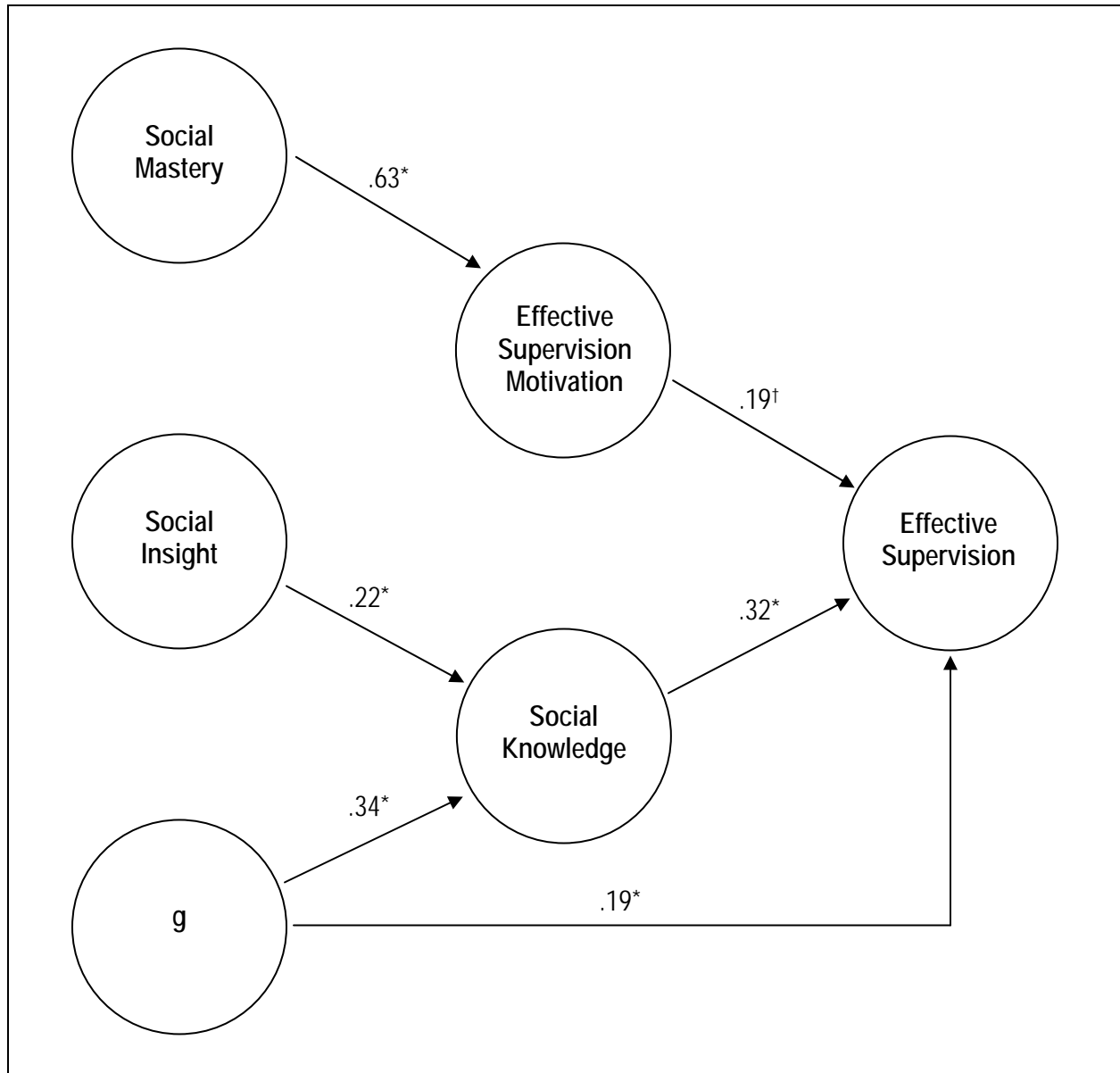
| Model | df | χ^2 | RMSEA | ECVI | CFI |
|-------------------|-----|----------|--------|-------|-------|
| Measurement model | 175 | 263.7 | 0.0583 | 2.522 | 0.928 |
| A priori models: | | | | | |
| 1 | 182 | 321.3 | 0.0717 | 2.814 | 0.887 |
| 2 | 181 | 271.9 | 0.0580 | 2.496 | 0.927 |
| 3 | 180 | 271.5 | 0.0584 | 2.507 | 0.926 |
| 4 | 179 | 268.2 | 0.0578 | 2.498 | 0.928 |
| 5 | 177 | 263.8 | 0.0574 | 2.496 | 0.930 |
| Post hoc model | 181 | 268.2 | 0.0569 | 2.471 | 0.930 |

Table 30 (continued)

| Path Model Independent of Measurement Model | | | | | |
|---|----|----------|---------|-------|------|
| | df | χ^2 | p-value | RMSEA | CFI |
| Path model | 6 | 4.5 | 0.61 | —* | 1.00 |

Note. A priori models are described in text. Only the best-fitting post hoc model is displayed.

* RMSEA could not be computed because of a negative square root.



Note. * $p < .05$. † $p = .054$ (two-tailed) and .027 (one-tailed).

Figure 3. Model of direct and indirect determinants of effective supervision.

Social Appropriateness

Table 31 contains the path coefficients and standard errors for the measurement model for Social Appropriateness. Table 32 contains the latent variable intercorrelation matrix. Fit statistics for all models tested are presented in Table 33. The best-fitting model was not close to our hypothesized general model, as there was no mediation effect of social knowledge or motivation. Social Cunning had a direct path to performance with a significant negative path coefficient. This means examinees who were higher on Social Cunning were less likely to behave in an appropriate manner. Social Cunning was also negatively related to social knowledge. Social intelligence was related to both motivation and knowledge, and cognitive ability was related to knowledge. This model is displayed in Figure 4.

Table 31
Path Coefficients and Standard Errors for Social Appropriateness Measurement Model

| Indicator | Latent Variable | | | | | |
|----------------------|-------------------|------------------------|----------------------|----------------------|---------------------|---------------------------|
| | Social Cunning | Social Intelligence | Cognitive Ability | Social Motivation | Social Knowledge | Social Appropriateness |
| Social Planning 1 | .755 (.088) | | | | | |
| Social Planning 2 | .718 (.088) | | | | | |
| Non-Aggressiveness 1 | -.367 (.090) | | | | | |
| Non-Aggressiveness 2 | -.453 (.089) | | | | | |
| Social Insight 1 | | .704 (.074) | | | | |
| Social Insight 2 | | .748 (.072) | | | | |
| Social Insight 3 | | .738 (.072) | | | | |
| Social Insight 4 | | .720 (.073) | | | | |
| Social Insight 5 | | .781 (.071) | | | | |
| Social Insight 6 | | .756 (.072) | | | | |
| Wonderlic | | | .929 (.061) | | | |

Table 31 (continued)

| Indicator | Latent Variable | | | | | |
|-------------------|-----------------|---------------------|-------------------|-------------------|------------------|------------------------|
| | Social Cunning | Social Intelligence | Cognitive Ability | Social Motivation | Social Knowledge | Social Appropriateness |
| Motivation 1 | | | | .614 (.087) | | |
| Motivation 2 | | | | .670 (.086) | | |
| Motivation 3 | | | | .643 (.086) | | |
| Motivation 4 | | | | .726 (.086) | | |
| SKT 1 | | | | | .602 (.096) | |
| SKT 2 | | | | | .542 (.094) | |
| SKT 3 | | | | | .563 (.093) | |
| SKT 4 | | | | | .612 (.096) | |
| Appropriateness 1 | | | | | | .900 (.067) |
| Appropriateness 2 | | | | | | .877 (.069) |
| Appropriateness 3 | | | | | | .852 (.069) |
| Appropriateness 4 | | | | | | .903 (.067) |

Table 32

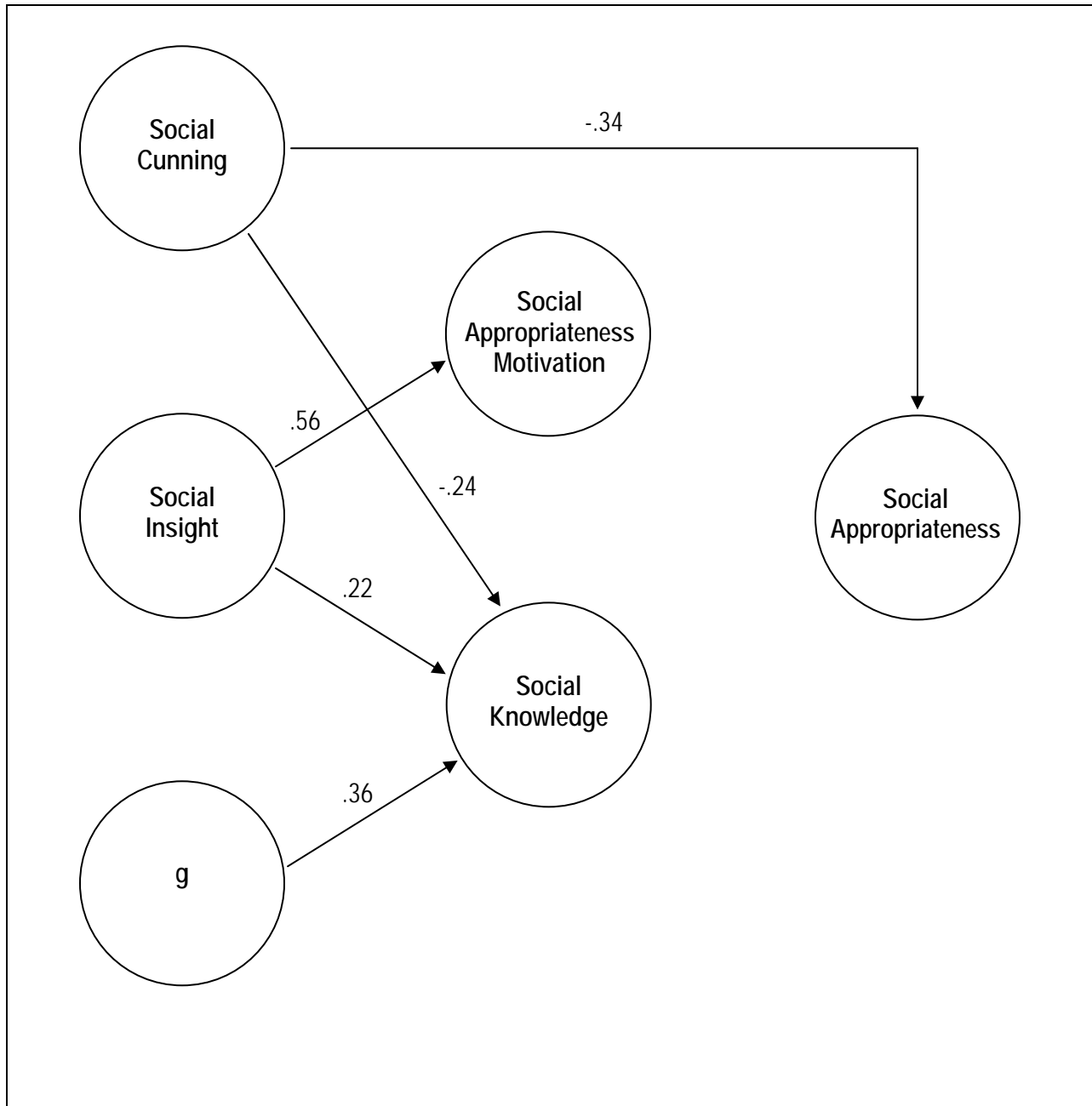
Latent Variable Intercorrelation Matrix for Social Appropriateness Model

| | Social Cunning | Social Intelligence | Cognitive Ability | Social Motivation | Social Knowledge | Social Appropriateness |
|------------------------|----------------|---------------------|-------------------|-------------------|------------------|------------------------|
| Social Cunning | — | | | | | |
| Social Intelligence | -.04 | — | | | | |
| Cognitive Ability | .10 | -.03 | — | | | |
| Social Motivation | -.02 | .56 | -.02 | — | | |
| Social Knowledge | -.22 | .22 | .33 | .12 | — | |
| Social Appropriateness | -.34 | .01 | -.03 | .01 | .07 | — |

Table 33
 Goodness of Fit Statistics for Social Appropriateness Models Tested

| Model | df | χ^2 | RMSEA | ECVI | CFI |
|---|-----|----------|-----------------|-------|-------|
| Measurement model | 216 | 345.3 | 0.0634 | 3.123 | 0.907 |
| A priori models: | | | | | |
| 1 | 223 | 406.0 | 0.0742 | 3.436 | 0.869 |
| 2 | 222 | 396.8 | 0.0727 | 3.388 | 0.875 |
| 3 | 221 | 385.8 | 0.0707 | 3.327 | 0.882 |
| 4 | 220 | 350.6 | 0.0631 | 3.105 | 0.906 |
| 5 | 218 | 346.7 | 0.0629 | 3.105 | 0.908 |
| Post hoc model | 223 | 354.0 | 0.0628 | 3.087 | 0.906 |
| Path Model Independent of Measurement Model | | | | | |
| | df | χ^2 | <i>p</i> -value | RMSEA | CFI |
| Path model | 7 | 8.7 | 0.27 | 0.040 | 0.987 |

Note. A priori models are described in text. Only the best-fitting post hoc model is displayed.



Note. All path coefficients are significant at $p < .05$.

Figure 4. Model of direct and indirect determinants of social appropriateness.

Interpersonal Sensitivity

Table 34 contains the path coefficients and standard errors for the measurement model for Interpersonal Sensitivity. Table 35 contains the latent variable intercorrelation matrix. Fit statistics for all models tested are presented in Table 36. This model contained both Social Engagement and Social Cunning as personality constructs. The best-fitting model is displayed in Figure 5. In this model, social knowledge mediates the relationship between performance and

(a) Social Cunning, (b) social intelligence, and (c) cognitive ability. There is a direct path from Social Engagement to performance. The model also indicates a mediating relationship between Social Engagement and performance, although the path from motivation to performance is negative and nonsignificant. The zero-order correlation between motivation and performance is .05, so this negative path indicates a suppressor effect. The path is included despite its lack of significance because the overall model fit is significantly better than if the path is not estimated.

Table 34
Path Coefficients and Standard Errors for Interpersonal Sensitivity Measurement Model

| Indicator | Latent Variable | | | | | | |
|----------------------|-------------------|-----------------|---------------------|-------------------|-------------------|------------------|---------------------------|
| | Social Engagement | Social Cunning | Social Intelligence | Cognitive Ability | Social Motivation | Social Knowledge | Interpersonal Sensitivity |
| Warmth | .890 (.068) | | | | | | |
| Charisma | .986 (.094) | | | | | | |
| Empathy | .511 (.080) | | | | | | |
| Social Planning 1 | | .615 (.085) | | | | | |
| Social Planning 2 | | .646 (.084) | | | | | |
| Non-Aggressiveness 1 | | -.490 (.088) | | | | | |
| Non-Aggressiveness 2 | | -.555 (.086) | | | | | |
| Social Insight 1 | | | .702 (.074) | | | | |
| Social Insight 2 | | | .752 (.072) | | | | |
| Social Insight 3 | | | .743 (.072) | | | | |
| Social Insight 4 | | | .719 (.073) | | | | |
| Social Insight 5 | | | .782 (.070) | | | | |
| Social Insight 6 | | | .747 (.072) | | | | |
| Wonderlic | | | | .929 (.061) | | | |
| Motivation 1 | | | | | .613 (.107) | | |
| Motivation 2 | | | | | .665 (.112) | | |
| Motivation 3 | | | | | .488 (.102) | | |

Table 34 (continued)

| Indicator | Latent Variable | | | | | | |
|---------------|-------------------|----------------|---------------------|-------------------|-------------------|------------------|---------------------------|
| | Social Engagement | Social Cunning | Social Intelligence | Cognitive Ability | Social Motivation | Social Knowledge | Interpersonal Sensitivity |
| SKT 1 | | | | | | .609 (.098) | |
| SKT 2 | | | | | | .536 (.095) | |
| SKT 3 | | | | | | .564 (.094) | |
| SKT 4 | | | | | | .586 (.097) | |
| Sensitivity 1 | | | | | | | .798 (.079) |
| Sensitivity 2 | | | | | | | .829 (.079) |
| Sensitivity 3 | | | | | | | .824 (.080) |

Table 35

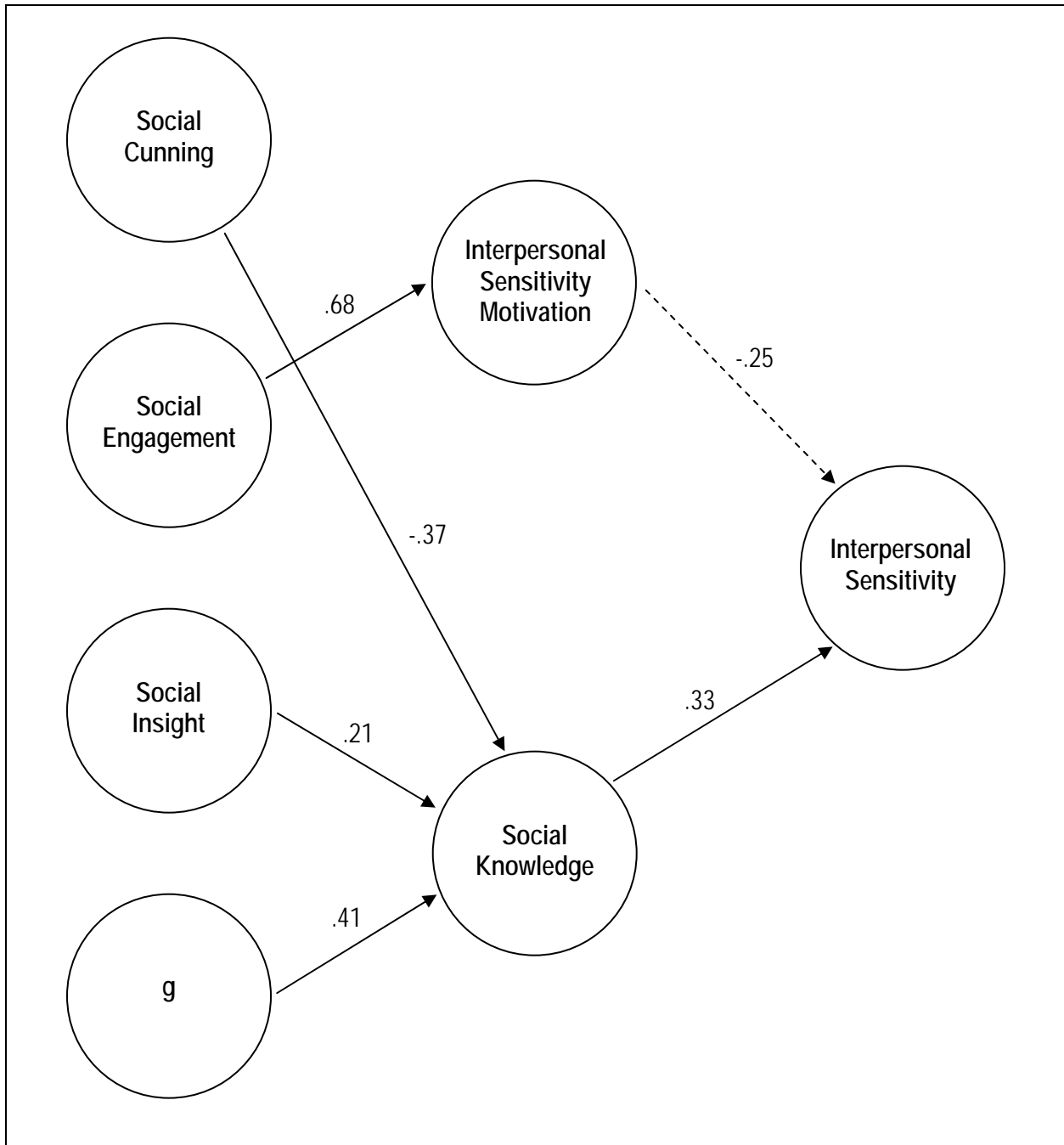
Latent Variable Intercorrelation Matrix for Interpersonal Sensitivity Model

| | Social Engagement | Social Cunning | Social Intelligence | Cognitive Ability | Social Motivation | Social Knowledge | Interpersonal Sensitivity |
|---------------------------|-------------------|----------------|---------------------|-------------------|-------------------|------------------|---------------------------|
| Social Engagement | — | | | | | | |
| Social Cunning | -.46 | — | | | | | |
| Social Intelligence | .57 | -.04 | — | | | | |
| Cognitive Ability | -.10 | .11 | -.04 | — | | | |
| Social Motivation | .68 | -.31 | .39 | -.07 | — | | |
| Social Knowledge | .25 | -.33 | .21 | .36 | .17 | — | |
| Interpersonal Sensitivity | .27 | -.20 | .18 | .10 | .05 | .38 | — |

Table 36
 Goodness of Fit Statistics for Interpersonal Sensitivity Models Tested

| Model | df | χ^2 | RMSEA | ECVI | CFI |
|---|-----|----------|-----------------|-------|-------|
| Measurement model | 231 | 383.3 | 0.0665 | 3.499 | 0.880 |
| A priori models: | | | | | |
| 1 | 240 | 453.2 | 0.0772 | 3.847 | 0.832 |
| 2 | 238 | 398.6 | 0.0673 | 3.508 | 0.873 |
| 3 | 236 | 392.2 | 0.0667 | 3.492 | 0.877 |
| 4 | 235 | 389.5 | 0.0664 | 3.486 | 0.878 |
| 5 | 233 | 383.4 | 0.0658 | 3.472 | 0.882 |
| Post hoc model | 239 | 394.8 | 0.0661 | 3.469 | 0.877 |
| Path Model Independent of Measurement Model | | | | | |
| | df | χ^2 | <i>p</i> -value | RMSEA | CFI |
| Path model | 8 | 11.5 | 0.17 | 0.055 | 0.977 |

Note. A priori models are described in text. Only the best-fitting post hoc model is displayed.



Note. All path coefficients associated with solid lines are significant at $p < .05$. Path coefficients associated with dotted lines are not significant.

Figure 5. Model of direct and indirect determinants of interpersonal sensitivity.

Handling Social Challenges

Table 37 contains the path coefficients and standard errors for the measurement model for Handling Social Challenges. Table 38 contains the latent variable intercorrelation matrix. Fit

statistics for all models tested are presented in Table 39. The best-fitting model is displayed in Figure 6. In this model, social knowledge does not serve as a mediator. Motivation does mediate the relationship between performance and (a) Social Mastery, and (b) social intelligence, but the path coefficient from motivation to performance is negative. The fit of the model was substantially better by including direct paths from each exogenous variable to performance, although none of these direct paths were significant. This indicates that this model does describe the relationships between constructs best, and a larger sample size would yield significant direct path coefficients.

Table 37
Path Coefficients and Standard Errors for Handling Social Challenges Measurement Model

| Indicator | Latent Variable | | | | | |
|------------------------|-----------------|---------------------|-------------------|-------------------|------------------|-------------------|
| | Social Mastery | Social Intelligence | Cognitive Ability | Social Motivation | Social Knowledge | Social Challenges |
| Social Calmness | .826 (.070) | | | | | |
| Social Influence | .855 (.069) | | | | | |
| Social Self-Confidence | .720 (.074) | | | | | |
| Social Insight 1 | | .690 (.074) | | | | |
| Social Insight 2 | | .760 (.071) | | | | |
| Social Insight 3 | | .727 (.072) | | | | |
| Social Insight 4 | | .716 (.073) | | | | |
| Social Insight 5 | | .796 (.070) | | | | |
| Social Insight 6 | | .752 (.071) | | | | |
| Wonderlic | | | .929 (.061) | | | |
| Motivation 1 | | | | .864 (.070) | | |
| Motivation 2 | | | | .827 (.071) | | |
| Motivation 3 | | | | .845 (.071) | | |
| Motivation 4 | | | | .848 (.070) | | |

Table 37 (Continued)

| Indicator | Latent Variable | | | | | |
|-------------|-------------------|------------------------|----------------------|----------------------|---------------------|----------------------|
| | Social Mastery | Social Intelligence | Cognitive Ability | Social Motivation | Social Knowledge | Social Challenges |
| SKT 1 | | | | | .602 (.095) | |
| SKT 2 | | | | | .538 (.093) | |
| SKT 3 | | | | | .567 (.092) | |
| SKT 4 | | | | | .612 (.095) | |
| Challenge 1 | | | | | | .624 (.081) |
| Challenge 2 | | | | | | .501 (.082) |
| Challenge 3 | | | | | | .912 (.078) |
| Challenge 4 | | | | | | .708 (.079) |

Table 38
Latent Variable Intercorrelation Matrix for Handling Social Challenges Model

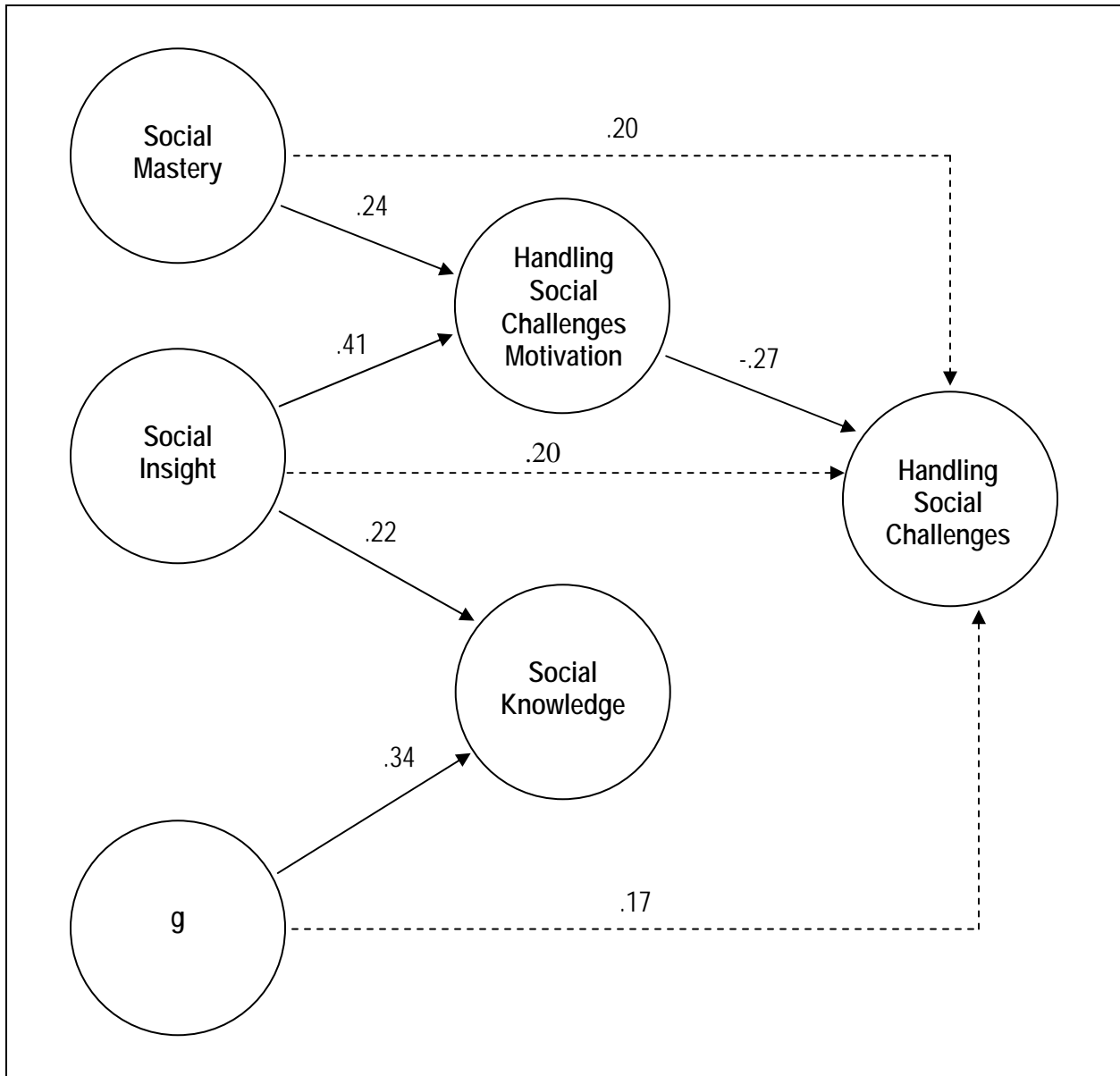
| | Social Mastery | Social Intelligence | Cognitive Ability | Social Motivation | Social Knowledge | Social Challenges |
|---------------------|-------------------|------------------------|----------------------|----------------------|---------------------|----------------------|
| Social Mastery | — | | | | | |
| Social Intelligence | .66 | — | | | | |
| Cognitive Ability | -.05 | -.03 | — | | | |
| Social Motivation | .51 | .57 | -.03 | — | | |
| Social Knowledge | .13 | .21 | .33 | .12 | — | |
| Social Challenges | .19 | .17 | .16 | -.06 | .09 | — |

Table 39
 Goodness of Fit Statistics for Handling Social Challenges Models Tested

| Model | df | χ^2 | RMSEA | ECVI | CFI |
|---|-----|----------|-----------------|-------|-------|
| Measurement model | 195 | 328.2 | 0.0677 | 2.981 | 0.913 |
| A priori models: | | | | | |
| 1 | 202 | 396.6 | 0.0804 | 3.346 | 0.872 |
| 2 | 201 | 352.4 | 0.0711 | 3.063 | 0.901 |
| 3 | 200 | 345.3 | 0.0698 | 3.029 | 0.905 |
| 4 | 199 | 333.0 | 0.0672 | 2.959 | 0.912 |
| 5 | 197 | 328.6 | 0.0670 | 2.957 | 0.914 |
| Post hoc model | 199 | 329.1 | 0.0662 | 2.934 | 0.915 |
| Path Model Independent of Measurement Model | | | | | |
| | df | χ^2 | <i>p</i> -value | RMSEA | CFI |
| Path model | 4 | 0.9 | 0.92 | —* | 1.00 |

Note. A priori models are described in text. Only the best-fitting post hoc model is displayed.

* RMSEA could not be computed because of a negative square root.



Note. All path coefficients associated with solid lines are significant at $p < .05$. Path coefficients associated with dotted lines are not significant.

Figure 6. Model of direct and indirect determinants of handling social challenges.

Social Presence

Table 40 contains the path coefficients and standard errors for the measurement model for Social Presence. Table 41 contains the latent variable intercorrelation matrix. Fit statistics for all models tested are presented in Table 42. The best-fitting model is displayed in Figure 7. This model is almost exactly the same as the hypothesized general model except (a) a path is added from social intelligence to motivation, and (b) the path coefficient from motivation to performance is negative. Social knowledge mediates the relationship between social intelligence

and performance and the relationship between cognitive ability and performance. There is a direct path from Social Mastery to performance.

Table 40
Path Coefficients and Standard Errors for Social Presence Measurement Model

| Indicator | Latent Variable | | | | | |
|------------------------|-----------------|---------------------|-------------------|-------------------|------------------|-----------------|
| | Social Mastery | Social Intelligence | Cognitive Ability | Social Motivation | Social Knowledge | Social Presence |
| Social Calmness | .811 (.070) | | | | | |
| Social Influence | .875 (.068) | | | | | |
| Social Self-Confidence | .707 (.074) | | | | | |
| Social Insight 1 | | .684 (.074) | | | | |
| Social Insight 2 | | .759 (.071) | | | | |
| Social Insight 3 | | .725 (.073) | | | | |
| Social Insight 4 | | .719 (.073) | | | | |
| Social Insight 5 | | .798 (.070) | | | | |
| Social Insight 6 | | .754 (.071) | | | | |
| Wonderlic | | | .929 (.061) | | | |
| Motivation 1 | | | | .247 (.098) | | |
| Motivation 2 | | | | .727 (.142) | | |
| Motivation 3 | | | | .450 (.101) | | |
| SKT 1 | | | | | .604 (.095) | |
| SKT 2 | | | | | .518 (.093) | |
| SKT 3 | | | | | .579 (.091) | |
| SKT 4 | | | | | .605 (.094) | |

Table 40 (Continued)

| Indicator | Latent Variable | | | | | |
|------------|-------------------|------------------------|----------------------|----------------------|---------------------|--------------------|
| | Social Mastery | Social Intelligence | Cognitive Ability | Social Motivation | Social Knowledge | Social Presence |
| Presence 1 | | | | | | .747 (.090) |
| Presence 2 | | | | | | .882 (.094) |
| Presence 3 | | | | | | .832 (.092) |

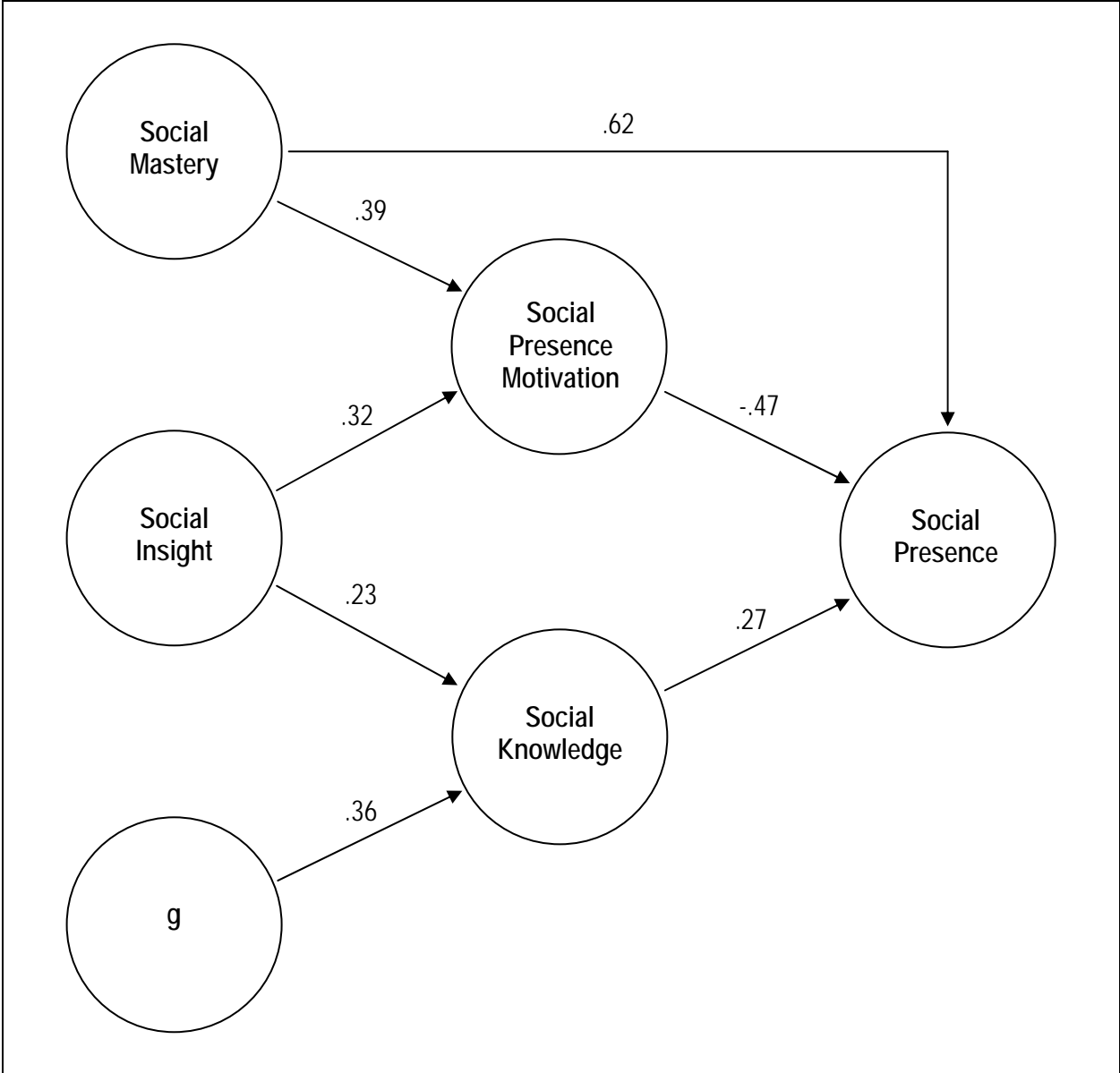
Table 41
Latent Variable Intercorrelation Matrix for Social Presence Model

| | Social Mastery | Social Intelligence | Cognitive Ability | Social Motivation | Social Knowledge | Social Presence |
|---------------------|-------------------|------------------------|----------------------|----------------------|---------------------|--------------------|
| Social Mastery | — | | | | | |
| Social Intelligence | .67 | — | | | | |
| Cognitive Ability | -.03 | -.04 | — | | | |
| Social Motivation | .60 | .57 | -.03 | — | | |
| Social Knowledge | .14 | .21 | .35 | .12 | — | |
| Social Presence | .38 | .20 | .09 | -.07 | .30 | — |

Table 42
 Goodness of Fit Statistics for Social Presence Models Tested

| Model | df | χ^2 | RMSEA | ECVI | CFI |
|---|-----|----------|-----------------|-------|-------|
| Measurement model | 156 | 231.5 | 0.057 | 2.278 | 0.932 |
| A priori models: | | | | | |
| 1 | 163 | 286.3 | 0.0713 | 2.553 | 0.889 |
| 2 | 162 | 263.6 | 0.0649 | 2.413 | 0.909 |
| 3 | 161 | 240.4 | 0.0575 | 2.271 | 0.929 |
| 4 | 160 | 235.8 | 0.0564 | 2.254 | 0.932 |
| 5 | 158 | 231.9 | 0.0560 | 2.254 | 0.934 |
| Post hoc model | 161 | 236.4 | 0.0561 | 2.244 | 0.932 |
| Path Model Independent of Measurement Model | | | | | |
| | df | χ^2 | <i>p</i> -value | RMSEA | CFI |
| Path model | 5 | 4.9 | 0.43 | 0.000 | 1.000 |

Note. A priori models are described in text. Only the best-fitting post hoc model is displayed.



Note. All path coefficients are significant at $p < .05$.

Figure 7. Model of direct and indirect determinants of social presence.

Discussion

Evaluation of Support for Theory

Our results were generally quite supportive of the hypotheses specified by our theory of socially competent job performance. The most striking result was that the SKT mediated the relationship between (1) social intelligence and social performance, and (2) *g* and social performance, for three out of five social performance dimensions: Effective Supervision, Social Presence, and Interpersonal Sensitivity. These results are especially striking given that our measures of social intelligence, *g*, social knowledge, and social performance are each measured using a different method. Social intelligence was measured with a self-report Social Insight scale, *g* was measured using a multiple-choice maximal performance test, social knowledge was measured with a test that used video-based stimuli coupled with a constructed response format, and performance was measured using “other” (primarily peer) rating data. As hypothesized, social intelligence never has a significant direct path to social performance. Moreover, *g* has an unhypothesized direct path to social performance for only one out of five models.

We suggest that unhypothesized findings (e.g., failure of social knowledge to mediate the relationship between indirect performance determinants and social performance, lack of relationship between social motivation and social performance) can largely be accounted for by two phenomena: First, in some cases, it appears that social skill, beyond just the social knowledge measured by the SKT, is required for effective social performance. This appears to be the case, for example, for Handling Social Challenges performance. While the SKT operationalizes both declarative knowledge and the cognitive component of procedural knowledge, it does not operationalize the behavioral expression of procedural knowledge necessary to possess social skills. Second, in certain cases, it appears that personality traits give rise to habits (Motowidlo et al., 1997) that severely constrain the expression of both knowledge and motivation. For example, the Social Cunning personality composite appears to have caused many of our participants to behave in a socially inappropriate way, even in the presence of knowledge and motivation to behave appropriately.

Viability of Social Knowledge Test as Assessment Tool

The data from this research have provided strong support for the position that a video-based test with constructed response format is a viable method for assessing social knowledge. We were able to obtain excellent agreement between scorers, and the SKT composite had good criterion-related validities against three out of five social performance dimensions that are unquestionably important in military settings: Effective Supervision, Social Presence, and Interpersonal Sensitivity. It is also worth noting that the examinees did not score particularly highly on the SKT, though the frequency distribution showed excellent psychometric properties. Taken as a whole, these data would seem to suggest that the SKT would provide an excellent foundation for training applications. It is, of course, possible that junior commissioned officers would have scored more highly on the SKT than ROTC cadets and midshipmen, who are still in training. However, we think it unlikely that junior commissioned officers would score sufficiently highly on the SKT to render it less than useful as a means of both diagnosing training needs and providing a basis for training applications. Moreover, there is no reason that the

difficulty level of the test could not be raised or lowered. It also bears mention that this test could certainly be adapted for use with NCOs or higher-level officers.

In addition to training applications, there is no reason this testing methodology could not be used for selection applications as well. It is true that the test is somewhat long, which may make it more appealing as a training tool than as a selection tool, particularly for NCOs and junior commissioned officers. We also note, however, that the test could easily be shortened. Some SKT scenarios are more valid predictors of the social performance domain than others, suggesting that they could be eliminated with minimal loss of validity.

Applicability of this Research to Army Missions/Concerns

At the beginning of this report, we described the relevance of social competence to successful completion of the Army's overall mission. More than ever, junior commissioned officers must possess the attributes necessary to rapidly form and effectively lead small, cohesive units that may have rapidly changing complements of personnel. We noted that trust, social bonding, and the Soldiers' sense that their leaders are concerned about them engenders cohesion. We further noted that leaders must possess insight into their Soldiers' anxieties and problems, despite the fact that those Soldiers may be reluctant to discuss them, if unit fragmentation is to be averted.

Junior commissioned officers will also need to be able to adapt to constantly changing mission requirements that may involve deployment to a variety of new cultures. Upon deployment, they may need to establish and maintain relationships with diverse groups of Soldiers that they have known only a short period of time, as well as with indigenous personnel in cultures with value systems and customs very different from their own.

We noted that, despite the obvious importance of social competence to successful adaptation to these roles, no theory of socially competent work performance had yet been developed and evaluated. We undertook this project to address this critical need. We developed, evaluated, and collected data to support a general theory of socially competent work performance for junior commissioned officers. As a result of our work, we have, among other things:

- Used rigorous methodology to identify the major dimensions of socially competent performance, as well as the specific behaviors that comprise them;
- Developed a multi-source performance measurement instrument operationalizing these major dimensions that can be used as a developmental feedback tool or performance appraisal tool;
- Identified direct and indirect predictors of these social competence dimensions to better understand the nature and causes of the socially competent performance so instrumental to effective leadership (which, in turn, is instrumental to the successful completion of the Army's overall mission);
- Shown that social knowledge plays a critical mediating role in the prediction of three of the social competence dimensions we identified, each of which is critical to effective leadership; and

- Developed an innovative method of measuring social knowledge that has shown great promise as (1) an interpersonal skills training needs assessment tool, and (2) a springboard for other interpersonal skills training, selection, and promotion applications.

Future Research

One immediate research need is development and evaluation of modified models that reflect departures from our theoretical expectations found in the present research. Perhaps most critically, social skills should be specified as a mediator between social knowledge (as measured by the SKT) and social performance dimensions. In addition, the role played by social motivation in theories of socially competent performance needs to be reconceptualized, though it is less clear exactly what modifications would make the most sense. Perhaps social skill functions as a moderator of the social motivation-social performance relationship as well as a mediator of the social knowledge-social performance relationship. In addition, social motivation could be elaborated to take into account more proximal forms of motivation, such as social self-regulation (see Johnson, 2003).

Obviously, reconceptualizing our theoretical models will also entail measurement challenges. For example, development of social skills measures specific to performance dimensions that do not rely on self- or other-ratings would be highly desirable. We believe that development of such measures is an opportunity for significant innovation. Similarly, development and validation of measures that operationalize the expanded social motivation construct described above is sorely needed.

Another, more applied research idea would be to leverage this basic research to enhance existing Army interpersonal/leadership skills training programs. For example, we could create didactic learning modules organized according to the social performance dimensions in the taxonomy we have developed. We would likely use learning points derived from the SKT scoring guidelines and other diagnostic tools we may develop in the future as the basis for these learning modules. The learning modules could be put on the Army's website, or could be part of more structured classroom training. As part of this step, we could develop short tests to ensure that trainees have acquired the knowledge targeted by each learning module.

Conclusion

In this report, we identified the development of a theory of socially competent performance for Army junior commissioned officers as a critical need. We provided evidence that addressing this need would help the Army to successfully complete its overall mission. We proceeded to formulate and test a family of theories of socially competent work performance based on a carefully developed taxonomy of social performance requirements. To test our theory, we used a combination of off-the-shelf measures and measures developed specifically for this project. Measures developed specifically for this project included an innovative, video-based, constructed response format social knowledge test, a measure of social motives, and a multi-source social performance rating instrument.

Our results showed that our key hypothesis, mediation of the social intelligence-social performance relationship by social knowledge, was supported for three out of five performance dimensions. Another key finding was that our video-based social knowledge measure showed substantial criterion-related validity with the same three social performance dimensions, and appears to be a viable means of measuring social knowledge.

We believe that the greatest potential for application of this basic research is in the interpersonal skills training domain. Indeed, the SKT developed for this project could be used as a foundation for a variety of training diagnosis and intervention tools. We believe that development and evaluation of these tools would further assist the Army in meeting its overall mission and help to ensure that its future force will be ready to successfully address the many challenges that undoubtedly lie ahead.

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Appendix A
Preliminary Social Job Performance Model

Preliminary Taxonomy of Social Job Performance Behaviors

I. Influencing Others

Assertiveness

1. Expresses his/her concerns when feeling taken advantage of or unfairly treated
2. Expresses own point of view, despite others' disagreement or disapproval, without coming across as aggressive
3. States opinions in meetings and presentations without hesitation, even if they are at odds with the opinions of others in attendance who have a greater knowledge of the subject at hand
4. Is not shy about asking for what he/she needs
5. States his/her views confidently, directly, and forcefully — does not speak in an apologetic tone of voice
6. Uses assertive non-verbal behaviors (e.g., makes eye contact, stands up straight)

Persuasiveness

1. Persuades people to take specific actions or to approach things differently
2. Provides logical, articulate, and convincing justifications to back up his/her opinions and ideas
3. Pays close attention to, and effectively counters, arguments against his/her opinions and ideas
4. Gathers whatever information is available to support his/her opinions and ideas
5. Persists in arguing his/her positions when others do not seem to understand or agree
6. Does not back down when his/her ideas and opinions are challenged
7. Tailors arguments to have maximum impact on those he/she seeks to persuade
8. Tries to influence others by bullying them
9. Has a presence that commands attention and respect

II. Negotiating Effectively With Others and Resolving Conflict

Negotiation

1. Does not antagonize, behave vindictively toward, or demean others when negotiating with them
2. Maintains good working relationships with people he/she negotiates with, both during and after the negotiation process
3. Adjusts negotiation approach to take into account the characteristics and behaviors of those with whom he/she negotiates
4. Listens carefully to other parties' positions when negotiating with them
5. Explains his/her own positions clearly and persuasively when negotiating with others

6. Skillfully articulates consequences of failure to reach agreement to those with whom he/she negotiates in order to gain leverage
7. Projects an image of firmness when negotiating, without appearing inflexible
8. Does not make unrealistic or impossible demands of those with whom he/she negotiates
9. Compromises when necessary and appropriate when negotiating with others — but does not give too much away and does not compromise too quickly
10. When negotiating, undermines other parties' cases by pointing out weaknesses in their arguments
11. Learns as much as possible about other parties' needs and negotiating positions before entering into negotiations with them
12. Is not overly-susceptible to others' influence attempts

Conflict Resolution

1. When his/her suggested approach to a problem differs from a co-worker's, he/she suggests a compromise that integrates the best of both approaches
2. Diffuses tense work situations created by others through humor or by persuading people to change their opinions
3. Does not attempt to eliminate conflict by intimidating the other party
4. Focuses on points of agreement rather than points of disagreement when attempting to resolve conflict with co-workers
5. Addresses conflict situations rather than avoiding them
6. Tries to identify misperceptions that may be causing conflict with or between co-workers
7. Allows co-workers who are upset to vent their frustrations, acknowledging their feelings and reasonable concerns
8. Does not pass judgment when involved in disputes with or between co-workers
9. Gives in to reasonable demands made by co-workers when involved in disputes with them, but does not resolve conflicts simply by allowing others to win
10. Does not escalate conflict situations when encountering them (e.g., responding defensively or angrily in the face of others' anger/accusations, engaging in finger-pointing, making threats)
11. Is able to address highly sensitive and controversial issues without engendering conflict or making others defensive.
12. Expresses frustrations with others' behavior rather than internalizing those frustrations and becoming withdrawn and sullen
13. Challenges others' opinions constructively when disagreeing with them, without adopting an accusatory tone
14. Depersonalizes conflict when confronted with it (e.g., redirects discussion away from inflammatory, emotional topics to task-oriented topics that may lead to resolution of the conflict)
15. Prevents arguments between co-workers
16. Effectively mediates co-workers' disputes (e.g., gets the disputing parties to generate a range of acceptable solutions; remains impartial; deflects personal attacks between disagreeing parties, asks leading questions that diffuse impatience and anger)

17. Gets co-workers who are drunk or belligerent and under control
18. Deals effectively with customers and clients who are upset or unreasonable

III. Leading Others

Leadership/Motivation

1. Displays an autocratic (“because I said so”) leadership style
2. Involves direct reports in planning and decision-making whenever possible
3. Takes the time to foster good working relationships with direct reports (e.g., drops by periodically to see how things are going)
4. Takes concerns raised by direct reports seriously
5. Influences direct reports to commit to task objectives and comply with requests for cooperation without “ordering” them to do so
6. Does not ask direct reports to make decisions he/she should be making instead
7. Obtains input from team members with relevant expertise prior to making decisions — doesn’t pretend to have all the answers
8. Keeps direct reports informed of forthcoming events, decisions, and organizational changes that will affect them
9. Schedules regular staff meetings to disseminate relevant information to direct reports
10. Clearly explains rationale behind organization’s position if direct reports express concern or frustration over an organizational policy
11. Persuades direct reports to accept organizational changes to which they are initially opposed
12. Projects a cheerful, positive, and professional demeanor around direct reports
13. Discounts contributions made by direct reports
14. Does not put direct reports in a bind due to his/her own deficiencies in work performance
15. Socializes with and shares refreshments, meals, and accommodations with direct reports
16. Takes credit for direct reports’ work
17. Makes it clear that he/she values direct reports’ input — takes direct reports’ suggestions seriously
18. Looks out for direct reports, running interference when necessary
19. Occasionally “bends the rules” out of compassion for direct reports’ needs
20. Treats direct reports with consideration and respect
21. Shows concern for direct reports’ well-being and helps them with personal problems
22. Cheers direct reports on in times of adversity
23. Pulls rank on, and acts superior to, direct reports
24. Allows direct reports to take the blame for his own mistakes
25. Does not play favorites with direct reports
26. Does not make unreasonable demands on direct reports
27. Distributes workload fairly across direct reports
28. Does not verbally abuse direct reports

29. Enhances direct reports' self confidence by empowering them to make decisions and handle significant projects on their own — does not “micromanage”
30. Recognizes, encourages, and rewards good performance (as well as performance improvements) in direct reports
31. Expresses appreciation for direct reports' work in specific terms
32. Acknowledges appreciation for direct reports work by occasionally treating them to a meal or other reward
33. Does not allow his/her direct reports to flounder when they are having significant difficulty with a task or project
34. Expresses confidence and trust in direct reports
35. Inspires direct reports to excel by appealing to their ideals and values
36. Makes work exciting for direct reports
37. Diminishes direct reports' sense of importance
38. Is sensitive to the needs of his/her direct reports
39. Makes baseless accusations against direct reports
40. Bullies or threatens direct reports to enhance their performance
41. Makes direct reports' tasks meaningful by giving them the “big picture”
42. Gives direct reports unwelcome, unsolicited advice about their personal problems

Team Leadership

1. Increases interdependence among members of his/her team
2. Fosters team members' pride in team membership and sense of identification with team
3. Makes sure all team members' opinions are given a fair hearing during team meetings
4. Models effective team member behavior
5. Helps team members save face when they make mistakes or do something awkward or embarrassing
6. Helps team identify dysfunctional member behavior and other group process problems
7. Encourages cooperation rather than competition among team members
8. Makes unpleasant tasks fun for team members — for example, by making a game of them
9. Makes team members feel psychologically secure during brainstorming sessions
10. Organizes social activities to enhance team's cohesiveness
11. Runs interference if one team member is inappropriately overbearing and dominant in team meetings
12. Gives inspiring pep talks when necessary to motivate team
13. Elicits, and listens to, input from all team members
14. Recognizes and rewards team and team member accomplishments
15. Clearly defines and articulates the roles of each team member
16. Leads team to adapt quickly when goals and projects change, keeping the team focused on the new goals and project activities
17. Makes team members more cohesive by encouraging them to trust and communicate openly with one another

18. Notices when morale is low among team members and takes action to lift their mood when necessary
19. Keeps team members focused on the team's agenda
20. Asks probing questions to stimulate discussion among team members that facilitates problem solution
21. Comes well prepared to lead discussion during team meetings
22. Meets frequently with his/her team to review progress, discuss problems, and inform them of relevant matters
23. Lays down ground rules for appropriate team behavior
24. Allows team members to have input into the agenda at his/her team meetings
25. Pays more attention to own needs than to those of his/her team members'
26. Identifies and makes full use of individual team members' differing talents
27. Works just as hard as, or harder than, team members do in his/her capacity as team leader
28. Is threatened in his/her role as team leader by team members who have knowledge superior to his/her own in one or more areas

IV. Developing and Managing Others' Performance

Coaching/Training/Mentoring

1. Provides coaching to help direct reports acquire skills they will need to be successful in their current roles and to advance in their careers
2. Assigns work to direct reports with their development needs and interests in mind
3. Assigns work to direct reports that is at the appropriate level of difficulty
4. Skillfully cultivates direct reports' latent abilities
5. Does not provide explanations for why things are done a certain way when coaching/training others
6. Comes across as critical when coaching others
7. Gives direct reports the opportunity to correct their own mistakes
8. Gets direct reports to accept new technology introduced by organization
9. Welcomes requests for training from direct reports
10. Provides direct reports with few developmental opportunities
11. Encourages direct reports to practice/utilize what they learned in training on the job
12. Uses direct reports' mistakes as training opportunities
13. Whenever possible, explains reasons for revisions he/she makes to others' work
14. Makes others feel stupid when they make a mistake or fail to perform up to par
15. Works hard to develop direct reports
16. Has no training and development plan for new hires — leaves it up to new hires to identify and seek out training as needed
17. Helps new employees on his/her team to adapt to their new positions
18. Comments on what trainees do right as well as what they need more work on
19. Enlivens training, coaching, and mentoring sessions he/she conducts with relevant stories, examples and demonstrations

Performance Feedback and Management

1. Provides employees with constructive performance-related feedback, citing specific examples, possible causes of poor performance, and possible ways to enhance performance.
2. Remains calm and businesslike when delivering negative feedback, reassigning work, and taking disciplinary action against his/her direct reports
3. Does not subject his/her direct reports to unfair discipline
4. Confronts his/her direct reports' performance problems directly and promptly rather than allowing them to go uncorrected
5. Prepares thoroughly for performance management meetings with his/her direct reports
6. Doesn't jump to conclusions when critiquing his/her direct reports' job performance
7. Communicates expectations clearly to his/her direct reports
8. Gives his/her direct reports an opportunity to explain when their performance is substandard
9. Focuses on his/her direct reports' strengths as well as weaknesses when delivering feedback
10. Delivers critical feedback privately to his/her direct reports
11. Doesn't overwhelm his/her direct reports with too much feedback all at once
12. Does not talk down to his/her direct reports when critiquing their performance
13. Does not share confidential information about his/her direct reports' job performance with others
14. Revises his/her direct reports' work without discussing the revisions with them

V. Working Effectively With Co-workers

Team Orientation

1. Takes the initiative to prevent other members of teams he/she serves on from having to perform unnecessary tasks
2. Does not miss meetings of teams he/she serves on unless absolutely necessary
3. Takes the initiative to stay informed about the work activities of other members of teams he/she serves on
4. Comes prepared for, and participates actively in, meetings of teams he/she serves on
5. Listens carefully to other team members' suggestions during meetings of teams he/she serves on and offers constructive feedback
6. Shares credit with other members of teams he/she serves on for his/her team-related successes
7. Is willing to make personal sacrifices to help other members of teams he/she serves on
8. Frequently complains about his/her work to other members of teams he/she serves on
9. Participates in social activities organized by members of teams he/she serves on
10. Accepts and adheres to team norms
11. Takes pride in being a member of the teams he/she serves on
12. Willingly completes tasks he/she is assigned when serving on teams

13. Volunteers to perform extra duties when feasible to help teams he/she serves on
14. Focuses more on deflecting blame away from self than on completing the task at hand when things go wrong
15. Accepts constructive criticism when offered by the members of teams he/she serves on, without becoming defensive or sullen
16. Enjoys working with others as part of a team
17. Pays attention to the needs of other members of teams he/she serves on
18. Is willing to ask other members of teams he/she serves on for help when necessary
19. Makes good use of other team members' expertise
20. Sabotages the efforts of team members he/she does not like or feels he/she is in competition with
21. Challenges team leader or other team members on matters irrelevant to the team's goals
22. Backs off when his/her views are not accepted and supports the consensus of the team
23. Alienates team members by demonstrating that he/she has a personal agenda that overrides team concerns
24. Will change his/her position when presented with persuasive arguments to do so

Establishment/Maintenance of Relationships With Co-Workers

1. Develops and maintains good working relationships with co-workers — is approachable, open, friendly, and respectful
2. Comes across as genuine and gains co-workers' trust
3. Is able to make engaging small talk with co-workers when necessary and appropriate
4. Lifts the spirits of co-workers when things are not going well
5. Engages in passive-aggressive behaviors toward co-workers (e.g., giving someone the "silent treatment," damning with faint praise, spreading nasty rumors)
6. Picks arguments or fights with co-workers
7. Loses temper or overreacts when co-workers make mistakes, do substandard work, or deliver bad news
8. Comes across as competitive when interacting with peers
9. Gossips about and runs down/belittles co-workers to others
10. Is easily offended or upset
11. Is abrupt with co-workers
12. Shows poor sportsmanship when engaging in recreational activities with co-workers
13. Criticizes co-workers' performance without offering any constructive advice
14. Accepts co-workers' apologies when they are offered
15. Makes unreasonable demands on/requests of co-workers
16. Tries to take advantage of co-workers
17. Is popular with co-workers (e.g., is included in informal networks and gatherings of co-workers)
18. Works effectively with highly-strung and disagreeable co-workers
19. Tries to understand others' viewpoints — is not dogmatic

Helpfulness/Supportiveness

1. Helps co-workers with personal problems by being sympathetic and supportive, and by making constructive suggestions
2. Helps co-workers with personal problems by making constructive suggestions for how to solve them
3. Helps co-workers with work tasks they are having difficulty completing when asked to do so
4. Helps co-workers to correct their mistakes
5. Shares resources and relevant information with co-workers
6. Encourages co-workers who are experiencing self-doubt
7. Notices when co-workers are having difficulties with their work and volunteers to help them with those difficulties
8. Helps co-workers who are having difficulty with a training program they are trying to complete
9. Picks up on subtle cues indicating that a co-worker may be having personal problems and offers help and support
10. Volunteers to pick up the slack when a co-worker is sick or experiencing personal difficulties
11. Tell co-workers to look things up themselves even though he/she could easily provide the answers
12. Tightly controls or hoards information
13. Pitches in to help out with work-related social activities
14. Uses down time to offer assistance to busier co-workers, even if the work is mundane
15. Prefers not to show co-workers how to do certain things for of fear losing a monopoly on his/her expertise
16. Is approachable to co-workers who request assistance — does not make co-workers feel stupid because they need help or make them “beg” for help
17. Is willing to make certain personal sacrifices to assist co-workers in need
18. Does not mind being interrupted by co-workers in need of assistance
19. Follows through on promises to provide assistance to co-workers
20. Does not limit assistance only to what co-workers specifically ask for when helping them
21. Denies having expertise that he/she actually has in order to get out of helping a co-worker
22. Calms co-workers in stressful situations
23. Helps co-workers to save face when they make mistakes
24. Suggests that co-workers seek help from others even though he/she could also have provided the help

VI. Working Effectively With Co-Workers who are Different

1. Does not tell jokes or stories that are offensive to people who differ from himself/herself in terms of gender, race, nationality, age, or religion
2. Discourages others' use of jokes and stories that are offensive to people of the opposite gender, or of a different race, nationality, age, or religion

3. Is able to work effectively with others regardless of their background, gender, race, nationality, age, or religion
4. Is able to work effectively with people whose work style differs from his/her own
5. Does not make judgments about others based on stereotypes
6. Challenges people who make prejudiced remarks

VII. Working Effectively With Customers and Clients

1. Is pleasant, respectful, and polite to customers and clients, even those who are demanding and disagreeable
2. Is patient with customer and client requests
3. Is able to calm difficult, argumentative customers and clients
4. Does not let customers and clients see if he/she is feeling busy or stressed
5. Is attentive to the needs and concerns of customers and clients
6. Is skilled at discerning the unstated needs of customers and clients
7. Clearly and promptly explains any problems or delays in delivery of products or services to customers and clients
8. Shows more interest in meeting the needs of customers and clients than in making a sale
9. Makes customers and clients feel that their work is a high priority

VIII. Displaying Appropriate and Tactful Behavior

1. Does not tell inappropriate jokes or stories or make inappropriate comments to co-workers
2. Dresses and grooms self in a manner appropriate to his/her work environment
3. Blurts out information to co-workers that should be communicated more tactfully
4. Uses discretion when discussing co-workers' problems and complaints with others
5. Is able to say "no" to co-worker requests without coming across as rude or unhelpful when he/she lacks the time or resources to help
6. Displays common courtesy when interacting with co-workers (e.g., apologizes when appropriate, sends a thank you note/email when a co-worker does him/her a favor)
7. Does not abuse his/her power with direct reports or other lower-level employees — e.g., by asking direct reports out on dates
8. Does not violate privacy of direct reports or other co-workers — e.g., by going through their desks when they are absent
9. Does not become overly personal with co-workers — e.g., by describing intimate details of his/her sex life
10. Is knowledgeable about, and follows, his/her organization's norms regarding interaction with co-workers

IX. Displaying Social and Political Intelligence

Social and Emotional Perceptiveness

1. Is able to see things from the perspective of others
2. Accurately senses the unspoken emotions in a person or group (e.g., notices changes in others' moods that signal the presence of latent conflict)
3. Behaves in a socially ineffective way around co-workers without noticing that the behavior is ineffective or understanding why it is ineffective
4. Makes accurate predictions about co-workers' likely reactions to work situations, decisions, and feedback
5. Is aware of what others think of him/her
6. Understands not only what others say but also what they imply — “reads between the lines”
7. Does not read more into what others say than is actually there
8. Knows not only what to say to influence or help others, but when to say it — has a keen sense of timing
9. Accurately discerns others' needs and interests
10. Accurately interprets non-verbal messages such as facial expressions and body language

Political Astuteness

1. Understands formal and informal work relationships and power structures within his/her organization and how to use that understanding to his/her advantage
2. Knows what actions and accomplishments really gets rewarded and punished within his/her organization
3. Knows which battles are worth fighting at work
4. Understands co-workers' differing agendas and uses that understanding to his/her benefit — e.g., to forge alliances
5. Obtains input from relevant stakeholders when working on major projects or making important decisions
6. Plays organizational politics without coming across as overly political

Networking

1. Initiates and maintains ongoing relationships with people who are potential sources of information, resources, or support for his/her job and career
2. Joins organizations, clubs, or committees that provide opportunities to establish business contacts
3. Attends events that provide opportunities for making business contacts
4. Learns about the hobbies and interests of prospective or current business contacts to try to establish or enhance a social bond with them
5. Keeps in regular contact with members of his/her network of business contacts
6. Acquires expertise, information, contacts, or resources needed by potential or current business contacts to enhance his/her value as a “trading partner”

7. Provides members of his/her network of business contacts with information, resources, and support

X. Adapting to New Social Environments

1. Adapts to life in different cultures, without losing his/her own cultural identity
2. Demonstrates a willingness to participate in the social activities and customs of those with whom he/she must work in an effort to fit in — even if those activities and customs may be unfamiliar or unpalatable
3. Makes an effort to meet and socialize with new co-workers when confronted with a new work environment (e.g., new department, new organization)
4. Makes an effort to learn about social customs and requirements (including language requirements, if applicable) prior to entering a new social environment (e.g., a new city or country)
5. Does not impose his/her values and frame of reference on others
6. Adapts communication style to needs, interests, and educational level of audience
7. When necessary, changes strategy for dealing with others based on knowledge acquired about them during the course of the relationship

XI. Communicating Effectively with Others

Oral Communication

1. Provides incomplete explanations when asked questions
2. Provides overly technical, jargon-filled explanations or instructions
3. Provides clear, concise summaries of information
4. Does not take too long to make a point
5. Uses proper grammar when speaking to others
6. Speaks in a logical and organized manner
7. Does not speak in a monotone — uses inflection to emphasize those parts of his/her message that are most important
8. Speaks with authority and conviction when making a point to others
9. Communicates in an open and sincere manner that promotes credibility
10. Avoids use of clichés when speaking to others
11. Does not repeat self when speaking to others
12. Provides an appropriate amount of detail when speaking — neither too much nor too little
13. Speaks neither too loudly and nor too softly
14. Speaks neither too slowly nor too quickly

Oral Presentation

1. Effectively communicates technical information to non-technical audiences when necessary
2. Completes oral presentations within allotted time
3. Makes effective use of visual aids (e.g., graphs, charts) when making oral presentations

4. Answers audience's questions directly and tactfully during or after oral presentations
5. Effectively handles impertinent and off-point questions during or after oral presentations
6. Arranges room and furniture in a manner that enhances the effectiveness of his/her oral presentations
7. Displays confidence and poise during oral presentations — does not appear nervous or distracted
8. Delivers oral presentations in a way that does not seem overly scripted (e.g., does not read verbatim from notes)
9. Provides concrete examples to illustrate abstract ideas and concepts during oral presentations
10. Appears well informed about the topics discussed in his/her oral presentations
11. Delivers oral presentations in a clear, concise, and well-organized manner
12. Works hard to make sure he/she is understood by audiences when making oral presentations
13. Does not become flustered when confronted with hostile audience reactions during oral presentations
14. Treats audience with respect when making oral presentations — is not condescending
15. Maintains eye contact with audience during oral presentations
16. Motivates audience to listen during oral presentations by inducing a state of curiosity in them about the topic to be presented
17. When necessary, obtains information about the interests and needs of audiences to ensure the success of his/her oral presentations
18. Uses humor effectively during oral presentations

Listening

1. Listens carefully to what people say and asks questions as appropriate
2. When necessary, paraphrases and summarizes what others have said to make sure he/she has understood them correctly
3. Communicates understanding how others are feeling when talking with them about emotional topics
4. Maintains attention while people are speaking to him/her
5. Does not rush people when they are talking
6. Avoids judgmental responses during meetings and conversations
7. Demonstrates involvement with what others are saying when conversing with them — e.g., does not interrupt, does not shift topics in the middle of a conversation, and does not make comments that completely disregard what other person has just said
8. Gets others to talk freely, even about sensitive matters
9. Probes effectively when interviewing or conversing with others to obtain the information he/she seeks

Non-Verbal Communication

1. Does not contradict what he/she is saying with inconsistent non-verbal signals (e.g., clenching fists while maintaining that he/she is not angry)
2. Uses non-verbal behavior skillfully to substitute for verbal messages when a verbal response is difficult or impossible (e.g., using the thumbs-up gesture to respond “yes” to a question when there is too much noise in the room to be heard)
3. Effectively uses non-verbal behavior to supplement verbal behavior (e.g., leaning toward someone when trying to establish rapport with them, pounding his/her fist on a table to emphasize a point)
4. Does not betray information about his/her true feelings with non-verbal signals when there is a legitimate need to keep those feelings private

XII. Miscellaneous

1. Works effectively with senior management personnel
2. Is able to quiet and hold the interest of a crowd when necessary
3. Expresses appreciation to contractors with whom he/she works

Appendix B Sorting Task Instructions

Instructions for Social Job Performance Sorting Task

PDRI currently has a project with the U. S. Army Research Institute to develop and evaluate a theory of socially intelligent job performance for U. S. Army officers. As part of the project, we are developing a model of social job performance requirements for individuals with management responsibilities. We are working with a civilian management population because of the difficulty of getting Army officers to serve as subject matter experts for this project, and because we believe that the social job performance requirements of civilian managers are similar to those of Army officers.

To develop this social job performance model, we began by compiling a list of social behaviors. We created this list by reviewing relevant scientific and popular press literature, socially oriented critical incidents from past PDRI projects, and socially oriented situational judgment test (SJT) items from SJTs PDRI has developed.

The next step in development of our model of social job performance requirements involves identification of the social performance dimensions underlying the list of social behaviors we have compiled. To help us accomplish this, we are asking you to sort these behaviors into categories based upon the similarity of their content.

Each social behavior has been printed on a slip of paper. Some social behaviors are effective and others are ineffective. There are a total of 315 slips of paper, representing 315 distinct social behaviors. Note that the social behavior on each slip of paper has a number between 1 and 315. The behaviors were numbered randomly, however, so social behaviors next to one another in numerical sequence are not necessarily similar to one another in terms of content.

Proceed with the sorting task as follows:

- Take a moment to look through the stack of slips of paper you will be sorting to get a feel for the content of the social behaviors in our list.
- Begin to sort the slips of paper into categories according to the similarity of the social behaviors that are printed on them. Use a large surface such as a clear desk or table so that, for each category, you can place the slips of paper in a vertical line. By following this approach, you will be able to see each slip of paper as you are reviewing and making decisions about where to place additional slips of paper. Feel free to move the slips of paper around if your ideas about your category system change.
- Two effective behaviors (or two ineffective behaviors) should be considered similar if a manager who tends to exhibit one behavior would also be likely to exhibit the other. If, however, one of the behaviors is effective and the other is ineffective, the two behaviors should be considered similar if someone who exhibits the effective behavior would be likely *not* to exhibit the ineffective behavior (or vice versa).

➤ *Example 1.* Consider the following two behaviors: “Seeks out work assignments that provide opportunities for self-development” and “Often attends voluntary training classes

to improve his/her job skills.” It is likely that an employee who tends to display one of these behaviors would also display the other behavior. If you agree with this, you would put these two behaviors into the same category. Suppose, for the sake of illustration, that you didn’t agree with this (that is, suppose you believed that knowing that a manager tends to display one of these behaviors would tell you little about whether that manager would tend to display the other behavior). In that event, you would not put the two behaviors into the same category.

➤ *Example 2.* Now consider two different behaviors: “Works extra hard to ensure that his/her work is of the highest possible quality” and “Works only as hard as is necessary to perform at a minimally adequate level.” It is likely that an employee who tends to display one of these behaviors would tend *not* to display the other behavior. If you agree with this, you would put these two behaviors into the same category. Suppose, for the sake of illustration, that you *didn’t* agree with this (that is, suppose you believed that knowing that a manager tends to display one of these behaviors would tell you little about whether that manager would tend to display the other behavior). In that event, you would *not* put the two behaviors into the same category.

- Aim for a solution that has somewhere between 5 and 15 categories of social behaviors in all. You are free, however, to create more or fewer categories if you feel that is appropriate. The categories do not need to be of equal size, and you may put any number of social behaviors in a category that you feel is appropriate.
- We expect that you will be able to sort most of the 315 social behaviors into a category. If, however, you have a small number of behaviors that don’t fit into any category, feel free to place them in a “Miscellaneous” category.
- Once you have created your categories, go back through each category to see if you would like to move any of the social behaviors to other categories. We want to make certain that you are fully satisfied with your final grouping of behaviors.
- You will record the results of your sort in the Excel file that is included with these instructions (Tampa researchers can obtain this file from Patti). That Excel file is labeled “ARI Social Behavior Sorting Task Results.xls”. This file is a spreadsheet consisting of two columns: Column A is for the numbers of the social behaviors and Column B is for the letters of the categories into which you sort the social behaviors. After you have completed your sort, start with the first category you have created. Enter the number of each social behavior within that category in Column A, and enter an “A” (standing for “Category A”), in Column B next to each of those behavior numbers. Then move on to the next category you have created. Enter the number of each social behavior within that category in Column A, and enter a “B” (standing for “Category B”) in Column B next to each of those behavior numbers. Repeat this process for each category that you create. Enter “Misc” next to the number of each social behavior (if any) that you place in a “Miscellaneous” category. Suppose, for example, that you categorized behaviors 2, 35, and 107 into Category A, behavior numbers 24, 55, 77, and 345 into Category B, and behavior numbers 26 and 217 in a Miscellaneous category (among the other Categories that you created). The portion of the Excel file associated with these results would appear as follows:

| Behavior Number (1 through 315) | Category (Letters, Beginning with "A") |
|------------------------------------|---|
| 2 | A |
| 35 | A |
| 107 | A |
| 24 | B |
| 55 | B |
| 77 | B |
| 345 | B |
| 26 | Misc |
| 217 | Misc |

When you finish entering your results into the Excel spreadsheet, change its name by appending your last name to the file name and email it back to Rob. Thus, if I (Rob) completed the task, I would change the file name from "ARI Social Behavior Sorting Task Results.xls" to "ARI Social Behavior Sorting Task Results_Schneider.xls". The behavior numbers do not need to be listed in ascending numerical order within each category. *Please check the behavior numbers you have entered twice to ensure accuracy.* (Hopefully email to and from Tampa will be up and running by the time Tampa researchers complete their sorts. If not, then you'll have to mail Rob a disc containing the Excel files for each researcher).

- After you have finished entering your sorting task results in the Excel file, please complete the Background Information Sheet, a Word file which is also included with these instructions. Please enter the information directly into the file, which is labeled "Background Information Form.doc". When you have done so, please append your last name to the file name in the same manner as you did with the Excel file and email (or mail in the case of Tampa researchers, if email is still unavailable) it back to Rob along with your completed Excel file.

- Finally, reassemble, and rubber band together, the stack of slips of paper you sorted and return it to Chrycinda or Stacey (in the Minneapolis office) or Patti (in the Tampa office). *Be sure to carefully re-randomize the order of the behaviors so that the next sorter will not be biased by your results.* Please do not discuss the social behavior categories you identified with other PDRI research staff who will be participating in this sorting task until everyone has completed the task.

Thank you for your help.

Appendix C
Preliminary List of Social Job Performance Episodes
Sorted into Social Performance Dimensions and Facets
(77 Episodes Total)

Teamwork

Leading Teams

- Manager has just assumed a new team leadership position and is meeting with new direct reports for the first time. Track 1: New work group has been performing well. Track 2: New work group has not been performing well.
- Manager is running a meeting in which it becomes necessary to “run interference” for one or more reasons. Track 1: One or more team members usurp the agenda or repeatedly divert discussion to areas unrelated to the topic at hand. Track 2: One or more team members are rude to, are overly critical of, or gang up on, other team members. Track 3: One or more team members display neurotic attention-seeking behaviors such as clowning, bragging, or showing off that undermine the effectiveness of the meeting.
- Manager provides encouragement to team members who are feeling frustrated and/or overworked.
- Manager is facilitating a brainstorming meeting. Track 1: Contributions are disproportionate, with a few people contributing most of the ideas and others remaining mostly silent. Track 2: Team as a whole is not contributing or is not coming up with particularly good or innovative ideas.
- Manager conducts team-building session to address factors contributing to lack of trust and cohesiveness among team members, and problems in the team’s work processes.
- Manager facilitates a consensus discussion among team members regarding the most appropriate solution to a problem or resolution of an issue. Track 1: Team members are becoming increasingly polarized on various issues. Track 2: Team members are able to come to consensus after reasonable amount of discussion on various issues.
- Manager leads a team meeting in which team is increasingly showing signs of “groupthink” (i.e., team members are becoming overly optimistic, are assuming past successes will necessarily continue, are ignoring disconfirming data and information, are rationalizing away evidence that threatens emerging consensus, or are pressuring dissenters to go along with the consensus).

Working Effectively on Teams

[None.]

Seeking Input from Others

- Manager interviews job applicant.
- Manager attempts to elicit information from co-worker that is relevant to a task manager is trying to complete.
- Manager meets with current or prospective customer and client to determine their needs.
- Manager seeks input from team during staff meeting.

Coworker Relations

Developing and Maintaining Good Relationships with Co-workers

- Manager must work effectively with a difficult (e.g., defensive, argumentative, sarcastic) co-worker.
 - Manager has lunch or coffee with a co-worker to get to know him/her better.
 - Manager interacts with co-worker(s) at office parties and events. Track 1: Holiday party — peers. Track 2: Holiday party — superiors. Track 3: Company picnic — peers. Track 4: Company picnic—superiors.
- Manager participates in “bull sessions” with co-workers. Track 1: Same-sex company. Track 2: Mixed-sex company.

Demonstrating Personal Support and Sensitivity to Coworkers

- Co-worker comes to manager seeking advice and sympathy due to a personal problem (e.g., marriage is in serious trouble).
 - Co-worker has just received bad news and is visibly shaken.

Helping Coworkers

- Manager is asked by co-worker to provide help on a task. Track 1: Manager has time to help. Track 2: Manager is presently too busy with another task/project to offer immediate assistance. Track 3: Co-worker has a reputation for asking for help when he/she (co-worker) doesn't truly need it.
 - Manager sees co-worker visibly struggling with a task that manager knows how to do.

Demonstrating Mature and Appropriate Work Behavior

- Manager needs to correct co-worker's behavior during meeting Track 1: Meeting with other employees where co-worker makes a technical error. Track 2: Meeting with other employees where co-worker makes a social error. Track 3: Meeting with customers/clients where co-worker makes a technical error. Track 4: Meeting with customers/clients where co-worker makes a social error.
 - Manager must broach a sensitive issue (e.g., personal grooming) with co-worker.

Adapting to Different Cultures and Diverse Coworkers, Customers, and Clients

- Manager is introduced to a visibly disabled co-worker with whom he/she must work on a task. [Track by disability type?]
- A white manager is assigned to work on a task with someone from a racial/ethnic minority group.
- A young person is assigned to work on a task with substantially older person.
- Manager participates in a meeting where prejudiced comments are being made against minorities, women, or disabled individuals. (assumes such individuals are not in attendance at the meeting).
- Manager participates in a business meeting with people from a different country who have different norms for appropriate behavior in business settings.
- Manager is in a meeting in which he/she must explain a somewhat complex product or service to customers who, though intelligent, are relatively uneducated.
- Manager, who has just joined a new organization, meets with new co-workers and is confronted with various aspects of new organization's culture that are different from what manager has experienced before.
- Manager socializes with new co-workers over lunch in an effort to try and learn about the new organization and "fit in".

Supervision

Motivating, Leading, and Supervising Direct Reports

- Manager meets with direct reports to address a complaint they have about a problem about a policy, procedure, or situation for which manager is responsible. Track 1: Complaint about workload. Track 2: Complaint about a new organizational directive. Track 3: Complaint about a new operational procedure instituted by manager.
- A crisis occurs in which a manager must meet with his/her direct reports to take quick and effective action.
- Manager has lunch or coffee with direct report to get to know direct report on a more personal level.
- Manager makes inspirational appeal to team to convince them to do more than their job normally requires.
- Manager meets with direct report who needs to take more responsibility and initiative (e.g., be willing to make decisions on his/her own).
- Manager has meeting with direct report who has been violating organization's policies or rules (e.g., repeatedly late for work, improperly using company credit card, violating dress code).
- Manager has meeting with direct report who has been having personal problems that have been affecting his/her job performance (e.g., marital problems).

- Manager has meeting with direct report who has been having problems getting along with other employees in manager's work group.
- Manager has meeting with direct report who has not been performing satisfactorily. Track 1: Direct report acknowledges poor performance. Track 2: Direct report refuses to acknowledge poor performance.
- Manager has meeting with direct report whose productivity has declined sharply in the past couple of months. Track 1: Direct report is able and willing to identify causes of decline when appropriately probed. Track 2: Direct report is unable or unwilling to identify causes of decline.
- Manager conducts a formal performance appraisal with a direct report. Track 1: Direct report's performance has been satisfactory or better. Track 2: Direct report's performance has not been satisfactory.
- Manager meets with a direct report to give informal feedback. Track 1: Feedback is critical. Track 2: Feedback is positive.

Coaching and Developing Coworkers

- Manager meets with new direct report. Track 1: Direct report has worked in manager's organization for many years, but is having difficulty adapting to new position in manager's work group. Track 2: Direct report is new to organization.
- Manager conducts an informal training/coaching session with one direct report. Track 1: Direct report understands training/coaching content relatively quickly. Track 2: Direct report is a bit slow to understand training/coaching content. Track 3: Direct report is receptive to coaching/training. Track 4: Direct report is not receptive to coaching/training.
- Manager conducts an informal training/coaching session with two or more direct reports. Track 1: All direct reports understand training/coaching content. Track 2: One direct report is slower and more anxious than the others.

Keeping Direct Reports Informed

[None.]

Oral Communication

Communicating with Coworkers, Customers, and Clients

- Manager must provide a quick briefing for a co-worker, client, or customer. Track 1: High-level executive. Track 2: Co-workers. Track 3: Client or customer.
- Manager must respond to questions posed by co-workers, customers, or clients. Track 1: High-level executive. Track 2: Co-workers. Track 3: Customers or clients.
- Manager gives instructions to co-worker(s) regarding task to be performed.

Making Oral Presentations

- Manager delivers formal presentation to a group of co-workers, customers, or clients, with question-and-answer session following. Track 1: Audience member frequently interrupts. Track 3: Presentation is to provide requested information to a senior management panel. Track 4: Presentation is to make a proposal to a senior management panel. Track 5: Presentation is to inform peers regarding a topic of interest. Track 6: Presentation is a pitch to customer/clients. Track 7: Presentation is an interim or final summary of work performed for customer/client.

- Manager gives formal training or orientation session.
- Manager gives tour of organization or work area to current or prospective customers or clients, or to other visitors.
- Manager conducts recognition ceremony to celebrate one or more direct reports' accomplishment(s).

Networking and Customer Relations

Networking

- Manager makes initial contact with a potential network member over lunch or coffee, or in person's office.
- Manager meets with member of his/her network who is asking for a significant favor. Track 1: Someone manager keeps in regular contact with. Track 2: Someone from whom manager has not heard in a while.

Developing and Maintaining Good Relationships with Customers and Clients

- Customer meets with manager to request information or check on status of order.
- Manager calls on customer/client to check to see if customer is satisfied with product/service provided by manager's organization.
- Customer makes inappropriate requests during meeting with manager. Track 1: Customer meets with manager to request more than manager and customer originally agreed upon. Track 2: Manager must extricate self from meeting with client/customer who has overstayed their welcome. Track 3: Customer drops by unannounced during a time when manager is very busy.
- Manager meets with client/customer to deliver bad news to (e.g., product delivery will be delayed due to events beyond the manager's control, project will cost more than originally thought).

Interpersonal Influence

Persuading

- Manager needs to convince someone to do something they are not required to do (e.g., put in long hours over a period of time on a difficult project). Track 1: Peers. Track 2: Direct reports.

- Manager participates in meeting in which one or more people fail to show him/her the proper respect. Track 1: With boss (e.g., keeps taking phone calls, keeps canceling in the middle of meetings). Track 2: with peers. Track 3: with customers/clients.
- Manager participates in meeting in which other attendees forcefully express opinions/positions contrary to those of manager. Track 1: With senior executives. Track 2: With peers.
- Manager needs sell someone on a concept or proposal. Track 1: Persuade direct reports of the benefits of changes he/she proposes to make. Track 2: convince boss to implement a plan or idea to which boss is not initially receptive. Track 3: Convince a customer or client to adopt a new perspective on an issue or a need.

Managing Conflict

- Manager attempts to settle argument between two direct reports. Track 1: One direct report approaches manager to complain about another direct report. Track 2: Two direct reports approach manager because they're having a heated argument about something and each wants the manager to take his/her side.
- Manager responds to accusation of favoritism made by direct report (e.g., by giving some direct reports more desirable assignments than others).
- Manager meets with uncooperative or disruptive co-worker to attempt to improve their working relationship. Track 1: Co-worker not carrying out his/her share of project work for which co-worker and manager are jointly responsible. Track 2: Jealous co-worker who has been trying to undermine manager's success. Track 3: Co-worker's behavior is disruptive to manager's work (e.g., excessively loud phone conversations in adjacent cubicle).
- Manager meets with boss to attempt to resolve disagreement. Track 1: Boss puts pressure on manager to do something manager does not want to do (e.g., promote one of manager's direct reports). Track 2: Manager believes that boss has an inappropriately negative view of manager's performance (e.g., based on performance appraisal ratings). Track 3: Manager confronts boss because he/she feels inappropriately micromanaged.
- Manager meets with representatives of two racial/ethnic minority groups to attempt to diffuse racial tensions within his/her work group.
- Manager is confronted by abusive or rude co-worker. Track 1: Manager is approached by a co-worker who lets loose with a lengthy and public verbal tirade.
- Manager intercedes in, and attempts to resolve, an argument between two co-workers. Track 1: Manager encounters two co-workers who are having a heated argument. Track 2: Manager is running a meeting at which two participants disagree vehemently on an issue [Also Team Leadership].
- Manager convenes a meeting to attempt to ease spreading tension within manager's work group. [Also Team Leadership].
- Manager seeks to calm a co-worker or customer/client who is upset about something. Track 1: Disgruntled direct report. Track 2: co-worker who feels wronged by manager. Track 3:

boss who is upset with manager's performance. Track 4: Customer who complains about a bill, product, or service.

Negotiating

- Manager meets with one or more employee union representatives to negotiate an agreement involving a management-labor issue.
- Manager negotiates with another manager for scarce organizational resources (e.g., personnel, equipment).
- Manager negotiates an agreement for products or services with customer/client.

Interpersonal and Organizational Understanding

Determining Needs, Interests, and Probable Behavior of Co-workers, Customers, and Clients

[None.]

Demonstrating Understanding of Organizational Politics and Culture

- Manager is approached by another manager to strike a deal to exchange resources so second manager can complete an important project.
- Manager attends a meeting at which he/she seeks to push a hidden agenda without being obvious about it.
- Manager tries to persuade two co-workers (peers) to join a coalition he /she is forming to advance an agenda.
- Manager meets with a manager from a different organizational unit to try to gain an understanding of its internal politics and power structure.

Appendix D Final Episode List

Teamwork

Leading Teams

1. Officer has just assumed a new team leadership position and is meeting with new subordinates for the first time. Scenario A: New team has been performing. Scenario B: New team has not been performing.
2. Officer is leading a meeting of a team consisting of various other NCOs of the same rank, in which one or more team members keep diverting discussion off topic.
3. Officer wants to provide encouragement to a group of his/her subordinates, who are feeling frustrated and overworked.
4. Officer is facilitating a brainstorming session with his/her subordinates. Scenario A: Contributions are disproportionate — a few people are contributing most of the ideas and the rest are mostly silent. Scenario B: Team as a whole is not contributing or is not coming up with any good, innovative ideas.
5. Officer conducts a team-building session with his/her subordinates to address a lack of trust and cohesiveness among them, and problems in their ability to work well together.
6. Officer tries to build support among team members regarding the best way to solve a problem or address an issue. Scenario A: Team members are subordinates. Scenario B: Team members are peers.
7. Officer leads a team meeting attended by several of his/her peers in which the team increasingly shows signs of “groupthink”. This means, for example, that team members are (1) becoming too optimistic about the team’s ability to solve a problem, (2) falsely assuming that the team’s past successes will always carry over into the future, (3) ignoring or rationalizing away information that fails to support the team’s proposed decision or solution to a problem, or (4) pressuring team members who disagree to go along with the consensus.

Working Effectively on Teams

8. Officer attends meeting of team of fellow officers (i.e., peers) whose last several meetings officer has missed. Scenario A: Officer had reasonable excuse for missing meetings (e.g., medical leave, other duties). Scenario B: Officer did not have a reasonable excuse for missing meetings.
9. Officer attends meeting of team of fellow officers (i.e., peers) that officer has just joined. Other team members have served on this team together for a long time. Scenario A: Other team members are receptive to officer joining team. Scenario B: Other team members are not receptive to officer joining team.

10. Officer attends meeting of team of fellow officers (i.e., peers) that must make several quick decisions under significant time pressure. Scenario A: Officer has more knowledge relevant to these decisions than others in meeting. Scenario B: Officer has about the same amount of knowledge relevant to these decisions than others in meeting. Scenario C: Officer has less knowledge relevant to these decisions than others in meeting.
11. Officer attends meeting of team of fellow officers (i.e., peers) that is currently understaffed.

Seeking Input from Other Military Personnel

12. Officer attempts to get information from a peer that is necessary to complete a task. Peer possesses the information, but is not being especially helpful or forthcoming.
13. Officer meets with superior to ask questions about a task that officer has been assigned.
14. Officer seeks input during staff meeting. Scenario A: Staff consists of peers. Scenario B: Staff consists of subordinates. Scenario C: Staff consists of both peers and subordinates.

Relationships with other Military Personnel

Developing and Maintaining Good Relationships with other Military Personnel

15. Officer must work effectively with a difficult (e.g., defensive, argumentative, sarcastic) peer.
16. Officer has lunch or coffee with a member of his or her command to get to know him/her better. Scenario A: Subordinate. Scenario B: Peer. Scenario C: Superior.
17. Officer interacts with other military personnel at a military social function. Scenario A: With subordinates. Scenario B: With peers. Scenario C: With superiors within his or her immediate chain of command. Scenario D: With high-ranking officials. Scenario E: With mixture of subordinates, peers, and superiors.
18. Officer socializes informally with peers. Scenario A: Same-sex company. Scenario B: Mixed-sex company.

Providing Personal Support and Encouragement to other Military Personnel

19. Someone in unit comes to officer seeking advice and sympathy due to a personal problem (e.g., marriage is in serious trouble). Scenario A: Subordinate. Scenario B: Peer. Scenario C: Other person is same gender as officer. Scenario D: Other person is different gender from officer.
20. Someone else in unit has just received bad news and is visibly shaken. Scenario A: Subordinate. Scenario B: Peer. Scenario C: Other person is same gender as officer. Scenario D: Other person is different gender from officer.

Helping other Military Personnel

21. Officer is asked by peer to provide help on a task. Scenario A: Officer has time to help. Scenario B: Officer is presently too busy working on something else to offer immediate assistance. Scenario C: Peer has a reputation for asking for help when he/she doesn't truly need it.
22. Officer sees someone else in unit visibly struggling with a task that officer knows how to do. Scenario A: Officer has time to help. Scenario B: Officer is presently too busy to offer immediate assistance.

Demonstrating Mature and Appropriate Work Behavior

23. Officer conducts a briefing in which a peer who is assisting with the briefing makes several errors. Scenario A: Errors involve breakdown in attention to detail. Scenario B: Errors involve lack of military bearing.

24. Officer is approached by a peer with whom officer has had significant conflicts in the past. Peer apologizes for past problems and wants to sit down with officer, discuss how to work more effectively together in the future, and generally “bury the hatchet.”

Adapting to Different Cultures and Diverse Individuals

25. A white officer is assigned to work on a task with someone from a racial/ethnic minority group.
26. A newly-commissioned junior officer is assigned to work on a task with another newly-commissioned officer of the same rank who has had prior enlisted experience.
27. Officer participates in a meeting where prejudiced comments are being made against minorities or women. (Assume that such individuals are not in attendance at the meeting).
28. Officer participates in a meeting with people from a different country who have different norms for appropriate behavior in meetings.
29. Officer must explain a complicated technique, process, or concept to someone who, though intelligent, is completely uneducated with regard to the technique, process, or concept.
30. Officer, who has just joined a new unit, meets with his/her fellow officers (peers) and finds that the new unit has different rules regarding acceptable social and professional behavior (e.g., more formal, higher standards of what constitutes acceptable military bearing).
31. After joining a new unit, officer socializes with his/her fellow officers (peers) over lunch to try and learn more about the new unit and “fit in”.

Supervision

Motivating, Leading, and Supervising Subordinates

32. Officer meets with subordinates to address a complaint they have about a policy, procedure, or situation. Scenario A: Complaint about workload. Scenario B: Complaint about a new directive. Scenario C: Complaint about a new operational procedure.
33. A situation occurs in which an officer must meet with his/her team to take quick and effective action.
34. Officer makes an inspirational appeal to his/her team to convince them to do more than their job normally requires.
35. Officer counsels subordinate who needs to take more responsibility and initiative (e.g., to be willing to make more decisions on his/her own).
36. Officer counsels subordinate who has been violating military policies or rules (e.g., repeatedly late for drills, violating military dress code, failure to salute superior officers properly).
37. Officer counsels subordinate who has been having personal problems that have been affecting his/her performance (e.g., homesick, training/education, financial problems).
38. Officer has meeting with subordinate who has been having trouble getting along with other members of officer's unit.
39. Officer counsels subordinate who has not been performing. Scenario A: Subordinate acknowledges poor performance. Scenario B: Subordinate refuses to acknowledge poor performance.
40. Officer counsels subordinate whose performance has declined sharply in the past couple of months. Scenario A: Subordinate is able and willing to identify causes of decline when appropriately questioned. Scenario B: Subordinate is unable to identify causes of decline. Scenario C: Subordinate is unwilling to identify causes of decline.
41. Officer conducts a periodic formal performance evaluation with a subordinate. Scenario A: Subordinate's performance has been outstanding. Scenario B: Subordinate's performance has been satisfactory. Scenario C: Subordinate's performance has not been satisfactory.
42. Officer meets with a subordinate to give informal feedback. Scenario A: Feedback is negative. Scenario B: Feedback is positive.
43. Officer conducts ceremony to recognize one or more subordinates' accomplishment(s).
44. Officer counsels subordinate regarding positive aspects of performance.

Training, Developing, and Mentoring other Military Personnel

45. Officer meets with new subordinate to establish expectations and acclimate subordinate to new assignment.
46. Officer conducts an informal training/mentoring session with one subordinate. Scenario A: Subordinate understands training/mentoring content quickly. Scenario B: Subordinate is slow to understand training/mentoring content. Scenario C: Subordinate is receptive to mentoring /training. Scenario D: Subordinate is not receptive to mentoring/training.
47. Officer conducts an informal training/mentoring session with two or more subordinates. Scenario A: All subordinates understand training/mentoring content. Scenario B: One subordinate is slower to learn and more easily discouraged than the other(s). Scenario C: One subordinate is less motivated than the other(s).

Keeping Subordinates Informed

48. Officer conducts meeting with his/her subordinates to communicate team objectives, priorities, and readiness; commander's intent; and other relevant information.
49. Officer meets with a subordinate to delegate task or project.

Oral Communication

Communicating with Others

50. Brief another officer. Scenario A: Other officer is a high-ranking officer. Scenario B: Other officer is of similar rank.
51. Officer must respond to questions asked by another officer. Scenario A: Other officer is a high-ranking officer. Scenario B: Other officer is of similar rank.

Making Oral Presentations

52. Officer delivers a formal presentation to a group of military personnel, with question-and-answer session following.
53. Officer gives a tour of his/her unit or work area to visitors. Scenario A: Visitors are prospective recruits. Scenario B: Visitors are VIPs from other military units. Scenario C: Visitors are civilian VIPs. Scenario D: Visitors are family members.

Interpersonal Influence

Persuading

54. Officer needs to convince someone to do something that goes beyond the call of duty (e.g., put in long hours over a period of time on a difficult assignment). Scenario A: Convincing officer of same rank. Scenario B: Convincing superior officer.
55. Officer participates in briefing in which others forcefully express opinions/positions contrary to officer's. Scenario A: Briefing high-ranking officers. Scenario B: Briefing officers of same rank.
56. Officer needs to persuade someone of the merits of a plan. Scenario A: Persuade peers of the merits of a plan. Scenario B: Persuade commanding officer to implement a plan to which commanding officer is not initially receptive.

Managing Conflict

57. Officer attempts to settle argument between two subordinates. Scenario A: One subordinate approaches officer privately to complain about another subordinate. Scenario B: Two subordinates approach officer because they're having a heated argument about something and each wants the officer to take his/her side.
58. Officer responds to accusation of favoritism made by subordinate (e.g., because of perception that officer has given some subordinates more desirable assignments than others).
59. Officer meets with uncooperative or disruptive peer to attempt to improve their working relationship. Scenario A: Peer has not been doing his/her share of the work. Scenario B: Peer has been trying to undermine officer's success because peer is jealous of officer. Scenario C: Peer's behavior has been disruptive to officer's work (e.g., excessively loud phone conversations in adjacent work space).
60. Officer meets with commanding officer to address a situation that is causing conflict. Scenario A: Commanding officer puts pressure on officer to do something officer does not want to do (e.g., give a highly desirable developmental assignment to a subordinate that officer feels is less qualified than others under consideration). Scenario B: Officer believes that commanding officer has an inappropriately negative view of officer's performance (e.g., based on performance appraisal ratings). Scenario C: Officer believes he/she is being supervised too closely by commanding officer.
61. Officer meets with representatives of two racial/ethnic minority groups to attempt to diffuse racial tensions within his/her unit.
62. Officer is confronted by an abusive or rude peer (e.g., officer is approached by a peer who lets loose with a lengthy and public verbal tirade).

63. Officer intercedes in, and attempts to resolve, an argument between two peers. Scenario A: Officer encounters two peers who are having a heated argument. Scenario B: Officer is running a meeting at which two of his/her peers disagree vehemently on an issue.
64. Officer convenes a meeting to attempt to ease spreading tension that is threatening the cohesiveness of officer's unit.
65. Officer seeks to calm someone who is upset about something. Scenario A: Disgruntled subordinate. Scenario B: Peer who feels wronged by officer.
66. Officer must address a sensitive issue (e.g., personal grooming) with a peer.

Negotiating

67. Officer negotiates with a peer from another unit for scarce resources (e.g., equipment, supplies, personnel).
68. Officer negotiates a duty swap with a peer.
69. Officer negotiates for a new permanent change of station (PCS).

Understanding of Military People, Politics, and Culture

Determining Needs, Interests, and Probable Behavior of Others

[None.]

Demonstrating Understanding of Politics and Culture Relevant to Military and his/her Unit

70. Officer attends a meeting at which he/she seeks to push a hidden agenda without being obvious about it.
71. Officer tries to persuade two peers to join a coalition he /she is forming to advance an agenda.
72. Officer meets with an officer from a different unit to try to gain an understanding of its power structure.

Appendix E
SKT Scripts used for Videotaping

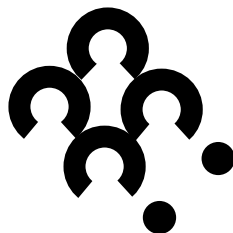
VIDEO-BASED SOCIAL KNOWLEDGE TEST
FOR UNITED STATES ARMY JUNIOR COMMISSIONED OFFICERS

Scenario Scripts

Robert J. Schneider

March, 2003

VIDEOTAPING VERSION



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Scenario 1

Dimension

Working Effectively on Teams

Characters

Lieutenant Joe Furillo (focal character)

First Sergeant Frank Taski

Captain Mark Bowie

Scenario Set-up (Voice-over)

In this scenario, Lieutenant Joe Furillo, First Sergeant Frank Taski, and Captain Mark Bowie are meeting to determine an appropriate type of punishment for Sergeant Jake Smith, an NCO who took an unauthorized absence. They have already been meeting for over two hours to discuss a variety of other matters and this is the last item on their agenda. The focal character for this scenario is Lieutenant Furillo.

Script

- Bowie:** [*Bowie should seem pressed for time and anxious to end the meeting quickly.*] OK, the last item on the agenda is to determine an appropriate type of punishment for Sergeant Smith. According to the file report, Sergeant Smith took an unauthorized absence for several hours on Tuesday, 24 July. Usually, this type of infraction warrants an Article 15 non-judicial form of punishment. 1
- Furillo:** Sir, in this case, an Article 15 proceeding is too harsh. I spoke with Sergeant Smith about the incident, and he told me the reason he was absent was that he had to take care of a financial matter. He has a big family to support and he's stretched pretty thin right now. 2
- Taski:** [*Snorts.*] You'd think he'd be a little more original than that. 3
- Furillo:** I'm serious. I know Sergeant Smith well. He's served under me for some time, and I'm telling you this is a serious situation that he's trying to deal with. 4
- Taski:** Well, whether it's serious or not, why should Smith get special treatment? 5
- Furillo:** I'm not saying he should get special treatment. I'm just saying that in this case the type of punishment would not fit the crime. 6
- Bowie:** [*Looking at his watch.*] Well, what do you propose? 7

| | | |
|-----------------|---|----|
| Furillo: | Let's give him a barter reenlistment instead. | 8 |
| Taski: | But that would be inconsistent with how we've dealt with similar cases in the past? You think that's fair? | 9 |
| Furillo: | [<i>Sarcastically.</i>] I gather you don't? | 10 |
| Bowie: | Well, it seems to me that we First Sergeant Taski's got a point. I think we really do need to be consistent in how we deal with cases like this. | 11 |
| Furillo: | And I'm telling you that sometimes we have to use common sense. Why don't you want to do that? | 12 |
| Bowie: | All right, Lieutenant. But there are lots of soldiers in the unit who are having financial difficulties, and they still manage to do their duty. You still haven't told me why Smith merits special consideration. What makes his situation... | 13 |
| Furillo: | [<i>Interrupting. Showing frustration, but stopping short of being out-and-out disrespectful.</i>] Look, an officer takes care of his soldiers. That's all I'm trying to do. Smith has done outstanding work for me. He's too good a soldier to be treated like a number. Article 15 type punishments are inappropriate in this case. | 14 |
| Bowie: | [<i>Checking his watch again.</i>] Well, I can appreciate looking out for your men... | 15 |
| Furillo: | [<i>Interrupting; earnestly, with feeling.</i>] Come on, sir. Look me in the eye and tell me that you haven't done the same thing for your soldiers. It's what any good officer does, and you know it. It's called leadership. | 16 |
| Bowie: | I really need to be somewhere, and it sounds like we need to talk about this at greater length... | 17 |
| Furillo: | [<i>Interrupting.</i>] I'd really like to get closure on this, sir. Smith is really on pins and needles, and I'd like to be able to tell him with his fate is going to be. | 18 |
| Bowie: | [<i>Checking his watch nervously.</i>] OK. Let's give it another five or ten minutes. Then I've really just got to go. | 19 |

Scenario 2

Dimension

Seeking Input from other Military Personnel

Characters

Lieutenant Jack Carson (focal character)

Sergeant First Class John Beck

Scenario Set-up (Voice-over)

In this scenario, Lieutenant Jack Carson approaches Sergeant John Beck to discuss the physical training for enlisted personnel in their unit. Lieutenant Carson just joined the unit about a month ago and has come up with some ideas for improving the unit's physical training program. The focal character for this scenario is Lieutenant Carson.

Script

| | | |
|----------------|---|---|
| Carson: | Hello, Sergeant. How did the physical training go today? | 1 |
| Beck: | Fine, Lieutenant. The unit is shaping up well. | 2 |
| Carson: | As a matter of fact, I'd like to talk to you about the physical conditioning of the unit. | 3 |
| Beck: | [<i>A little warily.</i>] Is there a problem with the physical conditioning? | 4 |
| Carson: | Well, I wouldn't say a problem, but I do think there's room for improvement. | 5 |
| Beck: | I don't understand, sir. This unit is always above average in its physical testing scores, and we've always had a very high percentage of people who meet the required physical qualifications. | 6 |
| Carson: | I understand that. I just think we can do better. I'd like to add a half-hour of extra weight training three times a week and a 10 km. hike once a week to the current physical training program. Here, I've written down some of the specifics. [<i>Hands a document to Beck.</i>] What's your reaction? | 7 |
| Beck: | [<i>Reads pad for about 10 seconds; responds with controlled anger.</i>] Sir, I don't think too much of these changes. | 8 |
| Carson: | Why is that? | 9 |

Beck: Well, sir, for one thing, we don't have the right equipment to do some of these extra exercises you've recommended. [*Pauses to think.*] I also think this will have a bad effect on morale for the soldiers. They're already stretched pretty thin, and I don't think this would be well received. Sir, I really think these changes would do more harm than good. 10

Carson: My philosophy is that you don't train good soldiers by teaching them that it's OK to be satisfied with just meeting requirements. I believe that every soldier should strive to be outstanding. If that means working a little harder, then so be it. I hold myself to the highest standards. I know you hold yourself to the highest standards. Why shouldn't our soldiers be taught the same philosophy? 11

Beck: Sir, that's a great philosophy, but it won't work in the real world. I've been working with soldiers a lot longer than you have. I know how hard they can be pushed, and I'm telling you that making changes you're suggesting would do damage to this unit. 12

Carson: [*Shakes his head in frustration.*] I just don't understand why you don't think this will work. 13

Beck: Well, as I just indicated sir, we don't have all the proper equipment for some of the extra exercises. But more importantly, the soldiers are already putting in 12-14 hour days. Adding additional physical training will demoralize them, I promise you. 14

Carson: Maybe the extra physical training will help give them the endurance to better withstand those long days. 15

Beck: Sir, I'm telling you, all it will do is make them frustrated and angry. 16

Carson: Well, I guess you know them better than I do, so we'll keep things as they are. 17

Beck: I think that's the wisest course, sir. 18

Carson: Why don't we go grab a beer? I'd like to get your opinion about some other things as well. 19

Beck: No thank you, sir. There are some reports I need to complete. 20

Carson: Very well. Thank you, Sergeant. 21

Scenario 3

Dimension

Providing Personal Support and Encouragement to other Military Personnel

Characters

Lieutenant Tom Portman (focal character)

Sergeant Debbie Gellico

Scenario Set-up (Voice-over)

In this scenario, Lieutenant Tom Portman is approached by Sergeant Debbie Gellico, who is his subordinate. Sergeant Gellico is very upset because she has been sexually harassed by a former boyfriend, who is also a sergeant in their unit. The focal character for this scenario is Lieutenant Portman.

Script

- Gellico:** [*Knocks on door.*] Lieutenant Portman, may I speak to you for a minute? 1
- Portman:** [*A bit fatigued, because he is buried in paperwork.*] Sure, come in, Sergeant. 2
- Gellico:** You look awfully busy, sir. Perhaps I should come back another time. 3
- Portman:** [*With a tired smile.*] What's on your mind, Sergeant? 4
- Gellico:** [*Looking down at her feet, hands trembling slightly.*] No, really, Captain. I think maybe I should wait till you're not so busy. I'll come back another time. 5
- Portman:** [*Looks at Gellico's trembling hands. Addresses Gellico gently with a warm smile*] It looks like you've got something important on your mind, Sergeant. Please sit down. 6
- Gellico:** [*Sitting down a bit self-consciously.*] Well, sir, it's something I'm uncomfortable talking about. [*Haltingly.*] You see, sir ... someone in the unit ... someone in the unit has been sexually harassing me. 7
- Portman:** [*Immediately looks uncomfortable, pulls back in his seat, crosses his arms in a defensive posture, and intermittently averts his eyes.*] Sergeant Jacobs, would you come in here a minute? I'd like you to be here for this, Sergeant. Have a seat. [*Sergeant Jacobs sits down.*] Go on, Sergeant Gellico. 8
- Gellico:** Well, sir, as I was saying, someone in the unit's been sexually harassing me. 9

| | | |
|-----------------|--|----|
| Portman: | Uh huh. Do you have any evidence to support your claim? | 10 |
| Gellico: | What exactly do you mean, "evidence?" | 11 |
| Portman: | Well, suppose you tell me your side of the story. First of all, who are you accusing? | 12 |
| Gellico: | The individual involved is Sergeant Neil Frederick. I dated Sergeant Frederick for over a year until we broke up a couple of months ago. It was a pretty ugly breakup. I thought I was in love with him, but he had become more and more verbally abusive, and finally I'd just had enough and I told him I didn't want to see him anymore. He took it pretty hard, but I held firm, because I have been in too many relationships like that in the past, and I swore I would never allow myself to take that kind of abuse again. | 13 |
| | <i>[Phone rings.]</i> | |
| Portman: | HHC 2-136, Lieutenant Portman. Hi, honey. I'm in meeting. Can I call you back? OK, bye. | 14 |
| Gellico: | Of course, Lieutenant. | 15 |
| Portman: | Please continue on with your story. | 16 |
| Gellico: | Well, sir, about a month after we broke up, I started seeing this really nice guy. When Sergeant Frederick saw us together, he got really jealous. He kept asking me out, even though I told him I didn't want to see him anymore. | 17 |
| Portman: | And you made it very clear you didn't want to see him? | 18 |
| Gellico: | Yes, sir, absolutely! | 19 |
| Portman: | Is that all that's going on? Has he done anything else? | 20 |
| Gellico: | Well, he's been hanging on me, sir. | 21 |
| Portman: | Can you be more specific, Sergeant? | 22 |
| Gellico: | Well, he'll come up and sit next to me, put his arm around me, and he'll pat me on the rear end even after I've made it clear I don't want him to do that. Once, he tried to kiss me against my wishes. | 23 |
| Portman: | <i>[Sighing.]</i> OK, I get the picture. | 24 |

Gellico: [*Gradually starting to lose her composure.*] This has been going on for over a month now, sir, and I just can't take it anymore. It's hard enough being a woman in the Army, and having to put up with this... well, sir, it's just more than I can stand. I ... I just don't know what to do. [*Quietly sobs.*] 25

Portman: [*Ernestly.*] Sergeant Gellico, I can assure you I'll look into the situation very carefully. 26

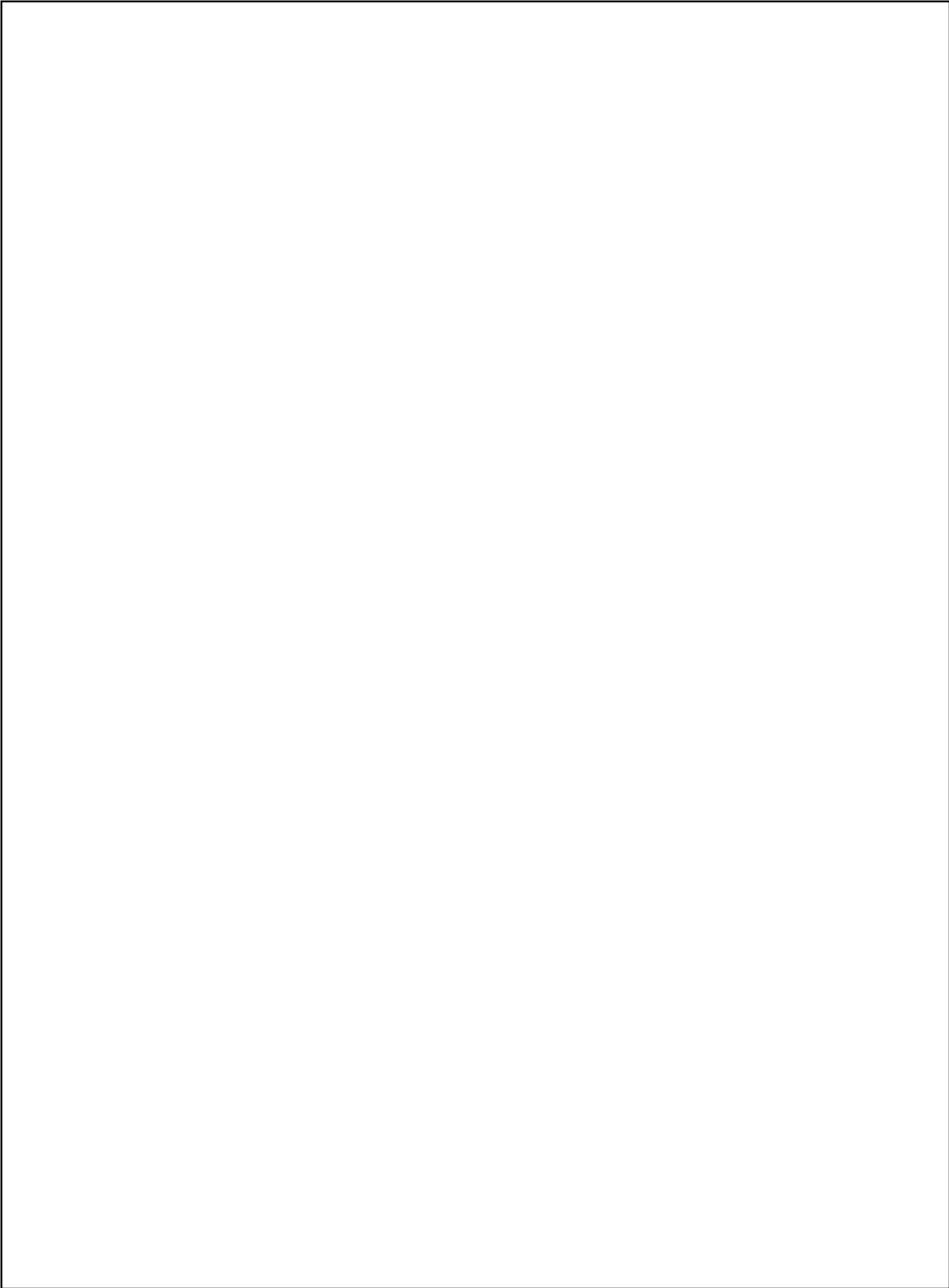
Gellico: Thank you, sir. I just don't know how much more of this I can take. 27

Portman: [*Gently, but firmly.*] You've been trained to be mentally tough as well as physically tough. Use that training. Think of this as a character test. Do you have the mental toughness to maintain your military bearing even when the going gets tough? I think you do. 28

Gellico: [*Pulling herself together.*] I'm sorry, sir, it won't happen again. 29

Portman: Good. Now, you let me look into this and we'll see what we can do to rectify this situation. 30

Gellico: Thank you, sir. Thank you very much. 31



Scenario 4 [Not Videotaped]

Dimension

Adapting to Different Cultures and Diverse Individuals

Characters

Lieutenant Dan Glover (focal character)

Lieutenant Tim Pratt

Lieutenant Jack Payton

Scenario Set-up (Voice-over)

Three lieutenants — Dan Glover, Tim Pratt, and Jack Payton — share the same office. Lieutenant Glover is new to the unit. He has a very formal, by-the-book style that characterized his old unit. This new unit, however, has a more informal approach. In this scenario, the three lieutenants discuss an upcoming inspection. For this scenario, the focal character is Lieutenant Glover.

Script

[Pratt, Payton, and Glover are seated behind their desks. Glover's desk should be neat as a pin, and Pratt and Payton's desks should be a bit messy. Glover is clearly upset.]

- Glover:** Gentlemen, have you seen this memo about the upcoming inspection? 1
- Pratt:** Yeah, I think I saw that. How about you, Jack? Did you see that memo? 2
- Glover:** The inspection is in two days and, as far as I can tell, nothing has been done to prepare for it. 3
- Payton:** *[Smiles.]* Relax, Dan, you worry too much. 4
- Pratt:** That might be an understatement, Jack. 5
- Glover:** Lieutenant Payton, maybe you haven't been hearing me correctly. We have a Colonel coming to inspect this unit in two days, and nothing is even remotely squared away. 6
- Payton:** We've got this covered, Dan. Trust me. This unit has never failed an inspection, and we're not about to now. Tim and I have it covered 7

Glover: Why wasn't I informed about this inspection sooner? The memo was dated a week ago. Why has it taken this long to get to me? If I had seen the memo sooner, I could have stepped in and contributed. As things stand now, there's not much I can do. 8

[Pratt and Payton exchange a knowing glance]

Glover: *[A look of understanding gradually comes over his face.]* Oh, I get it. Got to give the new guy a hard time. 9

Payton: Dan "The Inspector" Glover. Look, we always pass our inspections; we've never had a problem. That was true before you came here, that will be true while you're here, and that will be true after you're gone. 10

Glover: And it's enough for you just to pass an inspection? 11

Payton: Yes, Inspector, it's enough. Believe it or not, there are more important things to do in the Army than shine doorknobs. 12

Glover: First, knock off the "Inspector" stuff. Second, don't you think quality is important? Don't you think an officer should always do his best? 13

Payton: Naw, we hate quality. *[Throws a basketball at a hoop that is attached to his wastebasket.]* 14

Glover: Then maybe I've got something to teach you. 15

Pratt: In all seriousness, Inspector, if you're going to fit in here, you're going to have to learn that we operate a little bit differently than your old unit did. We take our work very seriously. But we work in a more relaxed environment than what you're used to. When it comes to the lower-priority bureaucratic stuff, we do our jobs, but we don't try to set quality records. 16

Payton: *[Hits Glover with nerf basketball.]* Look, Dan, Tim and I are going to play nine holes of golf later when we're off-duty. Why don't you join us? 17

Glover: No thank you, Lieutenant Payton. I appreciate the invitation, but I really want to get to work on getting ready for the inspection if it's all the same to you. 18

Scenario 5

Dimension

Motivating, Leading, and Supervising Subordinates

Characters

Lieutenant Fran Nicholson (focal character)

Corporal Dana Hughes

Scenario Set-up (Voice-over)

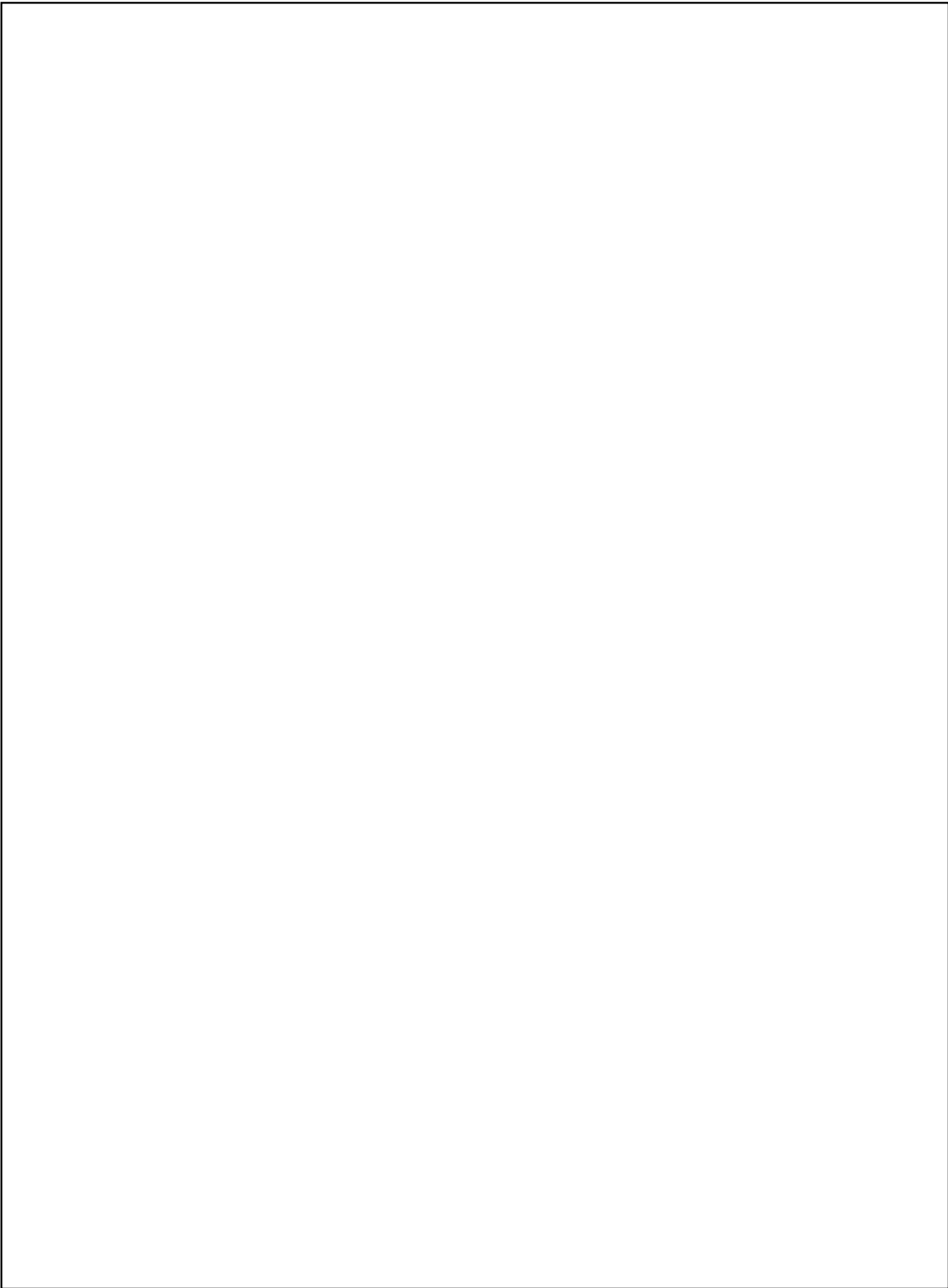
In this scenario, Lieutenant Fran Nicholson meets with Corporal Dana Hughes to discuss problems that Corporal Hughes has been having with her work. Corporal Hughes has historically been a good performer, but that has changed of late. Corporal Hughes has been counseled by her sergeant, but her performance has not improved, so the problem has been referred to Lieutenant Nicholson. The focal character for this scenario is Lieutenant Nicholson.

Script

| | | |
|-------------------|---|----|
| Hughes: | [Knocks on Nicholson's partially-open door.] | 1 |
| Nicholson: | Come in, Corporal. | 2 |
| Hughes: | Corporal Dana Hughes, reporting as ordered, sir. | 3 |
| Nicholson: | At ease, Corporal. Have a seat. How have things been going for you, Corporal Hughes? | 4 |
| Hughes: | Just fine, ma'am. | 5 |
| Nicholson: | Do you know why you're here, Corporal? | 6 |
| Hughes: | No, ma'am. I really don't. | 7 |
| Nicholson: | Well, Corporal, Sergeant Hagan has some concerns about your performance of late. | 8 |
| Hughes: | Yes, ma'am. | 9 |
| Nicholson: | Apparently Sergeant Hagan has tried to counsel you about some of those problems, but nothing has changed. | 10 |
| Hughes: | Yes, ma'am. | 11 |

| | | |
|-------------------|--|----|
| Nicholson: | Well, what's your take on the situation? | 12 |
| Hughes: | Ma'am, I've been late for some duty shifts because I've been having some trouble sleeping, and I'm aware that Sergeant Hagan believes my performance has been inadequate lately. | 13 |
| Nicholson: | Do you agree with Sergeant Hagan's assessment? | 14 |
| Hughes: | Well, I suppose being tired and all, I've made some mistakes I shouldn't have. | 15 |
| Nicholson: | What have you done to try and address the situation? | 16 |
| Hughes: | I've been trying to get more sleep and be more focused on the job. | 17 |
| Nicholson: | But that hasn't been working? | 18 |
| Hughes: | Well, I thought things had been improving somewhat, but apparently Sergeant Hagan disagrees. | 19 |
| Nicholson: | Uh huh. According to your personnel file, you've been an exemplary soldier up until about two months ago. What happened that changed things? | 20 |
| Hughes: | Well, ma'am, like I said, I guess I haven't been sleeping too well. I've always slept fine before. | 21 |
| Nicholson: | I see here that you're married. Is everything going OK at home? | 22 |
| Hughes: | Ma'am, I'd really rather keep my personal life out of this discussion. | 23 |
| Nicholson: | You know, a couple of years ago I had a soldier here in my office with a situation very much like yours. He'd been an exemplary soldier, but his performance had been suffering of late. He was having trouble sleeping, too. Turned out that his wife was pressuring him to give up the Army and take a civilian job when his tour was up. He kind of liked the Army life, though, and wanted to sign up for another tour. They were arguing late into the night every night. He wasn't sleeping, and wasn't concentrating too well either. | 24 |
| Hughes: | What happened? | 25 |
| Nicholson: | We talked it through. I suggested that he and his wife get some counseling, which they did. It took a while, but they got through their rough patch, and the soldier's performance got back to normal. | 26 |
| Hughes: | Anyone I know? | 27 |
| Nicholson: | Sergeant Schmidlap. | 28 |

| | | |
|-------------------|--|----|
| Hughes: | Really! I never would've guessed. | 29 |
| Nicholson: | Yes. So, you see, it can happen to anyone. It might help to talk about it. | 30 |
| Hughes: | [<i>Looking down.</i>] It's kind of embarrassing to talk about. [<i>Long pause.</i>] My husband and I have been having some financial problems. | 31 |
| Nicholson: | Go on. | 32 |
| Hughes: | Actually, it's more my husband who's been having financial problems, but it's been affecting me of course. My husband has been running up large balances on our credit card to buy things. He never discusses any of these purchases with me, and if he did I would never agree to them. | 33 |
| Nicholson: | How long have you been married? | 34 |
| Hughes: | A little over a year. We got married just before I transferred to this unit. | 35 |
| Nicholson: | You moved out here from the Washington, DC area? | 36 |
| Hughes: | Yes, ma'am. | 37 |
| Nicholson: | How has your husband handled the transition? | 38 |
| Hughes: | Not too well. He's from Washington, DC and has never really lived anywhere else. He left a job he liked to come out here with me, and I'm not sure how happy he is with his new job. | 39 |
| Nicholson: | I bet your sex life's been affected, too. | 40 |
| Hughes: | Yes, ma'am. | 41 |
| Nicholson: | Well, I'd strongly urge you and your husband to get some counseling to try and solve the problems in your marriage. It sounds to me like that's the real cause of your problems. [<i>Smiles.</i>] OK? | 42 |
| Hughes: | All right, I'll talk to my husband about it and give it a try, ma'am. | 43 |
| Nicholson: | [<i>Sternly.</i>] Meanwhile, I don't want to hear any more reports about performance problems. Understood? | 44 |
| Hughes: | Yes, ma'am. | 45 |
| Nicholson: | That will be all, Corporal. | 46 |
| Hughes: | Thank you, ma'am. | 47 |



Scenario 6

Dimension

Developing and Maintaining Good Relationships with other Military Personnel

Characters

Lieutenant George Ball (focal character)

Lieutenant Sarah Marx (focal character)

Lieutenant John Woods (focal character)

Scenario Set-up (Voice-over)

In this scenario, Lieutenants George Ball, Sarah Marx, and John Woods are relaxing with pizza and beer after having just spent several hours studying for a qualifying examination. All three officers in this scenario are focal characters.

Script

[Scene opens in a lounge with the three lieutenants having just finished a pizza they had ordered.]

| | | |
|---------------|---|----|
| Ball: | Nothing like eating dinner at 2100 hours, huh? | 1 |
| Woods: | This is just routine. Studying for these advancement exams is taking more time than I thought. | 2 |
| Ball: | You don't want to be a lieutenant all your life, do you? | 3 |
| Woods: | Hell no! | 4 |
| Ball: | Have you met that new guy, Lieutenant Jackson? | 5 |
| Woods: | No. | 6 |
| Ball: | Now there's a guy who will definitely never be more than a lieutenant. I can't figure out how he ever got commissioned. | 7 |
| Marx: | What makes you say that? | 8 |
| Ball: | You've really got to experience him for yourself. And you should see his wife <i>[Rolls his eyes.]</i> | 9 |
| Woods: | How's your new platoon sergeant working out? What's his name again? Davidson? | 10 |

| | | |
|---------------|--|----|
| Ball: | Good. I'm actually learning a lot from him. | 11 |
| Marx: | Yeah, I've heard he's really outstanding. | 12 |
| Ball: | [<i>To Woods.</i>] What have you got going this weekend? Do you want to catch that new Bond movie on Saturday? | 13 |
| Marx: | [<i>Smiling.</i>] Nothing like a little senseless violence to get the old juices flowing, eh? | 14 |
| Ball: | [<i>Good-naturedly.</i>] I suppose you'll be going to a chick flick for some cinematherapy? | 15 |
| Marx: | [<i>Smiles.</i>] Actually, I prefer senseless violence. | 16 |
| Woods: | [<i>Putting his arm around Marx's shoulder in a non-threatening, non-sexually suggestive manner.</i>] Now, this is my kind of woman! I can never get my girlfriend Emily to see an action flick. | 17 |
| Ball: | How are things going with you two? How long have you been together now? | 18 |
| Woods: | Three months. | 19 |
| Ball: | Wow, that must be some kind of a record for you. | 20 |
| Woods: | [<i>Sincerely.</i>] I like her. | 21 |
| Ball: | You must. Don't tell me your days as a stud are over. Seems like you were going through about one a week there for a while. | 22 |
| Woods: | I'm getting too old for that kind of stuff. | 23 |
| Ball: | What about you, Sarah? How are things going with George? Have the two of you set a wedding date yet? | 24 |
| Marx: | [<i>Looking sad.</i>] Actually, we broke up last week. He didn't take to the idea of becoming an Army husband. | 25 |
| Ball: | [<i>Picking up a newspaper.</i>] Huh. | 26 |
| Woods: | [<i>With empathy.</i>] Pretty rough, huh? | 27 |
| Marx: | You could say that. | 28 |
| Ball: | [<i>Casually.</i>] Come on, with your looks, you shouldn't have any trouble finding a replacement. | 29 |
| Marx: | [<i>Sighs.</i>] I guess. Well, I'm ready to call it a night, guys. | 30 |

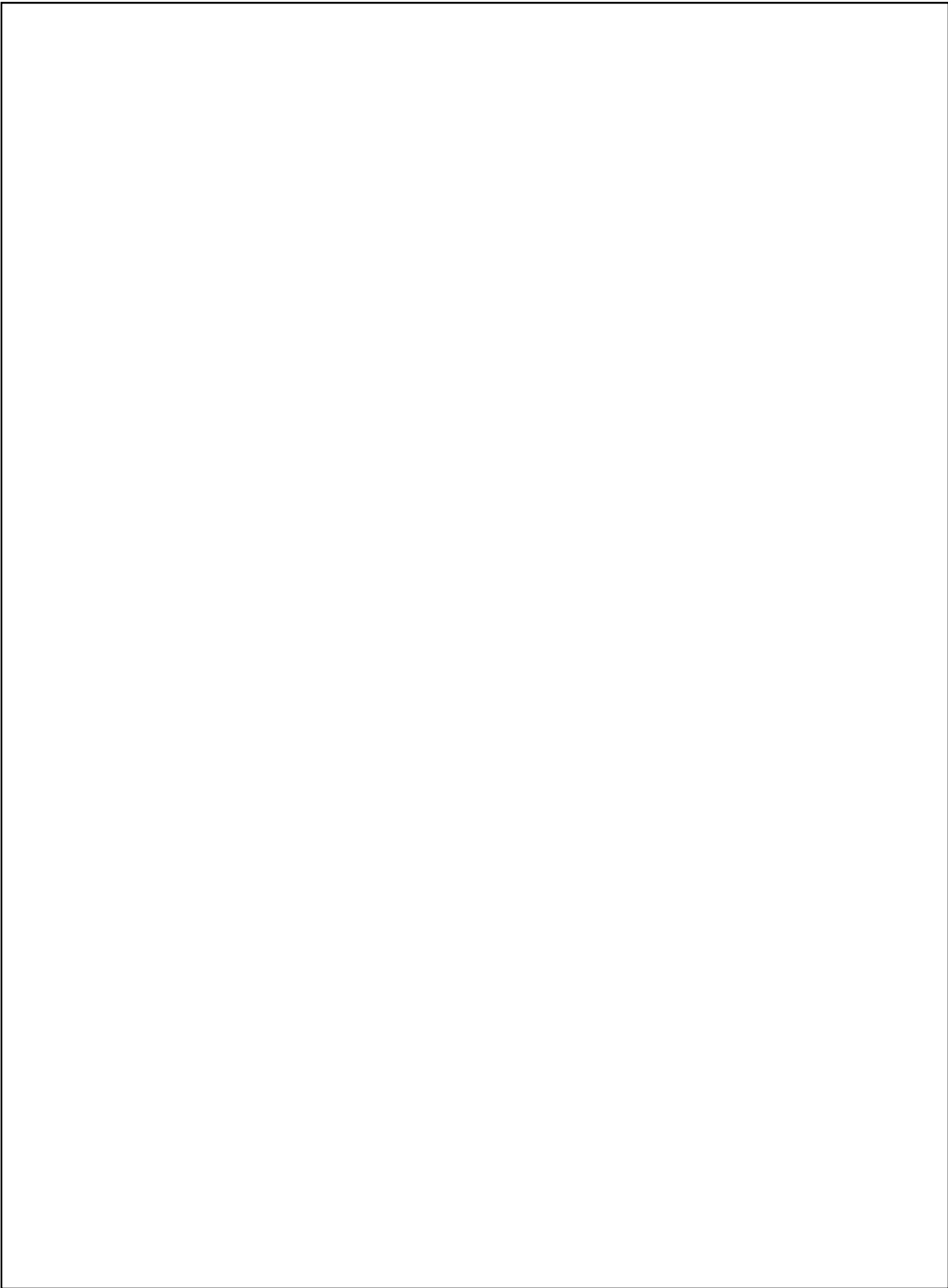
Woods: Yeah, me too.

31

Ball: Ditto.

32

[They leave together.]



Scenario 7

Dimension

Communicating with Others

Characters

Captain Ted Ewing (focal character)

Colonel Pat Clark

Scenario Set-up (Voice-over)

In this scenario, Captain Ted Ewing briefs Colonel Pat Clark regarding the success of a new plan for improving unit morale. The focal character for this scenario is Captain Ewing.

Script

- Ewing:** [*Knocks on door.*] 1
- Clark:** Come in. 2
- Ewing:** Captain Ted Ewing, reporting as ordered, sir. 3
- Clark:** Come in, Captain Ewing. At ease, Captain. Have a seat. Well, as I mentioned on the phone, I'm interested in hearing your report on the impact of our new program for improving the morale of enlisted personnel and NCOs in your unit. 4
The program has been in place for a couple of months, and I'm very interested to know what is and isn't working.
- Ewing:** [*Looking down at notes the whole time; is obviously reading from the note cards; speaks in a monotone voice.*] What I did, sir, is I took the liberty of putting together a survey on my own to measure the morale in the unit before and after the new program was implemented. I broke morale into a number of different areas: I wrote questions about how they're getting along with other personnel, how happy they are with their supervision, how happy they are with me as their commanding officer, how happy they are with the technical training they're receiving, how happy they are with the technical training they're receiving, how happy they are with their career development opportunities, how happy they are with their physical training, and how happy they are with family support and counseling. Then I assembled all the items I wrote into a survey, which I then had the lieutenants under my command administer to each of their units. Then I did a detailed statistical analysis of all the survey responses, or actually, to be fair, I had a Master Sergeant under my command, who is a real whiz with statistics, and whose work I have the utmost respect for, do the analyses. 6

| | | |
|---------------|---|----|
| Clark: | What's the bottom line, Captain? | 7 |
| Ewing: | The bottom line? [<i>Becomes a bit flustered; flips through note cards.</i>] OK, here we go. Well, sir, the bottom line is that morale has improved dramatically as a result of the new program. | 8 |
| Clark: | Terrific! | 9 |
| Ewing: | But, sir, I need to qualify that statement. There was one squad in Lieutenant Olsen's unit whose morale did not improve. But I want you to know, sir, that I talked with the Lieutenant also about that, and he believes it is a problem with the Sergeant who commands that squad, rather than a problem with the new program that's been implemented. | 10 |
| Clark: | [<i>Amiably.</i>] That sounds reasonable. | 11 |
| Ewing: | Now, another point I wanted to make, if you will just bear with me for a minute, sir [<i>flips through more note cards.</i>] And the importance of this can't be overstated, I don't think: Not all the different areas of morale have gone up by the same amount... | 12 |
| Clark: | Let me stop you there, Captain Ewing. It looks like you've done some very good work here. Certainly, you've gone above and beyond the call of duty. Why don't you put all this in a written report. I'll look this over when I get a chance. | 13 |
| Ewing: | Roger that, sir. | 14 |

Scenario 8

Dimension

Motivating, Leading, and Supervising Subordinates

Characters

Captain Lance Edwards (focal character)

Sergeant First Class Paul Smith

Scenario Set-up (Voice-over)

In this scenario, Captain Lance Edwards conducts a formal performance evaluation of Sergeant Paul Smith. Sergeant Smith has been an outstanding performer, and knows it. The focal character for this scenario is Captain Edwards.

Script

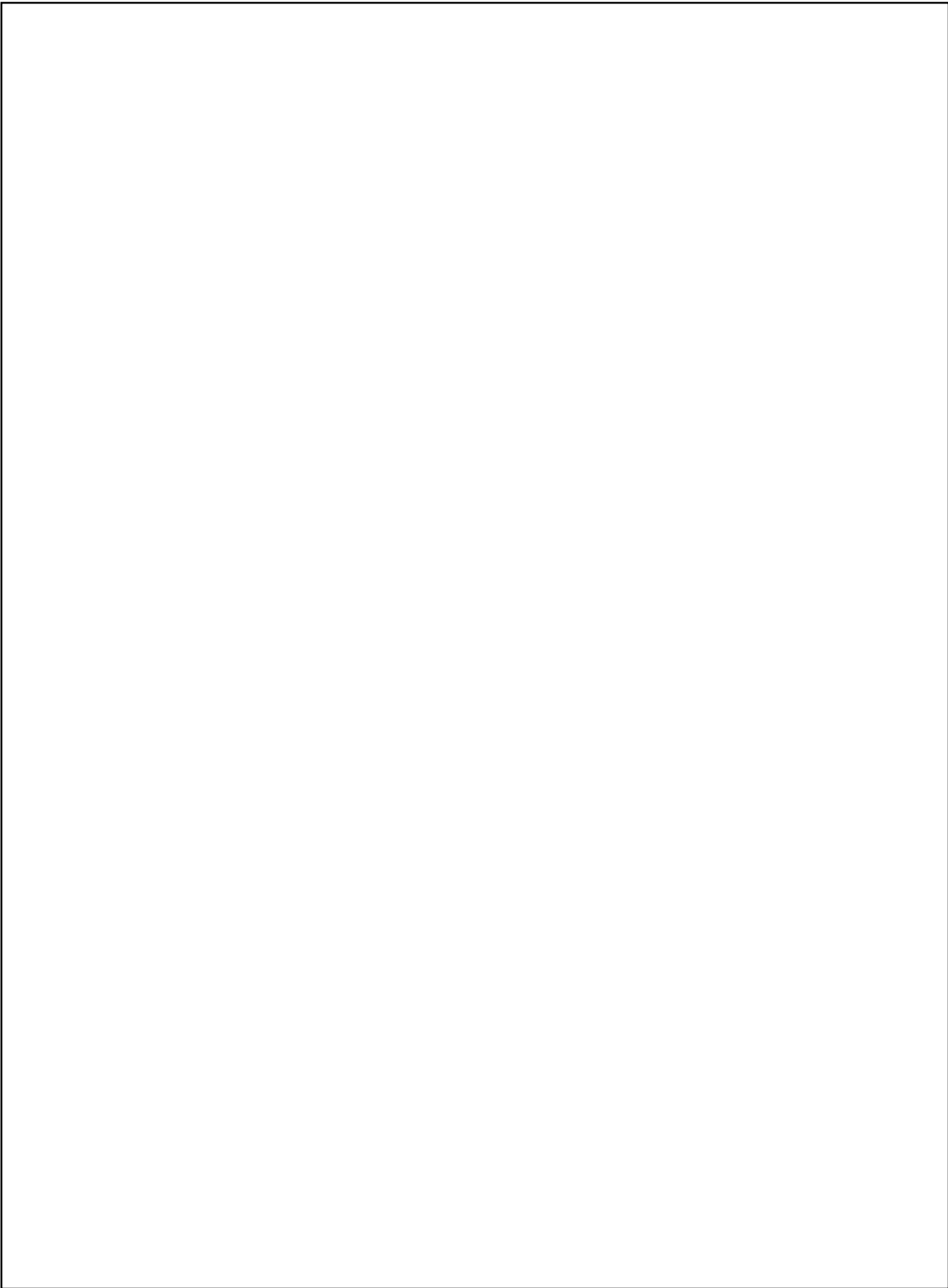
[*Scene opens with Smith and Edwards sitting at a conference table in Edwards' office.*]

- Edwards:** Sergeant, yours is definitely one of my easier performance evaluations this year. Your performance, as always, has been just stellar, and your performance review is really just a formality. 1
- Smith:** Thank you, sir. That's nice to hear. 2
- Edwards:** No need to thank me. You've earned the kudos. So tell me, how do you see your performance over the past year? 3
- Smith:** Well, I know I'm good, sir, if that's what you mean. I mean, I'll be very honest, with you, sir, I have yet to meet the platoon sergeant who's even close to me in terms of performance. 4
- Edwards:** [*Smiling.*] Well, certainly, you don't have any problem with self-confidence. 5
- Smith:** [*Smarmy attitude beginning to emerge.*] Well, sir, I think we understand each other here. As I say, I know I'm really good, and I've never seen much point in pretending I'm not. 6

| | | |
|-----------------|--|----|
| Edwards: | <i>[Looking at Smith's personnel file.]</i> I do want to share with you some observations about your performance last year. You are way ahead of the game in terms of qualification exams. Everyone I've talked to who works with you says you have an enthusiasm for your work that is contagious and that you elevate everyone's performance as a result. And I can certainly attest to that, having worked closely with you myself over the past several years. There are several instances during the past year when you've gone above and beyond the call of duty. A good example is when you volunteered to take over Sergeant Foster's duties when he came down with pneumonia last winter, even though your plate was already full. And you still managed to find time to prepare for your qualifying exams that, as I recall, were coming up the next month. When do you sleep? | 7 |
| Smith: | <i>[Smiles.]</i> Sleep is for wimps. | 8 |
| Edwards: | <i>[Continues reading through file.]</i> Also, there are numerous examples of times when you were there for the people under your command. I know, for example, that you did a great job of supporting Private Taylor when he was having marital problems. | 9 |
| Smith: | Now that you go through it all, it does sound kind of impressive, doesn't it? | 10 |
| Edwards: | There are a couple of critical comments here in the file, but they're so far outweighed by the positives that I don't really see much point in mentioning them. | 11 |
| Smith: | <i>[Immediately defensive.]</i> Someone's been critical of me? | 12 |
| Edwards: | I probably shouldn't have even brought it up. | 13 |
| Smith: | Probably it's just somebody who's jealous. | 14 |
| Edwards: | Look, Paul, I don't want you leaving here thinking that there's anything wrong with your performance. I want you to leave here knowing that you are one of the most outstanding sergeants it's ever been my privilege to work with. OK? | 15 |
| Smith: | <i>[Calming down.]</i> OK, sir, I'm sorry. I do get a little touchy about criticism because I take so much pride in my work. | 16 |
| Edwards: | I know you do. Do you have any questions for me? | 17 |
| Smith: | Well, one thing I've been wondering about is whether I'm on track for early promotion to first sergeant? | 18 |
| Edwards: | Based on what I'm seeing so far, I can't see any reason why not. | 19 |

Smith: Excellent! Thank you, sir. I've enjoyed our meeting today very much. 20

Edwards: So have I, Paul. So have I. 21



Scenario 9

Dimension

Managing Conflict

Characters

Lieutenant Harry Melville (focal character)

Lieutenant Paul Mailer

Scenario Set-up (Voice-over)

Lieutenants Harry Melville and Paul Mailer are friends and roommates. In this scenario, Melville has just concluded a class in which he's returned a report to Lieutenant Mailer with the feedback that Mailer will have to redo the assignment. Mailer is angry, and approaches Melville to complain. The focal character for this scenario is Lieutenant Melville.

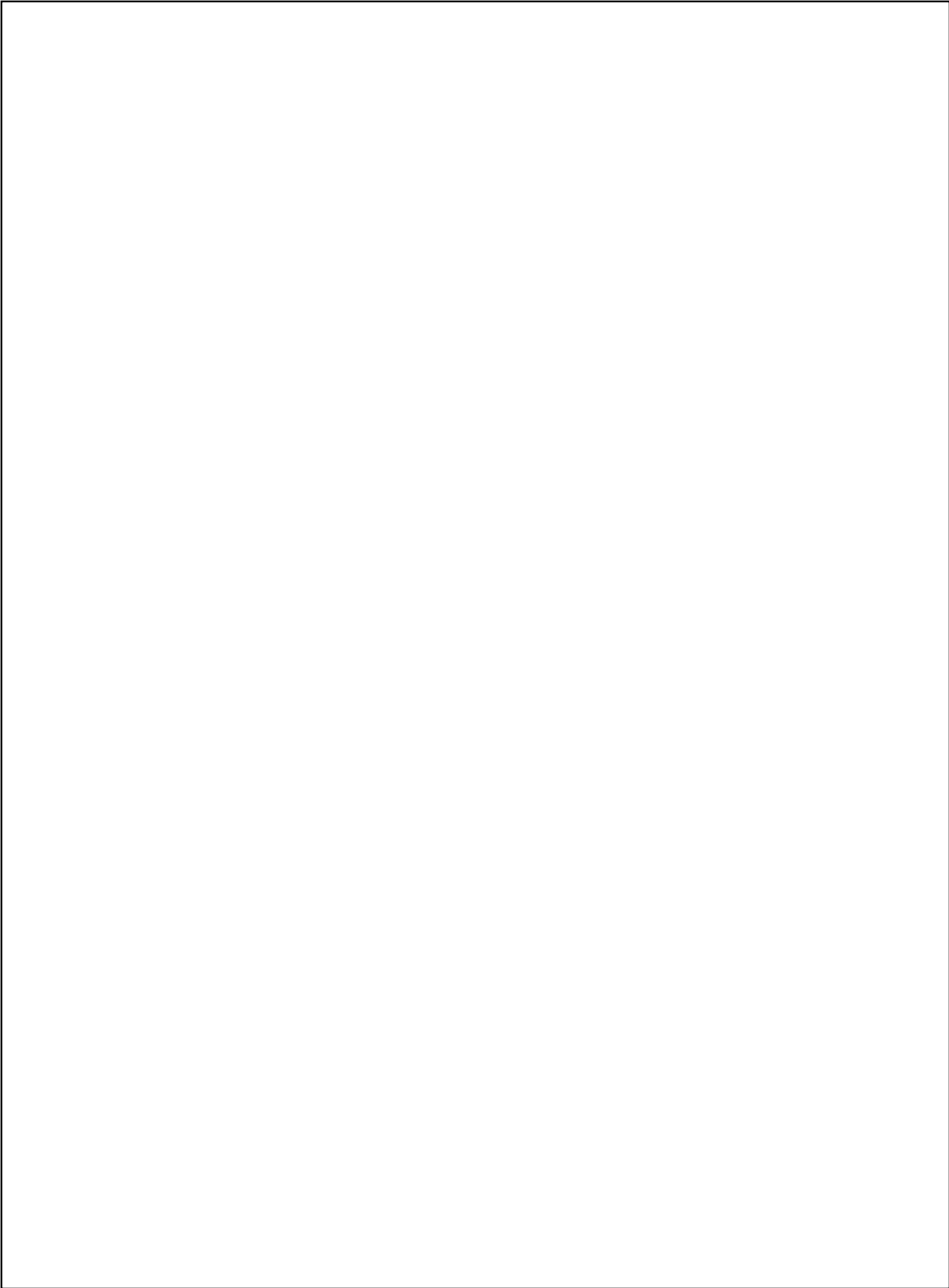
Script

| | | |
|------------------|--|---|
| Mailer: | [<i>Steaming.</i>] What the hell is this, Harry? Are you out of your mind? | 1 |
| Melville: | [<i>Calmly.</i>] Not that I'm aware of. | 2 |
| Mailer: | You're making me <u>redo</u> the report? And on top of that, you're assigning me extra reading for the next report? | 3 |
| Melville: | Yup. | 4 |
| Mailer: | Do you realize that I'm going to have to cancel my plans to go on leave next week to get this done? | 5 |
| Melville: | Of course I realize that, Paul. I'm your roommate, remember? | 6 |
| Mailer: | Right now, I'd like to remedy that situation. I don't know what you think you're doing, but there's no way I deserve this! | 7 |
| Melville: | [<i>Sternly.</i>] I don't want to hear it, Paul. I did what I thought was fair and right, and I would do it again. [<i>More warmly.</i>] Look, let's just go home and forget about it. We'll grab some dinner on the way. You'll feel better after you've eaten. | 8 |
| Mailer: | Like hell... | 9 |

| | | |
|------------------|---|----|
| Melville: | [<i>Explodes.</i>] What's your problem? You want special treatment just because you're my friend and roommate? What's the matter with you, Paul, you're acting like a two-year-old! | 10 |
| Mailer: | Yeah? Well, I think that when Captain Franks put you in charge of this training module, your gigantic ego got even more inflated! I didn't think that was possible! | 11 |
| Melville: | [<i>Quietly and calmly.</i>] Look, Paul, sit down for a second. Now, you're one of the brightest guys I know. And there's no earthly reason why somebody with your intelligence should be turning in work like that... [<i>Pointing to report in Mailer's hand.</i>] | 12 |
| Mailer: | Who are <u>you</u> to pass judgment on <u>me</u> ? If it wasn't for me, you never would have made it out of freshman physics. | 13 |
| Melville: | Will you please just sit down and listen for a minute? | 14 |
| Mailer: | Oh, I'm all ears. | 15 |
| Melville: | [<i>Sarcastically.</i>] No, I'd say you're all mouth right now. Now I've got something important to say to you, and I want to make sure you hear what I have to say. I'm asking you nicely. Will you please just listen to me for a minute? | 16 |
| Mailer: | [<i>Sits down. Calms down slightly, but is still clearly upset.</i>] All right, I'm listening. | 17 |
| Melville: | [<i>Paces back and forth in front of Mailer, looking down at him occasionally while talking.</i>] You're right. I do owe you a lot. I consider you a good friend. And, like I said, you are one of the brightest people I know. But you're also lazy. And frankly, Paul, some of your leadership skills aren't very good, especially the people skills part of leadership. Now, I know you want to be a good officer, and I know you want a big career in the Army. If you want to be promoted, I think you're going to have to pay more attention to developing your people skills and your leadership skills. I think you didn't try very hard on this report because it had to do with people skills as they relate to leadership. I think you think that this is not an important topic, and so it wasn't worth wasting time on. You'd rather focus on things like logistics. [<i>Smiling affably.</i>] Well, my friend, being an officer is being a leader. End of speech. | 18 |
| Mailer: | You're through? | 19 |
| Melville: | Pretty much. | 20 |
| Mailer: | And you're still going to make me do all this extra work? | 21 |
| Melville: | Because I'm your friend. | 22 |
| Mailer: | Not any more. [<i>Storms out.</i>] | 23 |

Melville: Oh, come on, Paul. Paul?

24



Scenario 10

Dimension

Managing Conflict

Characters

Captain Kevin Smith (focal character)

First Sergeant Woody Stephens

First Sergeant Max Bradley

Scenario Set-up (Voice-over)

In this scenario, Kevin Smith, a captain in an aviation unit, overhears First Sergeants Woody Stephens and Max Bradley having a heated argument as he passes an open office door. First Sergeant Stephens represents a unit that flies helicopters, and First Sergeant Bradley represents a unit that provides support to aviation units. Both of these men report directly to Captain Smith. For this scenario, the focal character is Captain Smith.

Script

[Captain Smith passes by an open office door where First Sergeants Stephens and Bradley are having a heated argument. He pauses, listens very briefly, and then knocks and enters.]

[Dialogue between Stephens and Bradley overheard by Smith:]

Stephens: *[Angrily.]* Max, this is becoming an intolerable situation. We've got pilots that can't fly missions on time because you guys keep dropping the ball. What's your problem? Helicopters not glamorous enough to get your attention? 1

Bradley: *[Also angrily.]* This may be hard for you believe, Woody, but we've got more to do than just maintain your helicopters. You'll wait your turn just like everyone else. *[Smith knocks at this point.]* 2

Smith: Is there a problem here, gentlemen? 3

[Stephens and Bradley come to attention.]

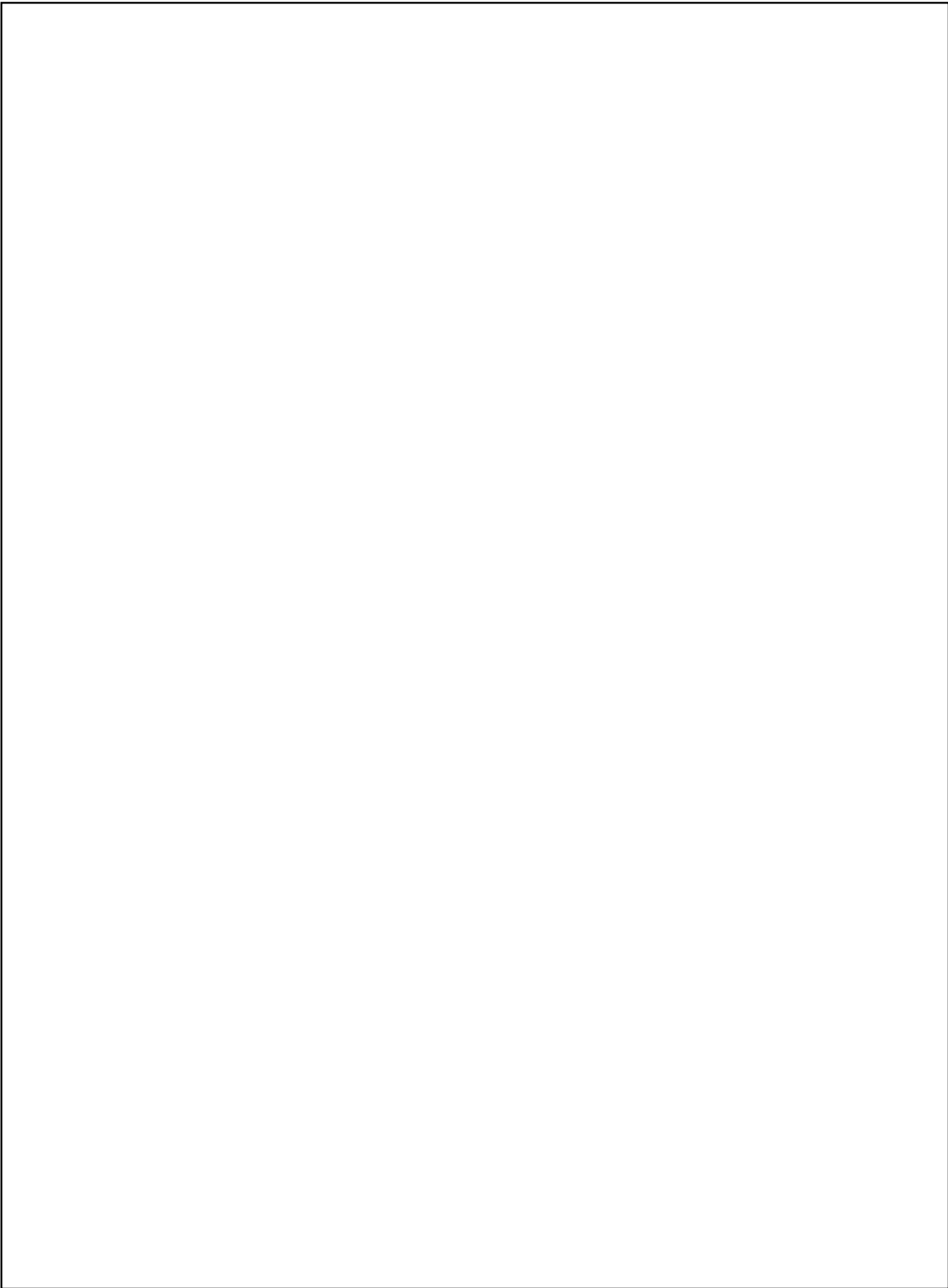
Smith: At ease. Now what seems to be the problem? I heard you all the way down the hallway. 4

[Stephens and Bradley both start talking at the same time.]

| | | |
|------------------|---|----|
| Stephens: | Sir, we've been delayed in getting several missions completed because we can't get our helicopters serviced in a timely fashion. I don't understand why they can't do some simple... | 5 |
| Bradley: | Sir, Sergeant Stephens is asking us to do the impossible. He thinks that his helicopter unit is the only aviation unit in the Army that requires our maintenance services. | 6 |
| Smith: | All right, hold it! Gentlemen, will you please take a breath and calm down. OK. Have a seat. [<i>Everyone is seated.</i>] Now, one at a time, please tell me what this is all about. Let's start with you, First Sergeant Stephens. | 7 |
| Stephens: | [<i>More calmly.</i>] Sir, there have been a number of instances recently when my helicopter unit hasn't been able to fly scheduled missions because First Sergeant Bradley's aviation support unit hasn't performed maintenance and repair tasks in a timely fashion. They repeatedly put us at the bottom of their priority list. Right now, we're basically at a standstill in terms of operational effectiveness until we can get some support from their unit. I approached First Sergeant Bradley about this to try and resolve this situation, which has become intolerable, but he hasn't been too receptive, as you can see. | 8 |
| Smith: | All right, First Sergeant Bradley, let's get your side of the story. | 9 |
| Bradley: | Sir, I'm not without sympathy for First Sergeant Stephens' position, but there are certain realities here that he does not seem to understand. We have a finite amount of resources that we can devote to the aviation support activities we're tasked with. Now, I realize that First Sergeant Stephens believes that flying helicopter missions is the most important thing that the Army does, but the fact is we're talking about a minor delay in flying some relatively minor missions. We'll get to the helicopters as soon as we can. Meanwhile, First Sergeant Stephens really needs to take a laxative and learn some patience. | 10 |
| Smith: | All right, that's enough. I think I'm getting the picture. Can we think of some possible solutions to the problem? | 11 |
| Stephens: | The solution is obvious. The people in First Sergeant Bradley's unit need to do their jobs. | 12 |
| Bradley: | [<i>To Smith.</i>] I just don't know what planet he's living on, sir. | 13 |
| Smith: | Gentlemen, you're both soldiers in the United States Army. As such, you both have the same mission, which is to serve the Army to the utmost of your ability. You're on the same team here. You are not each other's enemies. Now, in that spirit, I'm asking you to try and think of some possible solutions to your problem. Ideas? | 14 |

[Ten seconds of silence, during which Bradley and Stephens look down or away from each other.]

- Smith:** *[Sighs to himself.]* Clueless. *[Shoots a skeptical and irritated look at Stephens.]* Look, First Sergeant Stephens, are the personnel in your unit really deployed in the best possible way? 15
- Stephens:** *[Defensively.]* Yes, sir. How can you suggest... 16
- Smith:** *[Interrupting. In snippy tone of voice.]* True or false: you sometimes have skilled mechanics standing watch or performing other duties that can be performed by less skilled personnel? 17
- Stephens:** Well, sir, sometimes it's been necessary... 18
- Smith:** *[Interrupting.]* True or false? 19
- Stephens:** *[Avoiding eye contact with Smith.]* True, sir. 20
- Smith:** OK, now we're getting somewhere. I tell you what, why don't we schedule a meeting when I've got more time, and we can put together a plan to more effectively utilize the personnel in your unit. 21
- Stephens:** Of course, sir. But, frankly sir, I don't think redeploying personnel is going to solve the problem entirely and it's going to create some problems for my unit. 22
- Smith:** *[Smiles knowingly.]* Well, why don't we try it my way and see what happens. 23
- Stephens:** Yes, sir. 24
- Bradley:** Thank you, sir. 25
- Smith:** Carry on, gentleman. 26



Scenario 11

Dimension

Demonstrating Mature and Appropriate Work Behavior

Characters

Lieutenant Jack Porter (focal character)

Lieutenant Fred Leonard

Scenario Set-up (Voice-over)

In this scenario, Lieutenant Jack Porter has come to apologize to Lieutenant Fred Leonard for disparaging remarks he made concerning the performance of Lieutenant Leonard's unit on the firing range. These comments made their way back to the executive officer in Lieutenant Porter's unit, who has ordered Lieutenant Porter to apologize to Lieutenant Leonard. For this scenario, the focal character is Lieutenant Porter.

Script

| | | |
|-----------------|--|---|
| Porter: | [Knocks on the door to Leonard's office.] Got a second, Fred? | 1 |
| Leonard: | Sure, what's on your mind? | 2 |
| Porter: | [Making only intermittent eye contact with Leonard.] Well, I guess you've probably heard about a couple of off-hand comments I made about your unit. | 3 |
| Leonard: | Yes, I certainly have. | 4 |
| Porter: | [Looking slightly uncomfortable; shuffling his feet; expressing a hint of irritation in the tone of his voice.] This has really gotten blown out of proportion, Jack. But I guess I do want to apologize if this was upsetting to you. I mean, you know, I didn't mean anything by it. | 5 |
| Leonard: | Apology accepted. I know it probably wasn't easy for you to come here and do this, and I want you to know I appreciate it. Do you want to sit down and talk for a minute? | 6 |
| Porter: | Actually, Fred, I've got an awful lot of work to catch up on. Can it wait? | 7 |
| Leonard: | It won't take long, Jack, but I really did want to talk a little bit about what you said. After all, we've got to work together, and if there are things about my leadership that you have a problem with, I'd really like to address them. | 8 |

| | | |
|-----------------|--|----|
| Porter: | [<i>Firmly.</i>] Look, I came here, I apologized for what I said, and I'm genuinely sorry for what I said. Why are you belaboring the issue? | 9 |
| Leonard: | Because something made you say what you said, and if there's an issue that needs to be addressed, I want to make sure it gets addressed. | 10 |
| Porter: | Look, will you grow up, Fred? You've got a lot of strong points, but you've got to learn not to be so sensitive. If you can't stand up to a little criticism, you shouldn't be wearing that uniform. | 11 |
| Leonard: | Well, I could stand up to the criticism a lot better if it were a little more constructive. | 12 |
| Porter: | I don't know how to sugar coat it for you. Someone's got to tell you the truth. | 13 |
| Leonard: | Look, I know my unit's performance on the firing range has not been stellar and, certainly, has not been as good as your unit's. I am willing to accept responsibility for that, and I'm working hard on a training plan to improve our performance. [<i>Porter looks at his watch.</i>] Now, if you think there's a problem with my leadership skills, I would prefer that you take the matter up directly with me to help me remedy this situation instead of going around and undermining my leadership by putting down my unit behind my back. | 14 |
| Porter: | [<i>Becoming more conciliatory.</i>] If it makes you feel any better, that new lieutenant — what's his name, Pitts? — and he really is the pits — his unit's performance is a lot worse than yours, and he really is clueless. At least you know you've got a problem and it does sound like you're working on it. I can respect that. | 15 |
| Leonard: | Would you be willing to take a look at my new training plan? | 16 |
| Porter: | [<i>Amiably.</i>] Sure. I really do need to get going, but if you send it to me, I'll get comments back to you sometime next week. How does that sound? | 17 |
| Leonard: | That sounds fine. See you later. | 18 |
| Porter: | Will do. [<i>Hesitates for a second.</i>] Glad we got this worked out. | 19 |

Scenario 12

Dimension

Motivating, Leading, Supervising Subordinates or Training, Developing, and Mentoring other Military Personnel

Characters

Lieutenant Oliver Jones (focal character)

Sergeant First Class Julie Diamond

Scenario Set-up (Voice-over)

In this scenario, Lieutenant Oliver Jones encounters his platoon sergeant, Julie Diamond, in the hallway and stops her for a minute to give her some feedback about some recent lapses in military bearing that she has been having. The focal character for this scenario is Lieutenant Jones.

Script

[Jones and Diamond are walking in the opposite direction down a hallway, and Jones stops Diamond.]

| | | |
|-----------------|---|----|
| Jones: | Sergeant? | 1 |
| Diamond: | Yes, sir. | 2 |
| Jones: | I've noticed some lapses in your military bearing lately. | 3 |
| Diamond: | Sir? | 4 |
| Jones: | For example, look at your shoes. They're all scuffed up. | 5 |
| Diamond: | I'm sorry, sir, it won't happen again. | 6 |
| Jones: | Good, because I'm certain I don't have to tell you that things like this set a poor example for the enlisted personnel, and especially for your subordinates. | 7 |
| Diamond: | I understand, sir. I promise you I will correct the problem immediately. | 8 |
| Jones: | And look how wrinkled your uniform is. | 9 |
| Diamond: | <i>[Sighs.]</i> Yes, sir. | 10 |

Jones: You are an outstanding platoon sergeant. These lapses in military bearing are really uncharacteristic of you, and are not worthy of you. They divert attention away from the outstanding work that you do, and they're so easily corrected. 11

[*Someone walks by.*] 12

Diamond: Yes, sir. I appreciate the feedback, sir. I've had so many other things on my mind recently, that I just haven't been focused on some of this basic stuff. 13

Jones: Maybe try putting together a checklist and checking yourself against it before you leave the barracks. Military bearing is basic, but it's very important, as you know. 14

Diamond: Yes, sir. 15

Jones: That will be all. 16

Diamond: Yes, sir. Thank you, sir. 17

Scenario 13

Dimension

Persuading

Characters

Captain Ted Nelson (focal character)

Colonel Gary O'Shea

Scenario Set-up (Voice-over)

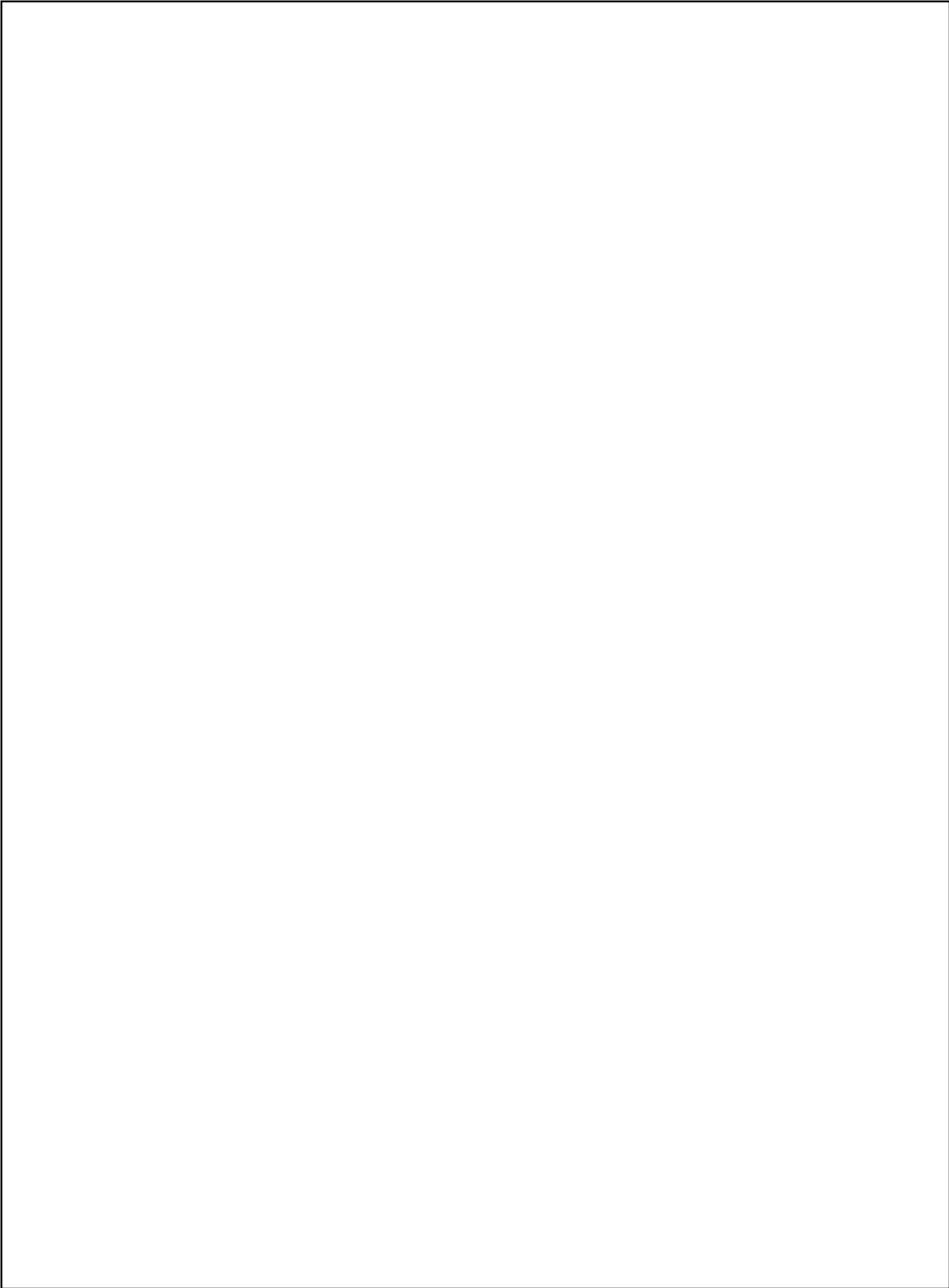
Captain Ted Nelson recently submitted a plan to modify the physical training program within his unit to Colonel Gary O'Shea, his commanding officer. Colonel O'Shea has now completed his review of the plan and, in this scenario, is meeting with Captain Nelson to discuss it. The focal character for this scenario is Captain Nelson.

Script

| | |
|--|----|
| Nelson: [Knocks.] | 1 |
| O'Shea: Come. | 2 |
| Nelson: Captain Nelson, reporting as ordered, sir. [Walks in and stands at attention in front of O'Shea's desk.] | 3 |
| O'Shea: At ease, Captain. | 4 |
| Nelson: Thank you, sir. | 5 |
| O'Shea: Have a seat while I dig out your plan. [Rummages around on desk a bit.] | 6 |
| Nelson: [Sits down.] | 7 |
| O'Shea: How are things going? | 8 |
| Nelson: Just fine, sir. Thank you. | 9 |
| O'Shea: Well, I've had a chance to review your plan for modifying our physical training program. Boy, you don't pull any punches, do you? | 10 |
| Nelson: To be honest, sir, I thought the current physical training program was very poorly designed. It wasn't so much a question of what should be changed, as what <u>shouldn't</u> be changed. I think my plan can't help but be an improvement. | 11 |

- O'Shea:** Yes, I see that. I do agree with some of what you say, but I also have some questions about some of your recommendations. I did like your first recommendation about changing the schedule so that physical training is first thing in the morning. 12
- Nelson:** Thank you, sir. That seemed really obvious. That way, the physical training will wake people up so they'll be more alert for their more mentally demanding tasks. The scheduling of physical training under the previous plan made no sense. 13
- O'Shea:** Certainly, your plan is an improvement. Now, about the additional exercise equipment that you recommend acquiring: Implementing this recommendation would be very expensive. I'm just wondering, is there another way to get some equivalent training results without taking quite as big a bite out of our budget? For instance, are there less expensive exercise machines? Other ways of exercising the same muscle groups that don't require equipment and machinery of this caliber? I'm just not persuaded that an expenditure of this magnitude is really warranted. 14
- Nelson:** [*Confident smile.*] Sir, as you know, I've had some small experience in these matters prior to joining the Army. 15
- O'Shea:** Yes, I know that you worked in the physical education area, and... 16
- Nelson:** [*Interrupts; then proceeds forcefully, in measured tones.*] Sir, I have a master's degree in exercise physiology, and if say they are necessary, I can assure you they are necessary. 17
- O'Shea:** [*Firmly, but without anger or irritation.*] Captain, I do know something about exercise equipment. I also have some training in exercise physiology and, in fact, I was the one who wrote the physical training plan that the unit is currently using. And I'm just not persuaded that we really need absolute top-of-the-line machines to get the results we need. Do we really need all the bells and whistles? 18
- Nelson:** [*A bit flustered.*] You wrote the current plan? 19
- O'Shea:** Yup. 20
- Nelson:** I'm sorry sir, I didn't realize. 21
- O'Shea:** No need to apologize, I'm well aware that there is room for improvement. The physical conditioning of our personnel is extremely important to me. But, as I say, I'm just not persuaded that we need to spend this much money to get people into peak physical condition. 22

- Nelson:** [*Much more deferential; speaks much more quietly, haltingly, and even a bit apologetically.*] Well, I'll go along with whatever you think is best, sir. But, for whatever it may be worth, I really did feel that the machines I recommended might be helpful. 23
- O'Shea:** Now Recommendation 7 is another one that I have some questions about. The dietary changes you recommend to complement the physical training are fine in theory, but do you have any idea what kind of impact this will have on morale? 24
- Nelson:** [*Smiling weakly.*] Well, I guess I see your point. This type of dietary change has been implemented successfully in at least one other unit, but you probably know the personnel here better than I do. 25
- O'Shea:** OK. Let's see...on Recommendation 9, I'm not sure about adding this additional workout on Fridays. I don't think this allows enough recovery time before the next work out. 26
- Nelson:** [*More firmly, but without any arrogance.*] A number of studies have recently shown that this will be adequate recovery time. The extra workout each week will enable unit personnel to achieve their physical training goals more quickly and to achieve a higher level of fitness than under the previous plan. 27
- O'Shea:** All right. Well, those are my only comments, Captain. In general, I thought you did a great job. 28
- Nelson:** Thank you very much, sir. I enjoyed working on it. 29



Scenario 14

Dimension

Persuading

Characters

Captain Jane Anderson (focal character)

Major Frank Stevenson

Scenario Set-up (Voice-over)

In this scenario, Captain Jane Anderson is meeting with her unit's executive officer, Major Frank Stevenson. The last item on their agenda is discussion of what type of punishment should be considered for an enlisted individual in Captain Anderson's unit. Major Stevenson believes that the enlisted individual should face a more severe type of punishment if found guilty than Captain Anderson does. For this scenario, the focal character is Captain Anderson.

Script

[Scene opens with Anderson and Stevenson sitting at a conference table with some files in front of them.]

- Stevenson:** The last case is Private Knack. Evidently, he was caught drinking underage. 1
- Anderson:** That's correct, sir. 2
- Stevenson:** Knack is in your unit? 3
- Anderson:** Yes, sir. 4
- Stevenson:** What type of punishment do you recommend if he's found guilty? 5
- Anderson:** Sir, I'd suggest an Article 15. 6
- Stevenson:** Hmm... Well, I'm not inclined to go that easy on him. According to the report filed by the MPs, Knack picked a fight with, and severely injured, two individuals, destroyed several tables and chairs, threw and broke several bottles of beer, and was soliciting waitresses right and left. He resisted arrest when the MPs picked him up, became violent, had to be restrained, and then vomited in the MPs' jeep on the way to detox. By my lights, that warrants a court martial. 7

| | | |
|-------------------|--|----|
| Anderson: | Look, sir, I'm certainly not condoning Knack's behavior. I agree with you that this is a serious matter, and I agree with you that Knack needs to be taught a lesson. But the kid's 18 years old. Everyone's entitled to make a mistake when they're 18 years old. | 8 |
| Stevenson: | Maybe, but they're not entitled to dishonor the uniform to that degree. In my experience, behavior like this gets repeated. I have to tell you, I'm tempted to tell him to consider a different career. | 9 |
| Anderson: | Don't you think that's a bit harsh, sir? | 10 |
| Stevenson: | <i>[Getting angry; raising his voice.]</i> No, I don't think that's harsh, and frankly I'm getting sick of this tendency of yours to always go easy on your soldiers. If you had the backbone to discipline them the way you should, we wouldn't have so many of these disciplinary cases to go through. You can't have leadership without discipline. And if you can't lead, I will have to lead for you. | 11 |
| Anderson: | <i>[Showing some frustration and raising his voice a bit.]</i> Sir, I disagree with your assessment of my leadership in this situation. And, sir, I deeply resent your turning this into an attack on me. <i>[More calmly.]</i> Look, what if we go to a field grade Article 15? That would make a very strong impression, especially for a kid that young. It would also send a clear message to the other enlisted personnel that this sort of behavior will not be tolerated. | 12 |
| Stevenson: | You know, sometimes it's a healthy thing to draw a line and make an example of someone. | 13 |
| Anderson: | But, sir, this is just one incident. Knack has been a solid performer so far. Don't destroy a promising career just because of one mistake. | 14 |
| Stevenson: | There actually were two other occasions in the past several months when Private Knack was counseled by his sergeant for unacceptable behavior. | 15 |
| Anderson: | Obviously you've read his file more carefully than I have. But that doesn't change the fact that the type of punishment you're suggesting doesn't fit the crime. Again, sir, I strongly recommend stopping short of a court martial. | 16 |
| Stevenson: | And you can guarantee that this incident will never be repeated? | 17 |
| Anderson: | I think what I'm recommending will have a strong deterrent effect. | 18 |
| Stevenson: | All right, this goes against my better judgment, but we'll try it your way one more time. Next time, we throw the book at him. | 19 |
| Anderson: | Yes, sir. Thank you, sir. | 20 |

Scenario 15

Dimension

Providing Personal Support and Encouragement to other Military Personnel

Characters

Captain Mark Cheney (focal character)

Sergeant Kevin Dixon

Scenario Set-up (Voice-over)

In this scenario, Captain Mark Cheney approaches his subordinate, Sergeant Kevin Dixon, who is just finishing up a distressing phone call with his wife. The focal character for this scenario is Captain Cheney.

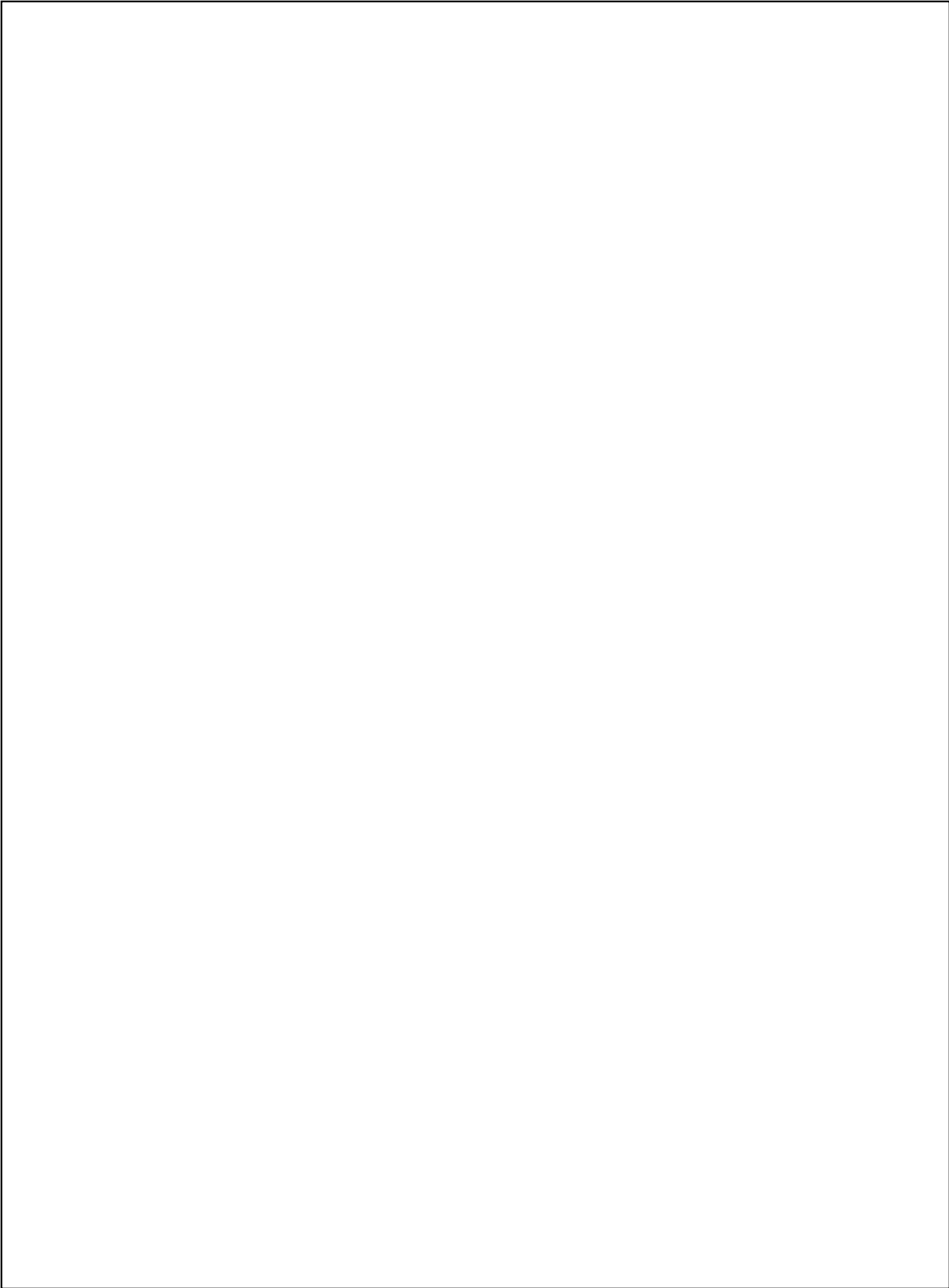
Script

[Scene opens with Cheney walking by Dixon's desk on the way back to his office. Dixon is on the phone with his wife.]

- Dixon:** *[On the phone; in a distressed tone of voice.]* Can't we at least talk about this? No, I won't calm down! You're talking about ruining our lives, and you want me to calm down?! Please, can't we ... *[Slowly hangs up, with a dazed look.]* 1
- Cheney:** *[Unemotionally.]* Is there a problem, Sergeant? 2
- Dixon:** Well, sir, it's just that my... *[Swallows hard]* my wife is leaving me. It seems that some boy-toy financial planner swept her off her feet and convinced her that she was wasting her time with a loser like me. 3
- Cheney:** Did you have any warning that this might happen? 4
- Dixon:** No. I thought everything was fine! I mean, I guess now that I think about it she has seemed kind of down during the last half-year or so, and she has been out a lot of evenings. She said she was out with girlfriends and that she needed her space, so I respected that. 5
- Cheney:** You've been married now, what, five years? 6
- Dixon:** We've been married four years. 7
- Cheney:** No kids, right? 8

| | | |
|----------------|--|----|
| Dixon: | No. We decided to put that off for a while. | 9 |
| Cheney: | Any chance of reconciliation? | 10 |
| Dixon: | I don't think so, sir. My wife's already hired a divorce lawyer, and she's moving in with this other guy today. I really think it's probably too late for us. God, I can't believe it...four years down the drain. | 11 |
| Cheney: | If it makes you feel any better, this sort of thing happens all too often. You're certainly not the first soldier who's had to face this situation. | 12 |
| Dixon: | That's pretty cold comfort, sir. | 13 |
| Cheney: | [<i>Genially, but without much real concern.</i>] My advice is to forget her as quickly as possible. | 14 |
| Dixon: | But I still love her. | 15 |
| Cheney: | Forget her. | 16 |
| Dixon: | I don't think I can forget her, sir. | 17 |
| Cheney: | If she's the kind of woman who runs off with the first guy that's got a fatter wallet than you, she's not worth staying married to, if you ask me. Better you find out now than ten years from now. | 18 |
| Dixon: | Yes, but... | 19 |
| Cheney: | [<i>Interrupting.</i>] It's very important that you not wallow in self-pity over this. That will just drag you down, and you will start making bad decisions. And then she wins. | 20 |
| Dixon: | [<i>Looking utterly miserable.</i>] I suppose you're right, sir. | 21 |
| Cheney: | [<i>Cheerfully.</i>] Of course I'm right! What kind of things do you normally do when you're down in the dumps to make yourself feel better? | 22 |
| Dixon: | I don't know, sir. I guess I'm not thinking real clearly right now. | 23 |
| Cheney: | OK. Do you have a good friend or two you can talk this over with tonight? Or some family? | 24 |
| Dixon: | Yeah, I guess so. | 25 |
| Cheney: | I want you to call them and make sure not to be alone tonight. OK? | 26 |
| Dixon: | OK. | 27 |

| | | |
|----------------|---|----|
| Cheney: | Do you have a circle of friends that you hang out with regularly? | 28 |
| Dixon: | Well, I have one or two close friends, but since I got married I haven't gone out with the guys as much as I used to. | 29 |
| Cheney: | Well, you really need to be more sociable. It'll do you good to get out and be with people. | 30 |
| Dixon: | Yes, sir. | 31 |
| Cheney: | You mentioned your wife has hired a divorce lawyer. You should probably talk to a lawyer yourself as soon as possible. | 32 |
| Dixon: | I really don't want to make a fight of it, sir. I still love her, and I'll always love her. I don't want to make this any worse than it already is. | 33 |
| Cheney: | Well, I still think you should at least talk to a lawyer and make sure you know your rights. I'd like you to talk to a JAG lawyer I know. | 34 |
| Dixon: | All right, sir, I suppose you're right. Now, if you will excuse me, sir, I've got firing range duty this afternoon. | 35 |
| Cheney: | All right, Sergeant. [<i>Sincerely.</i>] I really do hope everything works out. | 36 |



Scenario 16

Dimension

Leading Teams

Characters

Captain Jack McGuire (focal character)

Lieutenant Earl Schmidt

Lieutenant Mark Singer

Sergeant Brad Carson

Sergeant George Morrison

Scenario Set-up (Voice-over)

In this scenario, Captain Jack McGuire is leading a debriefing with his C130 crew after they nearly had a training accident. The crew consists of Lieutenant Mark Singer, co-pilot; Lieutenant Earl Schmidt, navigator; and Sergeants Brad Carson and George Morrison, crew chiefs. This C130 crew has been participating in training missions under the auspices of a joint Army-Air Force task force. The mission of the task force is to ready Army and Air Force personnel to provide refueling support during combat. The focal character for this scenario is Captain McGuire.

Script

- McGuire:** All right, why don't we get started. We're here to conduct a debriefing for the training mission we just completed. I want to do a more detailed than normal debrief on this one because of the close call we had out there today. I have my own ideas about how we can keep this from happening again, but I'd like to get your opinions first. What do you think the major problems were and how do you think we can correct them? 1
- Singer:** Well, for starters, it would be good if Lieutenant Schmidt here wouldn't throw up in my lap. 2
- Schmidt:** [*Upset.*] How long are you going to be giving me crap about this? 3
- Singer:** [*Clearly enjoying himself.*] Sorry. Man, you must have been loads of fun in the simulator. 4
- Schmidt:** I said I was sorry. What more do you want from me? 5

Singer: I'm thinking maybe we should change his call name to "Chunks." What do you think, sir? 6

McGuire: [*Smiling.*] Personally, I like "Pukester". 7

Schmidt: [*Dejectedly.*] It could have happened to anyone, and you both know it. 8

Singer: Ah, but it only happened to the Pukemeister here. And I've got the cleaning bills to prove it. [*Laughs.*] 9

Schmidt: OK, have we gotten this out of our system now? If we have, I do have a serious comment to make. 10

McGuire: What is it, Lieutenant? 11

Schmidt: In my opinion, sir, it would have been better if we had not attempted to complete our training mission under the weather conditions that prevailed at the time. 12

McGuire: I looked at the weather report. We were within regulations. 13

Schmidt: Technically, yes. Barely. But you and I both know that we were taking a chance trying to perform aerial refueling maneuvers so close to a storm of that magnitude. If we hadn't gotten blown around the way we did, there would have been no safety problem, and we'd be having a very different conversation today. 14

McGuire: [*Getting defensive.*] You're trying to lay the blame for everything on the weather? 15

Schmidt: No, sir. I'm simply suggesting that in the future, you consider delaying training missions until the borderline weather conditions have cleared rather than taking what, in my opinion, constitute unwarranted risks. 16

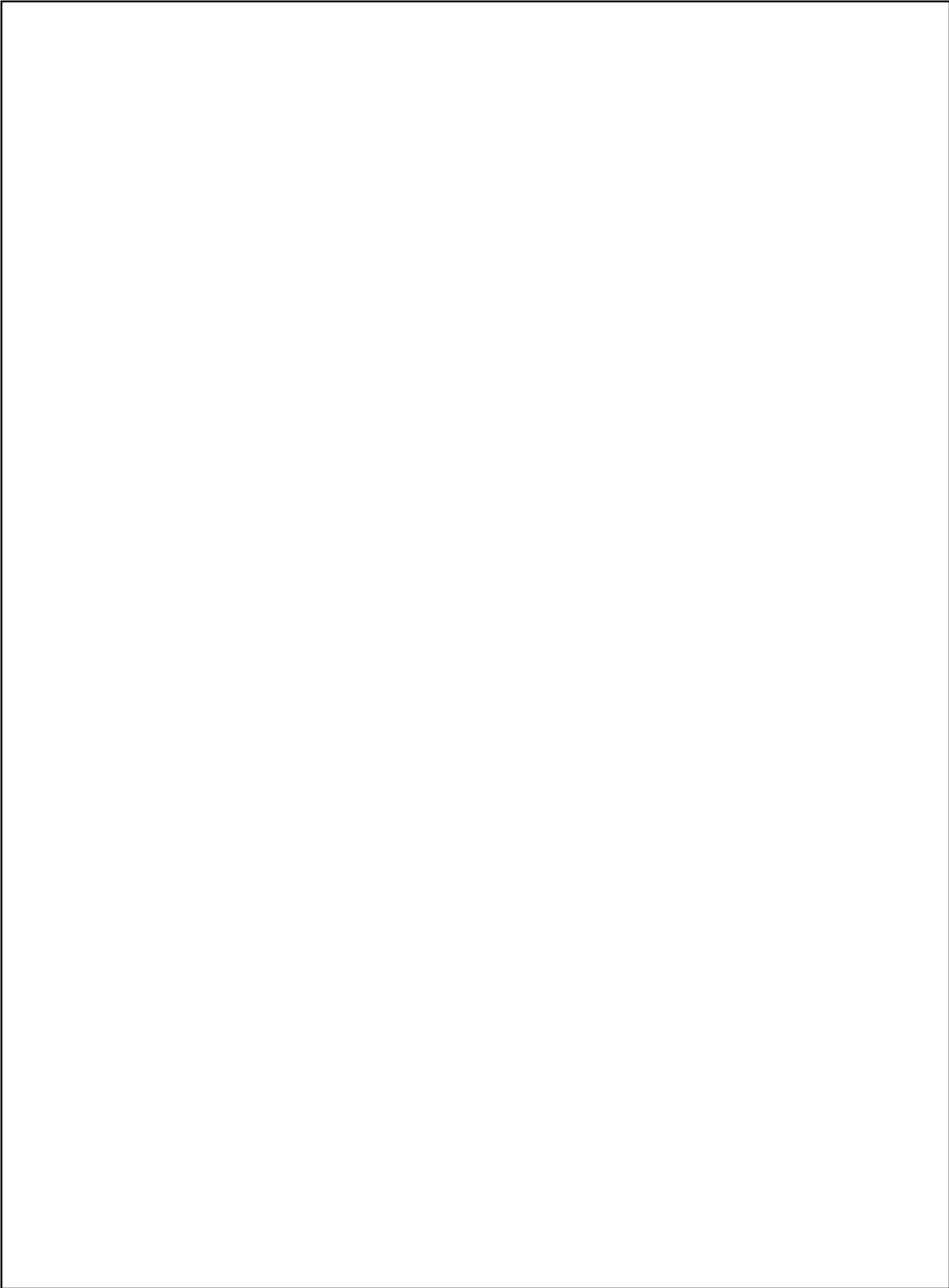
McGuire: You were the navigator. It seems to me that you should have gotten us clear of the storm so we could complete our mission in conditions of relative safety. That's what you're there for. 17

Schmidt: I did my best, sir. 18

Singer: You know, much as I hate to admit it, Lieutenant Schmidt may have a point. 19

McGuire: [*Becoming more irritated.*] You can't be serious! If I canceled a training mission every time we had some weather, our operational readiness would be in the toilet. What's the matter with you? Unlike you guys, I get held accountable for these kinds of delays. I don't have the luxury of waiting for perfect weather conditions. 20

| | | |
|------------------|--|----|
| Singer: | [<i>Smiling.</i>] Fair enough. | 21 |
| McGuire: | [<i>To Carson and Morrison.</i>] What do you two think? Morrison? [<i>Long pause.</i>] Well? | 22 |
| Morrison: | [<i>Looking down.</i>] I'm really not sure, sir. | 23 |
| McGuire: | Carson? | 24 |
| Carson: | [<i>Also looking down.</i>] It was a pretty rough ride. I'm not sure either, sir. | 25 |
| McGuire: | All right, let's move on. | 26 |



Scenario 17

Dimension

Determining Needs, Interests, and Probable Behavior of Others

Characters

Captain Carl Martin (focal character)

Captain Dennis Sanderson

Scenario Set-up (Voice-over)

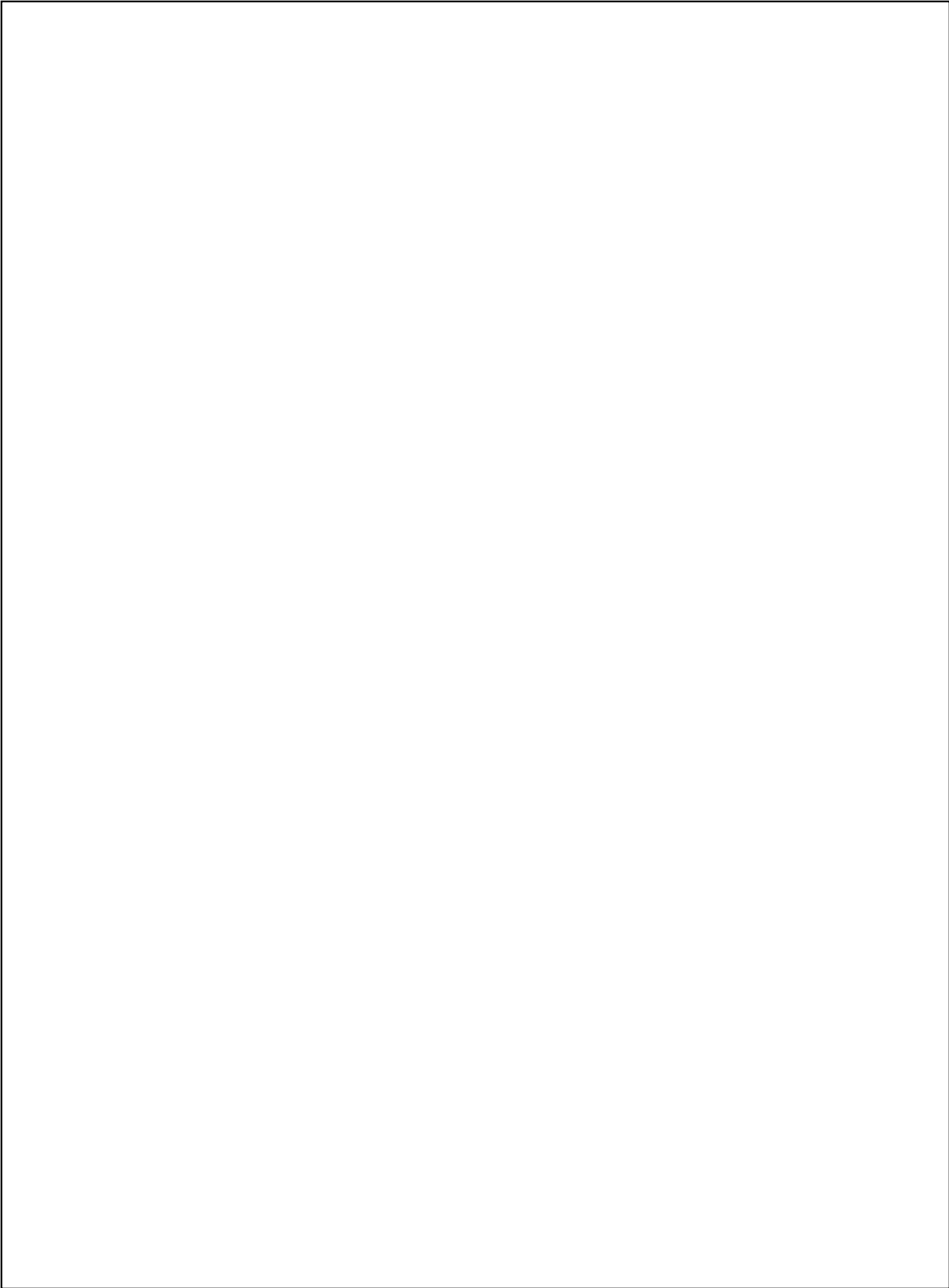
Captain Carl Martin has recently joined a new unit and will be assuming the duties of the officer in charge of information systems. In this scenario, Captain Martin is meeting with Captain Dennis Sanderson, the individual he is replacing. The purpose of the meeting is for Captain Martin to learn about the duties of the new position and the role of information officer for the unit. The focal character for this scenario is Captain Martin.

Script

| | | |
|-------------------|---|---|
| Martin: | [<i>Knocking on Sanderson's door.</i>] Captain Sanderson? | 1 |
| Sanderson: | Yes? | 2 |
| Martin: | Captain Carl Martin. We spoke on the phone. I'm your replacement. | 3 |
| Sanderson: | [<i>Smiling.</i>] And none too soon! | 4 |
| Martin: | [<i>Smiling.</i>] Sounds ominous. | 5 |
| Sanderson: | No, no. | 6 |
| Martin: | That's reassuring. | 7 |
| Sanderson: | Well, I've got the turnover binder here. Pretty much everything you need to know is in here. [<i>Turning pages.</i>] I'll just give you a quick run-down of some of the high points. I understand that you served as information officer in your previous unit? | 8 |
| Martin: | That's correct. | 9 |

| | | |
|-------------------|--|----|
| Sanderson: | [<i>Turning pages throughout.</i>] OK, then a lot of this will be familiar. Here we've got a list of different passwords you'll need to get access to different systems and files. Of course, you'll need to keep the information in this binder secure. Here I've got hard copies of different programs in case you need them. Here we have some information on procedures for setting up user accounts. Here's some information on the location of tools and supplies that you'll need. Here's a list of points of contact that should be helpful to you as you go about your duties. Here are some notes that I've made on troubleshooting common problems with our system. | 10 |
| Martin: | Sounds pretty routine. | 11 |
| Sanderson: | I suppose. You'll be reporting to Major Green, the executive officer. The commanding officer for the unit is Lieutenant Colonel Mattson. And you'll be supervising Sergeants Miller and Ford. Miller and Ford both have a lot of experience with information systems in general, and with our unit's information system in particular. | 12 |
| Martin: | [<i>Taking notes.</i>] What can you tell me about Major Green? | 13 |
| Sanderson: | What would you like to know? | 14 |
| Martin: | I don't know. What's he like to work for? | 15 |
| Sanderson: | [<i>Curtly; non-verbals should indicate that there was a problem between Sanderson and Green.</i>] He's OK. | 16 |
| Martin: | How about Colonel Mattson? | 17 |
| Sanderson: | [<i>Much more positively; there should be a distinct contrast to make it clear that Sanderson will be very positive about someone if he feels they warrant it.</i>] Lieutenant Colonel Mattson is an outstanding officer, one of the best I've served with. Very intelligent. Leads by example. Word is he's up for promotion to general soon. | 18 |
| Martin: | No kidding? | 19 |
| Sanderson: | Personally, I think he will be leaving sometime in the next year. | 20 |
| Martin: | I wonder if Major Green would take over then? | 21 |
| Sanderson: | [<i>Smile leaving his face.</i>] I don't know. What else can I tell you? | 22 |
| Martin: | Oh, I dunno.... I heard through the grapevine that Major Green is one of the most decorated officers in his cohort at West Point. | 23 |
| Sanderson: | Yeah, he spends a lot of time arranging the medals on his uniform. | 24 |

| | | |
|-------------------|--|----|
| Martin: | Sounds like a pretty impressive guy, actually. What can you tell me about Sergeant Miller? | 25 |
| Sanderson: | Well, he's certainly a very <u>technically</u> competent individual. [<i>Smiling.</i>] Definitely knows all the acronyms. Not exactly what you'd call a people person, but he's OK. | 26 |
| Martin: | I see. And Sergeant Ford? | 27 |
| Sanderson: | [<i>Smiles.</i>] He's good. Everybody likes him, and he seems to handle whatever I throw at him. | 28 |
| Martin: | What else can you tell me? | 29 |
| Sanderson: | Let's see, we've got some brass coming in next week for a demonstration of some of our systems and software. Actually, I think you're scheduled for an out-of-town briefing the day they're supposed to be here. | 30 |
| Martin: | That'll be OK. I'll assign Sergeant Miller to handle it. I like to let my subordinates know I trust them with significant responsibility. | 31 |
| Sanderson: | [<i>In an upbeat tone.</i>] It's your call, Captain. You're in charge now. Any other questions? | 32 |
| Martin: | Well, going back to Lieutenant Colonel Mattson, is there any thing you can tell me about him that would help me gain an edge in the unit? | 33 |
| Sanderson: | I'm not sure what you mean. | 34 |
| Martin: | You know, from a political standpoint, is there anything I can do to get in his good graces? | 35 |
| Sanderson: | [<i>Neither positively nor negatively.</i>] Just do your job. | 36 |
| Martin: | I just heard that the two of you are really tight, so I thought I'd see if you could give me any ideas. | 37 |
| Sanderson: | Can't think of anything in particular. Anything else? | 38 |
| Martin: | No, I don't think so. Thanks for being so helpful. | 39 |
| Sanderson: | Not at all. It was a pleasure meeting you. | 40 |
| Martin: | Likewise, Captain. | 41 |



Scenario 18

Dimension

Demonstrating Understanding of Politics and Culture/Persuading

Characters

Captain Walt Williams (focal character)

Captain John Sexton

Major Marvin Garrett

Scenario Set-up (Voice-over)

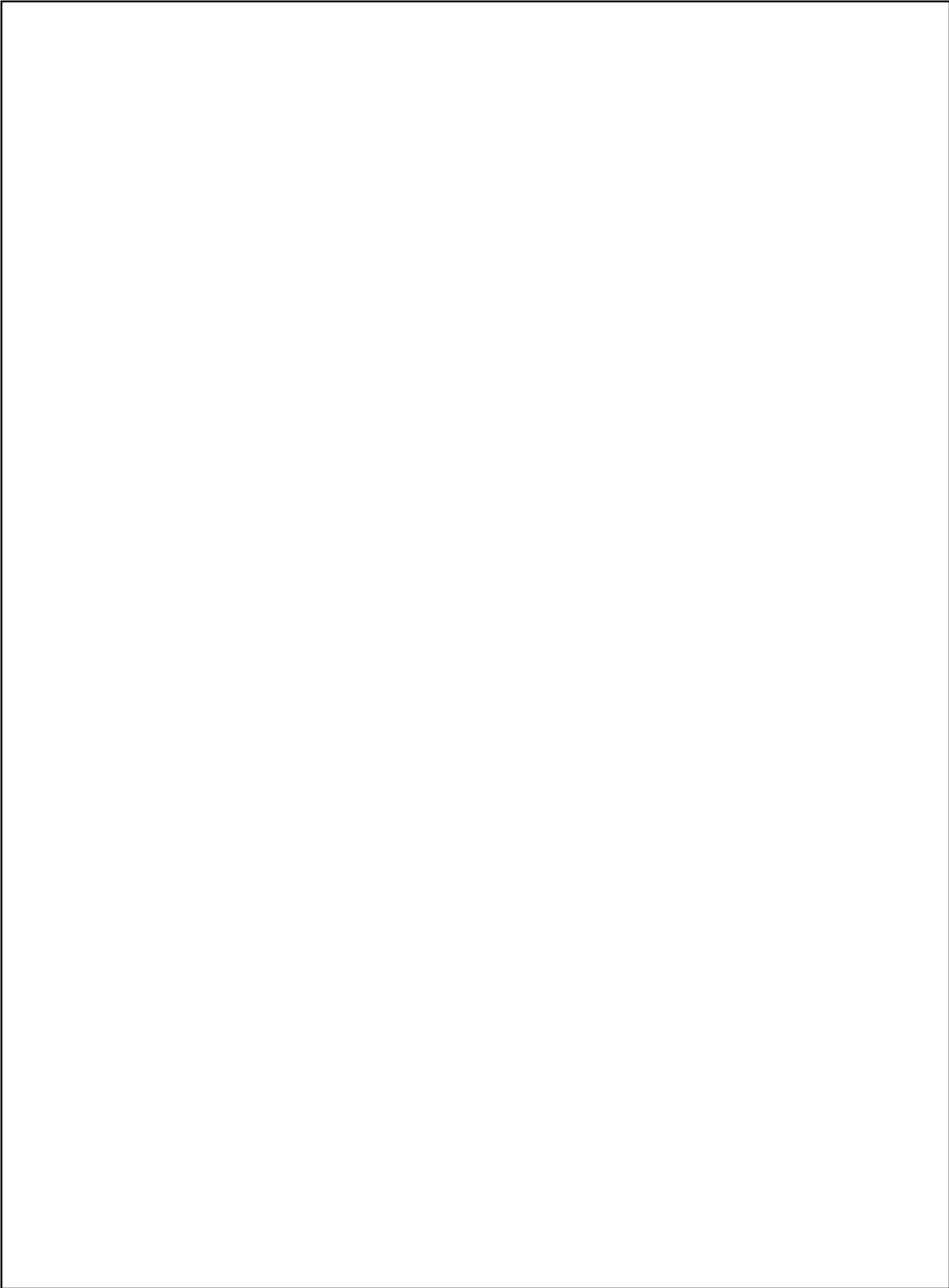
In this scenario Captains Walt Williams and John Sexton are meeting with Major Marvin Garrett, the executive officer for their unit, to discuss a possible change in the unit's physical training program. Captain Williams is advocating a change in the unit's physical training regimen, and wants to break the current record for average unit score on the Army Physical Fitness Test. Captain Sexton is concerned about the proposed change's impact on unit morale and overall productivity. The focal character for this scenario is Captain Williams.

Script

- Garrett:** Gentlemen, why don't we get started here? As you know, I'm tasked with making a final decision on Captain Williams' proposed change in the unit's physical training program. [*Looking at Williams*] Maybe you could go over why you think we need to increase the physical training regimen for the soldiers in our unit. As I understand it, you're suggesting extending the physical training period by 30 minutes into their lunch period. Why do you think we need to do that? 42
- Williams:** Lots of reasons really. The physical fitness level of the soldiers in our unit is already above average, but there is plenty of room for improvement. I believe we owe it to each soldier to develop them to their greatest physical potential. Moreover... 43
- Sexton:** [*Interrupting. Looking at Williams.*] Get off it. You're just trying to break the unit record for the Army Physical Fitness Test score so you can add that to your list of accomplishments. 44
- Williams:** I care about the soldiers. Sometimes you show you care by being a little hard on people. Leadership is challenging people. The best leader isn't always the most popular guy. 45

| | | |
|------------------|--|----|
| Sexton: | I'm sure that's very high minded of you. Personally, I think if we make the changes you're suggesting, morale will be eroded and the overall readiness of the unit will suffer. | 46 |
| Williams: | <i>[Ignoring Sexton, faces Garrett and addresses him.]</i> Sir, I know that two of your main initiatives right now concern troop safety and unit cohesion. The physical training initiative I'm proposing will help to further both of those initiatives. Physical fitness enhances mental alertness, which is essential to safety, and prevents many kinds of physical injuries. | 47 |
| Garrett: | And unit cohesion? | 48 |
| Williams: | Part of what I'm proposing involves team physical activities, such as volleyball and basketball. It's well known that these kinds of activities enhance cohesion. | 49 |
| Garrett: | <i>[Looking at Sexton.]</i> You know, I think Captain Williams is making some sense here. | 50 |
| Sexton: | Sir, I think it's fine to insist that our soldiers be physically fit. I'm not suggesting that we should be training them to the level of minimally acceptable fitness. But neither do I think that we need to mandate physical training at excessively rigorous levels. | 51 |
| Williams: | <i>[Sarcastically.]</i> Spoken like the adequate physical specimen that you are. | 52 |
| Sexton: | You know, there's more to training a soldier than physical conditioning. | 53 |
| Williams: | <i>[Ignoring Sexton.]</i> Sir, I've always worked very hard on my own physical training, and so I know from personal experience what it can do for a person. It increases maneuverability, flexibility, mental alertness, discipline, confidence, a will to win, and ultimately survivability in combat. I've seen this firsthand when I've implemented this kind of training regimen in other units I've served in. | 54 |
| Garrett: | It didn't hurt troop morale? | 55 |
| Williams: | No, it didn't. | 56 |
| Garrett: | I see. | 57 |
| Williams: | And, sir, I see the kind of physical conditioning regimen you impose on yourself — I mean, I see you working out in the gym early in the morning and late at night to stay in peak condition — so you must know what physical training can do for a person. | 58 |
| Garrett: | I do. Although I also recognize that not everyone takes to it the way I do. But you may have a point. | 59 |

- Sexton:** What about overweight soldiers who may not be able to cope with the additional rigors that you're suggesting? 60
- Williams:** [*Again, ignoring Sexton; rolls his eyes slightly.*] Sir, I think I've made my case pretty well. I'm not going to ask anybody to do anything that I wouldn't do myself. And I'm not going to ask anybody to do something that would endanger them. 61
- Garrett:** All right, gentleman. Let me give it some thought. 62



Scenario 19

Dimension

Keeping Subordinates Informed

Characters

Lieutenant Kevin Brady (focal character)

Sergeant Harry McDonnell

Sergeant Brad Tomlinson

Scenario Set-up (Voice-over)

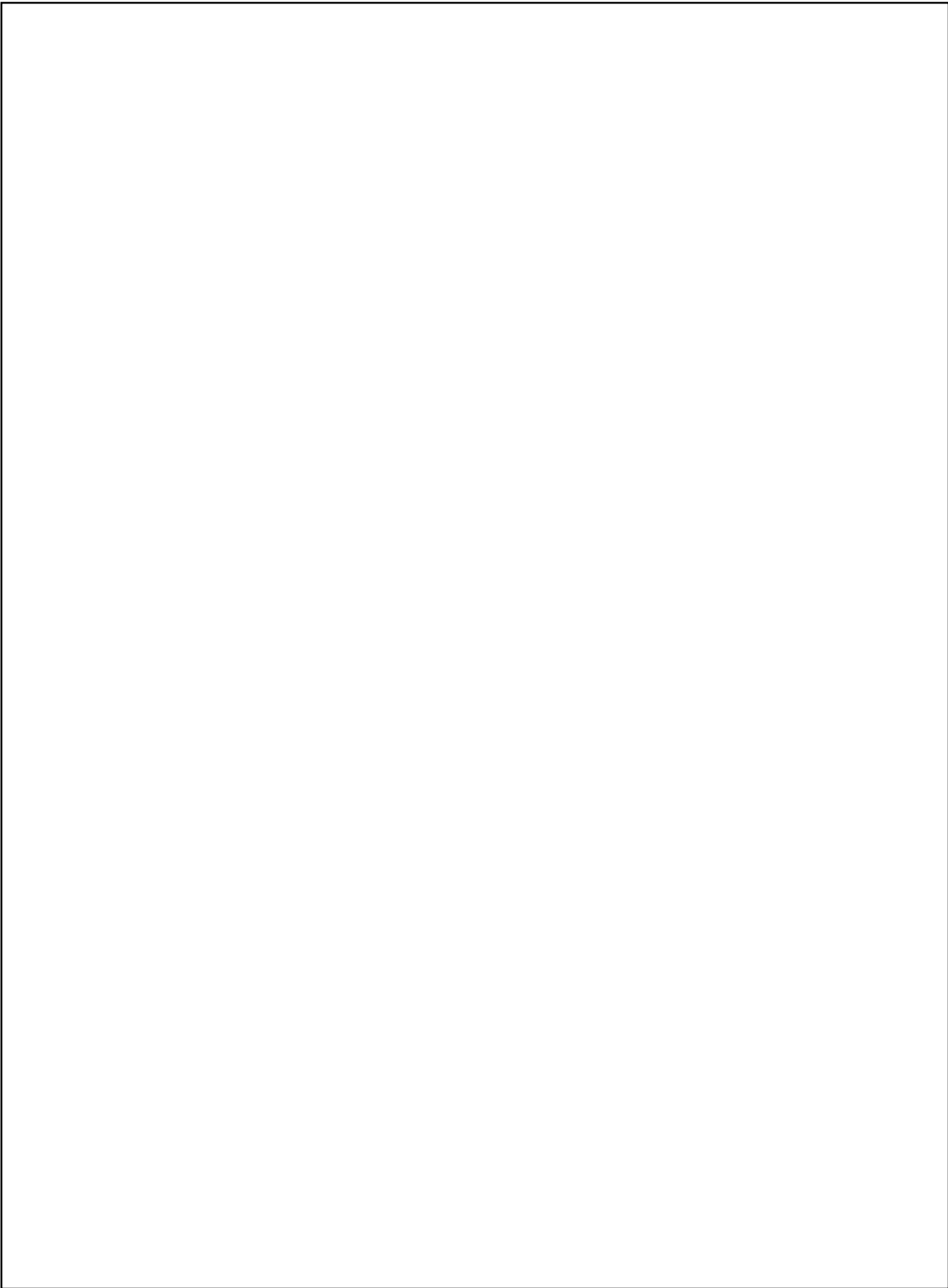
In this scenario, Lieutenant Kevin Brady is running a training operations meeting to communicate the commanding officer's intent behind a weapons qualification training order. Also in attendance are Sergeants Harry McDonnell and Brad Tomlinson, two NCOs who will be implementing the training. The focal character for this scenario is Lieutenant Brady.

Script

- Brady:** All right, gentlemen, let's get started. I've just met with Captain Paxson, and he wants us to move up our weapons qualification process so that we can be ready for early deployment if necessary. Sergeant McDonnell, you'll be in charge of coordinating activities in the field. Sergeant Tomlinson, you'll be assisting Sergeant McDonnell. 1
- McDonnell:** Will there be any changes in training strategy? 2
- Brady:** Yes. We're a little short on ammunition, so we'll need to get by on fewer rounds per training event for machine gun and rifle exercises. 3
- McDonnell:** [*Taking notes.*] Will this include night training exercises? 4
- Brady:** [*Looking through his materials.*] I think so. Hang on a second. Here it is... no, wait a second... no, here it is. Yes, the training exercises will extend into the evening for night training. 5
- McDonnell:** I'm not sure we've got night vision goggles. 6
- Brady:** Well, you'd better order some in a hurry if we don't have enough. You'd better arrange for medics, too, in case there's an accident. Also, you'd better arrange for chow. We'll need both lunch and dinner. We'll also need an armour to see to the weapons. Why don't you try to get Johnson. He did a good job last time I thought. Here is his number. [*Writes it down.*] 7

| | | |
|-------------------|---|----|
| McDonnell: | All right. | 8 |
| Brady: | Captain Paxson also indicated that he wants the inexperienced people to go first this time. | 9 |
| Tomlinson: | May I ask why, sir? I've found that it's better for the experienced people to go first. That way, they don't have to wait around forever for the inexperienced people to finish. | 10 |
| Brady: | Don't worry about it, Tomlinson. Captain Paxson and I discussed it, and we're convinced that this is the way to go. | 11 |
| Tomlinson: | All right, sir. | 12 |
| Brady: | Incidentally, Tomlinson, have you had the instructor training course for weapons qualifications? | 13 |
| Tomlinson: | Yes, sir. | 14 |
| Brady: | Good. I'd forgotten. Another significant change is that we'll be using a simulator for some of the training events. | 15 |
| McDonnell: | Is that the weapons skills trainer? | 16 |
| Brady: | Yes. Let's see here... [<i>Reading quickly, in a monotone voice.</i>] It allows for realistic target presentation in varying environments. It includes desert, forest, and urban terrain. It simulates the physical, functional, and operational characteristics, and casualty-inducing effects, of the following service weapons: M16 A2 Service Rifle, M4 Carbine, M9 Pistol, M249 5.56 mm machine gun, etc. | 17 |
| McDonnell: | [<i>A bit nervously.</i>] I've read about them, but I've never used one of these simulators before. | 18 |
| Brady: | Really? I thought you had experience with this simulator at your last billet. | 19 |
| McDonnell: | No, this one's brand new. Is there a training support package? | 20 |
| Brady: | I'm not sure. Let me look through my notes from my meeting with Captain Paxson. [<i>Riffles through notes for about ten seconds.</i>] OK, it's right here. Yes, you're right, it is a new simulator. Yes, there is a training support package. [<i>Again, reading in a very fast, monotone</i>] It's a multimedia-based interactive package that will train operators in how to unpack, assemble, install, operate, and troubleshoot the simulator. It's got a self-paced test and evaluation process. It's capable of independent operation via an IBM-type desktop or laptop personal computer. The intent is to provide a computer-based instruction-type course that trains new operators in a relatively short time as well as sustains the skills of current operators. | 21 |

| | | |
|---|--|----|
| Tomlinson: | I'm not familiar with this type of simulator, sir. Is it safe? | 22 |
| Brady: | [<i>Sighs.</i>] Yes, Tomlinson, it's safe. | 23 |
| McDonnell: | Don't worry about it, Brad, I've read the supplement to the Weapons Training Standards, and it's been thoroughly tested. | 24 |
| Brady: | [<i>Looking only at McDonnell.</i>] All right, gentlemen, let's try for 95% of unit personnel meeting the individual qualification requirements across all weapon types. | 25 |
| McDonnell: | That's challenging, but doable, sir. | 26 |
| Brady: | You're the best there is. I'm sure you can do it. That will be all. | 27 |
| McDonnell and Tomlinson: | Thank you, sir. | 28 |



Scenario 20 [Not Videotaped]

Dimension

Developing and Maintaining Good Relationships With Other Military Personnel

Characters

Captain Scott Lewis (focal character)

Sergeant Bill Shepard

Scenario Set-up (Voice-over)

Captain Scott Lewis joined a new unit about a week ago, and is having coffee with Sergeant Bill Shepard, a subordinate, to attempt to lay a foundation for a good working relationship. For this scenario, the focal character is Captain Lewis.

Script

[The scene opens with Lewis and Shepard sitting at a table with coffee.]

| | | |
|-----------------|--|----|
| Lewis: | So, how's the coffee around here? | 1 |
| Shepard: | I've had worse, sir. | 2 |
| Lewis: | Is the weather always this nice this time of year? | 3 |
| Shepard: | Yes, sir, it's one of the perks of living in this part of the country. | 4 |
| Lewis: | So, tell me about yourself. | 5 |
| Shepard: | What do you want to know? | 6 |
| Lewis: | How long have you been with the unit? | 7 |
| Shepard: | About four years, sir. | 8 |
| Lewis: | Are you married? | 9 |
| Shepard: | No, sir. | 10 |
| Lewis: | Got a girlfriend? | 11 |
| Shepard: | Yes, sir. | 12 |
| Lewis: | Been going out long? | 13 |

| | | |
|-----------------|---|----|
| Shepard: | About six months, sir. [<i>At this point, Shepard crosses his arms, and his body language become more defensive.</i>] | 14 |
| Lewis: | Good for you. [<i>Pause.</i>] Well, tell me about your major duties. | 15 |
| Shepard: | The usual things, sir. | 16 |
| Lewis: | OK. Anything I can do to make you more effective or to make your job easier? | 17 |
| Shepard: | No, sir. Is there anything that has led you to believe that I am not effective currently? | 18 |
| Lewis: | Not at all. It's just that part of my job as your supervisor is to help you to be as effective as you possibly can. | 19 |
| Shepard: | Well, things are going along just fine, sir. | 20 |
| Lewis: | Good. What else should I know about the unit? Are there any problem children? | 21 |
| Shepard: | [<i>Looking uncomfortable.</i>] Just the usual things, sir. Nothing I can't handle, and nothing that would jeopardize unit effectiveness. | 22 |
| Lewis: | Good. Anything else I need to know? | 23 |
| Shepard: | I can't really think of anything else, sir. | 24 |
| Lewis: | My sources tell me that the guy I am replacing — what was his name, Captain Anderson? — wasn't too bright. What's the story with him? | 25 |
| Shepard: | I never had a problem with him, sir. | 26 |
| Lewis: | Really? I guess maybe he came across as more competent to enlisted personnel and NCOs. | 27 |
| Shepard: | I don't really know, sir. | 28 |
| Lewis: | Well, I need to get to a briefing. I've enjoyed getting to know you, Bill. Why don't we make a point of trying to get together for lunch once a week or so to discuss whatever may be on your mind. | 29 |
| Shepard: | All right, sir. Thank you, sir. | 30 |

Scenario 21

Dimension

Developing and Maintaining Good Relationships with other Military Personnel

Characters

Captain Peter Burns (focal character)

Captain Daniel Lance (focal character)

Scenario Set-up (Voice-over)

In this scenario, Captain Daniel Lance is having coffee with Captain Peter Burns, who has recently joined Lance's unit. The purpose of the meeting is for the two captains to get acquainted and lay the foundation for a good working relationship. For this scenario, both Burns and Lance are focal characters.

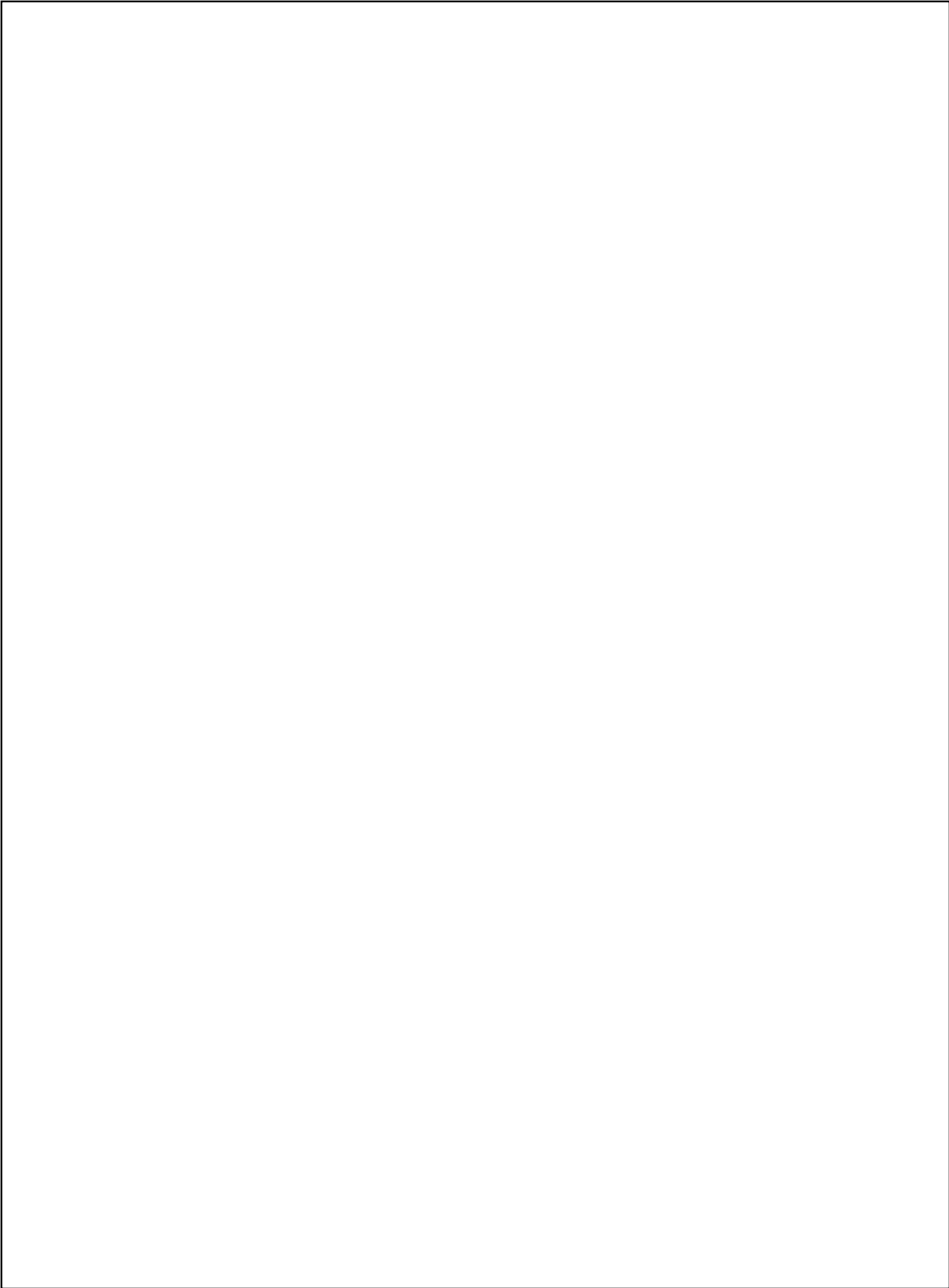
Script

| | |
|--|----|
| Lance: How are you settling in, Captain Burns? | 1 |
| Burns: Fine. Call me Pete. I don't stand on ceremony. | 2 |
| Lance: OK. | 3 |
| Burns: I appreciate your inviting me for coffee. | 4 |
| Lance: Well, we're going to be working together, so I thought it would be a good idea. | 5 |
| Burns: So, how long have you been with the unit? | 6 |
| Lance: About two years. Actually, about two years and one month, to be precise. | 7 |
| Burns: What are Colonel Phillips and Major Gardner like? | 8 |
| Lance: [<i>A bit sternly.</i>] They are both good officers. I don't believe in gossiping about my superiors. I've always found that to be really counterproductive. | 9 |
| Burns: OK. That's fair enough. | 10 |
| Lance: Where were you stationed before? | 11 |
| Burns: With the 75 th , at Fort Sam Houston. | 12 |
| | 13 |

| | |
|--|----|
| Lance: What Brigade? | 14 |
| Burns: The second. | 15 |
| Lance: So you did mostly training support stuff? | 16 |
| Burns: Yes. | 17 |
| Lance: I'm guessing you mostly worked simulators, right? | 18 |
| Burns: No, actually I didn't. | 19 |
| Lance: [<i>Becoming more animated.</i>] You know, I worked on simulators in a past life. One in particular was especially interesting. It was designed to enable soldiers to do en-route mission rehearsals using high verisimilitude images of the actual terrain that they were about to deploy to. | 20 |
| Burns: [<i>Clearly not interested.</i>] Sounds interesting. | 21 |
| Lance: The key word is <u>verisimilitude</u> . Verisimilitude is to simulation technology what high fidelity is to audio. I'm telling you, these new simulation technologies are going to revolutionize the training field. | 22 |
| Burns: Sounds pretty high tech. | 23 |
| Lance: Yeah, it really is. | 24 |
| Burns: Say, I hear there's a basketball league in this unit. Who do I talk to about joining up? | 25 |
| Lance: Lieutenant Carter, I think. | 26 |
| Burns: Do you play? | 27 |
| Lance: No. [<i>A bit defensively.</i>] I mean, I do keep myself in good shape. | 28 |
| Burns: No big deal. | 29 |
| Lance: From time to time, I do play volleyball. | 30 |
| Burns: Really? I like volleyball, too. When do you play? | 31 |
| Lance: Wednesday nights. | 32 |
| Burns: Is there room for another player on our team? | 33 |
| Lance: I think so, sure. | 34 |
| Burns: [<i>Checks his watch.</i>] Well, if I'm not careful, I'm gonna be late for a briefing. | 35 |

Lance: [*Seriously.*] One bit of friendly advice. Don't ever be late for a briefing. There's a really low tolerance for that here. 36

Burns: Well, then I'd better hurry. See you later. 37



Scenario 22 [Not Videotaped]

Dimension

Training, Developing, and Mentoring other Military Personnel

Characters

Captain Dave Kelly (focal character)

Private Franklin Murphy

Scenario Set-up (Voice-over)

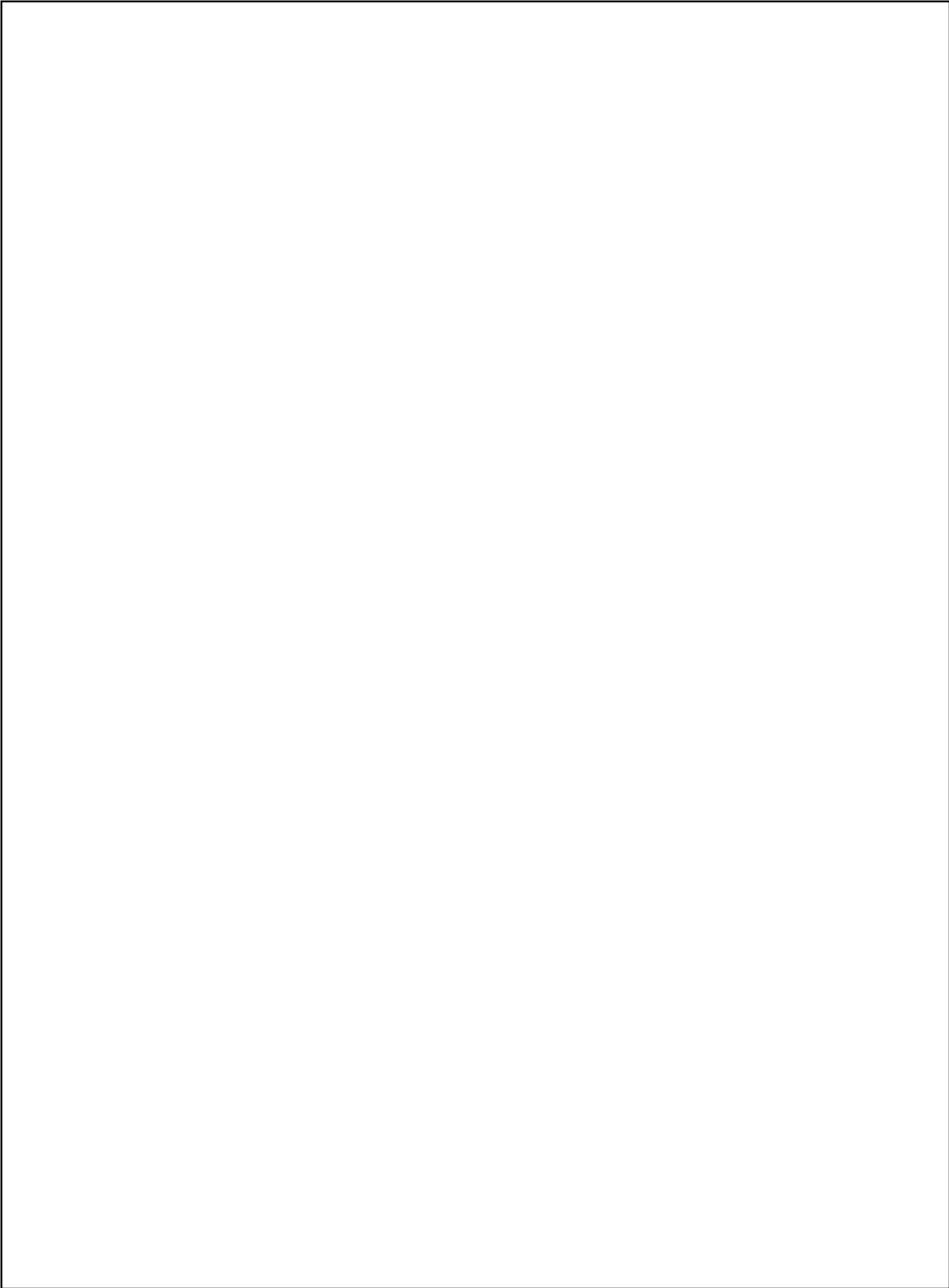
Dave Kelly, a Captain with department head responsibilities, is meeting with Private Franklin Murphy, who has just joined his unit. The purpose of the meeting is for Captain Kelly to meet and orient Private Murphy. *[Do captains meet with privates in this manner?]* For this scenario, the focal character is Captain Kelly.

Script

- Murphy:** *[Knocks on Kelly's door; Murphy is visibly nervous.]* Private Murphy reporting as ordered, sir. *[Salutes.]* 1
- Kelly:** *[Kelly returns salute; Kelly's demeanor throughout should be polite, but not welcoming.]* Come in, Private. Have a seat. I'll just be a second. *[Looks through a few papers and makes a few notations.]* I'm Captain Kelly. 2
- Murphy:** Nice to meet you, sir. 3
- Kelly:** Well, I asked to see you because I like to meet with everyone who joins my unit to make sure they're settling in OK, and to give a brief orientation. *[Pauses to read Murphy's personnel file.]* You completed your basic training at Fort Jackson? 4
- Murphy:** *[In a shaky voice.]* Yes, sir, I completed basic training at Fort Jackson. 5
- Kelly:** And then you took your advanced training as an indirect fire infantryman? 6
- Murphy:** Yes sir. 7
- Kelly:** And this is your first posting, I see. 8
- Murphy:** Yes sir. 9

| | | |
|----------------|--|----|
| Kelly: | [<i>Continuing to look through Murphy's personnel file.</i>] Looks like you're a good marksman. Got a sharpshooter badge in basic training, I see. Several individual awards, in fact. | 10 |
| Murphy: | Yes, sir. I'm very proud of my accomplishments, sir. | 11 |
| Kelly: | [<i>Unimpressed.</i>] Uh huh. And you've got a black belt in martial arts? | 12 |
| Murphy: | Yes, sir, although I haven't kept up with my martial arts training as much as I should in last few years. | 13 |
| Kelly: | Uh huh. I see you are from the East. | 14 |
| Murphy: | Yes, sir. | 15 |
| Kelly: | Never been to this part of the country before? | 16 |
| Murphy: | No, sir. | 17 |
| Kelly: | I see. Any problems fitting in so far? | 18 |
| Murphy: | No, sir. | 19 |
| Kelly: | Have you had a chance to meet many of our soldiers? | 20 |
| Murphy: | Some, sir. They seem like a good bunch. | 21 |
| Kelly: | Uh huh. Good. Well, there aren't any indications from your file that suggest you'll have any problems. | 22 |
| Murphy: | Thank you, sir. | 23 |
| Kelly: | [<i>Delivered almost as a warning.</i>] A word or two about our unit's core values. In this unit, we live the Army's core values of honor, integrity, duty, selfless service, personal courage, loyalty, and respect every minute of every day. They're not just words, they're a yardstick you should always be measuring yourself against. I also put heavy emphasis on teamwork, and frown on grandstanding or people who are always thinking about awards and other individual achievements. | 24 |
| Murphy: | Yes, sir. | 25 |
| Kelly: | There are several upcoming events you should know about. You can talk to Sergeant Weber to get filled in about those. There is also an inspection coming up. Sergeant Weber can tell you about that, as well. Any questions? | 26 |
| Murphy: | No, sir. | 27 |

| | | |
|----------------|--|----|
| Kelly: | Very well. That will be all, Private. | 28 |
| Murphy: | Yes, sir. Thank you, sir. [<i>Salutes.</i>] | 29 |
| Kelly: | [<i>Returns salute.</i>] Oh, Private? | 30 |
| Murphy: | Yes, sir. | 31 |
| Kelly: | I did notice in your personnel file that you had a kind of marginal score on the Army Physical Fitness Test. Why don't you talk with Sergeant Weber about getting some remedial physical training. If you have any personal problems, be sure and address those with Sergeant Weber as well. OK? | 32 |
| Murphy: | Yes, sir. | 33 |
| Kelly: | Very well. That will be all. | 34 |



Scenario 23

Dimension

Negotiating

Characters

Lieutenant Jane Brewster (focal character)

Lieutenant Jim Lincoln

Scenario Set-up (Voice-over)

In this scenario, Lieutenant Jane Brewster approaches Lieutenant Jim Lincoln to ask a favor. Lieutenant Brewster is in charge of a small group of watercraft engineers that have been assigned to man an Army tugboat for a brief mission towing an Army barge. However, she now needs them to perform a high-priority maintenance task on another boat instead. Lieutenant Lincoln's available personnel have just completed a mission and are due for some well-earned leave. The focal character for this scenario is Lieutenant Brewster.

Script

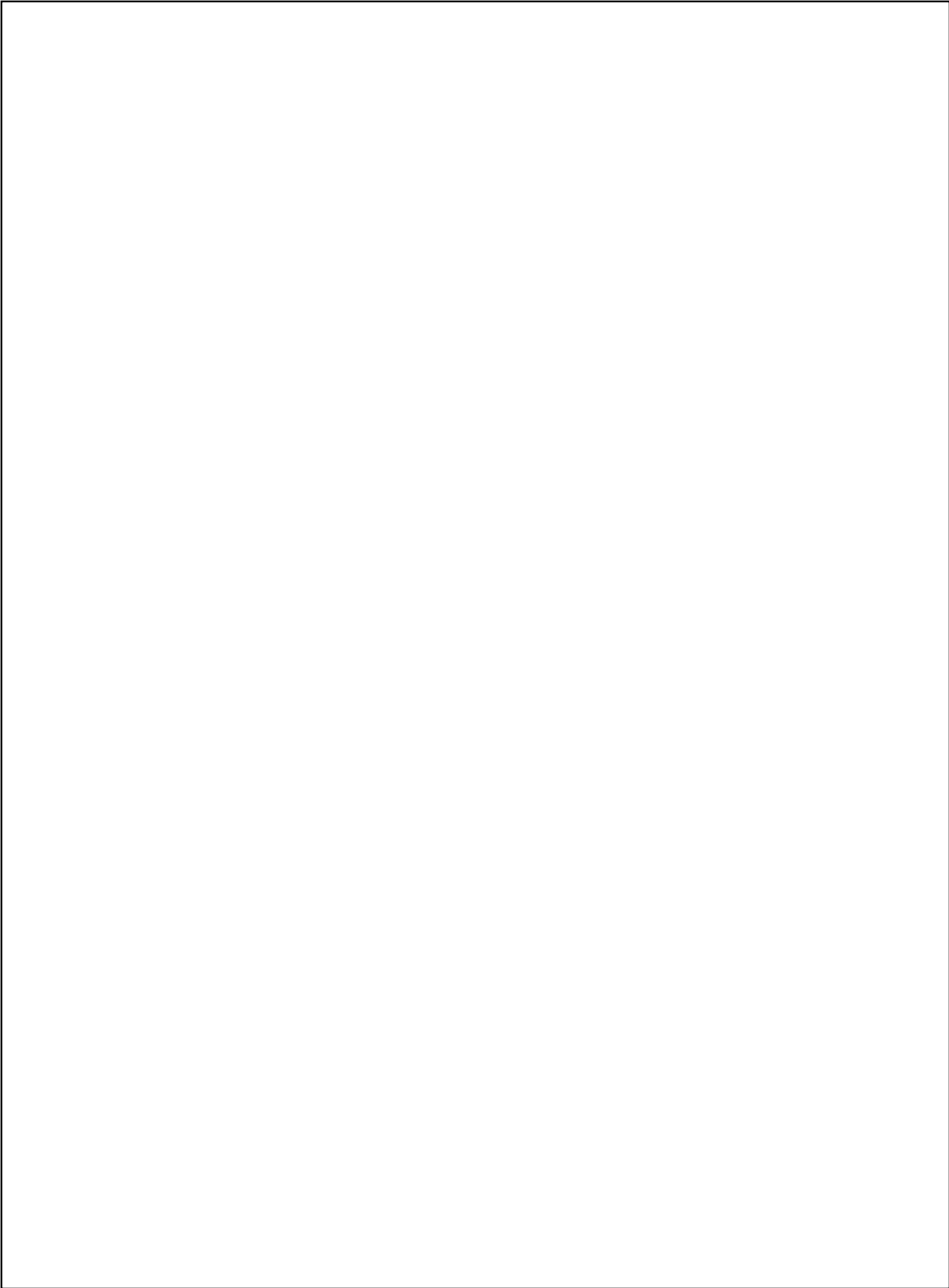
- Brewster:** [*Knocking on Lincoln's office door.*] Say, Jim, have you got a minute? 1
- Lincoln:** Sure. What's on your mind? 2
- Brewster:** Well, I'm wondering if you might be able to help me out with something. I have a squad of watercraft engineers that had been scheduled to go out on a brief barge-towing mission the day after tomorrow. 3
- Lincoln:** Uh huh. 4
- Brewster:** Well, I don't know if you heard, but another large tug, the LT400, came into port yesterday, having sustained heavy typhoon damage. She needs to be back at sea early next week to make her regular supply run, and Major Garfield has tasked me with coordinating the repair effort. 5
- Lincoln:** And where do I fit in? 6
- Brewster:** Well, I think you can probably guess. It would be great if the squad of watercraft engineers under your command could take care of the barge-towing mission that my people had been scheduled for. 7

| | | |
|------------------|--|----|
| Lincoln: | OK. Let me stop you right there. My watercraft engineers just returned from a trans-Pacific mission, and they are tired. They're scheduled for leave, and I'm not inclined to ask them to pull extra duty right now. | 8 |
| Brewster: | Look, I'm aware that I'm asking people to make a significant sacrifice. I'm definitely mindful of that. I did explore all other options first, but I can't see another way to get the LT400 repaired in time. | 9 |
| Lincoln: | I sympathize with your situation, but I frankly find it hard to believe that there's no other way for you to complete your task in a timely fashion. | 10 |
| Brewster: | I'm telling you, I really need your people. We're going to need to really pull out all the stops to get this mission accomplished. | 11 |
| Lincoln: | What's with this "we" stuff? How did this suddenly become my problem? | 12 |
| Brewster: | [<i>Becoming frustrated.</i>] Why are you making me beg? | 13 |
| Lincoln: | I'm not "making" you do anything. | 14 |
| Brewster: | [<i>Calming down.</i>] Look, we're assigned to different units, but we both serve under the United States Transportation Command and, as such, we both have the same mission and the same basic goals. | 15 |
| Lincoln: | I understand. But I'm not asking my people to cancel leave just so you can climb another rung on the promotion ladder. | 16 |
| Brewster: | [<i>Becoming angry.</i>] This isn't about getting a promotion. This is about following orders. It's also about providing excellent service to those we serve. | 17 |
| Lincoln: | I'm sure that's very high-minded of you. But it's also important to take care of your soldiers. They're not machines. You've got to find a balance. | 18 |
| Brewster: | I don't know what else to say. If necessary, I will have Major Garfield talk to your CO. | 19 |
| Lincoln: | You're certainly at liberty to do that if you think it will help. | 20 |
| Brewster: | I don't want to do that. I want to work well with you. | 21 |
| Lincoln: | And I want to work well with you. | 22 |
| Brewster: | Then why are you acting like we're on different teams when, in fact, we're on the same team? | 23 |
| Lincoln: | This is going nowhere. | 24 |
| Brewster: | I agree. | 25 |

Lincoln: Then maybe you should be on your way. 26

Brewster: [*Calming down.*] Look, I know I'm asking a favor. And if you do this for me, I'll owe you. But if you aren't willing to help me, just understand that I won't be disposed to grant you favors in the future. And, believe me, there's going to come a time when you're going to need them. You might want to think about that before you make your decision final. 27

Lincoln: Let me give it some thought. I'll get back to you later today. 28



Scenario 24

Dimension

Making Oral Presentations

Characters

Lieutenant Jane Harris — officer conducting the briefing (focal character)

Colonel Mark Sheldon — commanding officer for unit

Major Mary Boston — executive officer for unit

Lieutenant David Johnson — peer of Harris'

Sergeant Major Patrick Green — senior NCO for unit

Scenario Set-up (Voice-over)

In this scenario, Lieutenant Jane Harris has just completed a briefing for officers and senior NCOs in her unit about suicide prevention. The others present at the briefing are: Colonel Mark Sheldon, the unit's commanding officer; Major Mary Boston, the unit's executive officer; Lieutenant David Johnson, a peer of Harris'; and Sergeant Major Patrick Green, senior NCO for the unit. Having concluded her briefing, Lieutenant Harris is now taking questions. The focal character for this scenario is Lieutenant Harris.

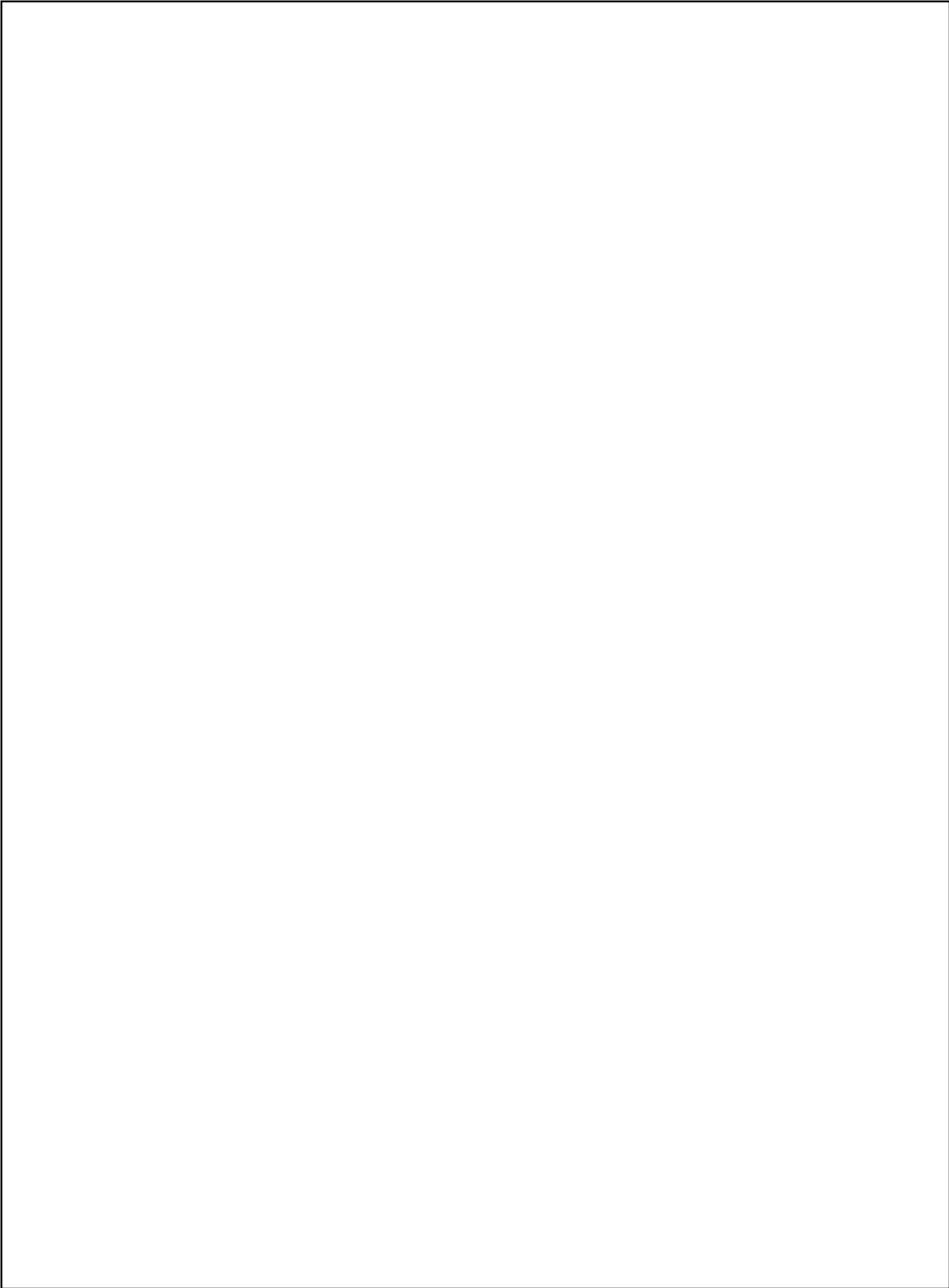
Script

[Harris is standing at the podium at the conference table, with others seated around the table.]

| | | |
|----------------|--|---|
| Harris: | OK, any questions? | 1 |
| Boston: | How does the Army's suicide rate compare to that of the general population? | 2 |
| Harris: | It's lower. | 3 |
| Boston: | How much lower? | 4 |
| Harris: | It's about 13 per 100,000 compared to about 20 per 100,000 for the general population. | 5 |
| Boston: | OK. You've talked a lot about suicide prevention training. How often do you believe this should be done? | 6 |

| | | |
|-----------------|---|----|
| Harris: | The Army recommends that this type of training occur at least once a year. It should also occur before and after deployment, and after a suicide in the unit. That's partially because of suicide contagion. | 7 |
| | <i>[Boston looks a bit puzzled.]</i> | 8 |
| Harris: | Other questions? <i>[Pause.]</i> A lot of Army suicides can be prevented if command personnel are appropriately educated. So it's really important that you all understand this. | 9 |
| Sheldon: | <i>[Smiles.]</i> Don't worry, Lieutenant. You're preaching to the converted. | 10 |
| Harris: | I'm glad to hear that, sir. | 11 |
| Johnson: | <i>[With a slight edge in his voice.]</i> In your talk, you seemed to be saying that we're all really hard-hearted and insensitive because we're not constantly asking our soldiers how they're feeling. | 12 |
| Harris: | <i>[Slightly irritated.]</i> Of course that's not what I'm saying. | 13 |
| Johnson: | You're not? Because I get the distinct impression you want to turn Sergeant Green here into a den mother who has to have an hour-long discussion with a soldier every time he whines about a problem. | 14 |
| Harris: | <i>[Looking at Sheldon and Boston with a self-satisfied smile.]</i> Lieutenant Johnson is actually illustrating one of the points that I made during my briefing. One of the problems that can indirectly lead to suicide involves officers who believe that admitting that you have a psychological problem is a sign of weakness and who tend to stigmatize soldiers who do that. | 15 |
| Sheldon: | Do you have any questions, Sergeant Green? | 16 |
| Green: | Are there any segments of the Army population that are especially at risk? | 17 |
| Harris: | As a matter of fact, senior NCOs are one of the highest at-risk groups. | 18 |
| Green: | Really? Why is that? Do you know, ma'am? | 19 |
| Harris: | I'm sorry, I don't. | 20 |
| Boston: | How much is suicide a function of stress? Should we be looking at stress reduction programs as a complement to suicide prevention programs? | 21 |
| Harris: | <i>[Pauses to think about it for about five seconds.]</i> Well, stress reduction is a good thing in terms of looking out for the well being of our soldiers. But I seem to recall reading about some recent studies that found that suicides usually occur because of psychiatric disorders rather than simply stress. So, I would have to say that the answer to your question is probably no. | 22 |

| | | |
|-----------------|---|----|
| Boston: | Hmm. | 23 |
| Sheldon: | In your opinion, Lieutenant, what are the most important things a commanding officer should know about suicide prevention? | 24 |
| Harris: | <p>Actually, I anticipated that you might ask me that, sir, and I have a note card on that. [<i>Finds note card quickly and begins reading it nearly verbatim.</i>] Suicide prevention is the leader's responsibility, and it is imperative that a leader get involved and take action to prevent these senseless acts. In order to take effective action, commanding officers must:</p> <ul style="list-style-type: none"> • Educate themselves so they know the warning signs; • Create a culture where people don't feel stigmatized if they reveal they are suffering from an emotional or psychological problem, and where help-seeking behavior is not only tolerated but encouraged; • Encourage soldiers to support one another and inform the chain of command when it appears that a soldier is at risk; • Practice proactive suicide prevention by making sure that everyone in the unit is thoroughly trained in suicide prevention and, in particular, knows the major warning signs of suicide; and • Make sure that people in the unit respond quickly to any verbal, behavioral or situational clues that a soldier may be at risk for committing suicide. | 25 |
| Sheldon: | Thank you, Lieutenant Harris. That was a very useful briefing. Anyone else have a question they want to ask? [<i>Silence.</i>] Very well. Dismissed. | 26 |



Scenario 25 [Not Videotaped]

Dimension

Managing Conflict

Characters

Captain Trevor Novak (focal character)

Major Arthur Lohman

Colonel Robert Sorenson

Scenario Set-up (Voice-over)

Captain Trevor Novak is concerned because he feels he is being micromanaged by his unit's Commanding Officer, Colonel Robert Sorenson. More specifically, Colonel Sorenson has overruled a number of Captain Novak's ratings of his subordinates during the performance evaluation process. Colonel Sorenson had every right to do this in his role as senior rater for the performance evaluations in question. However, Captain Novak feels that Colonel Sorenson is second-guessing his ratings to a much greater extent than is warranted under the circumstances. This scenario is broken into two sub-scenarios. In the first sub-scenario, Captain Novak approaches Major Arthur Lohman, the executive officer for the unit, to discuss his concerns about being micromanaged by the Colonel Sorenson. In the second sub-scenario, Captain Novak approaches Colonel Sorenson directly, after being advised to do so by Major Lohman. For both of these sub-scenarios, the focal character is Captain Novak.

Script for Sub-scenario A

[*Novak knocks on Lohman's door.*]

| | | |
|----------------|--|----|
| Novak: | Good afternoon, Major Lohman. May I speak with you for a minute? | 1A |
| Lohman: | Of course, Captain. Have a seat. | 2A |
| Novak: | I want to talk to you about a problem I've been having with Colonel Sorenson. | 3A |
| Lohman: | If you're having a problem with Colonel Sorensen, shouldn't you be taking it up with him? | 4A |
| Novak: | Well, I want to observe the proper chain of command. And I also wanted to ask you if anyone else has had this problem with Colonel Sorenson. | 5A |
| Lohman: | [<i>A bit warily.</i>] What kind of a problem have you been having? | 6A |

| | | |
|----------------|---|-----|
| Novak: | Well, sir, there have been several instances now where I've served as rater on a performance evaluation for subordinates of mine, and Colonel Sorenson has served as senior rater. In each instance, Colonel Sorenson has taken issue with both my ratings and the development plans I worked out with my subordinates. | 7A |
| Lohman: | Of course, he has the right to do that, doesn't he? Last time I checked, a Colonel outranks a Captain. | 8A |
| Novak: | Yes, sir, he does. But I'm just wondering, sir, does he do this with other raters, or is this something more specific to me? I mean, I could understand some minor tweaking of my ratings and my development plans, but he's making me make significant changes all the time. | 9A |
| Lohman: | Instead of blaming Colonel Sorenson, you might want to take his suggestions to heart. Isn't it possible that he's got something to teach you? | 10A |
| Novak: | Yes, sir, it certainly is possible. But then why haven't you been harder on me when you've served as senior rater on performance evaluations that I've done? | 11A |
| Lohman: | On those performance evaluations, I thought your judgments were accurate. | 12A |
| Novak: | But you can see why I might be confused, sir, can't you? | 13A |
| Lohman: | Look, no one else has brought concerns like this to me about the Colonel, so I would look to myself for the source of the problem if I were you. In any event, if you have a problem with Colonel Sorenson, I really think you should take your concerns directly to him. | 14A |
| Novak: | Very well, sir. Thank you, sir. | 15A |

Script for Sub-scenario B:

[Sub-scenario B opens in Sorenson's office, with Novak and Sorenson beginning a scheduled meeting to discuss Novak's concerns about Sorenson's ratings.]

- Sorenson:** What's on your mind, Captain? 1B
- Novak:** Permission to speak freely, sir? 2B
- Sorenson:** Granted. 3B
- Novak:** *[Relaxes a bit too much, displaying an overly informal posture in his chair. Tone has more of an edge to it than is appropriate, but doesn't rise to the level of overt anger.]*
Well frankly, sir, I'm having a problem with the way you're always changing my performance evaluation ratings and modifying the development plans I put together based on those ratings. 4B
- Sorenson:** *[Smiling.]* You are, are you? 5B
- Novak:** Yes, sir, I am. I feel that you're micromanaging me. And, sir, with all due respect, I don't agree with a lot of your revisions. I just don't think my compass is that far off in evaluating my subordinates. In many cases, I see their performance far more frequently than you do, and I think my ratings may have more validity than yours in those areas. 6B
- Sorenson:** I can see you are quite upset, Captain. And I'm glad you brought those concerns to me, rather than stewing about them. First of all, you should know that you're not the only junior officer whose performance evaluation judgments I've questioned. I often find myself giving a lot of corrective feedback to junior officers who are inexperienced in these matters. I have a background in HR, plus a lot of years of experience in giving performance evaluations, and I do think I know a thing or two that you don't. 7B
- Novak:** Actually, I asked Major Lohman whether this was unique to me or you were hard on other junior officers too, and he told me that, so far as he knew, it was unique to me. 8B
- Sorenson:** Well, Major Lohman was wrong about that. I've just noticed that junior officers without much experience doing performance evaluations for other junior officers make a lot of common mistakes. In particular, they tend to rate too harshly. These kinds of mistakes can carry grave consequences that can adversely affect the career of a young lieutenant whose performance is being evaluated. So I tend to look over performance evaluation ratings pretty carefully when I know that an evaluator has limited experience. 9B
- Novak:** I take my command duties very seriously, sir, and I put a lot of effort into my performance evaluations. 10B

| | | |
|------------------|--|-----|
| Sorenson: | I know you do. I think you'll find that my corrections of your performance evaluation ratings will be fewer and fewer. Already, in fact, I've noticed improvement. | 11B |
| Novak: | Thank you, sir. | 12B |
| Sorenson: | Anything else, Captain? | 13B |
| Novak: | No, sir. | 14B |
| Sorenson: | Very well. Dismissed. | 15B |

Scenario 26

Dimension

Persuading

Characters

Lieutenant Jim Lincoln (focal character)

Sergeant Timothy Peters

Sergeant Megan Austin

Scenario Set-up (Voice-over)

In this scenario, Lieutenant Jim Lincoln is asking two NCOs, Sergeants Timothy Peters and Megan Austin, to take on a new mission. Sergeants Peters and Austin are watercraft engineers, and they are being asked to man an Army tugboat. Peters and Austin have been due for leave for some time, and are very tired. Though the mission is not voluntary, Lieutenant Lincoln wants to secure Peters' and Austin's buy-in. For this scenario, the focal character is Lieutenant Lincoln.

Script

[Scene opens in a conference room with everyone gathered around a table.]

Lincoln: Well, you both look mighty tired. *[Smiles.]* And you've got a right to be. The work you've been doing for the last couple of months has been just outstanding. 1

Peters and Austin: Thank you, ma'am. 2

Lincoln: I really mean it. I don't thank you often enough for what you do for this unit, for the Army, and for the United States of America. You work terrible hours, under terrible conditions, and your performance is always exemplary. Sometimes, I frankly don't know how you do it. *[Pauses, then smiles a bit guiltily.]* And, in that spirit... 3

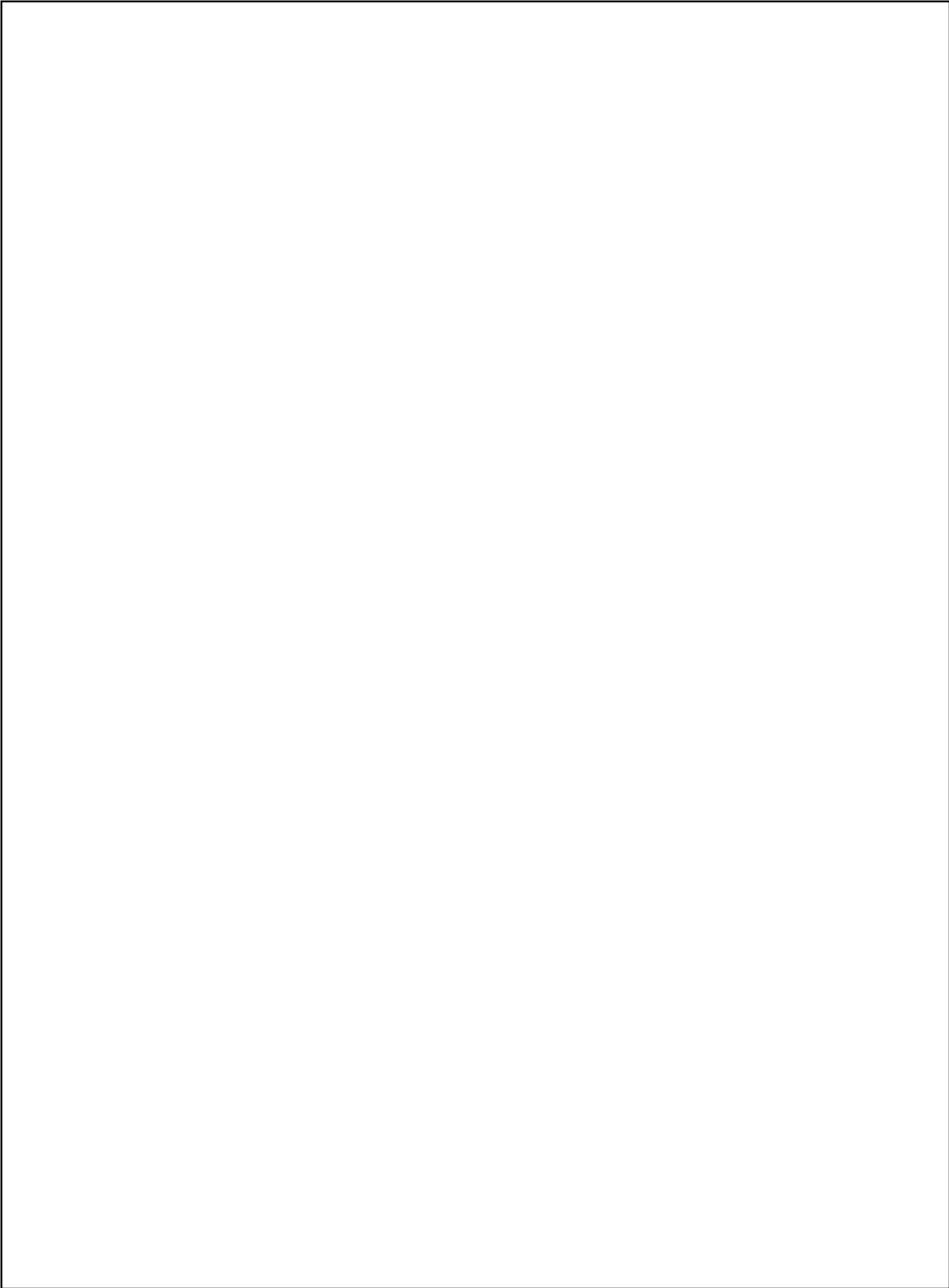
Peters: *[Smiles.]* Oh, oh. 4

Lincoln: Yeah, you guessed it. I need to postpone your leave a little longer. 5

[Austin audibly sighs.] 6

| | | |
|-----------------|--|----|
| Austin: | Ma'am, we've been due for leave now for a long time. In fact, we've put off scheduled leave several times because of critical missions that came up suddenly. My husband and I had scheduled time to go hiking together next week. | 7 |
| Lincoln: | I recognize that I'm asking a lot of you. And I know you're overdue for leave. All I can say is that, as you well know, the Army is not a nine-to-five, five-day-a-week job. | 8 |
| Peters: | No, ma'am, it isn't. But we're still human and we do need rest. | 9 |
| Lincoln: | <i>[With empathy in her voice.]</i> I know. | 10 |
| Austin: | <i>[Almost forlorn.]</i> I've been away from home so much, my husband barely even knows me. | 11 |
| Lincoln: | Look, I wouldn't have committed you to this mission if it weren't truly critical. And I certainly wouldn't have committed you to the mission if I didn't think you were up to it. The boat you're going to be on is going to be tasked with transporting a barge containing materiel that needs to be deployed immediately. Our overseas troops are depending on receiving those supplies as soon as possible. | 12 |
| Austin: | And there are no other watercraft engineers available to perform this mission? | 13 |
| Lincoln: | No, there really aren't. I can assure you that if there were any other way, I would never have committed you to this mission. The problem is there was some kind of planning snafu because some major screwed up. Unfortunately, you're paying the price. | 14 |
| Austin: | What else is new? | 15 |
| Lincoln: | I'd encourage you to think of this mission this way: First, difficult challenges provide opportunities to demonstrate excellent performance. In other words, this is a way for you to show people what you're really made of. And, don't worry, I'll make sure that the appropriate individuals know what you've done. | 16 |
| Austin: | Well, I suppose that's something. | 17 |
| Lincoln: | Also, this is a critical time for our country militarily. I know you've been working hard, but think about it: This is exactly what you've been training for your entire careers. This is what it's all about. The opportunity to use what you've been trained to do to help your country when it needs you the most. | 18 |
| Peters: | When do we report to the boat? | 19 |
| Lincoln: | Tomorrow afternoon. | 20 |

- Austin:** [*Smiling.*] And what will the Army do to reward us for going above-and-beyond the call of duty? 21
- Lincoln:** [*Smiling sincerely.*] The Army will reward you with the knowledge that a grateful nation will be in your debt. 22
- Austin:** I had in mind something a little more tangible than that. 23
- Lincoln:** [*Firmly.*] There will be no quid pro quos, if that's what you mean. 24
- Austin:** I had a feeling there wouldn't be. 25
- Peters:** Will you be accompanying us on this trip, ma'am? 26
- Lincoln:** Yes. All available personnel with the appropriate training are needed. Incidentally, if it makes you feel any better, I'm overdue for leave as well, and I caught an earful from my husband when I told him I was going to have to deploy on this mission. But, it's the life we chose. Any other questions? [*Silence.*] Very well. Dismissed. 27



Scenario 27

Dimension

Adapting to Different Cultures and Diverse Individuals

Characters

Lieutenant Jack McNamara (focal character)

Lieutenant Franklin Endicott

Lieutenant Chris Presley

Scenario Set-up (Voice-over)

In this scenario, Lieutenants Franklin Endicott and Chris Presley have invited Lieutenant Jack McNamara to lunch to get better acquainted. Lieutenant McNamara has just been commissioned, and has just joined Lieutenant Endicott and Lieutenant Presley's unit, which is part of the Army Corps of Engineers. For this scenario, the focal character is Lieutenant McNamara.

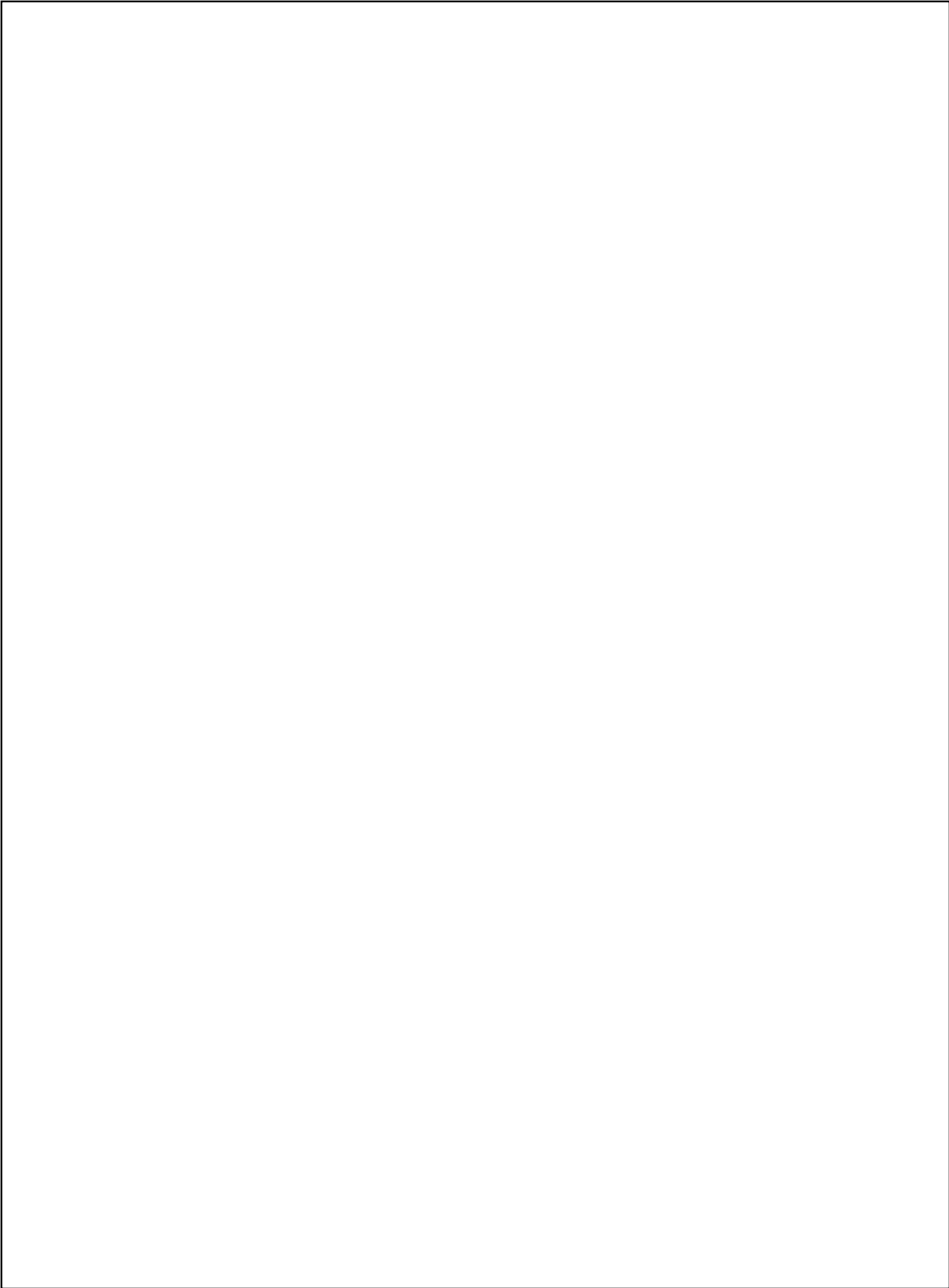
Script

[Scene opens with the three Lieutenants sitting at a table beginning their lunch.]

| | | |
|------------------|---|----|
| Endicott: | So Lieutenant, can I call you Jack? | 1 |
| McNamara: | Sure. | 2 |
| Endicott: | And you can call me Frank. The Captain tells me you're fresh out of the academy. | 3 |
| McNamara: | That's right. | 4 |
| Presley: | How did you like it there? | 5 |
| McNamara: | It was easily the greatest experience of my life. | 6 |
| Endicott: | What did you like best about it? | 7 |
| McNamara: | Oh, it would be hard to single out just one thing. | 8 |
| Endicott: | [Smiles.] Well, then, what <i>things</i> did you like best about it? | 9 |
| McNamara: | Well, I liked the leadership training a lot. I always kind of knew that I had a lot of leadership potential, and the leadership training sort of confirmed what I always knew about myself. That was really satisfying. | 10 |

| | | |
|------------------|--|----|
| Presley: | Well, we certainly can always use good leaders. | 11 |
| McNamara: | And I actually liked a lot of my classes and professors. It was the first time I felt really mentally challenged, and it was nice to feel that I could stand up to the challenge. I actually think mental toughness is more important than physical toughness, especially when you're an ambitious officer with an eye toward making general some day. | 12 |
| Endicott: | Seeing stars already? | 13 |
| McNamara: | <i>[Smiling confidently.]</i> I'm not ashamed to admit that I'm looking forward to a long and successful career in the Army. | 14 |
| Presley: | I understand that your specialties are terrain analysis and cartography. | 15 |
| McNamara: | <i>[Smiling in a self-satisfied way.]</i> That's right. How about you? | 16 |
| Presley: | Just a good old-fashioned bridge builder. | 17 |
| McNamara: | And you, Lieutenant Endicott? | 18 |
| Endicott: | Bridge builder. | 19 |
| McNamara: | That's important nuts-and-bolts stuff. | 20 |
| Presley: | Well, it keeps us out of trouble. If you need any help, be sure and let us know. We all try to help each other out. | 21 |
| McNamara: | Thanks, but so far everything seems to be pretty easy. I don't think I'll have any problems. | 22 |
| Presley: | OK, but you may find as things go on that there are some things you can't handle just because you haven't had the experience. | 23 |
| McNamara: | Will you gentlemen excuse me for a moment? I want to get a refill on my soda. | 24 |
| | <i>[While McNamara is out of the picture, Endicott puts a heavy dose of pepper on McNamara's hamburger.]</i> | 25 |
| McNamara: | <i>[Returns and takes seat.]</i> I don't know why, but I am thirsty today. | 26 |
| Presley: | <i>[Biting his cheek to avoid laughing.]</i> Well, the food does have a tendency to make people thirsty here. | 27 |
| McNamara: | <i>[Looks quizzically at Presley, takes a bite of his hamburger, and then gulps down his soda.]</i> What the hell?! | 28 |

| | | |
|------------------|--|----|
| Endicott: | [<i>Laughing.</i>] Something wrong with your burger, Lieutenant? | 29 |
| McNamara: | [<i>Taking a minute to compose himself.</i>] What is this, junior high school? What's next? A snake in my footlocker? | 30 |
| Presley: | Make a note of that, Frank. | 31 |
| McNamara: | [<i>Somewhat grimly.</i>] All right, you've had your fun. I hope you're happy. | 32 |
| Endicott: | We'll try to behave. Say, Chris, did you hear that Captain McBride organized a new sports and recreation program for the unit? | 33 |
| Presley: | Yeah, I did. I'm looking forward to playing in the basketball league. | 34 |
| Endicott: | So am I. | 35 |
| Presley: | Why did he suddenly decide to do this? | 36 |
| Endicott: | I think he wants to do something about his reputation for being Patton-trained. | 37 |
| Presley: | Makes sense. I bet it's part of his development plan. | 38 |
| Endicott: | [<i>Laughs.</i>] I wouldn't be surprised. | 39 |
| McNamara: | I'm not much for basketball, but I do like to play racquetball. Are there ever any racquetball tournaments? | 40 |
| Presley: | There are folks here who play racquetball. I forget whether McBride's sports and rec. program includes organized racquetball tournaments. I'll check and let you know. | 41 |
| McNamara: | Thanks. I appreciate that. | 42 |
| Endicott: | Well, time to head out? | 43 |
| Presley: | Yeah, I guess so. | 44 |



Scenario 28

Dimension

Developing and Maintaining Good Relationships with other Military Personnel

Characters

Lieutenant Kathleen Drake (focal character)

Lieutenant Leonard North (focal character)

Sergeant Debbie Peterson

Sergeant George Schmidt

Sergeant Al Marrera

Scenario Set-up (Voice-over)

In this scenario, Lieutenants Kathleen Drake and Leonard North approach Sergeants Debbie Peterson and George Mayday at an informal social hour being held for unit personnel. For this scenario, the focal characters are Lieutenants Drake and North.

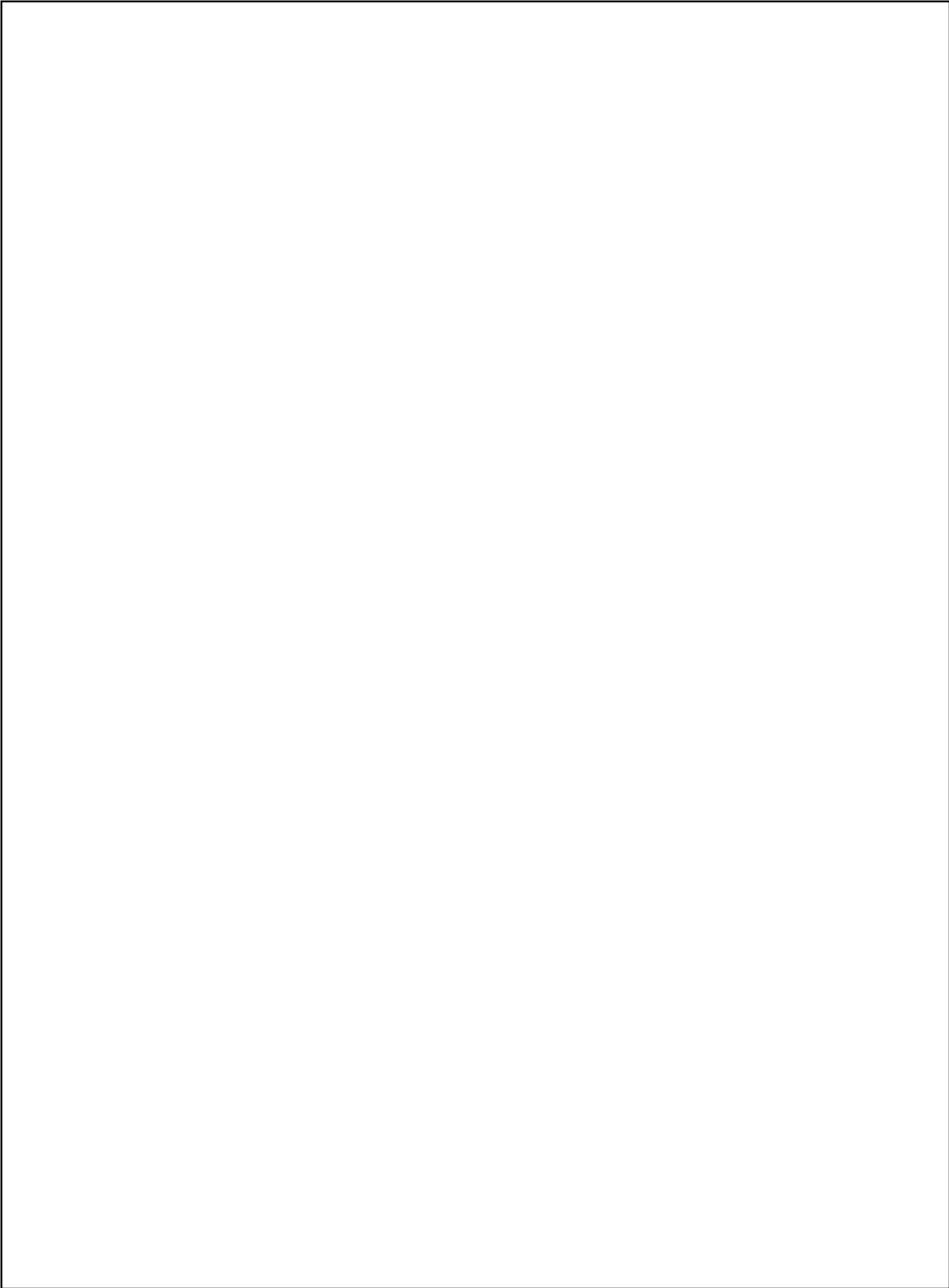
Script

[Drake and North approach Peterson and Schmidt. Everyone has a drink in their hand. Schmidt has had too much to drink.]

- Peterson:** Hello, Lieutenant Drake, Lieutenant North. 1
- Drake:** Good evening, Sergeant. 2
- North:** Sergeant. 3
- Drake:** Hope you're enjoying the banquet. 4
- Peterson:** We are, ma'am. It's a good chance to catch up with people and see what they're up to. 5
- Drake:** I saw you were talking with Corporal Miner earlier. Has his wife had their baby yet? 6
- Peterson:** No, ma'am, the baby is two weeks overdue. He's really on pins and needles. 7
- Schmidt:** *[Obviously drunk.]* I'm going to get another drink. I'll be right back. *[He leaves.]* 8
- Drake:** Sergeant Schmidt seems to be going a little heavy on the sauce tonight. 9

| | | |
|------------------|---|----|
| Peterson: | Yes, ma'am, he just found out he got passed over for promotion to First Sergeant. | 10 |
| North: | That's hardly an excuse. How much has he had, anyway? | 11 |
| Peterson: | I'm not exactly sure, sir. He's had a little more than he should. | 12 |
| North: | Well, I'd say he's had a little more than that. | 13 |
| Peterson: | I suppose that's true, sir. | 14 |
| Schmidt: | <i>[Returning.]</i> They have my favorite band <i>[sic]</i> of breer <i>[sic]</i> tonight. So I just had to have another. | 15 |
| North: | Well, it seems to me that you've had enough. I know you're off duty, Sergeant, but you really need to exercise some self-restraint. This sets a bad example for the enlisted personnel. | 16 |
| Schmidt: | I'm sorry, sir. You're right, sir, I definitely need to restrain myself. Say, did you hear? I was pissed <i>[sic]</i> over for promotion. | 17 |
| North: | I don't want to hear excuses, Sergeant, and you know better than to offer excuses. Somehow, I suspect that this kind of the behavior might have had something to do with why you didn't get promoted. Sergeant, stand at attention. Do you think you're acting the way a Sergeant in the United States Army should be acting? | 18 |
| Schmidt: | No, sir. | 19 |
| North: | Are you the kind of man who finds the courage to face bad news in a bottle of beer? | 20 |
| Schmidt: | Not usually, sir. | 21 |
| North: | Not usually? | 22 |
| Schmidt: | No, sir. Never. I mean, almost never, sir. Well, you know what I mean... | 23 |
| North: | If I were you, Sergeant, I would seriously consider turning "almost never" into "never." | 24 |
| Schmidt: | Yes, sir. | 25 |
| North: | Good. Now, do you have someone to see you safely back to your barracks? <i>[Another sergeant walks by.]</i> Sergeant Marrera, Sergeant Schmidt has had a little too much to drink. Would you see that he gets safely back to his barracks? | 26 |
| Marrera: | Yes, sir. Come on, George, let's get you home. <i>[Schmidt and Marrera leave.]</i> | 27 |

| | | |
|-------------------------|---|----|
| Drake: | Say, Sergeant, how are you coming with that logistics report? | 28 |
| Peterson: | Ma'am, I still need to get input from Captains Brett and Calhoun and then integrate their input with the other information. | 29 |
| Drake: | When do you think it will be done? I'm starting to get pressure from Colonel Snow. | 30 |
| Peterson: | By the middle of next week, ma'am. | 31 |
| Drake: | Good. Anything you can do to hurry that along would be much appreciated. | 32 |
| Peterson: | I'll do what I can, ma'am. | 33 |
| Drake: | I've been having a lot of problems working with Colonel Snow lately. Suddenly, he seems to want everything yesterday. You work closely with the Colonel. Have you noticed that he's become more demanding lately? | 34 |
| Peterson: | He does seem to be under a lot of stress, ma'am. I'm not sure why. | 35 |
| Drake: | Hmm. | 36 |
| Peterson: | Well, if you'll excuse me, I'm going to call it a night. | 37 |
| Drake and North: | Goodnight, Sergeant. | 38 |
| Drake: | [<i>Violating North's physical space by getting a bit too close.</i>] So what's the deal with Schmidt? Why did he get passed over for First Sergeant? | 39 |
| North: | [<i>Stepping back slightly.</i>] Beats me. I've never thought that much of him, to be honest. | 40 |
| Drake: | I think you're too hard on him. Most people I talk to say he's very competent. | 41 |
| North: | Maybe, but he's not a leader. His behavior tonight demonstrates that. | 42 |
| Drake: | Well, I'm too tired to argue. I think I'm going to call it a night. See you in the morning. | 43 |
| North: | OK. Good night. | 44 |



Scenario 29

Dimension

Leading Teams

Characters

Lieutenant Nancy Gallagher (focal character)

Staff Sergeant Edwin Lawrence

Corporal Bob Wagner

[In non-speaking roles: six privates and four corporals, who will be standing at attention throughout most of this scenario.]

Scenario Set-up (Voice-over)

Lieutenant Nancy Gallagher has just assumed leadership of a new unit. In this scenario, she is meeting with members of her new unit for the first time. The unit has not been performing well recently, which is why Lieutenant Sam Zander, the officer previously in charge of the unit, was replaced. Lieutenant Gallagher is introduced by Staff Sergeant Edwin Lawrence, the unit's senior NCO. For this scenario, the focal character is Lieutenant Gallagher.

Script

[Scene opens with Staff Sergeant Lawrence calling the troops to attention.]

Lawrence: As you know, Lieutenant Zander has been reassigned and is no longer in command of this unit. Effective today, Lieutenant Gallagher will be taking over command. Lieutenant Gallagher has asked me to assemble the unit so she can address you. Lieutenant Gallagher?

1

Gallagher: [*Showing some lapses in military bearing; for example, displays poor posture and uniform not sufficiently pressed.*] At ease. Good morning. I'm Lieutenant Nancy Gallagher, and as of today I'm your new commanding officer. I apologize for being late, but I was in a meeting that ran over. I'm looking forward to working with each of you and getting to know each of you personally. My leadership style is very personal and hands-on. I intend to get actively involved in your individual training and want you all to feel you can come to me for counseling anytime you feel I can be of help, whether it's help with your physical training, help with a personal problem, concerns over your career with the Army, anything at all, any time. I want you to feel you can come to me. I've been fully briefed by Captain Walsh on the unit's performance over the past year under Lieutenant Zander. To put it succinctly, this unit is nowhere near operationally ready. The Army needs you to be ready to deploy at any time. Right now, you're not fit to attack a unit of ninety-year-old grandmothers. I'm going to change that. I'm going to change a lot of things very quickly. For starters, we're going to add an extra hour of physical training and an extra hour of other qualification-related training every other day until further notice. 2

[*One of the corporals softly mutters "Christ."*] 3

Gallagher: What's your name, Corporal? 4

Wagner: Wagner, ma'am. 5

Gallagher: Do you have something to say to me, Corporal? 6

Wagner: No, ma'am. 7

Gallagher: Well, Corporal Wagner, I recall from reading your record that you need this remedial training as much as anyone. Stop by my office at 1600 hours and we will continue this conversation. 8

Wagner: Yes, ma'am. 9

Gallagher: Look, I know that Lieutenant Zander was very popular with the personnel in this unit. And I know many of you are sorry to see him go. But the truth is that discipline and training had become very lax. And that's why you're in the state you're in with regard to operational readiness. I'm going to be kind of tough on you because I care about you. You'll find me very reasonable and, like I said, you'll find me very accessible. My mission is to bring out the best in each and every one of you individually, and in the unit as a whole. 10
 [*Steps back just a bit, pauses for several seconds, and looks through note cards. Seems to have finished addressing the troops.*]

Lawrence: [*Steps to where Gallagher had been speaking.*] Dismissed. 11

Gallagher: As you were. I haven't finished addressing the troops, Sergeant. 12

Lawrence: I'm sorry, ma'am, I thought you had finished. 13

Gallagher: No, I had not. Before dismissing you, I wanted to give you an opportunity to ask me any questions that may be on your mind. [*Silence for several seconds.*] No questions? Well, as I said, if you want to talk about anything at all, feel free to stop by my office. I have an open door policy. Sergeant, you may now dismiss the troops. 14

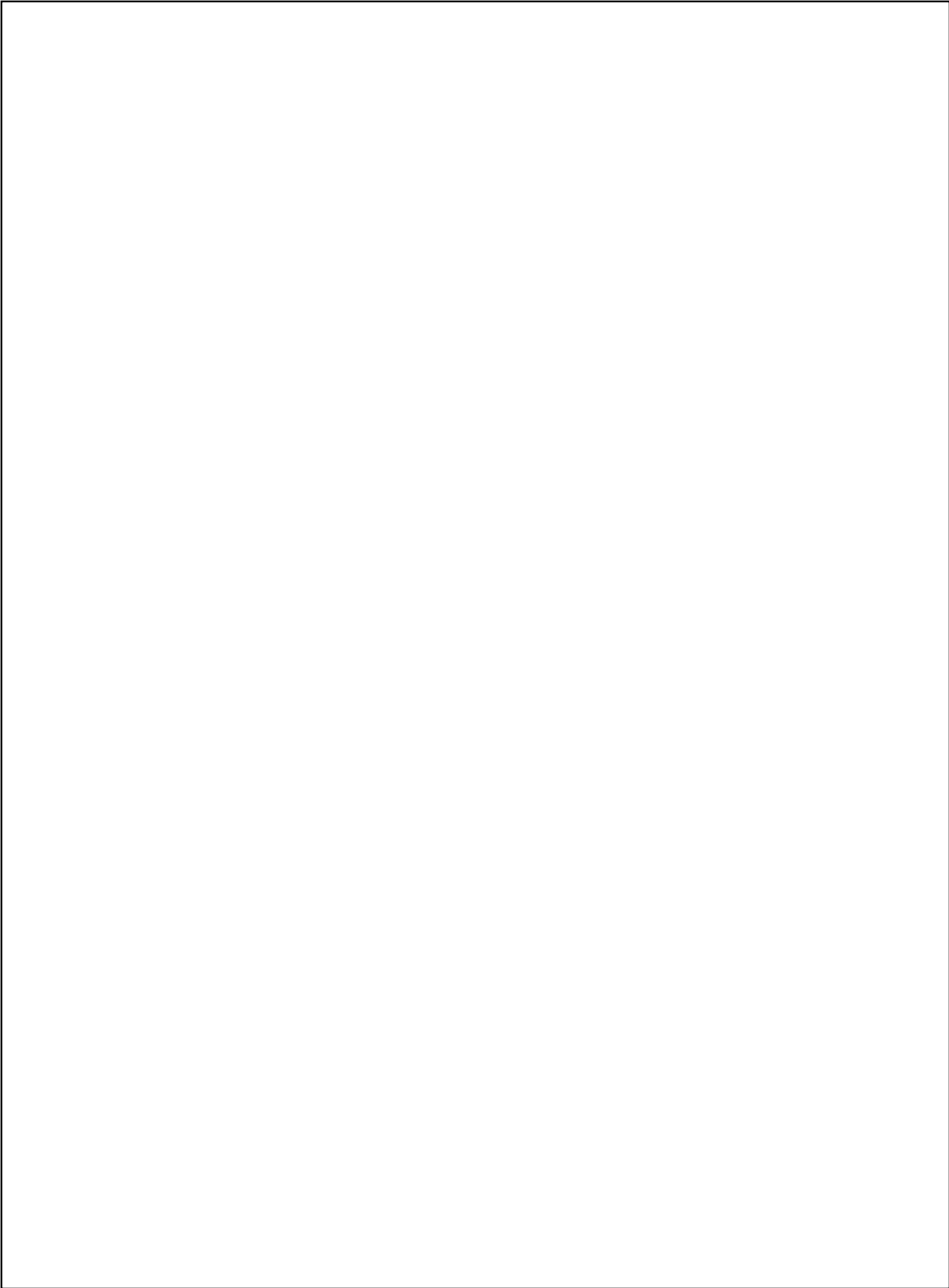
Lawrence: Dismissed. 15

Gallagher: [*Addresses Lawrence before the troops have all departed.*] Sergeant, don't undermine my leadership like that again. Is that clearly understood? 16

Lawrence: Yes, ma'am. For the record, I did not intend to undermine your leadership. I honestly thought you had finished speaking. 17

Gallagher: [*Calming down.*] Very well. Let's just forget about it and try to start fresh. That will be all. 18

Lawrence: Yes, ma'am. 19



Scenario 30

Dimension

Helping Other Military Personnel

Characters

Lieutenant Hillary Greenway

Lieutenant Wendy Clark (focal character)

Scenario Set-up (Voice-over)

In this scenario, Lieutenants Hillary Greenway and Wendy Clark are each working at a computer at their desks. Lieutenant Greenway is having difficulty with some spreadsheet software that Lieutenant Clark is very skilled in using. For this scenario, the focal character is Lieutenant Clark.

Script

| | | |
|------------------|--|----|
| Greenway: | <i>[Visibly frustrated by her inability to get her computer to do what she wants.] I swear, this computer is going to be the death of me. [Works a little more and, after about ten seconds, continues speaking.] Oh, for crying out loud!</i> | 20 |
| Clark: | Do you mind? I'm trying to get something accomplished here. | 21 |
| Greenway: | Sorry, Wendy. I'm just so frustrated because I can't get this spreadsheet software to work right. | 22 |
| Clark: | Well, could you be frustrated a little bit more quietly? | 23 |
| Greenway: | Sure. <i>[Works for another ten seconds or so.]</i> Wendy, you're proficient in this new spreadsheet software, aren't you? | 24 |
| Clark: | Yeah. | 25 |
| Greenway: | Well, this is just really defeating me, and this report is due by the end of the day. | 26 |
| Clark: | And you've got to use the spreadsheet software to get the report done? | 27 |
| Greenway: | Yes, because the data that I'm working with were entered by somebody else into this stupid spreadsheet. | 28 |

| | | |
|------------------|--|----|
| Clark: | Do you think you could get Sergeant Ferris to help you? I know she's really familiar with this software. | 29 |
| Greenway: | OK. I think I saw her in the gym. I'll go downstairs and see if she's still there. [<i>Walks out; fade out and then fade back in; walks in.</i>] I can't find her. | 30 |
| Clark: | Did you check the office? | 31 |
| Greenway: | I checked all over. I don't know where she is. Can't you just help me? | 32 |
| Clark: | [<i>In a put-upon tone of voice.</i>] All right. | 33 |
| Greenway: | I'll try to be more judicious in my requests for help in the future. | 34 |
| Clark: | OK. Let's see what you've got. [<i>Looks at Greenway's computer screen.</i>] Oh brother! Can I sit down for second? [<i>Sits down at Greenway's desk and does some very rapid mouse-clicking.</i>] OK, you're all set. | 35 |
| Greenway: | What did you do? | 36 |
| Clark: | It would take too long to explain. [<i>Pulls a help manual off the shelf.</i>] Here, it's in Chapter Four. | 37 |
| Greenway: | [<i>Riffling through Chapter Four, looking very confused.</i>] OK, I'll give it a try. | 38 |
| Clark: | You'll pick it up eventually. Everyone does. It just takes a little patience. | 39 |
| Greenway: | You're probably right, Wendy. I'll keep at it. | 40 |
| Clark: | Good for you. | 41 |

Appendix F
Video-Based Social Knowledge Test Instructions
(Pilot Test Version)

This test consists of 26 videotaped social scenarios. Each scenario depicts junior officers in the U. S. Army interacting with other Army personnel in social situations that junior officers commonly face. You will identify and describe the ineffective and effective social behaviors of one or more of the junior officers depicted in each scenario. *Social behaviors* are behaviors directed toward others that are designed to get them to act, think, or feel a certain way. These include not just *what* people say to others, but also *how* they say it and *how they look* while they say it. As such, body language, personal appearance, tone of voice, vocal inflection, gesturing, and facial expression are all “social behaviors.” Leadership and oral communication/ oral presentation behaviors should also be considered “social behaviors” for purposes of this test.

Ineffective social behaviors are those that (a) would make it more difficult for an officer to achieve one or more of the goals that a good officer should have in a given scenario, or (b) violate the accepted norms of social conduct that would apply to an officer in a given scenario. *Effective social behaviors* are those that make it more likely that the officer would be able to achieve one or more of the goals that a good officer should have in that situation. Note that, in some cases, *failure to do something* may constitute ineffective or effective social behavior. If so, describe the omitted behavior.

Test Scoring

Your test score will be based on the number of ineffective and effective social behavior that you are able to correctly identify and describe. The number of targeted behaviors in a given scenario may be as low as three or as high as ten. The percentage of targeted behaviors that are ineffective versus effective also varies from scenario to scenario.

Some of the scenarios include social behaviors that may *seem* ineffective or effective to people who do not have the knowledge needed to address the scenarios effectively, but which in fact are not. These are called *distracters*. Points will be deducted from your score for each distracter behavior that you incorrectly describe as being ineffective or effective.

Testing Procedure

You will watch and respond to each of the 26 scenarios, one at a time. First, you will watch a videotape of the scenario. The videotaped scenarios range from about 1.5 to 3.5 minutes. Each scenario begins with a voice-over that sets the scene, introduces the characters, and identifies the focal character or characters. The *focal character* is the character you will be observing for ineffective and effective social behaviors. After watching the videotape, you will have up to five minutes to describe each ineffective and effective social behavior exhibited by the focal character (or characters) on the Answer Sheets you have been provided.

A booklet containing the scripts for each scenario will also be provided. These are the words spoken by the actors on the videotaped scenarios. Note that these contain script paragraph numbers on the right-hand side of each page. You will need to reference these paragraph

numbers from time to time when describing the social behaviors exhibited by the focal character (or characters).

When the five minutes have expired, the videotaped version of the next social scenario will be shown. This process will be repeated until you have had an opportunity to watch and respond to all 26 scenarios. When the testing has been completed, you will clip your answer sheets together and hand in your Script Booklet to the test administrator.

Sample Scenarios

Prior to beginning the test, two sample scenarios will be shown in order to get you used to the testing process. You will first be shown Sample Scenario 1. Then, you will identify and describe the ineffective and effective social behaviors exhibited by the focal character in that sample scenario. Finally, the Sample Scenario 1 will be presented again, this time with a voice-over that explains which behaviors are ineffective and effective, and why. This process will then be repeated for the Sample Scenario 2. At this point, you will be given an opportunity to ask any questions you may have about the test. Then, the test will begin.

Guidelines for Describing Ineffective and Effective Social Behaviors

When describing ineffective and effective social behaviors in a given scenario, you must carefully follow these guidelines:

1. Describe each ineffective and effective social behavior that you identify specifically and completely. Refer to script paragraph reference numbers whenever possible. Avoid references to broad summary descriptions of social behaviors, such as “displayed poor leadership skills during team meeting,” or “was insensitive during meeting.” Instead, refer to each specific example of poor team leadership or insensitivity that you are able to identify.
2. Your response should make it clear *why* you believe a social behavior is ineffective or effective for a given scenario. For example, it would not be sufficient simply to state that a captain told a corporal that a sergeant they both know may have gotten his girlfriend pregnant, and then indicate that this is ineffective. You would need to say why this statement is ineffective to get full credit. Thus, a better response would be to add to the statement that the behavior is ineffective because it is inappropriate for an officer to spread malicious, speculative gossip about an NCO to enlisted personnel. Also, it is not sufficient simply to refer to a script paragraph reference number or quote a line directly from the script when describing an effective or ineffective social behavior.
3. If the same social behavior is repeated within a given scenario, you need not list each occurrence separately. Simply list each script paragraph number in which it occurred. For example, if you identified as an ineffective behavior that a lieutenant swore at a general three times during the course of a meeting, you would indicate that the ineffective behavior of swearing at a superior officer was repeated three times and indicate the three script paragraph reference numbers in which the swearing occurred.

After you have read these instructions, wait for the test administrator to begin the testing process.

Appendix H
Scenario Script Booklet Containing Dialogue Spoken by Actors used for SKT Pilot Test

Sample Scenario 1

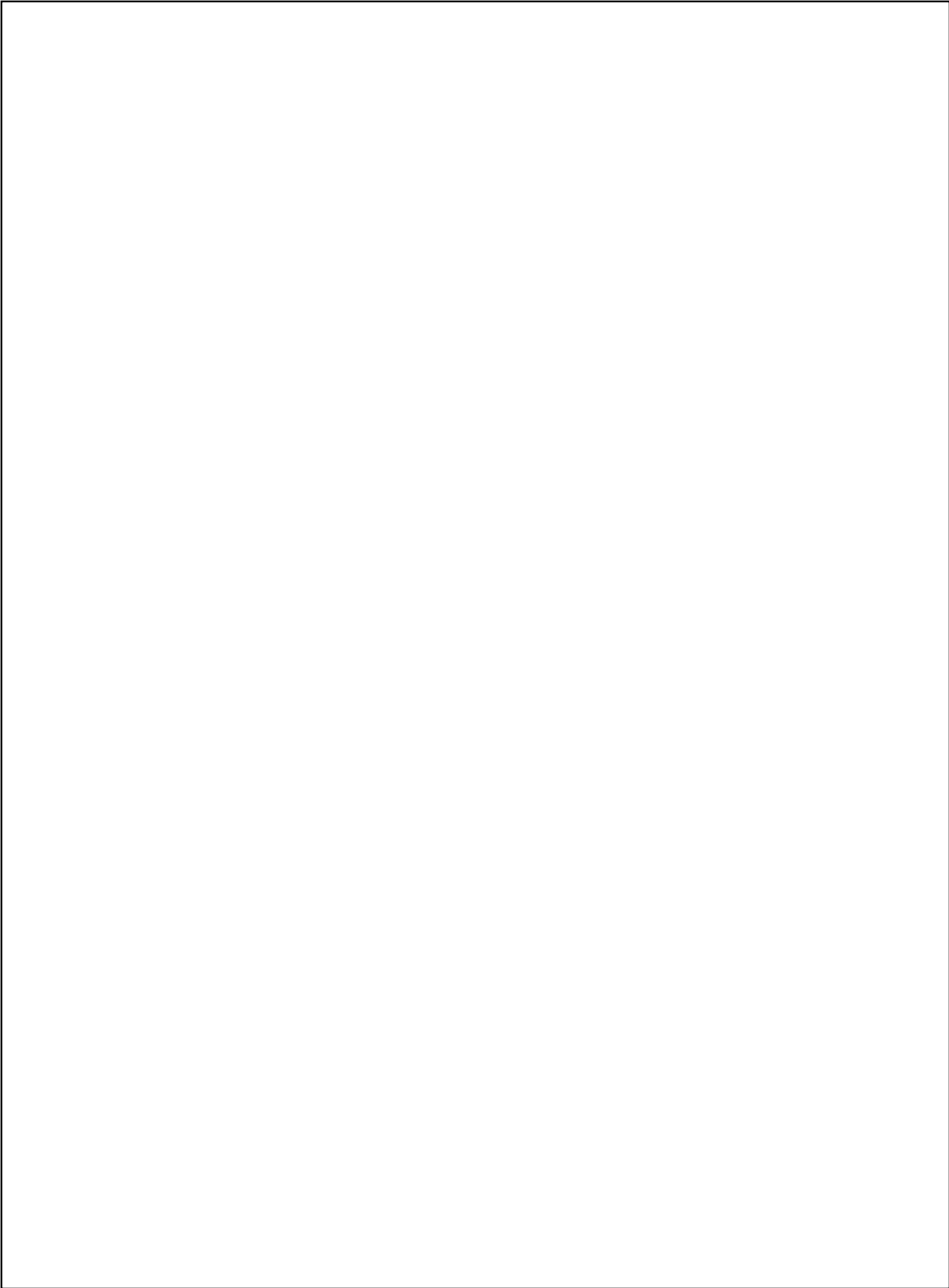
Characters

Lieutenant Dan Glover (focal character)

Captain Tim Pratt

Script

- Glover:** *Say, Tim. How's it going?* 1
- Pratt:** Fine, Lieutenant. 2
- Glover:** *Say, how did your performance evaluation go? I overheard Major Martin telling Lieutenant Colonel Bligh that your performance has been sub-par in several important categories. Well, how did it go?* 3
- Pratt:** I'd rather not talk about that with you. 4
- Glover:** *Oh, come on, Tim. Spill the beans! You shouldn't be too proud to admit that you're human just like the rest of us.* 5
- Pratt:** Lieutenant, I find your behavior offensive. Now, if you'll excuse me, I'll be on my way 6
- Glover:** *What a jerk!* 7



Sample Scenario 2

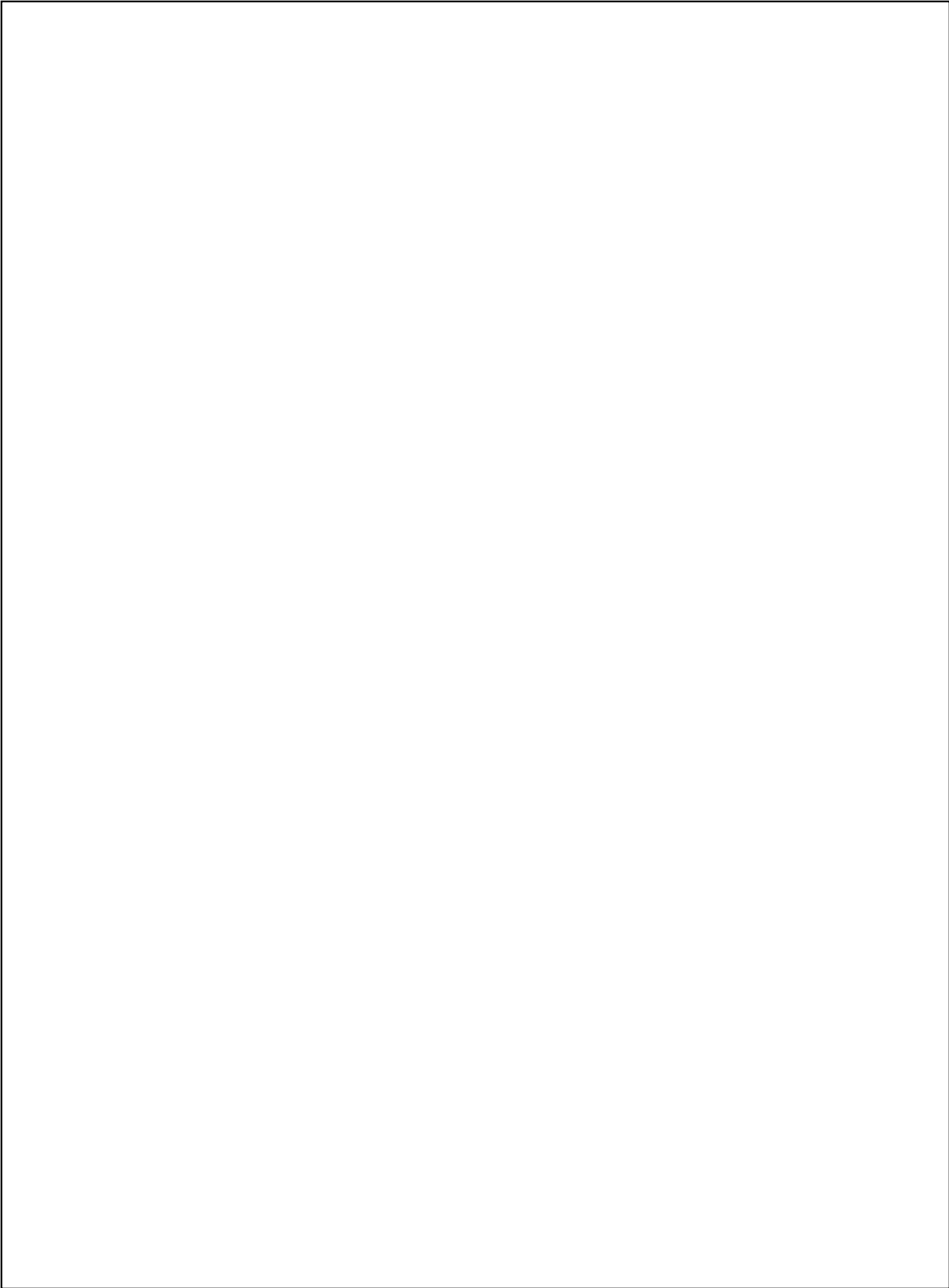
Characters

Captain Trevor Novak (focal character)

Major Arthur Lohman

Script

| | | |
|----------------|--|----|
| Novak: | <i>Major Lohman, I wanted to meet with you today because I'm concerned that you have been second-guessing me once too often.</i> | 1 |
| Lohman: | I've been second-guessing you because you make lousy decisions. | 2 |
| Novak: | <i>Sir, I normally would have the greatest respect for your judgment. However, sir, I disagree with your assessment of my decision-making ability.</i> | 3 |
| Lohman: | Really? Because as far as I can tell, you wouldn't know a good decision if one walked up and shook hands with you! | 4 |
| Novak: | <i>Sir, can you give me an example of a bad decision I've made recently? It might help to talk in specifics.</i> | 5 |
| Lohman: | I'm not going to sit here and do an on-the-spot performance evaluation for you, and I'm not going to waste my time coaching you. | 6 |
| Novak: | <i>Permission to speak freely, sir?</i> | 7 |
| Lohman: | Granted. | 8 |
| Novak: | <i>Sir, it's apparent to me that you're jealous of my abilities, and that you know I'm a more capable officer than you. I think that's why you have been trying to make things so difficult for me here. Can't you just accept that I'm a better officer than you'll ever be and let me do my work in peace? I have a feeling we'd both feel happier if you did.</i> | 9 |
| Lohman: | You through? | 10 |
| Novak: | <i>Yes, sir.</i> | |
| Lohman: | Good. Dismissed, Captain. | 11 |
| Novak: | <i>But sir...</i> | 12 |
| Lohman: | Dismissed, Captain. | 13 |
| Novak: | <i>Yes, sir.</i> | 14 |



Scenario 1

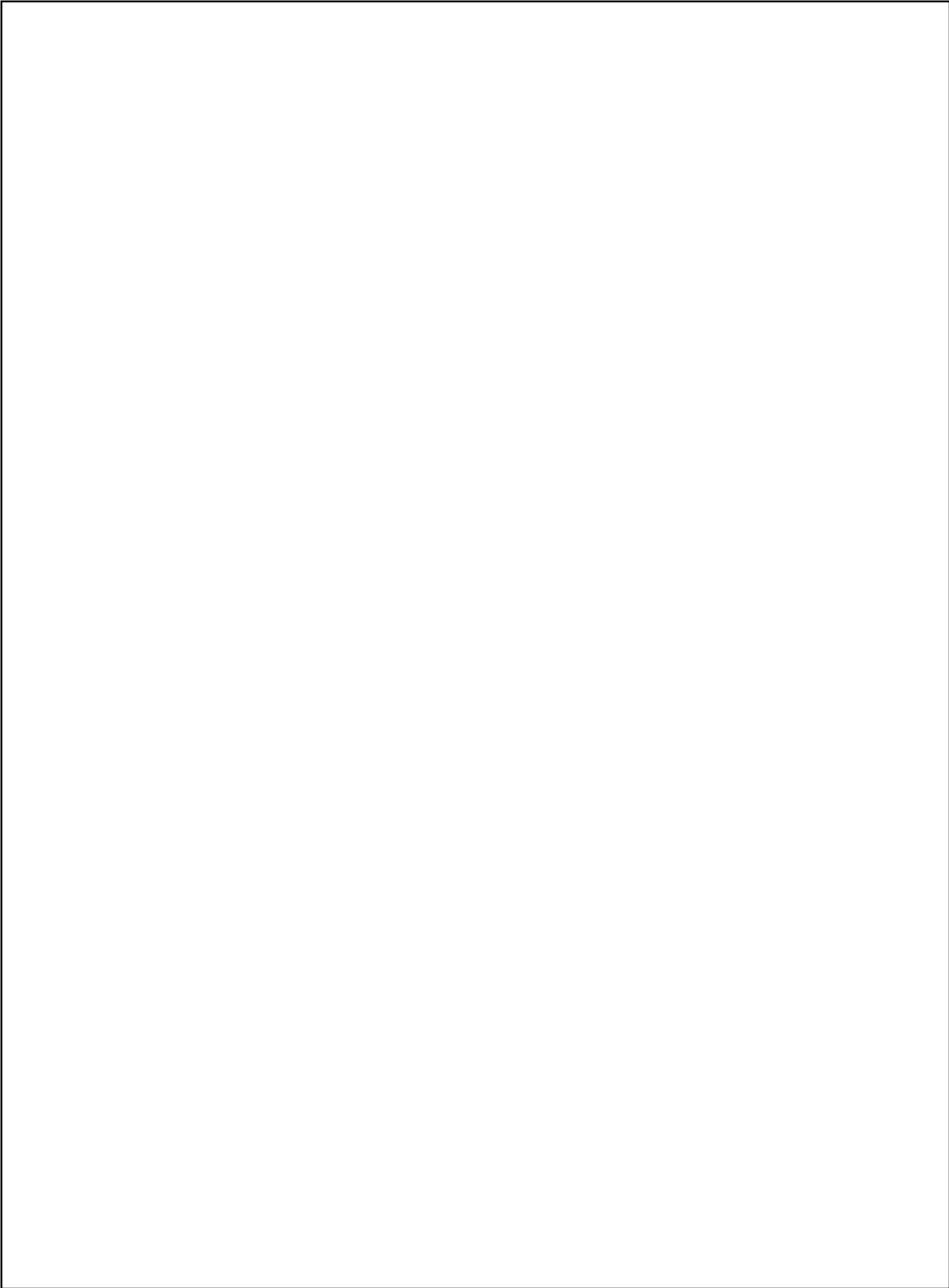
Characters

Lieutenant Oliver Jones (focal character)

Sergeant Julie Diamond

Script

| | | |
|-----------------|--|----|
| Jones: | <i>Sergeant?</i> | 1 |
| Diamond: | Yes, sir. | 2 |
| Jones: | <i>I've been noticing some lapses in your military bearing lately.</i> | 3 |
| Diamond: | Sir? | 4 |
| Jones: | <i>For example, look at your shoes. They're all scuffed up.</i> | 5 |
| Diamond: | Yes sir. It won't happen again sir. | 6 |
| Jones: | <i>Good, because I'm certain that I don't have to tell you that these things set a poor example for the enlisted personnel, and especially for your subordinates.</i> | 7 |
| Diamond: | I understand sir. I promise you I will correct the problem immediately. | 8 |
| Jones: | <i>And look how wrinkled your uniform is.</i> | 9 |
| Diamond: | [Sighs.] Yes, sir. | 10 |
| Jones: | <i>You're an outstanding platoon sergeant. These lapses in military bearing are uncharacteristic of you, and they're not worthy of you. They divert attention away from the outstanding things that you do, and they're so easily corrected.</i> | 11 |
| Diamond: | I understand sir. I appreciate the feedback. It's just I've had so many things on my mind recently, I haven't been focused on the small stuff. | 12 |
| Jones: | <i>Maybe try putting together a checklist and check yourself against it before you leave the barracks. Military bearing is basic, as you know, but it's very important.</i> | 13 |
| Diamond: | Yes, sir. | 14 |
| Jones: | <i>That will be all.</i> | 15 |
| Diamond: | Yes, sir. Thank you, sir. | 16 |



Scenario 2

Characters

Captain Ted Ewing (focal character)

Colonel Pat Clark

Script

- Ewing:** *Captain Ted Ewing, reporting as ordered.* 1
- Clark:** Come on in Ted, grab a seat and make yourself comfortable. Captain Ewing, as I mentioned on the phone earlier, I was calling you in to get your report on the findings that you had with the program that we're implementing in your unit to improve morale with the junior enlisted folks and our senior NCOs. You've been doing it a couple of months now and I would really like to get kind of a heading check as to what you think is working and what is not working. 2
- Ewing:** *What I did, sir, is I took the liberty of putting together a survey on my own to measure the morale in the unit before and after the new program was implemented. I broke morale into a number of different areas: I wrote questions about how they're getting along with other personnel, how happy they are with their supervision, how happy they are with me as their commanding officer, how happy they are with the technical training they are receiving, how happy they are with their career development opportunities, how happy they are with their physical training, and how happy they are with family support and counseling. Then I assembled all the items I wrote into a survey, which I then had the lieutenants under my command administer to each of their units. Then I did a detailed statistical analysis of the survey responses, or actually, to be fair, I had a Master Sergeant under my command, who is a real whiz with statistics, and whose work I have the utmost respect for, do the analyses.* 3
- Clark:** What's the bottom line? 4
- Ewing:** *The bottom line? OK, here we go. Well, sir, the bottom line is that morale has improved dramatically as a result of the new program.* 5
- Clark:** Terrific! 6
- Ewing:** *But, sir, I need to qualify that statement. There was one squad in Lieutenant Olsen's unit whose morale did not improve. But I want you to know, sir, that I talked with the Lieutenant also about that, and he believes it is a problem with the Sergeant who commands that squad, rather than a problem with the new program that has been implemented.* 7

- Clark:** That's understandable. 8
- Ewing:** *Now, another point I wanted to make sir, if you will just bear with me a minute, sir. And the importance of this can't be overstated, I don't think: Not all the different areas of morale have gone up by the same amount...* 9
- Clark:** Captain Ewing. You've obviously done a very good job on this report and spent a lot of time doing it. If you would please, I would like you to put this in a written format and submit it to me in a written format. That way I can go through and glean what I think is necessary for me to get out of the report. 10
- Ewing:** *Roger that, sir.* 11
- Clark:** Thank you. 12

Scenario 3

Characters

Lieutenant Nancy Gallagher (focal character)

Staff Sergeant Edwin Lawrence

Script

Lawrence: As you all know, Lieutenant Zander has been reassigned to a new unit and is no longer with us. Effective today, Lieutenant Gallagher will be taking over. Lieutenant Gallagher asked me to assemble this unit today so she can address us. Lieutenant Gallagher? 1

Gallagher: *Thank you. At ease. Good morning. I'm Lieutenant Nancy Gallagher, and as of now I'm your new platoon leader. I apologize for being late, I was in a meeting that ran over. I'm looking forward to working with each of you individually and getting to know you personally. My leadership style is very personal and hands-on. I intend to get actively involved in the training of each and every one of you individually. I want you to feel that you can come to me for counseling of any kind and especially if it's for physical training, career training or anything of a personal nature. I have an open door policy. I have been fully briefed by Captain Walsh about this unit's performance over the past year and to put it frankly, this unit is nowhere near operationally ready. The Army needs you to be ready to deploy at any time and right now, you're not fit to attack a group of ninety-year-old grandmothers. I'm going to change that and I'm going to change things very quickly. To start with, I'm going to add an extra hour of physical training and an additional hour of other qualification training every other day until further notice.* 2

Wagner: Christ. 3

Gallagher: *What's your name, Corporal?* 4

Wagner: Wagner, ma'am. 5

Gallagher: *Do you have something to say to me, Corporal?* 6

Wagner: No, ma'am. 7

Gallagher: *Well, as I recall from your record Corporal Wagner, you could use remedial training as much as anybody else. Why don't you come by my office at 1600 and we'll finish this conversation.* 8

Wagner: Yes, ma'am. 9

Gallagher: *Look, I know that Lieutenant Zander was very popular and many of you will miss him. But the fact is training and discipline has become very lax around here. And that's why you're in the state that you're in. I'm going to be kind of tough on you, I'm going to be tough on you because I care about you. You'll find that I'm reasonable and I'm accessible. My mission is to bring out the best in each and every one of you both individually, and as a unit* 10

Lawrence: Group attention. Dismissed. 11

Gallagher: *As you were. I haven't finished addressing the troops, Sergeant.* 12

Lawrence: Sorry, ma'am, I thought you had finished. 13

Gallagher: *No, I had not. I wanted before dismissing you, I wanted to make sure that nobody had any questions. Does anyone have any questions for me? No questions? Well then, as I said, I have an open door policy and I'm here for you any time you need me. Just stop by my office. Now Sergeant, you may dismiss the troops.* 14

Lawrence: Dismissed. 15

Gallagher: *Sergeant, don't ever undermine my authority like that again. Do you understand?* 16

Lawrence: Yes, ma'am. But for the record, I was not undermining your authority. I honestly thought you had, you were done speaking Ma'am. 17

Gallagher: *Very well. Let's start with a new slate. That'll be all Sergeant.* 18

Lawrence: Yes, ma'am. 19

Scenario 4

Characters

Lieutenant George Ball (focal character)

Lieutenant Sarah Marx (focal character)

Lieutenant John Woods (focal character)

Script

| | | |
|---------------|---|----|
| Ball: | <i>Man, nothing like eating dinner at 2100, huh?</i> | 1 |
| Woods: | <i>Hey, this is just routine. Studying for these advancement exams is taking a lot more time than I thought.</i> | 2 |
| Ball: | <i>Yeah but you don't want to be a lieutenant forever.</i> | 3 |
| Woods: | <i>Hell no!</i> | 4 |
| Ball: | <i>Hey, have you met that new guy, Lieutenant Jackson?</i> | 5 |
| Woods: | <i>No, I haven't.</i> | 6 |
| Ball: | <i>Now there's a guy that will never be make it past lieutenant. In fact, I don't even know how the guy got commissioned.</i> | 7 |
| Marx: | <i>What makes you say that?</i> | 8 |
| Ball: | <i>Aw, you just have to experience this guy to understand what I'm talking about.</i> | 9 |
| Woods: | <i>Hey, how's your new platoon sergeant, what's his name, Davidson?</i> | 10 |
| Ball: | <i>He's great, I've learned a ton from him.</i> | 11 |
| Marx: | <i>I've heard some really good things about him.</i> | 12 |
| Ball: | <i>Hey, what have you got going this weekend? Want to go catch that new Bond movie on Saturday?</i> | 13 |
| Marx: | <i>Nothing like a little senseless violence to get the old juices flowing, eh?</i> | 14 |
| Ball: | <i>Oh, I'm sorry. Are you going to catch a good chick flick and get some cinematherapy?</i> | 15 |
| Marx: | <i>Actually, I happen to prefer senseless violence.</i> | 16 |

| | | |
|---------------|---|----|
| Woods: | <i>Hey now, this is my kind of woman! I can never get my girlfriend Emily to see an action flick.</i> | 17 |
| Ball: | <i>Hey, speaking of her, how are things going? How long have you been together now?</i> | 18 |
| Woods: | <i>Three months.</i> | 19 |
| Ball: | <i>Wow, that must be some kind of a record for you.</i> | 20 |
| Woods: | <i>I like her.</i> | 21 |
| Ball: | <i>Yeah you must. Don't tell me the days of being a stud are over though. You know I mean you were going through about one girl a week there for a while.</i> | 22 |
| Woods: | <i>Hey, I'm getting a little old for that.</i> | 23 |
| Ball: | <i>What about you, Sarah? How are things going with George? You guys set a wedding date yet?</i> | 24 |
| Marx: | <i>Actually, we broke up last week. He didn't like the idea of becoming an Army husband.</i> | 25 |
| Ball: | <i>Huh.</i> | 26 |
| Woods: | <i>Pretty rough, huh?</i> | 27 |
| Marx: | <i>You could say that.</i> | 28 |
| Ball: | <i>Oh, come on, with your looks, you won't have any problem finding a replacement.</i> | 29 |
| Marx: | <i>Actually guys, I'm ready to call it a night.</i> | 30 |
| Woods: | <i>Yeah, me too.</i> | 31 |
| Ball: | <i>Ditto.</i> | 32 |

Scenario 5

Characters

Lieutenant Hillary Greenway

Lieutenant Wendy Clark (focal character)

Script

| | | |
|------------------|--|----|
| Greenway: | I swear, this computer is going to be the death of me. | 1 |
| Clark: | <i>Do you mind? I'm trying to get something accomplished here.</i> | 2 |
| Greenway: | Sorry, Wendy. I'm just so frustrated because I can't get this spreadsheet software to work right. | 3 |
| Clark: | <i>Well, do you think you could you be frustrated a little bit more quietly?</i> | 4 |
| Greenway: | Sure. Wendy, you know how to use this new software, don't you? | 5 |
| Clark: | <i>Yeah.</i> | 6 |
| Greenway: | Well, this is just really defeating me, and this report is due by the end of the day. | 7 |
| Clark: | <i>And you've got to use that software?</i> | 8 |
| Greenway: | Yes, because somebody else entered the data that I'm using into this stupid spreadsheet. | 9 |
| Clark: | <i>Why don't you go ask Sergeant Ferris to help you? I know she's really familiar with that software.</i> | 10 |
| Greenway: | OK. I think I saw her in the gym. I'll check downstairs to see if she's still here. [Returning.] I can't find her anywhere. | 11 |
| Clark: | <i>Did you check the office?</i> | 12 |
| Greenway: | I checked all over. I don't know where she is. Can't you just help me? | 13 |
| Clark: | <i>All right. OK. Let's see what you've got. Oh brother! You better let me sit down. [Works at Greenway's computer for a bit.] OK, you're all set.</i> | 14 |
| Greenway: | What did you do? | 15 |

- Clark:** *It would take too long to explain. [Handing Greenway a manual.] Here, it's all in Chapter Four.* 16
- Greenway:** OK, I'll give it a try. 17
- Clark:** *You'll pick it up eventually. Everybody always does. It just takes a little patience.* 18
- Greenway:** You're probably right, Wendy. I'll keep at it. 19
- Clark:** *Good for you.* 20

Scenario 6

Characters

Captain Kevin Smith (focal character)

First Sergeant Woody Stephens

First Sergeant Max Bradley

Script

- Stephens:** Max, this is getting ridiculous. We have pilots that can't fly missions on time because your guys keep dropping the ball. What's the matter with you? Helicopters not glamorous enough to get your attention? 1
- Bradley:** This may be hard for you believe, Woody, but we've got more to do than just maintain your helicopters. You'll wait your turn just like everyone else. 2
- Smith:** *Is there a problem, gentlemen? At ease. Now what seems to be the problem? I heard you all the way down the hallway.* 3
- Stephens:** Sir, we've been delayed on several missions recently... 4
- Bradley:** Sir, Sergeant Stephens ... 5
- Smith:** *Look you guys, at ease. Would you settle down. All right, take a seat. Now, one at a time, please tell me what this is all about. We'll start with you, Sergeant Stephens.* 6
- Stephens:** Sir, there have been a number of instances recently when my helicopter unit hasn't been able to fly missions on time because Sergeant Bradley's aviation unit hasn't been able to support us by performing maintenance and repair tasks in a timely fashion. They repeatedly put us at the bottom of their priority list. Right now, we're basically at a standstill in terms of operational effectiveness until we can get some support from their unit. I approached Sergeant Bradley about this to try and resolve this situation, which has become intolerable, but he hasn't been too receptive, as you can see. 7
- Smith:** *Now, Sergeant Bradley, let's hear your side of the story.* 8

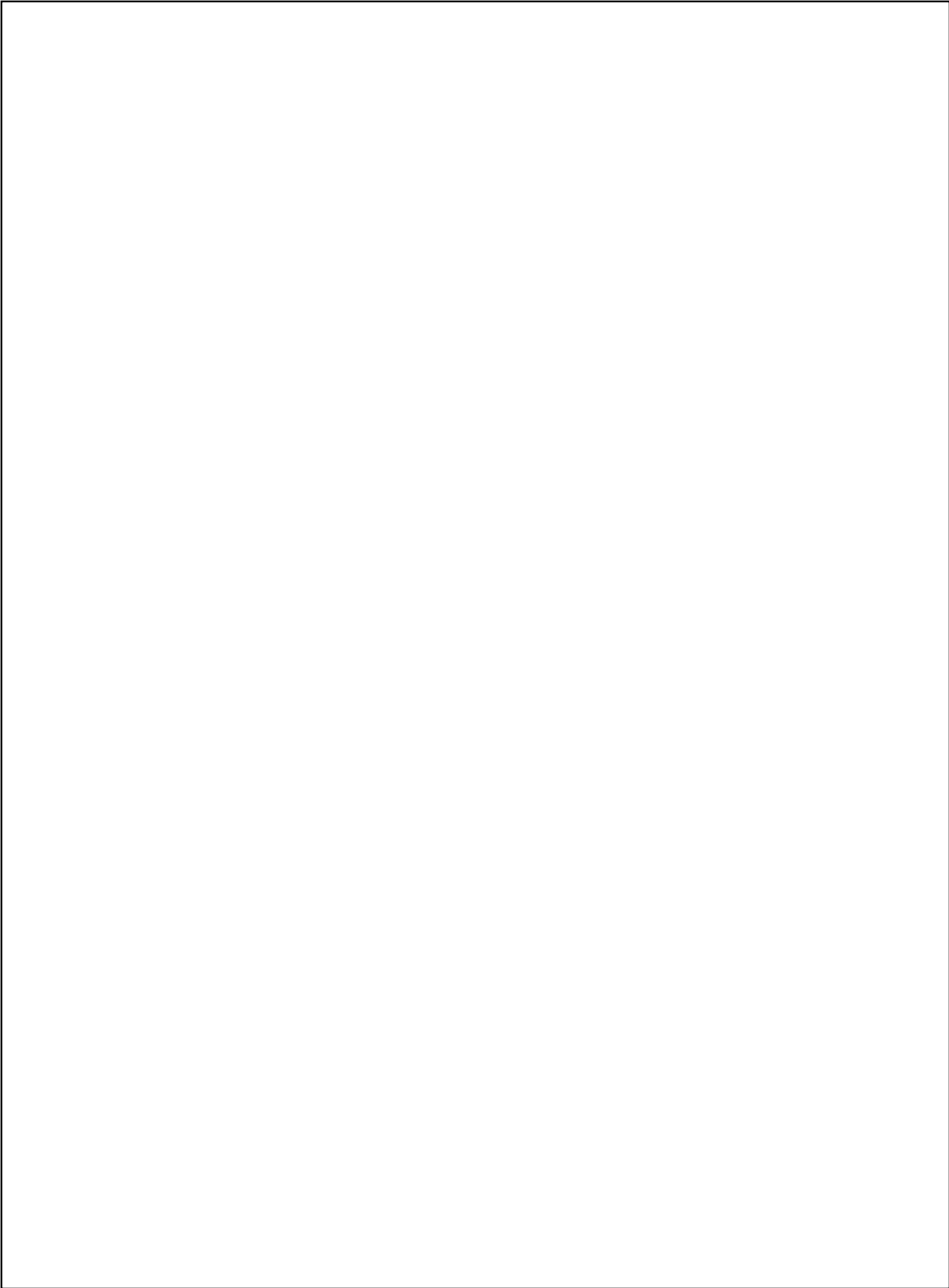
| | | |
|------------------|---|----|
| Bradley: | Sir, I'm not without sympathy for Sergeant Stephens' position, but there's certain realities he just doesn't seem to understand. We have a finite amount of resources that we can devote to the aviation activities we're tasked with. Now, I realize that Sergeant Stephens believes that flying helicopter missions is the most important thing the Army does, but the fact is we're talking about a minor delay in some relatively minor missions. We'll get to the helicopters as soon as we can. In the meantime, Sergeant Stephens really needs to take a laxative and learn to have some patience. | 9 |
| Smith: | <i>All right, that's enough. I think I'm getting the picture here. Can we think of some possible solutions to the problem?</i> | 10 |
| Stephens: | The solution is obvious. The people in Sergeant Bradley's unit need to do their jobs. | 11 |
| Bradley: | I just don't know what planet he's living on, sir. | 12 |
| Smith: | <i>Gentlemen, you both are in the United States Army. You're both soldiers, and as such, you must conduct yourselves to the utmost of your abilities and your professionalism. What I'm asking for you here is, in the spirit of realizing that you're both on the same team here, and you're not enemies, is that we come to a solution to our problem. Any ideas? [Pauses.] Clueless. Look, Sergeant Bradley, you have personnel in your unit that can be employed a better way, correct?</i> | 13 |
| Bradley: | Yes, sir. How can you suggest that... | 14 |
| Smith: | <i>True or false: You sometimes have skilled mechanics performing remedial duties that can be performed by less skilled personnel?</i> | 15 |
| Bradley: | Well, sir, sometimes it's... | 16 |
| Smith: | <i>True or false?</i> | 17 |
| Bradley: | True, sir. | 18 |
| Smith: | <i>OK, now we're getting somewhere. I tell you what, why don't we schedule a time when we can sit down and discuss a plan for how to better employ the personnel in your unit.</i> | 19 |
| Bradley: | Of course, sir. But, I don't think reassigning personnel is going to solve the problem and it's frankly going to create some problems for my unit. | 20 |
| Smith: | <i>Well, why don't we try it my way. We'll see what happens.</i> | 21 |
| Stephens: | Yes, sir. | 22 |

Bradley: Thank you, sir.

23

Smith: *Carry on, gentleman.*

24



Scenario 7

Captain Peter Burns (focal character)

Captain Daniel Lance (focal character)

Script

| | |
|--|----|
| Lance: <i>How are you settling in, Captain Burns?</i> | 1 |
| Burns: <i>Fine. Call me Pete. I don't stand on ceremony.</i> | 2 |
| Lance: <i>OK.</i> | 3 |
| Burns: <i>I appreciate your inviting me for coffee.</i> | 4 |
| Lance: <i>Well, we're going to be working together, so I thought it'd be a good idea.</i> | 5 |
| Burns: <i>So, how long have you been with the unit?</i> | 6 |
| Lance: <i>About two years. Actually, about two years and one month, to be precise.</i> | 7 |
| Burns: <i>What are Colonel Phillips and Major Gardner like?</i> | 8 |
| Lance: <i>They are both good officers. I don't believe in gossiping about my superiors. I've always found that to be fairly counterproductive.</i> | 9 |
| Burns: <i>OK. That's fair enough.</i> | 10 |
| Lance: <i>So, where were you stationed before?</i> | 11 |
| Burns: <i>With the 75th, at Fort Sam Houston.</i> | 12 |
| Lance: <i>What Brigade?</i> | 13 |
| Burns: <i>The second.</i> | 14 |
| Lance: <i>So you're working mainly with training support stuff?</i> | 15 |
| Burns: <i>Yeah.</i> | 16 |
| Lance: <i>Working with simulators mostly, right?</i> | 17 |
| Burns: <i>No, actually I didn't.</i> | 18 |
| Lance: <i>You know, I worked on simulators in a past life. One in particular I found very interesting. It was designed to enable soldiers to do en-route mission rehearsals using high verisimilitude images of the actual terrain that they were about to deploy to.</i> | 19 |

| | |
|--|----|
| Burns: <i>Sounds interesting.</i> | 20 |
| Lance: <i>It really is. The key word is <u>verisimilitude</u>. Verisimilitude is to simulation technology what high fidelity is to audio. I'm telling you, these new simulation technologies are going to revolutionize the training field.</i> | 21 |
| Burns: <i>Sounds pretty high tech.</i> | 22 |
| Lance: <i>Yeah, it really is.</i> | 23 |
| Burns: <i>Say, I hear there's a basketball league in this unit. Who do I talk to about joining up?</i> | 24 |
| Lance: <i>Lieutenant Carter, I think.</i> | 25 |
| Burns: <i>Do you play?</i> | 26 |
| Lance: <i>No. I do keep myself in good shape.</i> | 27 |
| Burns: <i>No big deal.</i> | 28 |
| Lance: <i>From time to time, I like to play volleyball.</i> | 29 |
| Burns: <i>Really? I like volleyball, too. When do you play?</i> | 30 |
| Lance: <i>Wednesday nights.</i> | 31 |
| Burns: <i>You think there's room for one more player on your team?</i> | 32 |
| Lance: <i>I think so, sure.</i> | 33 |
| Burns: <i>Great! Well, if I'm not careful, I'm gonna be late for a briefing.</i> | 34 |
| Lance: <i>One bit of friendly advice. Don't ever be late for a briefing. There's a very low tolerance for that around here.</i> | 35 |
| Burns: <i>Well, then I'd better hurry. See you later.</i> | 36 |

Scenario 8

Characters

Captain Lance Edwards (focal character)

Sergeant First Class Paul Smith

Script

- Edwards:** *Sergeant, yours is definitely one of the easier evaluations I've had to do this year. Your performance has been, as always, just stellar, and this review is really more of a formality.* 1
- Smith:** Thank you, sir. That's very nice to hear. 2
- Edwards:** *Don't thank me. You've earned the kudos. How do you think your performance has been the last year?* 3
- Smith:** Well sir, I have to be honest with you, I know I've been good. I really haven't seen another platoon sergeant that's even come close to my level in performance. 4
- Edwards:** *Well, certainly, no problem with self-confidence.* 5
- Smith:** Well, sir, I think we understand each other here. I know I'm really good, and I really don't see any reason to disguise that. 6
- Edwards:** *I do want to share some observations I've got with your performance last year. You are way ahead of the game as far as your qualification exams went. Good job. Everyone I've talked to that you work with says that you have an enthusiasm that's just contagious and raises everyone's performance. And I can attest to that, having served with you so much the last few years. We've got several instances in the past year when you've gone above and beyond the call of duty. A good example is when you took over Sergeant Foster's duties when he came down with pneumonia. Even though you already had a full plate you took on those, and you still found a way to manage to study for your qualifications exams that, which were I believe the following month. When do you sleep?* 7
- Smith:** Sleep is for wimps. 8
- Edwards:** *I've also got numerous examples of when you were there for the people under your command. You did a great job of dealing with Private Taylor when he was having those marital problems.* 9

| | | |
|-----------------|--|----|
| Smith: | Well, now that you go through it all sir, it seems pretty impressive, doesn't it? | 10 |
| Edwards: | <i>I did have some critical comments, but the positives so far outweighed them, I'm not even going to bring them up.</i> | 11 |
| Smith: | Someone's been critical of me? | 12 |
| Edwards: | <i>Sergeant, I probably shouldn't have even brought it up.</i> | 13 |
| Smith: | It's probably because somebody is just jealous. | 14 |
| Edwards: | <i>Look sergeant, I don't want you to leave this evaluation thinking that there's anything wrong with your performance. The only thing I want you to know is that you are by far the best sergeant I've ever had the privilege to work with. OK?</i> | 15 |
| Smith: | OK, sir, I'm sorry. I just get a little touchy about criticism because I take so much pride in my work. | 16 |
| Edwards: | <i>I know you do, Sergeant. Do you have any questions for me?</i> | 17 |
| Smith: | Yes sir, I was wondering if you believe I'm on track for early promotion to first sergeant? | 18 |
| Edwards: | <i>Well, with what I've seen here, I don't see any reason why not.</i> | 19 |
| Smith: | Well, thank you, sir. I've really enjoyed this meeting today. | 20 |
| Edwards: | <i>So have I, sergeant. So have I.</i> | 21 |

Scenario 9

Characters

Lieutenant Harry Melville (focal character)

Lieutenant Paul Mailer

Script

| | | |
|------------------|--|----|
| Mailer: | What the hell is this, Harry? Are you out of your mind? | 1 |
| Melville: | <i>Not that I'm aware of.</i> | 2 |
| Mailer: | You're going to make me <u>redo</u> this report? And, you're going to assign me extra reading for the next one? | 3 |
| Melville: | <i>Yeah.</i> | 4 |
| Mailer: | Harry, do you realize I'm going to have to cancel my leave next week just to get this all done? | 5 |
| Melville: | <i>Of course I realize that, Paul. I'm your roommate, remember?</i> | 6 |
| Mailer: | I'd like to remedy that. You know I'm not sure what you're doing, but I don't deserve this! | 7 |
| Melville: | <i>I don't want to hear it, Paul. I did what I thought was fair and right, and I'd do it again. Look, let's just forget about it, let's go home, we'll grab some dinner on the way. You'll feel better after you've eaten.</i> | 8 |
| Mailer: | Like hell... | 9 |
| Melville: | <i>What's your problem? You want special treatment just because you're my friend and my roommate? I don't want to hear it, you're acting like a two-year-old!</i> | 10 |
| Mailer: | Yeah? Well, when Captain Franks gave you this position as the training module leader, your ego just blew up another notch and I didn't even think that was possible! | 11 |
| Melville: | <i>Look, Paul, why don't you just sit down for a second. You're one of the brightest guys that I know. And there's no reason why somebody with that kind of intelligence should be turning in work like that...</i> | 12 |
| Mailer: | Who are <u>you</u> to pass judgment on <u>me</u> ? I was the one that got you through freshman physics. | 13 |

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|------------------|--|----|
| Melville: | <i>Look Paul, will you please just sit down for a second?</i> | 14 |
| Mailer: | I'm all ears. | 15 |
| Melville: | <i>No, I'd say you're all mouth right now. Look, I'd like you to just sit down. I'm trying to tell you something important. I'm asking you nicely. Will you please just sit down for a second?</i> | 16 |
| Mailer: | All right, I'm listening. | 17 |
| Melville: | <i>You're right. I do owe you a lot. And you're a good friend. But you're also lazy and to be honest with you, Paul, your leadership skills aren't quite up to par. Especially those that have to deal with people. And, I know you're looking forward to a career in the Army. And I want to see you get promoted. But quite frankly, you're going to have to work on those leadership skills as they relate to people. Now, I think that the reason why you didn't try so hard on this assignment was because it had to deal with leadership and I don't think you thought it wasn't very important. You'd rather be dealing with things like logistics. Well, my friend, being an officer is about being a leader. End of speech.</i> | 18 |
| Mailer: | You through? | 19 |
| Melville: | <i>Pretty much.</i> | 20 |
| Mailer: | And you're still going to make me do all this extra work? | 21 |
| Melville: | <i>Because I'm your friend.</i> | 22 |
| Mailer: | Not any more. | 23 |
| Melville: | <i>Oh, come on, Paul. Paul?</i> | 24 |

Scenario 10

Characters

Lieutenant Jane Brewster (focal character)

Lieutenant Jim Lincoln

Script

- Brewster:** *Say Jim, you got a minute?* 1
- Lincoln:** Sure. What's on your mind? 2
- Brewster:** *Well, I was wondering if you could help me with something.* 3
- Lincoln:** Yeah, come in and have a seat. 4
- Brewster:** *I have a squad of watercraft engineers that had been scheduled to go out on a brief barge-towing mission the day after tomorrow.* 5
- Lincoln:** Uh huh. 6
- Brewster:** *Well, I don't know if you heard or not, but another large tug, LT400, came into port the other day, having sustained serious typhoon damage. And she needs to be back at sea early next week to make her regular supply runs. Major Garfield has tasked me with coordinating the repair effort.* 7
- Lincoln:** And where do I fit in? 8
- Brewster:** *Well, I think you can probably guess. It would be great if the squad of watercraft engineers under your command could take care of the barge-towing mission my people had been scheduled to do.* 9
- Lincoln:** OK. Let me stop you right there. My watercraft engineers just returned from a trans-Pacific mission, and they're tired. They're scheduled for leave, and I'm not inclined to ask them to pull extra duty right now. 10
- Brewster:** *Look, I'm aware I'm asking your people to make a significant sacrifice. I'm definitely mindful of that. I did explore other options first, but I can't see another way to get the LT400 repaired in time.* 11
- Lincoln:** I sympathize with your situation, but I frankly find it hard to believe that there's no other way to complete your task in a timely fashion. 12
- Brewster:** *I'm telling you, I really need your people. We're really going to need to pull out all the stops to get this mission accomplished.* 13

| | | |
|------------------|--|----|
| Lincoln: | What’s with this “we” stuff? How did this suddenly become my problem? | 14 |
| Brewster: | <i>Why are you making me beg?</i> | 15 |
| Lincoln: | I’m not “making” you do anything. | 16 |
| Brewster: | <i>Look, we’re assigned to different units, but we still both serve under the United States Transportation Command and, as such, we have the same basic mission and the same basic goals.</i> | 17 |
| Lincoln: | I understand. But I’m not asking my people to cancel leave just so you can climb another rung on the promotion ladder. | 18 |
| Brewster: | <i>This isn’t about getting a promotion. This is about following orders. And it’s also about providing excellent service to the people we serve.</i> | 19 |
| Lincoln: | I’m sure that’s very high-minded of you. But it’s also important to take care of your soldiers. They’re not machines. You’ve got to find a balance. | 20 |
| Brewster: | <i>I don’t know what else to say. If necessary, I will have Major Garfield talk to your CO.</i> | 21 |
| Lincoln: | You’re certainly at liberty to do that if you think it will help. | 22 |
| Brewster: | <i>I don’t want to do that. I just want to work well with you.</i> | 23 |
| Lincoln: | And I want to work well with you. | 24 |
| Brewster: | <i>Then why are you acting like we’re on different teams?</i> | 25 |
| Lincoln: | This is going nowhere. | 26 |
| Brewster: | <i>I agree.</i> | 27 |
| Lincoln: | Then maybe you should be on your way. | 28 |
| Brewster: | <i>Look, I know I’m asking a favor. And if you do this for me, I’ll owe you. But if you aren’t willing to help, just understand I’m not likely to grant you favors in the future. And, believe me, there’s gonna be a time when you’re going to need them. You might want to think about that before you make your decision final.</i> | 29 |
| Lincoln: | Well, let me give it some thought. I’ll get back to you later today. | 30 |

Scenario 11

Characters

Lieutenant Jack Porter (focal character)

Lieutenant Fred Leonard

Script

| | | |
|-----------------|--|----|
| Porter: | <i>You got a second, Fred?</i> | 1 |
| Leonard: | Sure, what's on your mind? | 2 |
| Porter: | <i>Well, I guess you've probably heard about a couple of off-hand comments I made about your unit.</i> | 3 |
| Leonard: | Yes, I certainly have. | 4 |
| Porter: | <i>Look, this has really gotten blown out of proportion, and I guess I do want to apologize if it was upsetting you. I mean, I didn't really mean it.</i> | 5 |
| Leonard: | Well, apology accepted. I know it probably wasn't easy for you to come here today to talk to me. I want you to know I appreciate it too. Would you be willing to sit down and talk for a minute? | 6 |
| Porter: | <i>Actually, Fred, I've got an awful lot of work to catch up on. Can it wait?</i> | 7 |
| Leonard: | Well, it won't take long, Jack, but I really did want to talk a little bit about what you said. After all, we've got to work together, and if there's some things about my leadership that you have a problem with, I'd really like to address them. | 8 |
| Porter: | <i>Look, I came here, I apologized, and I'm genuinely sorry for what I said. Why are you belaboring the issue?</i> | 9 |
| Leonard: | Because something made you say what you said, and if there's an issue that needs to be addressed, I want to make sure it gets addressed. | 10 |
| Porter: | <i>Look, will you grow up, Fred? You've got a lot of strong points, but you've got to learn not to be so sensitive. If you can't stand up to a little criticism, you shouldn't be wearing that uniform.</i> | 11 |
| Leonard: | Well, I could stand up to criticism a lot better if it were a little more constructive. | 12 |

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|-----------------|---|----|
| Porter: | <i>I don't know how to sugarcoat it for you. Someone's got to tell you the truth.</i> | 13 |
| Leonard: | Look, I know my unit's performance on the firing range hasn't been stellar, and that it's certainly not as good as your unit's. And I'm willing to accept responsibility for that, and I'm working on a training plan to improve my unit's performance. Now, if you think there's a problem with my leadership skills, I would appreciate it if you would take the matter up directly with me instead of going around undermining my leadership by putting down my unit behind my back. | 14 |
| Porter: | <i>If it makes you feel any better, that new lieutenant —what's his name, Pitts? —and he really is the pits —his unit's doing a lot worse than yours, and he's totally clueless. At least you know you have a problem and it does sound like you're trying to remedy the situation. I can respect that.</i> | 15 |
| Leonard: | I tell you what. Would you be willing to take a look at my new training plan? | 16 |
| Porter: | <i>Sure. I really do need to get going, but if you send it to me, I'll get you comments back next week. How does that sound?</i> | 17 |
| Leonard: | That sounds fine. I'll see you later. | 18 |
| Porter: | <i>Will do. Glad we got this worked out.</i> | 19 |

Scenario 12

Characters

Lieutenant Fran Nicholson (focal character)

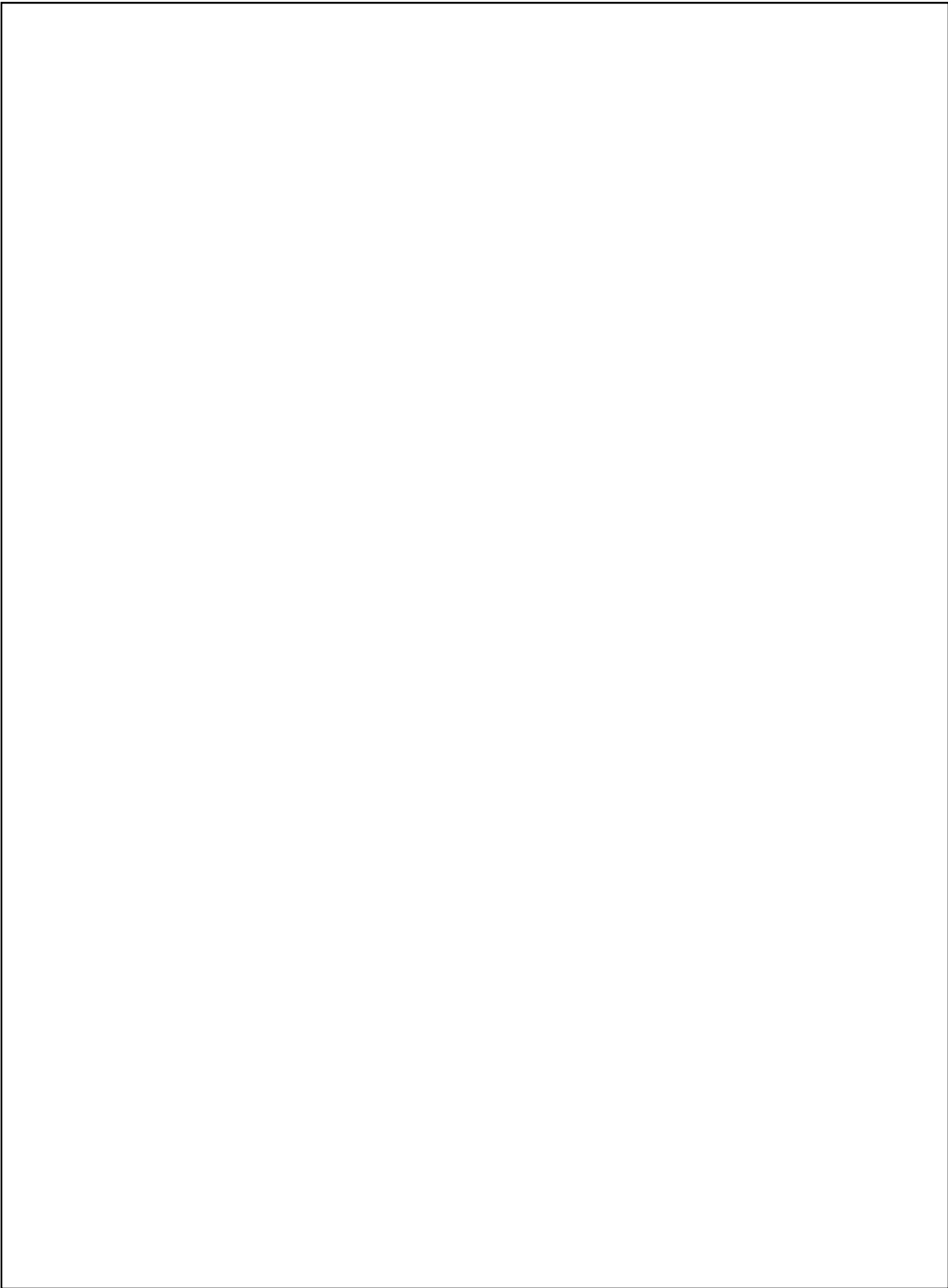
Corporal Dana Hughes

Script

| | | |
|-------------------|---|----|
| Nicholson: | <i>Come in, Corporal.</i> | 1 |
| Hughes: | Corporal Hughes reports as ordered, Ma'am. | 2 |
| Nicholson: | <i>At ease. Have a seat. How have things been going for you, Corporal Hughes?</i> | 3 |
| Hughes: | Just fine, ma'am. | 4 |
| Nicholson: | <i>Do you know why you're here, Corporal?</i> | 5 |
| Hughes: | Ma'am, not really. | 6 |
| Nicholson: | <i>Well, Corporal, Sergeant Hagan has some concerns about your performance as of late.</i> | 7 |
| Hughes: | Yes, ma'am. | 8 |
| Nicholson: | <i>And apparently Sergeant Hagan has tried to counsel you for some of these problems, but so far nothing has changed.</i> | 9 |
| Hughes: | Yes, ma'am. | 10 |
| Nicholson: | <i>What's your take on the situation?</i> | 11 |
| Hughes: | Well Ma'am, I've been late for some duty shifts because I haven't been sleeping well, and I'm aware that Sergeant Hagan feels my performance has been inadequate. | 12 |
| Nicholson: | <i>Do you agree with Sergeant Hagan's assessment?</i> | 13 |
| Hughes: | I guess being tired and all, I have made some mistakes I shouldn't have. | 14 |
| Nicholson: | <i>What have you done to try and address the situation?</i> | 15 |
| Hughes: | I've been trying to get more sleep and be more focused on the job. | 16 |
| Nicholson: | <i>But it's not working?</i> | 17 |

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| Hughes: | I thought it was, but apparently Sergeant Hagan doesn't believe so. | 18 |
| Nicholson: | <i>Uh huh. Well, according to your personnel file, you've been an exemplary soldier up until two months ago. What happened that changed things?</i> | 19 |
| Hughes: | Like I said, I haven't been sleeping well. And I usually do sleep well. | 20 |
| Nicholson: | <i>And it also says here you're married. Is everything OK at home?</i> | 21 |
| Hughes: | Ma'am, I just would rather not discuss my personal life here. | 22 |
| Nicholson: | <i>Well you know, a couple of years ago I had a soldier here in my office with a situation very similar to yours. And he was an exemplary soldier, but his performance also had suffered and he was having trouble sleeping. It turned out that his wife was pressuring him to give up the Army and take a civilian job. But he really liked the Army way of life, and he wanted to sign on for another tour. His wife and him were up every night arguing late into the night and he wasn't sleeping, and wasn't concentrating well either.</i> | 23 |
| Hughes: | Well, what happened? | 24 |
| Nicholson: | <i>Well, we talked it through, and I suggested that they seek some counseling, which they did and after a little while, they got through their rough patch, and his performance improved.</i> | 25 |
| Hughes: | Anyone I know? | 26 |
| Nicholson: | <i>Sergeant Schmidlap.</i> | 27 |
| Hughes: | Really! I never would've guessed. | 28 |
| Nicholson: | <i>Yup. So, you see, it can happen to anyone. Maybe it would help if you talked about it.</i> | 29 |
| Hughes: | It's kind of embarrassing. You see, my husband and I are having financial problems. | 30 |
| Nicholson: | <i>Go on.</i> | 31 |
| Hughes: | Well, it's really my husband...but of course it affects me. He's been racking up these large credit card bills buying things, and he never discusses it with me, and if he did I never would approve of these purchases. | 32 |
| Nicholson: | <i>How long have you two been married?</i> | 33 |
| Hughes: | Just over a year. We got married right before I got transferred here. | 34 |

| | | |
|-------------------|--|----|
| Nicholson: | <i>And you two moved out here from the Washington, DC area?</i> | 35 |
| Hughes: | Yes, ma'am. | 36 |
| Nicholson: | <i>How did your husband handle the transition?</i> | 37 |
| Hughes: | Not really well. He is from Washington, DC and he's never really lived anywhere else. He had to leave a job that he really liked and I don't think that he likes his new job. | 38 |
| Nicholson: | <i>Yeah, I suppose your sex life has been affected to, huh?</i> | 39 |
| Hughes: | Yeah. | 40 |
| Nicholson: | <i>Well, I would strongly urge you and your husband to seek some counseling and to try and solve the problems in your marriage. It sounds to me like that's the real cause of your problems. OK?</i> | 41 |
| Hughes: | Yes ma'am, I'll talk to him about it and we'll give it a try. | 42 |
| Nicholson: | <i>Meanwhile, I don't want to hear any more reports about performance problems. Understood?</i> | 43 |
| Hughes: | Yes, ma'am. | 44 |
| Nicholson: | <i>That will be all, Corporal.</i> | 45 |
| Hughes: | Thank you, ma'am. | 46 |



Scenario 13

Characters

Captain Jane Anderson (focal character)

Major Frank Stevenson

Script

- Stevenson:** The last case is Private Knack. Evidently, he was caught drinking underage. 1
- Anderson:** *That's correct, sir.* 2
- Stevenson:** Knack is in your unit? 3
- Anderson:** *Yes, sir.* 4
- Stevenson:** And what type of punishment do you recommend should he be found guilty? 5
- Anderson:** *Sir, I'd suggest an Article 15.* 6
- Stevenson:** Hmm... , I'm not inclined to go that easy on him. According to the MP's reports, Knack assaulted and severely injured two individuals. He broke up furniture, chairs and tables, he was throwing and breaking beer bottles, and was soliciting the waitresses for God's sake. And to top it off, her threw up in the jeep on the way to detox. By my lights, this sounds like a court martial. 7
- Anderson:** *Look sir, I'm certainly not condoning Knack's behavior and I agree with you that this is a very serious matter, and I also agree with you that Knack needs to be taught a lesson. But sir, the kid's 18 years old. Everyone's entitled to make a mistake when they're just 18.* 8
- Stevenson:** Maybe, but they're not entitled to dishonor the uniform to that extent. In my experience, this type of behavior is repeated. Frankly, I'm tempted to tell Knack to seek another career. 9
- Anderson:** *Sir, don't you think that's a bit harsh?* 10
- Stevenson:** No, I don't think that's harsh, and frankly I'm getting sick and tired of your tendency to go easy on your soldiers. If you had disciplined them appropriately, we wouldn't have this many disciplinary actions to go through. You can't have leadership without discipline. And if you can't lead, I'll do it for you. 11

Anderson: *Sir, I strongly disagree with your assessment of my leadership in this situation. And, sir, I deeply resent the fact that you are turning this into an attack on me. Look sir, we could go with a field grade Article 15. That would make a strong impression, especially on a kid this young. I also think it would send a clear message to the other enlisted personnel that this sort of behavior just won't be tolerated.* 12

Stevenson: You know, sometimes it makes sense to draw a line and make an example of someone. 13

Anderson: *Yes sir, but this was one incident. Knack has been a solid performer so far. Don't destroy a promising career over just one mistake.* 14

Stevenson: One mistake? The record shows that just in the last two months...there have been two instances in the last three months where his sergeant counseled Knack for unacceptable behavior. 15

Anderson: *Obviously you've read his file more carefully than I have. But that still doesn't change the fact that the punishment you're recommending sir, doesn't fit the crime. I strongly recommend sir, that you stop short of a court martial.* 16

Stevenson: And you can guarantee that this won't be repeated? 17

Anderson: *Sir, I think what I'm recommending will have a strong deterrent effect.* 18

Stevenson: All right, this goes against my better judgment, but we'll do it your way one more time. Next time, we throw the book at him. 19

Anderson: *Yes, sir. Thank you, sir.* 20

Scenario 14

Characters

Lieutenant Joe Furillo (focal character)

First Sergeant Frank Taski

Captain Mark Bowie

Script

- Bowie:** OK, the last item on the agenda is to determine an appropriate type of punishment for Sergeant Smith. According to the file report here, Sergeant Smith took an unauthorized absence for several hours on Tuesday, 24 July. Usually, this type of infraction warrants an Article 15 non-judicial form of punishment. 1
- Furillo:** *Sir, in this case, an Article 15 proceeding is too harsh. I spoke with Sergeant Smith about the incident, and he told me that the reason he was absent was that he had to take care of a financial matter. He has a big family to support and he's stretched really thin right now.* 2
- Taski:** You'd think he'd be a little more original than that. 3
- Furillo:** *I'm serious. I know Sergeant Smith well. He's served under me for some time, and I'm telling you this is a serious situation that he's trying to deal with.* 4
- Taski:** Well, whether it's serious or not, why should Smith get special treatment? 5
- Furillo:** *I'm not saying he should get special treatment. I'm just saying that in this case the type of punishment would not fit the crime.* 6
- Bowie:** Well, what do you recommend? 7
- Furillo:** *Let's give him a barter reenlistment instead.* 8
- Taski:** No, that's not how we've handled situations like this before. You think that's fair? 9
- Furillo:** *I gather you don't?* 10
- Bowie:** Well, it seems to me First Sergeant Taski has a point. We do need to be really consistent in how we deal with cases like this. 11
- Furillo:** *And I'm telling you that sometimes we have to use common sense. Why don't you want to do that?* 12

- Bowie:** All right, Lieutenant. But there are lots of soldiers in the unit who are having financial difficulties, and they still manage to do their duty. You still haven't told me why Smith merits special attention in this matter. What makes his situation any different... 13
- Furillo:** *An officer needs to take care of his soldiers. That's all I'm trying to do. Smith has done outstanding work for me. He's too good of a soldier to be treated like a number. Article 15 type punishments are too harsh and inappropriate in this type of case.* 14
- Bowie:** Well, I do appreciate taking care of your men. There's no question... 15
- Furillo:** *Come on, sir. Look me in the eye and tell me you've never done this for your soldiers. It's what any good officer would do, and you know it. It's called leadership.* 16
- Bowie:** I really do need to be somewhere, and it sounds like we need to talk about this at greater length... 17
- Furillo:** *I'd really like to get closure on this, sir. Smith is really on pins and needles about this, and I'd like to tell him what his fate is going to be.* 18
- Bowie:** All right. I can give this matter five or ten more minutes, and then I really do need to go. 19

Scenario 15

Characters

Lieutenant Jack Carson (focal character)

Sergeant John Beck

Script

- Carson:** *Hello, Sergeant. How'd your physical training go today?* 1
- Beck:** Fine, Lieutenant. The unit's shaping up well. 2
- Carson:** *As a matter of fact, I'd like to talk to you about the physical conditioning of the unit.* 3
- Beck:** Is there a problem with the physical conditioning? 4
- Carson:** *Well, I wouldn't say there's a problem, but I think there may be some room for improvement.* 5
- Beck:** I don't understand, sir. This unit is always above average in its physical testing scores, and we've always had a high percentage of people who meet the required physical qualifications. 6
- Carson:** *I do understand that. I just think there's some room for improvement. What I'd like to do is add thirty minutes of weight training three times a week and once a week add a 10k march to the current physical program. I wrote down the changes. Here are some of the specifics. What's your reaction?* 7
- Beck:** Well, sir, I don't think too much of these changes. 8
- Carson:** *Why is that, Sergeant?* 9
- Beck:** Well, for one thing sir, we don't have the right equipment to do some of the extra exercises you're suggesting. And I also think it'll have a bad effect on the morale of the soldiers. They're already stretched pretty thin, and I don't think this would be well received. I think that making these changes would do more harm than good. 10
- Carson:** *Well you see, my philosophy is you can't train good soldiers by letting them think it's OK just to meet the basic requirements. I think every soldier needs to strive to be outstanding. If that means working a little harder, well so be it. I hold myself to the highest standards, and I know you hold yourself to the highest standards too. So why can't we teach our soldiers that same philosophy?* 11

Beck: Sir, that's a great philosophy, but it won't work in the real world. I've been working with soldiers a lot longer than you have. I know how hard they can be pushed, and I'm telling you that if you make these changes, it's going to demoralize them. 12

Carson: I just don't understand why you don't think these changes will work. 13

Beck: Well, as I've already indicated sir, we don't have the right equipment to do the extra exercises. But more importantly, these soldiers are already putting in 12-14 hour days. Adding additional physical training will demoralize them, I promise you. 14

Carson: *Well, I think that maybe by adding the extra physical training, it can give them the endurance they need to get through the long days.* 15

Beck: I'm telling you sir, all it will do is make them more frustrated and angry. 16

Carson: *Well, I guess you know the guys in the unit better than I do, so we'll just keep things as they are.* 17

Beck: I think that's the wisest course, sir. 18

Carson: *Would you like to go grab a beer with me? I've got a couple other issues I'd like to run by you.* 19

Beck: No thank you, sir. I have some reports I need to complete. 20

Carson: *Very well. Thank you, Sergeant.* 21

Scenario 16

Characters

Captain Jack McGuire (focal character)

Lieutenant Earl Schmidt

Lieutenant Mark Singer

Sergeant Brad Carson

Sergeant George Morrison

Script

- McGuire:** *All right, why don't we get started. We're here to conduct a debriefing for the training mission we just completed. I want to do a more detailed than normal debrief on this one because of the close call we had out there today. I have my own ideas about how we can keep this from happening again, but I'd like to get your opinions first. What do you think the major problems were and how do you think we can correct them?* 1
- Singer:** Sir, I think for starters, it would have been great if Schmidt hadn't puked up his Cheerios all over my lap. 2
- Schmidt:** How long are you going to be give me crap about this? 3
- Singer:** Sorry man, but you must have been loads of fun in the simulator. 4
- Schmidt:** I said I was sorry. What more do you want from me? 5
- Singer:** I was thinking maybe we could change your name to "Chunks." What do you think, sir? 6
- McGuire:** *Personally, I like "Pukester".* 7
- Schmidt:** This could have happened to anyone, you both know that. 8
- Singer:** Ah, but it only happened to the Pukemeister. You know I've got cleaning bills at home to prove it. 9
- Schmidt:** Have we gotten this out of our system? Have we? Because if we have, I do have a serious concern to bring up, sir. 10
- McGuire:** *What is it, Lieutenant?* 11
- Schmidt:** Well, in my opinion, sir, I don't think we should have been flying that training mission with those weather conditions. 12

| | | |
|------------------|--|----|
| McGuire: | <i>I looked at the weather report. We were within regulations.</i> | 13 |
| Schmidt: | Technically, yes, sir. But both you and I know we were taking a huge risk by flying that aerial refueling mission on the edge of a storm of that magnitude. I mean if we wouldn't have been blown around the way we were, there wouldn't have been these safety problems, and then we'd be having a totally different conversation right here today. | 14 |
| McGuire: | <i>You're trying to lay the blame for everything on the weather?</i> | 15 |
| Schmidt: | Well, no, sir. I was just thinking that maybe in the future, you might want to delay training missions with those borderline weather conditions at hand. | 16 |
| McGuire: | <i>You were the navigator. It seems to me that you should have gotten us clear of the storm so we could complete our mission under conditions of relative safety. That's what you're there for.</i> | 17 |
| Schmidt: | I did my best, sir. | 18 |
| Singer: | Sir, I think Lt. Schmidt might have a point. | 19 |
| McGuire: | <i>You can't be serious! If I delayed a training mission every time we had some weather, our operational readiness would be in the toilet. What's the matter with you? Unlike you guys, I get held accountable for these kinds of delays. I don't have the luxury of sitting around waiting for perfect weather conditions.</i> | 20 |
| Singer: | Fair enough, sir. | 21 |
| McGuire: | <i>What do you two think? Morrison? Well?</i> | 22 |
| Morrison: | I'm really not sure, sir. | 23 |
| McGuire: | <i>Carson?</i> | 24 |
| Carson: | It was a pretty rough ride out there. I'm not really sure either, sir. | 25 |
| McGuire: | <i>All right, let's move on.</i> | 26 |

Scenario 17

Characters

Captain Walt Williams (focal character)

Captain John Sexton

Major Marvin Garrett

Script

- Garrett:** Gentlemen, why don't we get started here? As you know, I'm tasked with making a final decision on Captain Williams' proposed changes in our physical training program. Now, why don't you explain why you think we need to increase our physical training regime for our soldiers. As I understand it, you're suggesting a 30-minute increase in the physical training period into their lunch hour. Why do you think that's important? 1
- Williams:** *Well sir, lots of reasons really. The unit's already in very good physical condition – above average – but there's plenty of room for improvement. Now, I believe we owe it to every soldier to push them and develop them to the best physical condition we can.* 2
- Sexton:** Get off it. You're just trying to break the unit record for the Army Physical Fitness Test score to add to your personal achievements. 3
- Williams:** *I care about soldiers. Sometimes you show you care by being a little tough on people. Leadership is challenging people. The best leader's not always the most popular guy.* 4
- Sexton:** Uh huh. Personally, I think if we make the changes you're suggesting, morale will be eroded and the overall readiness of the unit will suffer. 5
- Williams:** *Sir, I know that your two main initiatives right now are troop safety and unit cohesion. And my physical training plan is going to further both of your initiatives. Physical training increases mental alertness. Mental alertness helps with troop safety, so really, this is going to reduce physical injuries.* 6
- Garrett:** And unit cohesion? 7
- Williams:** *Well, sir, part of part of my plan is that I'm going to involve basketball and volleyball and various group sports. It's well known that these activities increase unit cohesion.* 8
- Garrett:** You know, I think Captain Williams may be making some sense here. 9

| | | |
|------------------|--|----|
| Sexton: | Sir, I think it's fine to insist that our soldiers be physically fit. I'm not suggesting that we lower the bar to some minimal level of physical conditioning. But neither do I think that we need to mandate physical conditioning at excessively rigorous levels. | 10 |
| Williams: | <i>Spoken like the adequate physical specimen that you are.</i> | 11 |
| Sexton: | You know, there's more to training a soldier than physical conditioning. | 12 |
| Williams: | <i>Sir, I've always worked very hard on my own physical conditioning, and I know first hand what it can do for a person. It increases your maneuverability, your flexibility, your strength, your mental alertness, your overall will to win and ultimately your combat survivability. Now, I've seen this regimen put into effect. I've put it into units I've already been in and it worked very well.</i> | 13 |
| Garrett: | It didn't hurt morale? | 14 |
| Williams: | <i>No, it didn't.</i> | 15 |
| Garrett: | I see. | 16 |
| Williams: | <i>Sir, I mean, I've seen the kind of physical conditioning you put yourself through. You're here every morning working out. You're here every night after we are, working out to keep your body in peak condition. I mean you of all people must know what this type of training regimen will do for somebody.</i> | 17 |
| Garrett: | I do. I also know that not everyone will take to it the way I do. But you may have a point. | 18 |
| Sexton: | What about overweight soldier who may not be able to cope with the additional rigors that you're suggesting? | 19 |
| Williams: | <i>Sir, I think I've made my case pretty well here today. I'm certainly not going to ask any troop to do anything I wouldn't do myself. And I will never ask them to do anything that will endanger them.</i> | 20 |
| Garrett: | All right, all right gentlemen. Let me give it some thought. | 21 |

Scenario 18

Characters

Captain Ted Nelson (focal character)

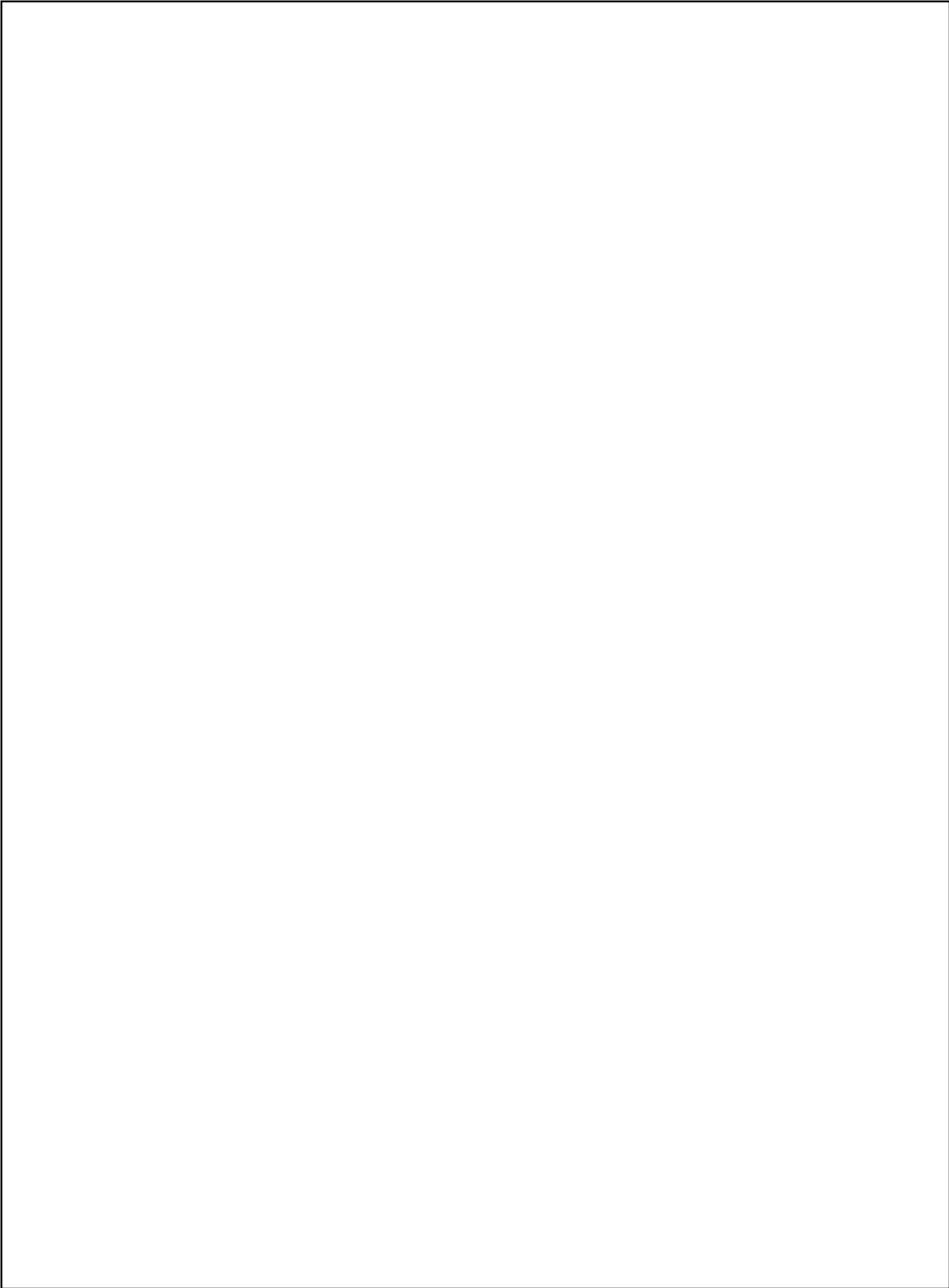
Colonel Gary O'Shea

Script

| | | |
|----------------|---|----|
| O'Shea: | Come. | 1 |
| Nelson: | <i>Captain Nelson, reporting as ordered, sir.</i> | 2 |
| O'Shea: | At ease, Captain. | 3 |
| Nelson: | <i>Thank you, sir.</i> | 4 |
| O'Shea: | Have a seat while I dig out your plan. | 5 |
| O'Shea: | How are things going? | 6 |
| Nelson: | <i>Just fine, sir. Thank you.</i> | 7 |
| O'Shea: | Well, I've had a chance to review your plan for modifying our physical training program. Boy, you sure don't pull any punches, do you? | 8 |
| Nelson: | <i>To be honest, sir, I thought the current physical training program was very poorly designed. It wasn't so much a question of what to change, as what not to change. I think my plan can't help but be an improvement.</i> | 9 |
| O'Shea: | Yes, I see that. I do agree with some of what you say, but I have questions about a few of your recommendations. I did like your first recommendation suggesting that we move the physical training to first thing in the morning. | 10 |
| Nelson: | <i>Thank you, sir. That part seemed obvious. That way, the physical training will wake people up so they'll be more alert for their more mentally demanding tasks. The scheduling of physical training under the old program made no sense.</i> | 11 |

- O'Shea:** Certainly, your plan is an improvement. Now, about the additional exercise equipment you recommend acquiring: Implementing that recommendation will be quite expensive. I was thinking, are there other ways that we can achieve similar exercise results without taking such a big bite out of our budget? For example, are there less expensive exercise machines? Or can we exercise the same muscle groups with machinery and equipment of less caliber? I'm just not persuaded that an investment of this magnitude is warranted. 12
- Nelson:** *Sir, as you know, I've had some small experience in these matters prior to joining the Army.* 13
- O'Shea:** I'm aware that you have experience in the physical education area, and... 14
- Nelson:** *Sir, I have a master's degree in exercise physiology, and I can assure you they're necessary.* 15
- O'Shea:** Captain, I do have some experience with exercise equipment and I also have some training in exercise physiology. In fact, I was the one who designed the current training program our unit is using. And I'm just not persuaded that we need equipment of such top caliber. Do we really need all the bells and whistles? 16
- Nelson:** *You wrote the current plan?* 17
- O'Shea:** Yup. 18
- Nelson:** *Sir, I didn't know. I'm sorry.* 19
- O'Shea:** No need to apologize, I'm well aware of the need for improvement. The physical conditioning of our personnel is absolutely essential to me. But, as I say, I'm just not persuaded that we need to spend this much money to get people into top physical condition. 20
- Nelson:** *Well, sir, I'll go along with whatever you feel is best. But, for whatever it may be worth, I really did feel that the machines I recommended might be helpful.* 21
- O'Shea:** Now Recommendation 7 is another one I have some questions about. The dietary changes you recommend to supplement the physical training program make sense in theory, but do you have any idea what impact it will have on morale? 22
- Nelson:** *Well, I guess I see your point. This type of dietary change has been implemented successfully in at least one other unit, but you probably know the personnel here better than I do.* 23

- O'Shea:** OK. Let's see...on Recommendation 9, I'm not sure about adding this workout on Fridays. I'm just not convinced that we've got enough recovery time before the next work out. 24
- Nelson:** *A number of studies have recently shown that there will be adequate recovery time. The extra workout each week will enable unit personnel to achieve their personal fitness goals more quickly and to achieve a higher level of fitness than under the previous plan.* 25
- O'Shea:** All right. Well, those are my only comments, Captain. In general, I think you did a great job. 26
- Nelson:** *Thank you, sir. I enjoyed working on it.* 27



Scenario 19

Characters

Lieutenant Jack McNamara (focal character)

Lieutenant Franklin Endicott

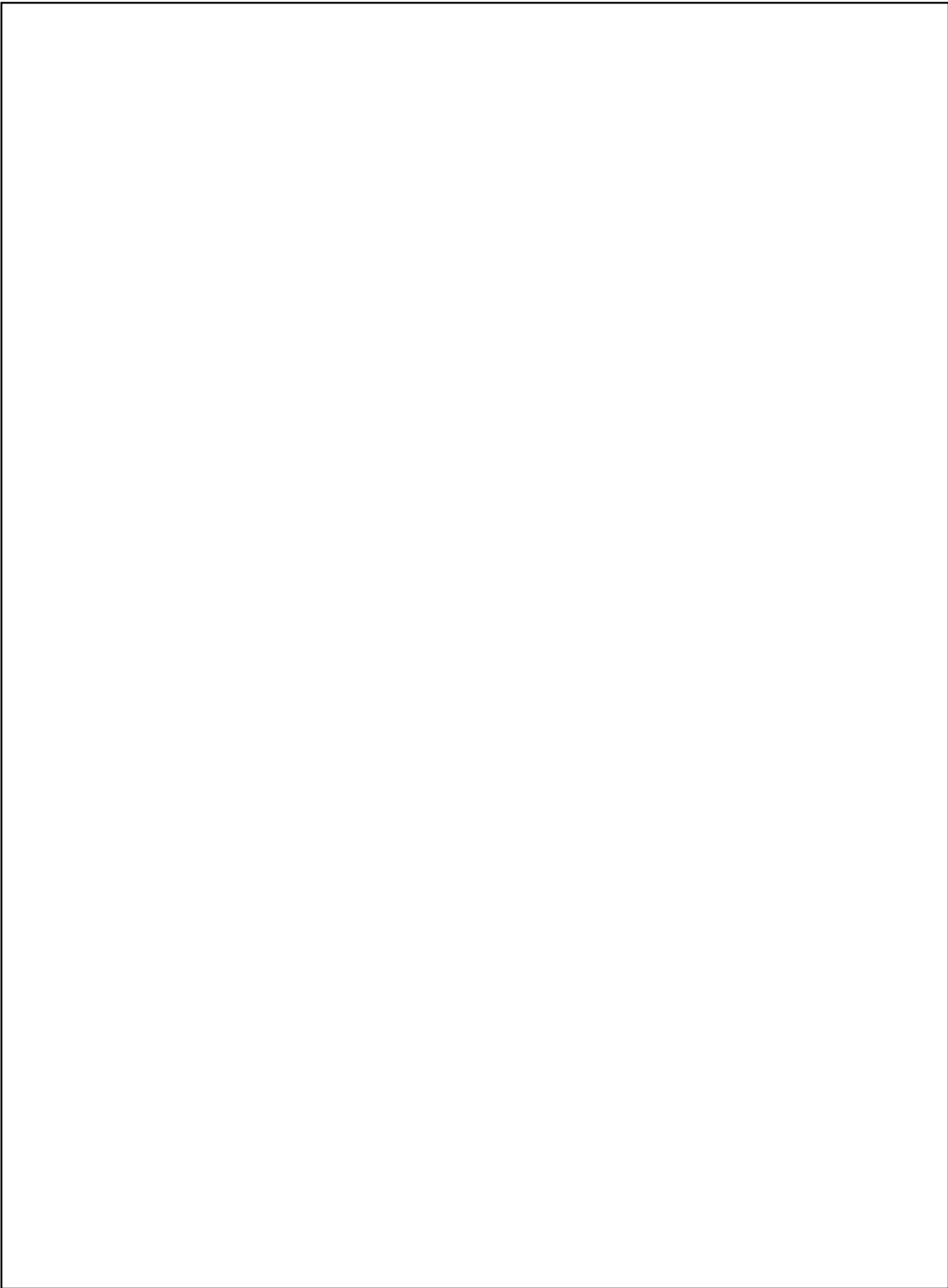
Lieutenant Chris Presley

Script

| | | |
|------------------|--|----|
| Endicott: | So Lieutenant, can I call you Jack? | 1 |
| McNamara: | <i>Sure.</i> | 2 |
| Endicott: | And you can call me Frank. The Captain tells me you're fresh out of the academy. | 3 |
| McNamara: | <i>That is right.</i> | 4 |
| Presley: | How'd you like it there? | 5 |
| McNamara: | <i>I have to say it's the most valuable experience of my life.</i> | 6 |
| Endicott: | What did you like best about it? | 7 |
| McNamara: | <i>There's no one thing I can pin down.</i> | 8 |
| Endicott: | Well, what things did you like best? | 9 |
| McNamara: | <i>Well, I liked the leadership. I always felt that I had a sort of inborn leadership, natural leader you know, and I believe that the leadership training brought that out in me. I really was satisfied with it.</i> | 10 |
| Presley: | Well, we can always use leaders. | 11 |
| McNamara: | <i>Yeah, I liked a lot of my classes and professors too. I never felt mentally challenged before, and rising to that challenge just was really satisfying for me. I mean personally I think that mental toughness is a lot more important than physical toughness, especially for an officer such as myself who's going to be a general one day.</i> | 12 |
| Endicott: | Seeing stars already? | 13 |
| McNamara: | <i>I'm not ashamed to admit that I'm looking forward to a long and successful career in the Army.</i> | 14 |

| | | |
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| Presley: | Hey, I understand that you specialize in terrain analysis and cartography? | 15 |
| McNamara: | <i>That is right. How about you?</i> | 16 |
| Presley: | I'm just a good old-fashioned bridge builder. | 17 |
| McNamara: | <i>And you, Lieutenant Endicott?</i> | 18 |
| Endicott: | Bridge builder. | 19 |
| McNamara: | <i>That's important nuts-and-bolts stuff.</i> | 20 |
| Presley: | Well, it keeps us out of trouble. Hey, if you ever find that you need any help with anything, feel free to ask. We always try and help each other out around here. | 21 |
| McNamara: | <i>Thanks, but so far everything's been pretty easy. I don't see myself needing help any time soon.</i> | 22 |
| Presley: | OK, but you may find that as time goes on there are just some things you're not going to be able to handle, and that's just because, you know, you probably haven't had the experience with it. | 23 |
| McNamara: | <i>Will you excuse me gentlemen, I gotta go refill my water.</i> | 24 |
| Presley: | Sure. [McNamara leaves.] | 25 |
| McNamara: | [Returning.] <i>I don't know why, but I'm thirsty today.</i> | 26 |
| Presley: | Well, the food here tends to make everybody pretty thirsty. | 27 |
| McNamara: | <i>What the hell?!</i> | 28 |
| Endicott: | Something wrong with your burger, Lieutenant? | 29 |
| McNamara: | <i>What is this, junior high? What's next? Snakes in my footlocker?</i> | 30 |
| Presley: | Make a note of that, Frank. | 31 |
| Endicott: | Got it. | 32 |
| McNamara: | <i>OK, you've had your fun. I hope you're happy.</i> | 33 |
| Endicott: | We'll try and behave. So Chris, did you hear that Captain McBride is starting a new sports and recreation program? | 34 |
| Presley: | Yeah, I did. I'm looking forward to playing in the basketball league. | 35 |

| | | |
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| Endicott: | So am I. | 36 |
| Presley: | Why do you think he did this all of a sudden? | 37 |
| Endicott: | I think it's got something to do with wanting to deal with his reputation for being Patton-trained. | 38 |
| Presley: | That makes sense. I bet it's part of his new development program. | 39 |
| Endicott: | I wouldn't be surprised. | 40 |
| McNamara: | <i>I'm not much for basketball, but I do like playing racquetball. Do you guys ever have tournaments?</i> | 41 |
| Presley: | There's some folks around here that play racquetball. I'm not sure if McBride's program includes organized racquetball tournaments. But, I can look into that for you. | 42 |
| McNamara: | <i>Thanks. I'd appreciate that.</i> | 43 |
| Endicott: | Well, shall we go? | 44 |
| Presley: | Sounds good. | 45 |
| Endicott: | All right. | 46 |



Scenario 20

Characters

Captain Carl Martin (focal character)

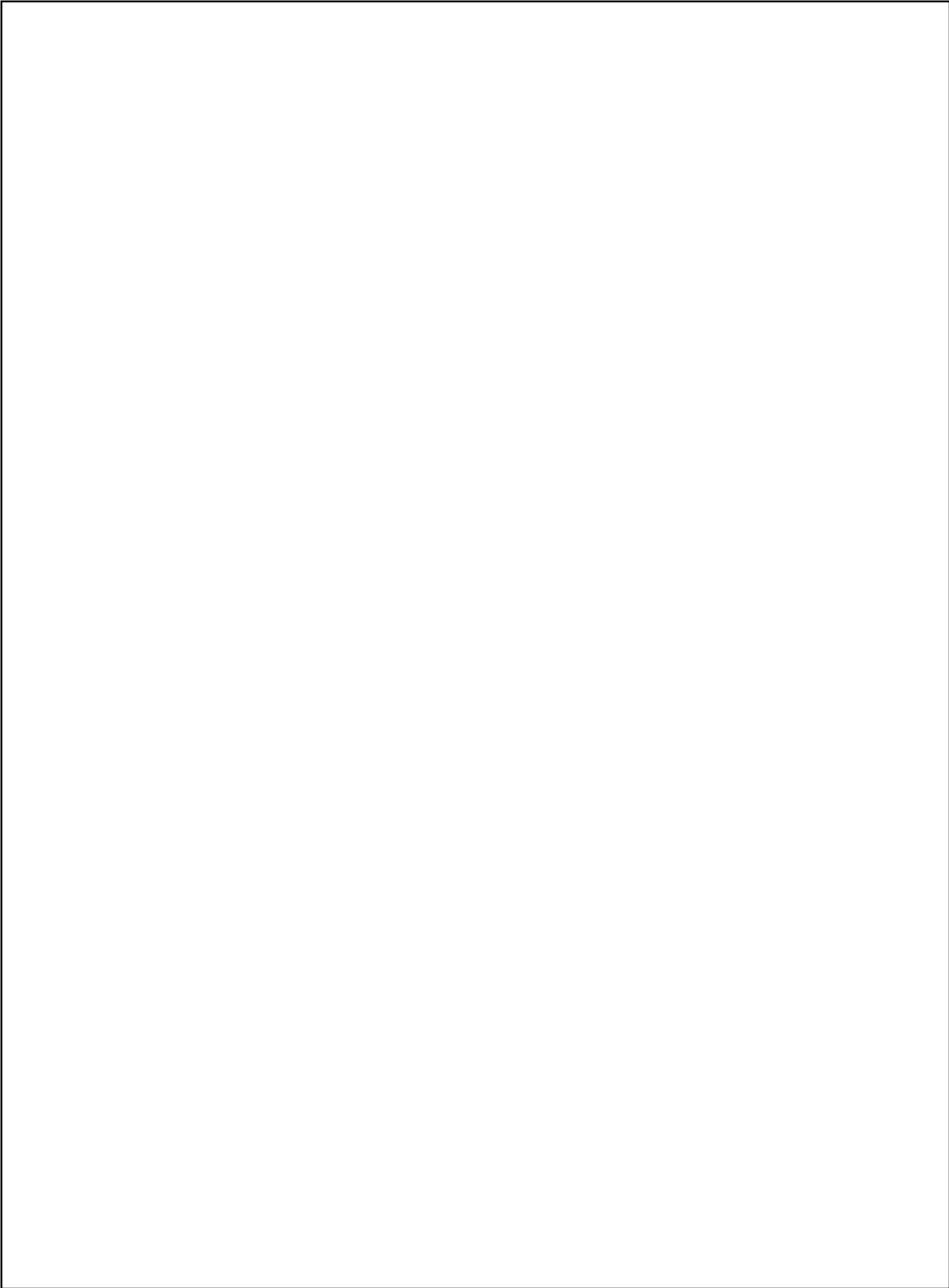
Captain Dennis Sanderson

Script

| | | |
|-------------------|---|----|
| Martin: | <i>Captain Carl Martin. We spoke on the phone. I'm your replacement.</i> | 1 |
| Sanderson: | And none too soon! | 2 |
| Martin: | <i>That sounds kind of ominous.</i> | 3 |
| Sanderson: | No, no. | 4 |
| Martin: | <i>Well, that's reassuring.</i> | 5 |
| Sanderson: | Well, I've got the turnover binder here. Pretty much everything you need to know is in here. I'll just give you a quick run-down of some of the high points. I understand you were information officer in your previous unit? | 6 |
| Martin: | <i>That's correct.</i> | 7 |
| Sanderson: | Well, then a lot of this I think will probably look pretty routine. OK, here we've got a list of passwords you're gonna need to know. And, of course, you'll need to keep this secure. Here we've got hard copies of some programs that you're going to be needing to use. Here we've got some information on setting up user accounts. Here we've got just some notes I've made over time on troubleshooting common problems. You might find that helpful. | 8 |
| Martin: | <i>That sounds pretty routine I guess.</i> | 9 |
| Sanderson: | I suppose. You'll be reporting to Major Green, he's the executive officer for the unit. And the commanding officer is Lieutenant Colonel Mattson. You'll be supervising Sergeants Ford and Miller. Ford and Miller have lots of experience with information systems in general, and with our unit's information systems in particular. | 10 |
| Martin: | <i>OK, what can you tell me about Major Green?</i> | 11 |
| Sanderson: | What would you like to know? | 12 |
| Martin: | <i>What's he like to work for?</i> | 13 |

| | | |
|-------------------|--|----|
| Sanderson: | He's OK. | 14 |
| Martin: | <i>And Colonel Mattson?</i> | 15 |
| Sanderson: | Outstanding officer, one of the finest I've served with. Very intelligent. Leads by example. Word is he's up for promotion to general soon. | 16 |
| Martin: | <i>No kidding?</i> | 17 |
| Sanderson: | Yeah, personally, I think he could be gone sometime within the next year. | 18 |
| Martin: | <i>I wonder, will Major Green would take over then?</i> | 19 |
| Sanderson: | I don't know. What else can I tell you? | 20 |
| Martin: | <i>Well, I'd heard through the grapevine that Major Green was one of the most decorated officers of his cohort from West Point.</i> | 21 |
| Sanderson: | Yeah, he spends a lot of time arranging the medals on his uniform. | 22 |
| Martin: | <i>Sounds like a pretty impressive guy. What can you tell me about that Sergeant Miller?</i> | 23 |
| Sanderson: | Very technically competent. Definitely knows all the acronyms. Not exactly what you'd call a people person, but he's OK. | 24 |
| Martin: | <i>I see. And Sergeant Ford?</i> | 25 |
| Sanderson: | He's good. Everybody seems to like him, handles whatever I throw at him. Very good. | 26 |
| Martin: | <i>What else can you tell me?</i> | 27 |
| Sanderson: | Well, let me see. Oh, we've got some brass coming in next week for a demonstration of some of our systems and software. Actually, I think you're scheduled to be at an out-of-town briefing that day though. | 28 |
| Martin: | <i>That'll be OK. I'll just assign Sergeant Miller to handle it. I like to let my subordinates know that I can really trust them with pretty substantial responsibilities right away.</i> | 29 |
| Sanderson: | It's your call. You're in charge now, Captain. Any other questions? | 30 |
| Martin: | <i>Well, going back to Colonel Mattson, is there anything you can tell me about him that might give me an edge in the unit?</i> | 31 |
| Sanderson: | I'm not really sure what you mean. | 32 |

| | | |
|-----------------------|---|----|
| <i>Martin:</i> | <i>You know, from a political standpoint, is there anything I can do to get in his good graces?</i> | 33 |
| Sanderson: | Just do your job. | 34 |
| <i>Martin:</i> | <i>You know, I just, I'd heard that you guys were pretty close, so you know I was just wondering if you could give me an idea of...</i> | 35 |
| Sanderson: | Can't think of anything. Anything else? | 36 |
| <i>Martin:</i> | <i>No, I don't think so. That should be pretty good for right now. Thanks, you were really helpful today.</i> | 37 |
| Sanderson: | Pleasure meeting you. | 38 |
| <i>Martin:</i> | <i>Likewise, Captain.</i> | 39 |



Scenario 21

Characters

Lieutenant Tom Portman (focal character)

Sergeant Debbie Gellico

Script

- Gellico:** Excuse me, Lieutenant Portman, do you have a minute? 1
- Portman:** *Sure, come in, Sergeant.* 2
- Gellico:** You look awfully busy, I can come back another time, sir. 3
- Portman:** *What's on your mind, Sergeant?* 4
- Gellico:** No, sir, really, you look busy. I'll come back when you're not so busy. 5
- Portman:** *No, no, it looks like you've got something important on your mind. Please sit down.* 6
- Gellico:** Well, sir, it's something I have a hard time talking about. You see, sir ... someone in the unit ... someone in the unit's been sexually harassing me. 7
- Portman:** *Uh huh. Do you have any evidence to support your claim?* 8
- Gellico:** What do you mean, "evidence?" 9
- Portman:** *Well, suppose you tell me your side of the story. Who exactly are you accusing?* 10
- Gellico:** The individual involved is, is Sergeant Neil Frederick. I dated Sergeant Frederick for over a year until we broke up a couple of months ago. It was a pretty ugly breakup. I thought, I thought I was in love with him, but he became more and more verbally abusive. I'd just had enough and I told him I wasn't going to put up with it anymore. He took it pretty hard, but I held firm, because I've been in too many relationships like that before, and I just, I just wasn't going to put up with it anymore. 11
- Portman:** *Headquarters second of the 136, Lieutenant Portman. Oh, hi honey. I'm in meeting. Can I call you back? OK, bye. I'm sorry, please continue on with your story.* 12

| | | |
|-----------------|--|----|
| Gellico: | Well, sir, about a month after we broke up, I started seeing this really nice guy. When Sergeant Frederick saw us together, he became really jealous. He kept asking me out, even though I told him I didn't want to see him anymore. | 13 |
| Portman: | <i>And you made it very clear that you didn't want to see him?</i> | 14 |
| Gellico: | Yes, sir, absolutely! | 15 |
| Portman: | <i>And, that all that's going on here? Has he done anything else?</i> | 16 |
| Gellico: | Well, sir, he's been hanging on me. | 17 |
| Portman: | <i>Hanging on you? Can you be more specific with that?</i> | 18 |
| Gellico: | Well, he'll come up and put his arm around me, and sometimes, he'll pat me on the rear end even though I've told him that I don't want him to do that. And once, he tried to kiss me against my wishes. | 19 |
| Portman: | <i>OK, I get the picture.</i> | 20 |
| Gellico: | This has been going on for over a month now. It's really hard to take. It's bad enough being a woman in the Army, but putting up with this... well, sir, I just, I just don't know if I can stand it. I just don't know how much more I can take. | 21 |
| Portman: | <i>Sergeant Gellico, I can assure you that I will look into the situation very carefully.</i> | 22 |
| Gellico: | Thank you, sir. I just don't know if I can take it anymore. | 23 |
| Portman: | <i>Sergeant, you've been trained to be mentally tough as well as physically tough. Use that training. Think of this as a character test. Do you have the mental toughness to maintain your military bearing when the going gets tough? I think you do.</i> | 24 |
| Gellico: | Yes, sir, it won't happen again. | 25 |
| Portman: | <i>Good. Now, let me look into this and we'll see if we can't rectify the situation as soon as possible.</i> | 26 |
| Gellico: | Thank you, sir. Thank you very much. | 27 |

Scenario 22

Characters

Lieutenant Kevin Brady (focal character)

Sergeant Harry McDonnell

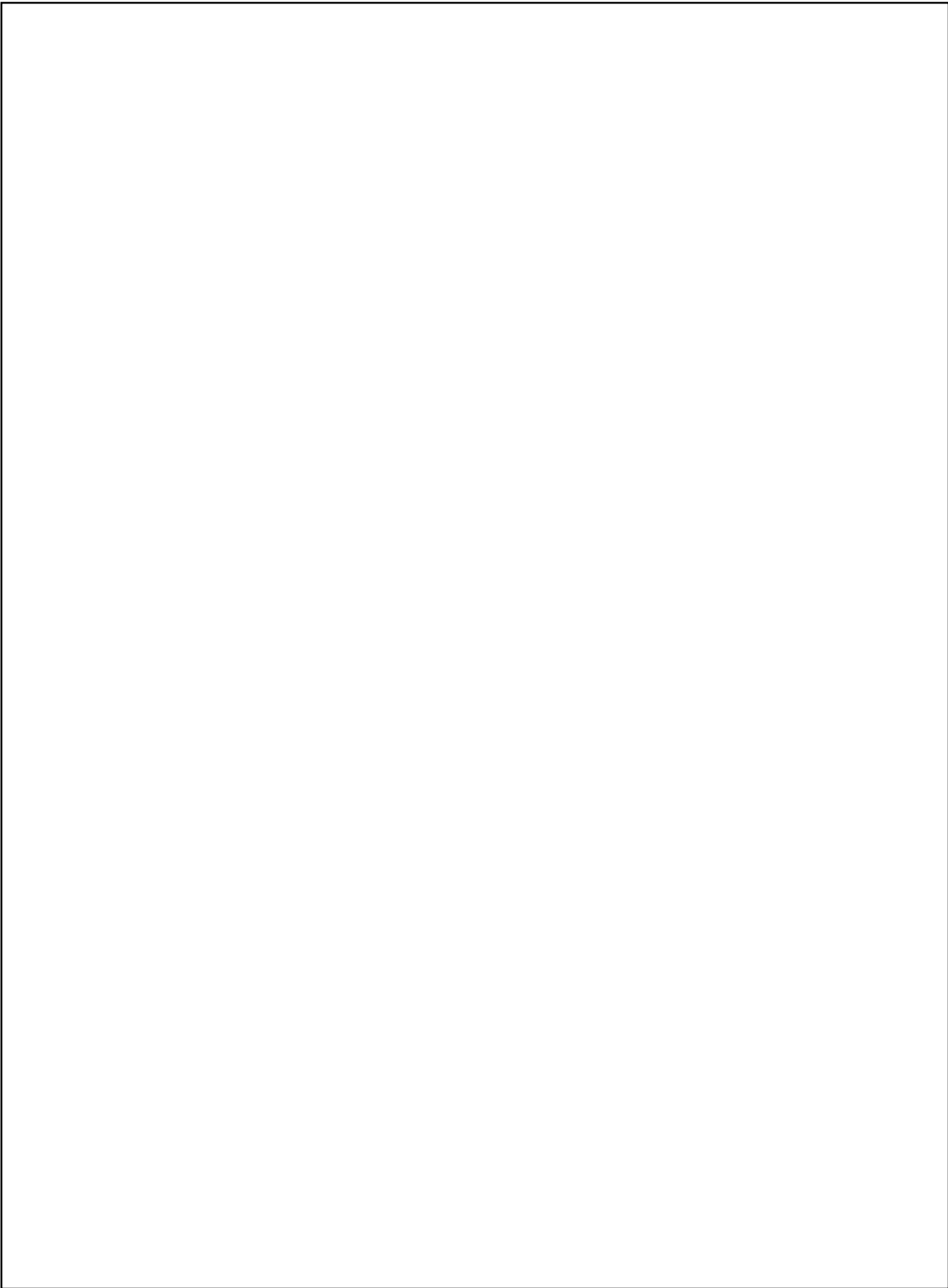
Sergeant Brad Tomlinson

Script

- Brady:** *All right, gentlemen, let's get started. I've just met with Captain Paxson, and he wants us to move up our weapons qualification process so we can be ready for early deployment if necessary. Sergeant McDonnell, you'll be in charge of coordinating activities in the field. Sergeant Tomlinson, you'll be assisting Sergeant McDonnell, of course.* 1
- McDonnell:** Will there be any changes in training strategy? 2
- Brady:** *Yes. We're a little short on ammunition, so we'll need to get by on fewer rounds per training event for the machine gun and the rifle exercises.* 3
- McDonnell:** Will this include night training exercises? 4
- Brady:** *I think so. Hang on a second here. Where is that? I thought I had it. Oh, here it is... no, ...yeah, here it is. The training exercises will extend into the evening for night training.* 5
- McDonnell:** I'm not sure we've got night vision goggles. 6
- Brady:** *Well, you'd better order some in a hurry if we don't have enough. Also, you'd better arrange for medics, too, in case there's any accidents. You'd better arrange for chow. We'll need both lunch and dinner. We'll need an armer to see to the weapons. Why don't you try and get Johnson. I thought he did a pretty good job last time. Here's his number.* 7
- McDonnell:** OK. 8
- Brady:** *Captain Paxson also indicated that he wants the inexperienced people to go first this time.* 9
- Tomlinson:** May I ask why, sir? I've always found it's better for the experienced soldiers to go first. That way, they're not waiting for all the inexperienced soldiers to finish. 10
- Brady:** *Now, don't worry about it, Tomlinson. Captain Paxson and I discussed it, and we're convinced that this is the best way to go this time.* 11

| | | |
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| Tomlinson: | All right, sir. | 12 |
| Brady: | <i>Incidentally, Tomlinson, have you had the instructor training course for weapons qualifications?</i> | 13 |
| Tomlinson: | Yes, sir. | 14 |
| Brady: | <i>Good. You know, I'd forgotten. Another significant change is that we'll be using a simulator for some of the training events this time.</i> | 15 |
| McDonnell: | Is that the weapons skills trainer? | 16 |
| Brady: | <i>Yes. Let's see here... where did I put those? It allows for realistic target presentation in varying environments. It includes desert, forest, and urban terrain. It simulates the physical, functional, and operational characteristics, and casualty-inducing effects, of the following service weapons: M16 A2 Service Rifle, M4 Carbine, M9 Pistol, M249 5.56 mm machine gun, and on and on.</i> | 17 |
| McDonnell: | I've read about them, but I've never used one of these simulators before. | 18 |
| Brady: | <i>Really? I thought you had some experience with this simulator at your last billet.</i> | 19 |
| McDonnell: | No, this one's brand new. Is there a training support package? | 20 |
| Brady: | <i>I'm not sure. Let me look through my notes from my meeting with Captain Paxson. All right. Oh, OK, it's right here. You're right, it is a brand new simulator. And there is a training support package. It's a multimedia-based interactive package that will train operators in how to unpack, assemble, install, operate, and troubleshoot the simulator. It's got a self-paced test and evaluation process. It's capable of independent operation via an IBM-type desktop or laptop personal computer. The intent is to provide a computer-based instruction-type course that trains new operators in a relatively short time as well as sustains the skills of current operators.</i> | 21 |
| Tomlinson: | Sir, I'm not really familiar with that type of simulator. Is it safe? | 22 |
| Brady: | <i>Yes, Tomlinson, it's safe.</i> | 23 |
| McDonnell: | Don't worry about it, Brad, I've read the supplement to the Weapons Training Standards, and it's been thoroughly tested. | 24 |
| Brady: | <i>All right, gentlemen, let's try for 95% of unit personnel meeting the individual qualification requirements across all weapon types.</i> | 25 |

| | | |
|---|--|----|
| McDonnell: | That's challenging, but doable, sir. | 26 |
| Brady: | <i>Well, you guys are the best there is. I'm sure you can do it. That will be all.</i> | 27 |
| McDonnell and Tomlinson: | Thank you, sir. | 28 |



Scenario 23

Characters

Lieutenant Jane Harris — officer conducting the briefing (focal character)

Colonel Mark Sheldon — commanding officer for unit

Major Mary Boston — executive officer for unit

Lieutenant David Johnson — peer of Harris'

Sergeant Major Patrick Green — senior NCO for unit

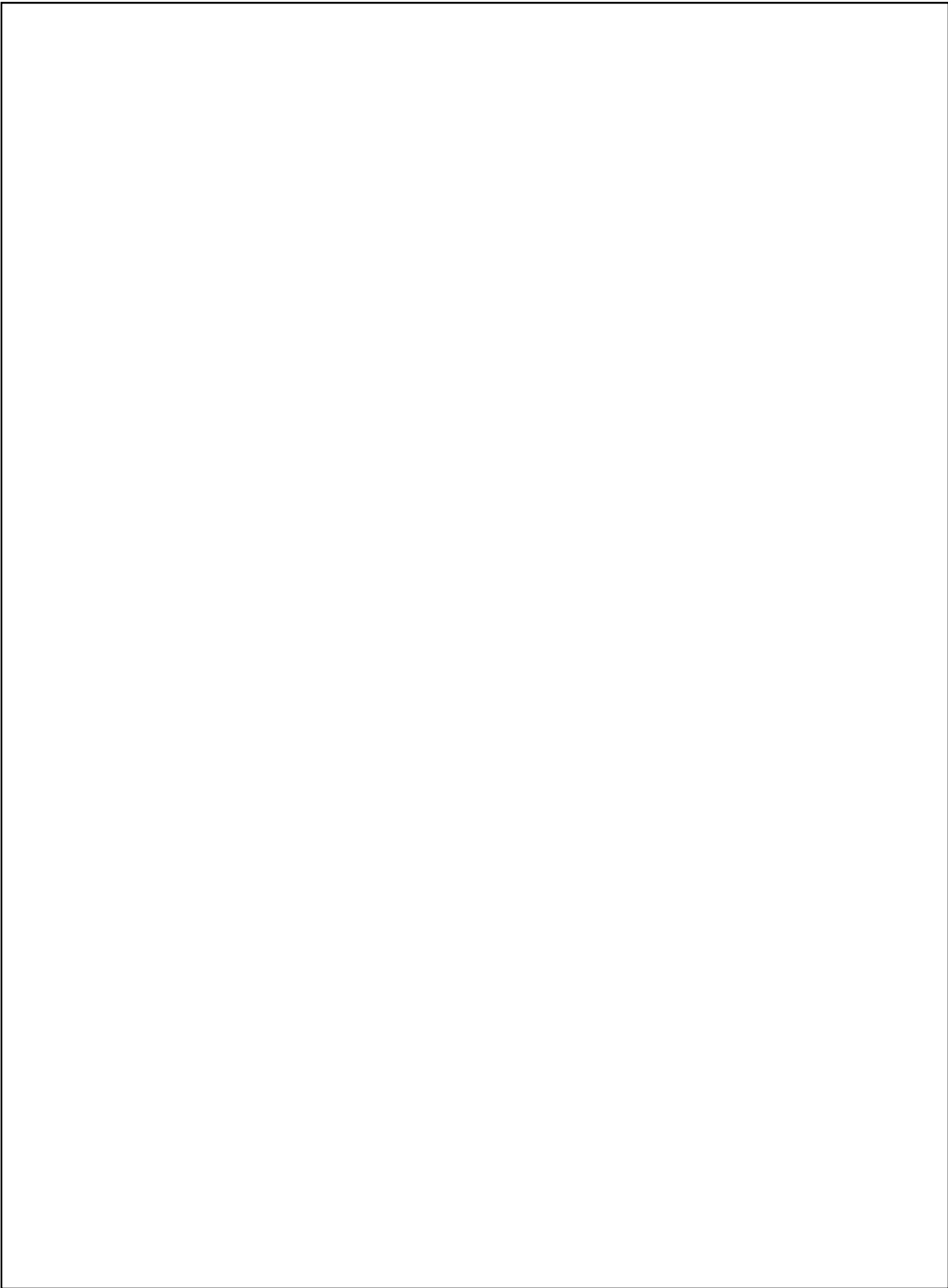
Script

| | | |
|-----------------|---|----|
| Harris: | <i>OK, any questions?</i> | 1 |
| Boston: | How does the Army's suicide rate compare to that of the general population? | 2 |
| Harris: | <i>It's lower.</i> | 3 |
| Boston: | How much lower? | 4 |
| Harris: | <i>It's about 13 per every 100,000 compared to the 20 per 100,000 in the general population.</i> | 5 |
| Boston: | OK. You've talked a lot about suicide prevention training. How often do you think this should be done? | 6 |
| Harris: | <i>Well, the Army recommends this type of a training occur once a year, before and after any deployment, and after any suicide in the unit. This is partially due to suicide contagion. OK, any other questions? A lot of Army suicides can be prevented if command personnel are appropriately educated. So it's really important that you understand all of this.</i> | 7 |
| Sheldon: | Don't worry, Lieutenant. You're preaching to the converted. | 8 |
| Harris: | <i>I'm glad to hear that, sir.</i> | 9 |
| Johnson: | In your talk, you seemed to be saying that we're all really hard-hearted and insensitive if we don't constantly ask our soldiers how they're feeling. | 10 |
| Harris: | <i>Of course that's not what I'm saying.</i> | 11 |
| Johnson: | You're not? I get the distinct impression that you want to turn Sergeant Major Green here into a den mother who has to have an hour-long discussion every time one of our soldiers whines about a problem. | 12 |

| | | |
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| Harris: | <i>Lieutenant Johnson is actually illustrating one of the points I talked about in my briefing. One of the problems that can indirectly lead to suicide involves officers who believe admitting you have a psychological problem is a sign of weakness and tend to stigmatize that.</i> | 13 |
| Sheldon: | Do you have any questions, Sergeant Major Green? | 14 |
| Green: | Are there any segments of the population that are especially at risk? | 15 |
| Harris: | <i>As a matter of fact, senior NCOs are one of the high-risk populations.</i> | 16 |
| Green: | Really? Why is that? Do you know ma'am? | 17 |
| Harris: | <i>I'm sorry, I don't know.</i> | 18 |
| Boston: | How much is suicide a function of stress? Should we be looking at stress reduction programs as a complement to suicide prevention programs? | 19 |
| Harris: | <i>Well, stress reduction is a good thing in terms of looking out for the well being of our soldiers. But I seem to recall reading about some recent studies that found that suicides usually occur because of psychiatric disorders rather than simply stress. So, I would have to say, in answer to your question, probably no.</i> | 20 |
| Boston: | Hmm. | 21 |
| Sheldon: | Lieutenant, what would you say are the most important things that a commanding officer needs to know about suicide prevention? | 22 |
| Harris: | <i>Actually, I anticipated you might ask me that, sir, so I have a note card here on that. Suicide prevention is the leader's responsibility, and it's imperative that a leader get involved and take action to prevent these senseless acts. In order to take effective action, commanding officers must:</i> | |
| | <ul style="list-style-type: none"> • <i>Educate themselves so they know the warning signs;</i> • <i>Create a culture where people don't feel stigmatized if they reveal they are suffering from emotional or psychological problems, and where help-seeking behavior is not only tolerated but encouraged;</i> • <i>Encourage soldiers to support one another and inform the chain of command when it appears a soldier's at risk;</i> • <i>Practice proactive suicide prevention by making sure that everyone in the unit is thoroughly trained in suicide prevention and, in particular, knows the major warning signs of suicide, and lastly;</i> • <i>Make sure that people in the unit respond quickly to any verbal, behavioral or situational clues that a soldier might be at risk for committing suicide.</i> | 23 |

Sheldon: Very good, Lieutenant Harris. Very good briefing. Anybody else have any question? Very well.

24



Scenario 24

Characters

Lieutenant Jim Lincoln (focal character)

Sergeant Timothy Peters

Sergeant Megan Austin

Script

- Lincoln:** *Well, you both look mighty tired. And you've got a right to be. The work you've been doing these past couple months has been just outstanding.* 1
- Peters and Austin:** Thank you, sir. 2
- Lincoln:** *I really mean it. I don't thank you often enough for all you do for this unit, for the Army, and for the United States of America. You work terrible hours, under terrible conditions, and your work is always exemplary. Sometimes, I frankly don't know how you do it. And, in that spirit...* 3
- Peters:** Oh, oh. 4
- Lincoln:** *Yeah, you guessed it. I going to have to postpone your leave a little longer.* 5
- Austin:** Sir, we've been due for some leave for a long time now. In fact, we've put off scheduled leave time several times for critical missions that have come up suddenly. My husband and I had planned to go hiking together next week. 6
- Lincoln:** *I recognize that I'm asking a lot of you. And I know that you're overdue for leave. All I can say is that the Army is not a nine-to-five, five-day-a-week kind of job, as you well know.* 7
- Peters:** No, sir, it isn't. But we're still human and we do need rest. 8
- Lincoln:** *I know.* 9
- Austin:** I've been away from home so much that my husband barely even knows me. 10
- Lincoln:** *Look, I wouldn't have committed you to this mission if it weren't truly critical. And I certainly wouldn't have committed you to the mission if I didn't think you were up to it. The boat we're going to be on is tasked with transporting a barge containing materiel that needs to be deployed immediately. Our overseas troops are depending on receiving these supplies as soon as possible.* 11

| | | |
|-----------------|---|----|
| Austin: | And there are no other watercraft engineers available to perform this mission? | 12 |
| Lincoln: | <i>No, there really aren't. I can assure you that if there were any other way, I would never have committed you to this mission. The problem is there was some kind of planning snafu because some major screwed up. Unfortunately, you're paying the price.</i> | 13 |
| Austin: | What else is new? | 14 |
| Lincoln: | <i>I'd encourage you to think of this mission this way: First, difficult challenges provide opportunities for demonstrating excellent performance. In other words, this is a way for you to show people what you're really made of. And, don't worry, I'll make sure the appropriate individuals know what you've done.</i> | 15 |
| Austin: | Well, I suppose that's something. | 16 |
| Lincoln: | <i>Also, this is a critical time for our country militarily. I know you've been working hard, but think about it: This is exactly what you've been training for your entire careers. This is what it's all about. The opportunity to do what you've been trained to do to help your country when it needs you the most.</i> | 17 |
| Peters: | When do we report to the boat? | 18 |
| Lincoln: | <i>Tomorrow afternoon.</i> | 19 |
| Austin: | And what will the Army do to reward us for going above-and-beyond the call of duty? | 20 |
| Lincoln: | <i>The Army will reward you with the knowledge that a grateful nation will be in your debt.</i> | 21 |
| Austin: | I had in mind something a little more tangible than that. | 22 |
| Lincoln: | <i>There will be no quid pro quos, if that's what you mean.</i> | 23 |
| Austin: | I had a feeling there wouldn't be. | 24 |
| Peters: | Will you be accompanying us on the mission, sir? | 25 |
| Lincoln: | <i>Yes. All available personnel with the appropriate training are needed. Incidentally, if it makes you feel any better, I'm also overdue for leave, and I got in big trouble with my wife when I told her I had to deploy on this mission. But, it's the life we chose. Any other questions? All right.</i> | 26 |

Scenario 25

Characters

Captain Mark Cheney (focal character)

Sergeant Kevin Dixon

Script

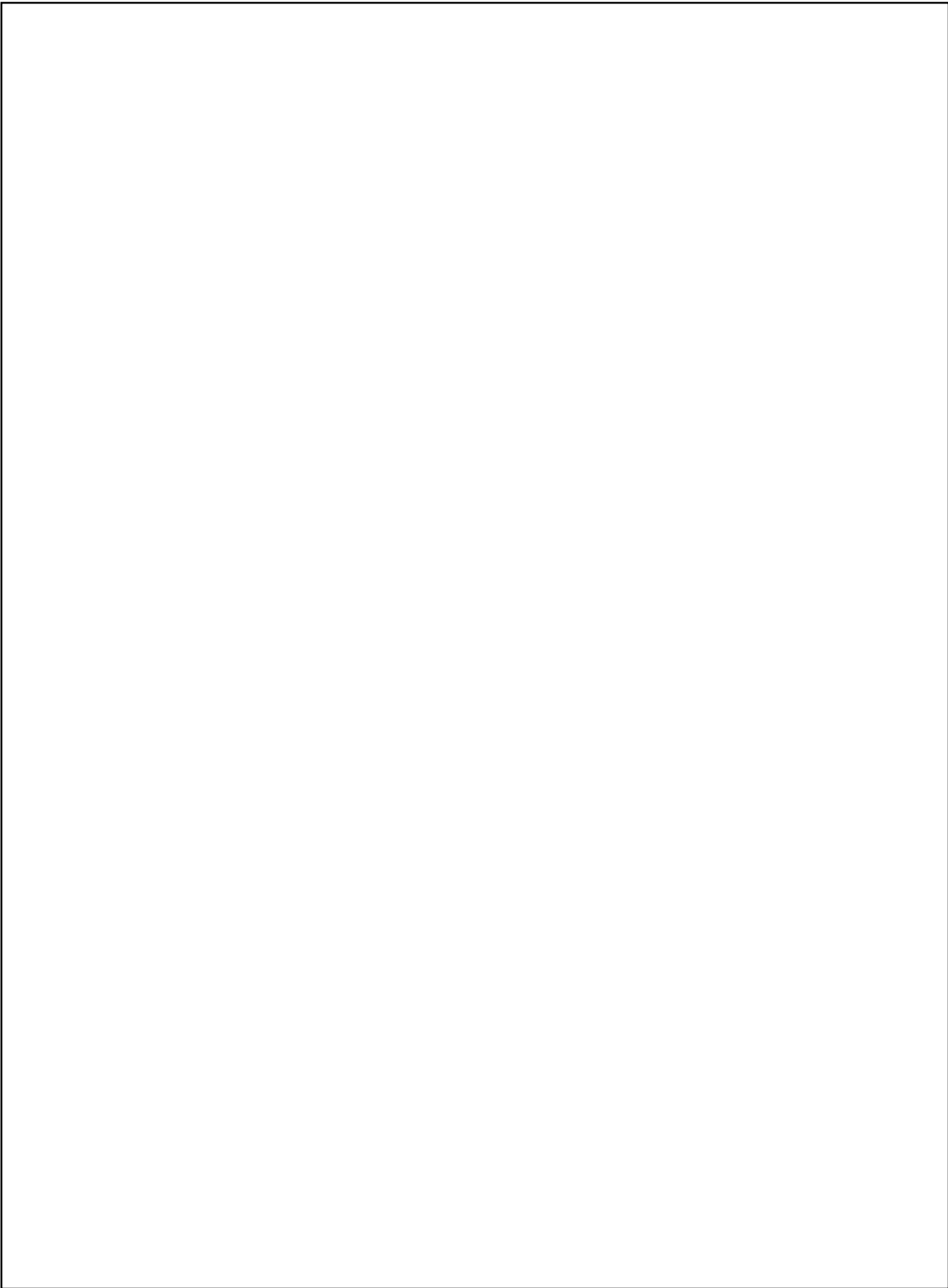
- Dixon:** Well can't we, can't we at least talk about... No, I not going to calm down! You're talking about ruining the rest of our lives, I'm not going to calm down?! Wait... 1
- Cheney:** *Is there a problem, Sergeant?* 2
- Dixon:** My wife just walked out on me. I guess she's running off with some boy-toy financial planner that swept her off her feet and convinced her that she's wasting time hanging out with a loser like me. 3
- Cheney:** *Did you have any warning that might happen?* 4
- Dixon:** No. Everything's been fine! I mean, as I think about it, I guess she's been staying out late some evenings, with her girlfriends she said, but... She wanted space, so I wanted to respect that. 5
- Cheney:** *You've been married what, five years?* 6
- Dixon:** We've been married four years. 7
- Cheney:** *No kids, right?* 8
- Dixon:** No. We decided we were gonna put that off a while. 9
- Cheney:** *Any chance for reconciliation?* 10
- Dixon:** I don't think so, she's already hired a divorce lawyer, and she's moving in with this guy today. 11
- Cheney:** *Well, if it makes you feel any better, you're not the first soldier I've seen this happen to.* 12
- Dixon:** That's pretty cold comfort, sir. 13
- Cheney:** *Well, if you ask me, my advice is to just forget about her.* 14
- Dixon:** I still love her, sir. 15

| | | |
|----------------|---|----|
| Cheney: | <i>Forget about her.</i> | 16 |
| Dixon: | I don't think I can do that, sir. | 17 |
| Cheney: | <i>Well, if she's the kind of girl that's gonna run off with the first guy that's got a fatter wallet than you do, it's not worth sticking with her. It's better to find out now than ten years from now.</i> | 18 |
| Dixon: | Well, yes... | 19 |
| Cheney: | <i>Well, it's very important not to wallow in self-pity over this. I mean it will just drag you down, and you'll start making bad decisions. Then she wins.</i> | 20 |
| Dixon: | Yeah, I suppose you're right, sir. | 21 |
| Cheney: | <i>Of course I'm right! Now, what kind of things do you normally do when you're down in the dumps to make yourself feel better?</i> | 22 |
| Dixon: | I don't know, sir, I'm not thinking real clearly right now. | 23 |
| Cheney: | <i>OK, well, do you have a few good friends or maybe some family you can talk to about this tonight?</i> | 24 |
| Dixon: | I suppose so. | 25 |
| Cheney: | <i>Good. Well, I want you to give them a call and make sure you're not alone tonight. All right?</i> | 26 |
| Dixon: | OK. | 27 |
| Cheney: | <i>OK. Do you have a circle of friends you normally hang out with?</i> | 28 |
| Dixon: | I have a couple of close friends, yeah, but since I've been married I haven't hung out with them as much as I used to. | 29 |
| Cheney: | <i>OK, well, you really do need to be more sociable. It'll do you good to be out with some more people tonight.</i> | 30 |
| Dixon: | Yes, sir. | 31 |
| Cheney: | <i>You mentioned your wife called to see a lawyer? You might want to consider doing the same.</i> | 32 |
| Dixon: | I don't want to make a fight of this, I love her, I'm always gonna love her. I don't want to make it harder than it already is. | 33 |

Cheney: *I really do think you should see a lawyer, I mean just so you at least know your rights. I've got a JAG friend of mine I'd like you to give a call. Is that OK?* 34

Dixon: I suppose you're right, sir. Now, you'll have to excuse me, I've got duty on the firing range this afternoon. 35

Cheney: *All right, Sergeant. I really do hope everything works out.* 36



Scenario 26

Characters

Lieutenant Kathleen Drake (focal character)

Lieutenant Leonard North (focal character)

Sergeant Debbie Peterson

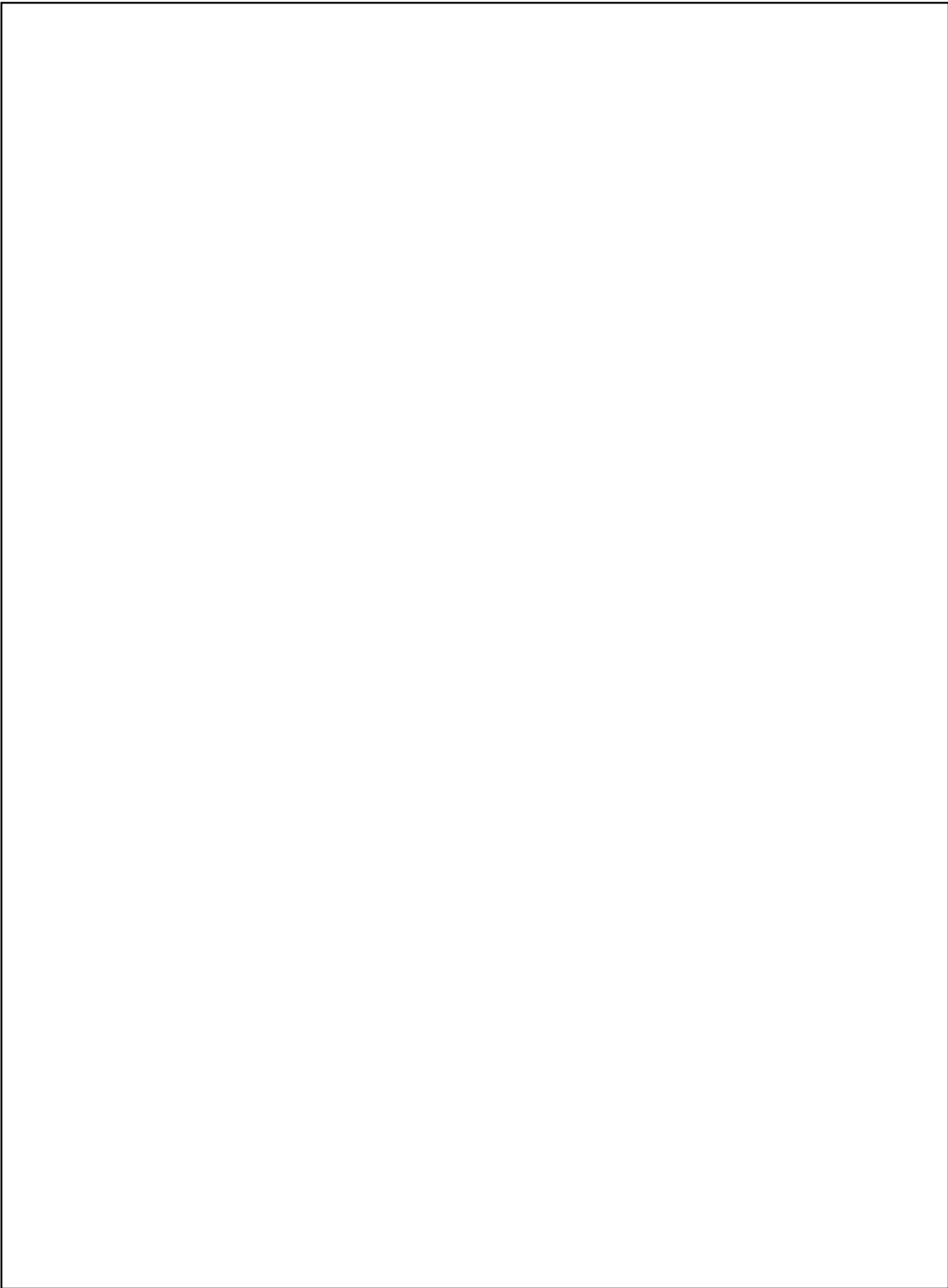
Sergeant George Mayday

Script

| | | |
|------------------|---|----|
| Peterson: | Hello, Lieutenant Drake, Lieutenant North. | 1 |
| Drake: | <i>Good evening, Sergeant.</i> | 2 |
| North: | <i>Sergeant.</i> | 3 |
| Drake: | <i>I hope you're enjoying yourselves this evening?</i> | 4 |
| Peterson: | We are, ma'am. It's a good chance to catch up with people, and see what they've been doing. | 5 |
| Drake: | <i>I saw you talking with Corporal Miner earlier. Has his wife had the baby?</i> | 6 |
| Peterson: | No, ma'am, the baby's two weeks overdue. He's really on pins and needles. | 7 |
| Mayday: | I'm going to go get another drink. I'll be right back. | 8 |
| Drake: | <i>Sergeant Mayday sure has been hitting the sauce pretty heavy tonight, hasn't he?</i> | 9 |
| Peterson: | Yes, ma'am, he just found out he got passed up for promotion to First Sergeant. | 10 |
| North: | <i>But that's really no excuse. How many has he had tonight?</i> | 11 |
| Peterson: | I really don't know, sir. Probably more than he should. | 12 |
| North: | <i>I think he's had more than that.</i> | 13 |
| Peterson: | That's probably true, sir. | 14 |
| Mayday: | They have my favorite band of breer, so I just had to have another one. | 15 |
| North: | <i>Sergeant, I think you need to stop and show some self-restraint. You're really setting a bad example for the enlisted personnel.</i> | 16 |

| | | |
|------------------|--|----|
| Mayday: | I'm sorry, sir. You're right, sir, I definitely need to show more restraint. Say, did you hear? I got pissed over for promotion. | 17 |
| North: | <i>Sergeant, I don't want to hear any excuses, and you shouldn't be giving me any of those. You know, I've got a feeling that it's this behavior that is the reason you got passed over for promotion this time. Stand at attention. Sergeant, do you think you're acting the way a Sergeant in the United States Army should act?</i> | 18 |
| Mayday: | No, sir. | 19 |
| North: | <i>Are you the type of man that finds courage to face your problems in a bottle of beer?</i> | 20 |
| Mayday: | Not usually, sir. | 21 |
| North: | <i>Not usually?</i> | 22 |
| Mayday: | No, sir. Never. I mean, almost never. Well, you know what I mean... | 23 |
| North: | <i>Sergeant, you should seriously consider turning "almost never" into "never."</i> | 24 |
| Mayday: | Yes, sir. | 25 |
| North: | <i>Sergeant Marrera, can you come here for a second? Hey, sergeant. Can you make sure that Sergeant Mayday gets back to the barracks all right? He's had way too much to drink.</i> | 26 |
| Merrill: | Yes, sir. Come on, George, let's get you home. | 27 |
| Drake: | <i>Sergeant, how are you coming with that logistics report?</i> | 28 |
| Peterson: | Ma'am, I'm just waiting for input from Captains Brett and Calhoun and then I'll integrate their input with the rest of the information. | 29 |
| Drake: | <i>How soon do you think you can get it done? I'm under a lot of pressure from Colonel Snow.</i> | 30 |
| Peterson: | Probably by mid-week, ma'am. | 31 |
| Drake: | <i>The sooner you can get it done, the better.</i> | 32 |
| Peterson: | I'll do what I can, ma'am. | 33 |
| Drake: | <i>I've been having a lot of problems with Colonel Snow lately. He seems to want everything yesterday. You work pretty closely with the Colonel. Have you noticed he's become more demanding lately?</i> | 34 |

| | | |
|---------------------------|--|----|
| Peterson: | Well, he seems to be under a little bit of stress, but I'm not sure why. | 35 |
| Drake: | <i>Hmm.</i> | 36 |
| Peterson: | Well, if you'll excuse me, I'm going to call it a night. | 37 |
| Drake & North: | <i>Sure, Sergeant. Goodnight, Sergeant.</i> | 38 |
| Drake: | <i>Hey, what do you think the deal with Sergeant Mayday is? Why do you think he get passed over for promotion?</i> | 39 |
| North: | <i>To be honest with you I'm not sure but, I've never really thought that much of the guy.</i> | 40 |
| Drake: | <i>I think you're too hard on him. Everybody I've ever talked to seems to think he's competent.</i> | 41 |
| North: | <i>Well, maybe, but he's definitely not a leader. I mean, his performance tonight demonstrates that.</i> | 42 |
| Drake: | <i>I'm too tired to argue about it. I'm gonna to call it a night. I'll see you in the morning.</i> | 43 |
| North: | <i>All right. Good night.</i> | 44 |
| Drake: | <i>Good night.</i> | 45 |



Appendix I
Frequency Distributions for SKT Pilot Test Responses

Frequency Distributions for SKT Pilot Test Responses: Scenario 1

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|---|----|------|-----|----|----|-----|-----|-----|
| 1a. Award one point if examinee responds that it is effective for Jones to comment positively on Diamond's performance (i.e., says that these lapses in military bearing are not worthy of her, and divert attention away from her good work). | 22 | 0 | 0 | 4 | 0 | 18 | 0 | 0 |
| 1b. Award one additional point if examinee indicates that this is effective because Diamond's acceptance of Jones' critical feedback will be increased as a result of Jones framing his negative feedback within the context of Diamond's overall positive performance. | 22 | 0 | 0 | 18 | 0 | 4 | 0 | 0 |
| 2. Award one point if examinee responds that it is ineffective for Jones to criticize Diamond's performance in a public place. | 22 | 0 | 0 | 9 | 1 | 12 | 0 | 0 |
| 3. Award one point if examinee responds that it is effective for Jones to make a helpful/ constructive suggestion in [13] to help Diamond address her problem. | 22 | 0 | 0 | 3 | 1 | 18 | 0 | 0 |
| 4. Award one point if examinee responds that it is ineffective for Jones to belabor his point about Diamond's lapse in military bearing in [9] by pointing out how wrinkled her uniform is even after she has promised to correct the problem immediately. | 22 | 0 | 0 | 13 | 3 | 6 | 0 | 0 |
| 5. Award one point if examinee responds that it is ineffective for Jones not to have made inquiries to get to root cause of Diamond's problem. | 22 | 0 | 0 | 17 | 0 | 5 | 0 | 0 |
| 6. Award one point if examinee responds that it is ineffective for Jones not to have corrected Diamond for not coming to attention when he addresses her. | 22 | 0 | 0 | 20 | 0 | 2 | 0 | 0 |
| 7. Award one point if examinee responds that it is effective for Jones to give reasons for why military bearing is important in [7]. | 22 | 0 | 0 | 15 | 0 | 7 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 2

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 1. Award one point if examinee responds that it is ineffective for Ewing to report in this much detail when briefing a busy senior officer. | 22 | 0 | 0 | 14 | 0 | 8 | 0 | 0 |
| 2. Award one point if examinee responds that it is ineffective Ewing to rely as heavily on note cards as he does. | 22 | 0 | 0 | 14 | 0 | 8 | 0 | 0 |
| 3. Award one point if examinee responds that it is ineffective for Ewing to make as little eye contact with Clark as he does. Full credit for a response that clearly implies lack of eye contact, such as “spoke with head down.” | 22 | 0 | 0 | 10 | 0 | 12 | 0 | 0 |
| 4. Award one point if examinee responds that it is ineffective for Ewing to speak in a monotone. | 22 | 0 | 0 | 20 | 0 | 2 | 0 | 0 |
| 5. Award one point if examinee responds that it is ineffective for Ewing to provide additional details after Clark has asked him for the bottom line in [4]. | 22 | 0 | 0 | 20 | 0 | 2 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 3

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 1. Award one point if examinee responds that it is ineffective for Gallagher to display poor posture (hands on hips) while addressing her troops. | 22 | 1 | 0 | 21 | 0 | 0 | 0 | 0 |
| 2a. Award one point if examinee responds that it is ineffective for Gallagher to say she is willing to get involved in troops' personal problems and training. | 22 | 0 | 0 | 17 | 0 | 5 | 0 | 0 |
| 2b. Award one additional point if examinee indicates that this is ineffective because Gallagher is usurping Sergeant Lawrence's role. | 22 | 0 | 0 | 18 | 1 | 3 | 0 | 0 |
| 3. Award one point if examinee responds that it is ineffective for Gallagher to be as negative and critical as she is in communicating her evaluation of the unit's operational readiness. | 22 | 1 | 0 | 6 | 0 | 15 | 0 | 0 |
| 4. Award one point if examinee responds that it is ineffective for Gallagher to discuss Wagner's record in front of the troops. | 22 | 0 | 0 | 16 | 0 | 6 | 0 | 0 |
| 5. Award one point if examinee responds that it is ineffective for Gallagher not to leave Wagner's discipline to Sergeant Lawrence. | 22 | 1 | 0 | 18 | 0 | 3 | 0 | 0 |
| 6a. Award one point if examinee responds that it is ineffective for Gallagher to attribute the unit's lack of operational readiness to Zander's poor leadership. | 22 | 0 | 0 | 21 | 0 | 1 | 0 | 0 |
| 6b. Award one additional point if examinee mentions the principle that a new leader should focus on what she will do rather than what the last leader failed to do. | 22 | 0 | 0 | 14 | 3 | 5 | 0 | 0 |
| 7. Award one point if examinee responds that it is ineffective for Gallagher to criticize Lawrence in front of the troops in [16]. | 22 | 3 | 0 | 11 | 0 | 8 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 4

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 1. If examinee indicates it is ineffective for Ball to say to Marx that he supposes she will be going to a chick flick for some “cinematherapy” [15], deduct one point. | 22 | 0 | 0 | 22 | 0 | 0 | 0 | 0 |
| 2. If examinee indicates it is ineffective for Woods to put his arm around Marx’s shoulder, deduct one point. | 22 | 10 | 1 | 11 | 0 | 0 | 0 | 0 |
| 3. Award one point if examinee responds that it is ineffective for Ball to make comments about Woods’ sexual prowess in front of Marx in [22] (“don’t tell me the days of being a stud are over,” you were going through about one girl a week there for a while”) | 22 | 0 | 0 | 14 | 2 | 6 | 0 | 0 |
| 4. Award one point if examinee responds that it is ineffective for Ball to react with so little empathy or concern in [26] to Marx’s statement that she recently broke off her engagement. | 22 | 0 | 0 | 12 | 3 | 7 | 0 | 0 |
| 5. Award one point if examinee responds that it is effective for Woods to react with empathy and concern in [27] to Marx’s statement that she recently broke off her engagement | 22 | 1 | 0 | 20 | 0 | 1 | 0 | 0 |
| 6. Award one point if examinee indicates it was ineffective for Ball to gossip about Lieutenant Jackson. | 22 | 0 | 0 | 4 | 2 | 16 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 5

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|---|----|------|-----|----|----|-----|-----|-----|
| 1a. Award one point if examinee responds that it is ineffective for Clark to ask Greenway if she could “be frustrated a little bit more quietly” (i.e., not bother her by whining about her problems with the spreadsheet software) in [4]. | 22 | 1 | 0 | 15 | 1 | 5 | 0 | 0 |
| 1b. Award one additional point if examinee indicates that Clark should have offered to help Greenway after her complaints in [1] and [3]. | 22 | 0 | 0 | 11 | 2 | 9 | 0 | 0 |
| 2. If an examinee indicates it is ineffective for Clark to ask Greenway if her work needs to be done using the spreadsheet software that Greenway is having difficulty using, deduct one point. | 22 | 1 | 0 | 21 | 0 | 0 | 0 | 0 |
| 3. If an examinee indicates that it is ineffective for Clark to ask Greenway to go downstairs to seek help from Sgt. Ferris, deduct one point. | 22 | 6 | 0 | 16 | 0 | 0 | 0 | 0 |
| 4a. Award one point if examinee responds that it is ineffective for Clark to agree to help Greenway in such a put upon tone of voice in [14]. | 22 | 0 | 0 | 13 | 0 | 9 | 0 | 0 |
| 4b. Award one additional point if examinee indicates that this is ineffective because it makes it less likely that Clark will be sought out in the future for help that she is capable of providing (which hurts the unit’s effectiveness). | 22 | 1 | 0 | 19 | 0 | 2 | 0 | 0 |
| 5. Award one point if examinee responds that it is ineffective for Clark to hand Greenway a manual in [16] rather than providing at least some explanation and guidance. | 22 | 9 | 0 | 10 | 0 | 3 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 6

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|---|----|------|-----|----|----|-----|-----|-----|
| 1a. Award one point if examinee responds that it is effective for Smith to calm Bradley and Stephens down in [6]. | 22 | 0 | 0 | 13 | 1 | 8 | 0 | 0 |
| 1b. Award one additional point if examinee makes it clear that calming Bradley and Stephens down before trying to address their conflict makes it more likely that the conflict between them can be successfully resolved. | 22 | 0 | 0 | 21 | 0 | 1 | 0 | 0 |
| 2a. Award one point if examinee responds that it is effective for Smith to ask Bradley and Stephens to each tell their side of the story, one at a time in [6] and [8]. | 22 | 0 | 0 | 4 | 2 | 16 | 0 | 0 |
| 2b. Award one additional point if examinee indicates that this is effective because it will enable Smith to more effectively elicit information from Bradley and Stephens regarding the reasons for the conflict between them, which will increase the likelihood of successfully resolving the conflict. | 22 | 0 | 0 | 21 | 0 | 1 | 0 | 0 |
| 3a. Award one point if examinee responds that it is effective for Smith to ask Bradley and Stephens if they can think of possible solutions to their problem in [10]. | 22 | 0 | 0 | 15 | 0 | 7 | 0 | 0 |
| 3b. Award one additional point if examinee indicates that this is effective because it increases the likelihood that they will find a solution that both Bradley and Stephens can accept. | 22 | 0 | 0 | 22 | 0 | 0 | 0 | 0 |
| 4a. Award one point if examinee responds that it is effective for Smith to remind Bradley and Stephens that they are both soldiers in the Army and that they both, therefore, have the same mission and face the same enemies. | 22 | 0 | 0 | 12 | 6 | 4 | 0 | 0 |
| 4b. Award one additional point if examinee indicates that the reason this is effective is that Smith is focusing the sergeants' attention on what they have in common, rather than on what divides them. | 22 | 0 | 0 | 19 | 0 | 3 | 0 | 0 |
| 5. Award one point if examinee responds that it is ineffective for Smith to utter the word "clueless" in [13]. | 22 | 0 | 0 | 16 | 0 | 6 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 6 (Continued)

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 6a. Award one point if examinee responds that it is ineffective for Smith to say “True or false?” in [13] and [17]. [Full credit for identifying either instance; no additional points for identifying both instances] | 22 | 0 | 0 | 22 | 0 | 0 | 0 | 0 |
| 6b. Award one additional point if examinee indicates that this is ineffective because Smith’s questions are asked in a closed-ended manner that will prevent him from obtaining useful information from Bradley. | 22 | 0 | 0 | 22 | 0 | 0 | 0 | 0 |
| 6c. Award one additional point if examinee indicates that Smith’s style of questioning makes it unlikely that Bradley will buy into Smith’s proposed solution. | 22 | 0 | 0 | 22 | 0 | 0 | 0 | 0 |
| 7. Award one point if examinee responds that it is ineffective for Smith to interrupt Bradley in [15] and [17]. [Award one point if examinee indicates that Smith interrupted Bradley. Award an additional ½ point if examinee indicates that Smith interrupted Bradley twice.] | 22 | 0 | 0 | 18 | 2 | 1 | 1 | 0 |
| 8. Award one point if examinee identifies as ineffective the fact that Smith seems to be taking Stephens’ side over Bradley in the latter part of the scenario. | 22 | 2 | 0 | 12 | 1 | 7 | 0 | 0 |
| 9a. Award one point if examinee responds that it is ineffective for Smith to suggest that they meet at a later time to put together a plan to more effectively utilize the personnel in Bradley’s unit. | 22 | 8 | 1 | 12 | 0 | 1 | 0 | 0 |
| 9b. Award one additional point if examinee indicates that this is ineffective because it serves to implement a one-sided solution favoring Stephens over Bradley. | 22 | 0 | 0 | 22 | 0 | 0 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 7

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 1. Deduct one point if examinee indicates it is ineffective for Burns to tell Lance to call him Pete in [2]. | 22 | 0 | 0 | 22 | 0 | 0 | 0 | 0 |
| 2. Deduct one point if examinee indicates it is ineffective for Lance to answer Burns' question with greater precision than is necessary in [7]. | 22 | 0 | 0 | 22 | 0 | 0 | 0 | 0 |
| 3a. Award one point if examinee responds that it is ineffective for Lance to indicate that he's not much for unit gossip in [9]. | 22 | 10 | 3 | 7 | 0 | 2 | 0 | 0 |
| 3b. Award one additional point if examinee indicates that this is ineffective because it implies that Burns is a gossip. | 22 | 0 | 0 | 22 | 0 | 0 | 0 | 0 |
| 4. Award one point if examinee responds that it is ineffective for Lance to (a) ignore Burns' response that he didn't work simulators [18] and (b) launch into a detailed technical discussion of simulators in [19] and [21]. [Full credit for mentioning either (a) or (b)]. | 22 | 0 | 0 | 5 | 2 | 15 | 0 | 0 |
| 5. Award one point if examinee responds that it is effective for Lance to warn Burns never to be late for a briefing because "there's a very low tolerance for that around here" [35] | 22 | 1 | 0 | 12 | 0 | 9 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 8

I1-I

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 1a. Award one point if examinee responds that it is ineffective for Edwards to tell Smith that his performance review is just a formality [1]. | 22 | 0 | 0 | 20 | 0 | 2 | 0 | 0 |
| 1b. Award one additional point if examinee indicates that this is ineffective because Edwards is sending the message that Smith has nothing to improve on. | 22 | 0 | 0 | 12 | 3 | 7 | 0 | 0 |
| 2a. Award one point if examinee responds that it is effective for Edwards to ask Smith how he sees his own performance in [3]. | 22 | 0 | 0 | 20 | 0 | 2 | 0 | 0 |
| 2b. Award one additional point if examinee indicates that this is effective because it gives Smith an opportunity to (a) participate actively in his own performance evaluation, and (b) mention anything relevant that Edwards may be unaware of. [Full credit for mentioning either (a) or (b)]. | 22 | 0 | 0 | 21 | 0 | 1 | 0 | 0 |
| 3. Award one point if examinee responds that it is ineffective for Edwards to say to Smith that he certainly doesn't have any problem with self-confidence in a sarcastic tone of voice in [5]. | 22 | 0 | 0 | 19 | 0 | 3 | 0 | 0 |
| 4. Award one point if examinee responds that it is ineffective for Edwards to say to Smith that he doesn't see any reason to bring up criticisms of Smith's performance in [11]. | 22 | 0 | 0 | 4 | 1 | 17 | 0 | 0 |
| 5. Award one point if examinee responds that it is ineffective for Edwards not to mention Smith's arrogant attitude as a development need during the evaluation. | 22 | 0 | 0 | 20 | 0 | 2 | 0 | 0 |
| 6a. Award one point if examinee responds that it is effective for Edwards to ask Smith if he has any questions in [17]. | 22 | 0 | 0 | 19 | 0 | 3 | 0 | 0 |
| 6b. Award one additional point if examinee indicates that this is effective because Edwards' question will help ensure that Smith has no issues that go unaddressed. | 22 | 0 | 0 | 22 | 0 | 0 | 0 | 0 |
| 7. Award one point if examinee responds that it is effective for Edwards to give Smith examples of his good performance in [7] and [9]. | 22 | 0 | 0 | 3 | 0 | 19 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 8 (Continued)

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 8. Award one point if examinee responds that it is ineffective for Edwards to tell Smith that he sees no reason why Smith is not on track for promotion to first sergeant. | 22 | 0 | 0 | 15 | 1 | 6 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 9

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|---|----|------|-----|----|----|-----|-----|-----|
| 1a. Award one point if examinee responds that it is ineffective for Melville to suggest to Mailer that they simply “go home” and “forget about it” in [8]. | 22 | 0 | 0 | 19 | 0 | 3 | 0 | 0 |
| 1b. Award one additional point if examinee indicates that this is ineffective because Mailer is avoiding the conflict. | 22 | 0 | 0 | 22 | 0 | 0 | 0 | 0 |
| 2a. Award one point if examinee responds that it is ineffective for Melville to suggest to Mailer that Mailer will feel better after he’s eaten in [8]. | 22 | 1 | 0 | 21 | 0 | 0 | 0 | 0 |
| 2b. Award one additional point if examinee indicates that this is ineffective because Melville is minimizing Mailer’s concerns by suggesting he’ll feel better after he’s eaten. | 22 | 0 | 0 | 22 | 0 | 0 | 0 | 0 |
| 3a. Award one point if examinee responds that it is ineffective for Melville to angrily accuse Mailer of (a) wanting special treatment, and (b) “acting like a two-year-old.” [Full credit for referring to either (a) or (b)]. | 22 | 0 | 0 | 14 | 0 | 8 | 0 | 0 |
| 3b. Award one additional point if examinee indicates that this is ineffective because Melville’s expression of anger will escalate rather than resolve the conflict. | 22 | 0 | 0 | 21 | 0 | 1 | 0 | 0 |
| 4a. Award one point if examinee responds that it is effective for Melville to tell Mailer in [12] that there’s no reason why somebody of his intelligence should be turning in poor work. | 22 | 0 | 0 | 18 | 0 | 4 | 0 | 0 |
| 4b. Award one additional point if examinee indicates that this is effective because it should make Mailer more receptive to Melville’s attempts to resolve the conflict (or communicate critical feedback constructively). | 22 | 0 | 0 | 21 | 0 | 1 | 0 | 0 |
| 5a. Award one point if examinee responds that it is ineffective for Melville to comment that Mailer is “all mouth” in [16]. | 22 | 0 | 0 | 20 | 1 | 1 | 0 | 0 |
| 5b. Award one additional point if examinee indicates that this is ineffective because it will only serve to escalate the conflict. | 22 | 0 | 0 | 22 | 0 | 0 | 0 | 0 |
| 6a. Award one point if examinee responds that it is ineffective for Melville to call Mailer "lazy" in [18]. | 22 | 0 | 0 | 15 | 1 | 6 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 9 (Continued)

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 6b. Award one point if examinee responds this is ineffective because it will escalate the conflict. | 22 | 0 | 0 | 20 | 0 | 2 | 0 | 0 |
| 7a. Award one point if examinee responds that it is ineffective for Melville to talk down to Mailer by pacing back and forth in front of him while lecturing him about his poor performance in [18]. | 22 | 0 | 0 | 18 | 0 | 4 | 0 | 0 |
| 7b. Award one additional point if examinee indicates that this is ineffective because it reinforces Mailer's perception that Melville is on an ego trip and thinks he is better than Mailer. | 22 | 0 | 0 | 18 | 0 | 4 | 0 | 0 |
| 8a. Award one point if examinee responds that it is effective for Melville to tell Mailer he's going to stick to his decision because he is Mailer's friend. Didn't allow friendship to influence his decision. [No credit if examinee responds simply that Mailer sticks to his decision.] | 22 | 0 | 1 | 21 | 0 | 0 | 0 | 0 |
| 9a. Award one point if examinee responds that it is effective for Melville to nicely ask Mailer to sit down so they can discuss the situation calmly. | 22 | 0 | 0 | 13 | 0 | 9 | 0 | 0 |
| 9b. Award one additional point if examinee responds that this is effective because it makes it more likely that Melville will be able to successfully resolve the conflict with Mailer. | 22 | 0 | 0 | 21 | 0 | 1 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 10

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|---|----|------|-----|----|----|-----|-----|-----|
| 1. Award one point if examinee responds that it is effective for Brewster to acknowledge that she is asking a lot of Lincoln in [11]. | 20 | 0 | 0 | 12 | 1 | 7 | 0 | 0 |
| 2. Award one point if examinee responds that it is effective for Brewster to acknowledge that she explored all other available options before seeking help from Lincoln in [11]. | 20 | 0 | 0 | 18 | 0 | 2 | 0 | 0 |
| 3a. Award one point if examinee responds that it is ineffective for Brewster to respond with frustration/anger when Lincoln refuses to help her in [15] and [19]. [Responses such as “behaves immaturely,” “behaves like a child,” or “fails to stay in control of her emotions” should also be given full credit.] [Award one point for each instance examinee identifies – i.e., [15] and [19].] | 20 | 0 | 0 | 7 | 0 | 12 | 0 | 1 |
| 4. Award one point if examinee responds that it is effective for Brewster to remind Lincoln that they both have the same mission and the same basic goals in [17]. | 20 | 0 | 0 | 16 | 0 | 4 | 0 | 0 |
| 5. Award one point if examinee responds that it is ineffective for Brewster to threaten to go over Lincoln’s head to her CO if Lincoln refuses to help her in [21]. | 20 | 0 | 0 | 10 | 1 | 9 | 0 | 0 |
| 6. Award one point if examinee responds that it is ineffective for Brewster to threaten not to do favors for Lincoln in the future if Lincoln refuses to help her in [29]. | 20 | 0 | 0 | 3 | 1 | 16 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 11

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 1a. Award one point if examinee responds that it is ineffective for Porter to fail to make consistent eye contact with Leonard. | 12 | 0 | 0 | 10 | 0 | 2 | 0 | 0 |
| 1b. Award one additional point if examinee indicates that this is ineffective because it undermines the apparent sincerity of Porter’s apology. | 12 | 0 | 0 | 11 | 0 | 1 | 0 | 0 |
| 2a. Award one point if examinee responds that the words Porter uses when apologizing seem to undermine the effectiveness of his apology by making it seem insincere (ineffective). | 12 | 5 | 0 | 6 | 0 | 0 | 1 | 0 |
| Award ½ additional point each if examinee cites each of the following pieces of evidence of the apparent insincerity of Porter’s apology: | | | | | | | | |
| <ul style="list-style-type: none"> • He only “guesses” that he wants to apologize [5] • He says “if it was upsetting you” in [5], which seems to indicate that he believes that Leonard should not have been upset by what he said. • He indicates that he believes things have “gotten blown out of proportion”[5], suggesting that he believes the apology really shouldn’t be necessary. | | | | | | | | |
| 3a. Award one point if examinee responds that it is ineffective for Porter to indicate that he has “work to catch up on” in [7] when Leonard asks if they can discuss this. | 12 | 0 | 0 | 10 | 0 | 2 | 0 | 0 |
| 3b. Award one additional point if examinee indicates that this is ineffective because it communicates to Leonard that Porter considers this apology to be a low priority. | 12 | 0 | 0 | 12 | 0 | 0 | 0 | 0 |
| 4a. Award one point if examinee responds that it is ineffective for Porter to tell Leonard (a) not to be so sensitive and (b) to suggest that if he can’t stand up to criticism, he “shouldn’t be wearing that uniform” [in 11] [Full credit for mentioning either (a) or (b).] | 12 | 0 | 0 | 3 | 2 | 7 | 0 | 0 |
| 4b. Award one additional point if examinee indicates that this is ineffective because, by renewing his attack of Leonard, Porter largely nullifies his apology. | 12 | 0 | 0 | 11 | 0 | 1 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 11 (Continued)

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 5a. Award one point if examinee responds that it is ineffective for Porter to look at his watch while Leonard is talking. | 12 | 0 | 0 | 7 | 0 | 5 | 0 | 0 |
| 5b. Award additional points if examinee indicates that this is ineffective because, by looking at his watch, (a) Porter indicates he wishes to be elsewhere, which (b) shows a lack of respect for Leonard. [Award one point for (a) and award one point for (b).] | 12 | 0 | 0 | 9 | 0 | 3 | 0 | 0 |
| 6a. Award one point if examinee responds that it is ineffective for Porter to spread malicious gossip about Lt. Pitts in [15]. | 12 | 1 | 0 | 1 | 0 | 10 | 0 | 0 |
| 6b. Award one additional point if examinee indicates that this is ineffective because he is repeating the behavior for which he is apologizing to Lt. Leonard. | 12 | 0 | 0 | 10 | 0 | 2 | 0 | 0 |
| 7. If an examinee indicates that it is effective for Porter to say that he respects Leonard because “at least you know there’s a problem and it does sound like you’re working on it,” deduct one point. | 12 | 1 | 0 | 11 | 0 | 0 | 0 | 0 |
| 8. Award one point if examinee responds that it is effective for Porter to express a willingness to look at Leonard’s training plan in [17]. | 12 | 0 | 0 | 4 | 0 | 8 | 0 | 0 |
| 9. Award one point if examinee responds that it is ineffective for Porter to put his hands in his pocket while apologizing to Leonard. | 12 | 0 | 0 | 8 | 0 | 4 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 12

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| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|---|---|------|-----|---|----|-----|-----|-----|
| 1a. Award one point if examinee responds that it is effective for Nicholson to make Hughes a partner in the performance counseling process. | 7 | 0 | 0 | 6 | 0 | 1 | 0 | 0 |
| 1b. Award ½ point each if examinee mentions any of the following as effective behaviors (all of which are examples of making Hughes a partner in the performance counseling process): Nicholson asks Hughes (a) if she knows why she’s here in [5], (b) what her take on the situation is in [11], and (c) if she agrees with her sergeant’s assessment of her in [13]. | 7 | 0 | 0 | 2 | 5 | 0 | 0 | 0 |
| 2. Award one point if examinee responds that it is effective for Nicholson to ask Hughes a series of pointed, open-ended questions to elicit the necessary information to counsel her effectively. [Award full credit if examinee gets this idea across in general terms. It’s not necessary for examinee to use the phrase “open-ended questions”] | 7 | 0 | 0 | 5 | 0 | 2 | 0 | 0 |
| 3a. Award one point if examinee responds that it is effective for Nicholson to tell the story about the other soldier who had a problem similar to Hughes’ and was able to work through it successfully in [23] and [25]. | 7 | 0 | 0 | 2 | 0 | 5 | 0 | 0 |
| 3b. Award one additional point if examinee indicates that this is effective because telling the story gets Hughes to open up about her problem to Nicholson. | 7 | 0 | 0 | 1 | 0 | 6 | 0 | 0 |
| 4. Award one point if examinee responds that it is effective for Nicholson to correctly interpret Hughes’ defensiveness about her personal life in [22] as indicating that her home life is the source of the problem. | 7 | 0 | 0 | 7 | 0 | 0 | 0 | 0 |
| 5a. Award one point if examinee responds that it is ineffective for Nicholson to reveal the name of the individual who was the subject of the story she told in [27]. | 7 | 0 | 0 | 2 | 1 | 4 | 0 | 0 |
| 5b. Award one additional point if examinee indicates that this is ineffective because betraying a confidence in this manner might lead Hughes to believe that any information she volunteers could also be passed on. | 7 | 0 | 0 | 6 | 0 | 1 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 12 (Continued)

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|---|---|------|-----|---|----|-----|-----|-----|
| 6. Award one point if examinee responds that it is ineffective for Nicholson to ask Hughes whether her sex life has been affected by her marital/financial problems [39]. | 7 | 0 | 0 | 0 | 3 | 4 | 0 | 0 |
| 7. Award one point if examinee responds that it is ineffective for Nicholson not to be more directive in telling Hughes what specific steps she wants her to take to address her performance problems (e.g., by providing Hughes with more specific information about available marriage counseling resources). | 7 | 3 | 0 | 3 | 0 | 1 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 13

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 1a. Award one point if examinee responds that it is effective for Anderson to express agreement with Stevenson about (a) the seriousness of Private Knack’s infraction and (b) the need for some type of punishment in [8]. [Full credit should be given for identifying either of these expressions of agreement] | 15 | 0 | 0 | 13 | 1 | 1 | 0 | 0 |
| 1b. Award one additional point if examinee indicates that this is effective because, by finding agreement on certain basic points before moving on to areas of disagreement, Anderson increases the likelihood of persuading Stevenson. | 15 | 0 | 0 | 13 | 0 | 2 | 0 | 0 |
| 2a. Award one point if examinee responds that it is ineffective for Anderson to respond to Stevenson’s attack by raising her voice and expressing frustration in [12]. | 15 | 2 | 0 | 5 | 0 | 8 | 0 | 0 |
| 2b. Award one additional point if examinee indicates that this is ineffective because, in raising her voice and expressing frustration, Anderson will make Stevenson less receptive to Anderson’s arguments. | 15 | 0 | 0 | 14 | 1 | 0 | 0 | 0 |
| 2c. Award one additional point if examinee indicates that this is ineffective because expressing frustration and raising one’s voice is an inappropriate way to speak to a superior officer. | 15 | 0 | 0 | 9 | 2 | 4 | 0 | 0 |
| 3a. Award one point if examinee responds that it is effective for Anderson to offer as a compromise the suggestion of going to a field grade Article 15 form of punishment in [12]. | 15 | 0 | 0 | 13 | 0 | 2 | 0 | 0 |
| 3b. Award ½ credit if examinee indicates only that Anderson suggested going to a field grade Article 15 type of punishment. | 15 | 0 | 0 | 13 | 2 | 0 | 0 | 0 |
| 4. Award one point if examinee responds that it is effective for Anderson not to let Stevenson put words in her mouth when Stevenson asks in [17] “And you can guarantee that this incident won’t be repeated?” | 15 | 0 | 0 | 15 | 0 | 0 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 14

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 1. Award one point if examinee responds that it is ineffective for Furillo to respond sarcastically in [10] to Taski’s question (“I gather you don’t?”). | 15 | 0 | 0 | 14 | 0 | 1 | 0 | 0 |
| 2a. Award one point if examinee responds that it is ineffective for Furillo to respond to Bowie’s comment by asking the closed-ended, rhetorical question in [12] “Why don’t you want to do that?” (i.e., use common sense). | 15 | 0 | 0 | 8 | 0 | 7 | 0 | 0 |
| 2b. Award one additional point if examinee indicates that this is ineffective because of their difference in rank. | 15 | 0 | 0 | 12 | 0 | 3 | 0 | 0 |
| 3a. Award one point if examinee responds that it is ineffective for Furillo to interrupt Bowie in [14] and [16]. | 15 | 0 | 0 | 13 | 0 | 2 | 0 | 0 |
| 3b. Award an extra ½ point if examinee specifically identifies both interruptions. | 15 | 0 | 0 | 15 | 0 | 0 | 0 | 0 |
| 4. Award one point if examinee responds that it is ineffective for Furillo to patronize Bowie in [16] (e.g., “it’s called leadership”). | 15 | 0 | 0 | 15 | 0 | 0 | 0 | 0 |
| 5. Award one point if examinee responds that it is ineffective for Furillo to ignore Bowie’s concern about the time in [18]. | 15 | 4 | 0 | 7 | 0 | 4 | 0 | 0 |
| 6. Award one point if examinee responds that it is effective for Furillo to stand up for Sergeant Smith as he does throughout this scenario. | 15 | 0 | 0 | 5 | 1 | 9 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 15

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 1a. Award one point if examinee responds that it is ineffective for Carson to solicit Beck’s reaction to his proposed changes to the physical training program for the unit. | 22 | 12 | 0 | 9 | 0 | 1 | 0 | 0 |
| 1b. Award one additional point if examinee indicates that this is ineffective because Carson is usurping Beck’s role as NCO for the unit. | 22 | 0 | 0 | 22 | 0 | 0 | 0 | 0 |
| 2a. Award one point if examinee responds that it is ineffective for Carson to attempt to appeal to Beck’s values (“I know you hold yourself to the highest standards”) in [11]. | 22 | 3 | 0 | 18 | 0 | 1 | 0 | 0 |
| 2b. Award one additional point if examinee indicates that this is ineffective because it is not Carson’s place to tell Beck to change the physical training program to begin with. | 22 | 0 | 0 | 22 | 0 | 0 | 0 | 0 |
| 3. Award one point if examinee responds that it is ineffective for Carson to shake his head in frustration in [13] when Beck disagrees with his position. | 22 | 0 | 0 | 22 | 0 | 0 | 0 | 0 |
| 4. Award one point if examinee responds that it is effective for Carson to listen to Beck and decide not to modify the physical training program after all in [17]. | 22 | 3 | 0 | 8 | 0 | 11 | 0 | 0 |
| 5. Award one point if examinee responds that it is ineffective for Carson ask Beck to go grab a beer in [19]. | 22 | 0 | 0 | 6 | 2 | 14 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 16

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 1a. Award one point if examinee responds that it is ineffective for McGuire to join in the good-natured kidding by saying he prefers the name “Pukester” for Lieutenant Schmidt. | 20 | 2 | 0 | 3 | 0 | 15 | 0 | 0 |
| 1b. Award one additional point if examinee indicates that this is ineffective because, by joining in the good natured kidding, McGuire will likely increase the amount of time it will take to regain control of the meeting as team leader. | 20 | 0 | 0 | 19 | 1 | 0 | 0 | 0 |
| 1c. Award one additional point if examinee indicates that by joining in the good-natured kidding, McGuire implicitly endorses it. | 20 | 0 | 0 | 17 | 0 | 3 | 0 | 0 |
| 2a. Award one point if examinee responds that it is ineffective for McGuire to say that Schmidt should have been able to fly around the storm after Schmidt suggests that they shouldn’t have taken off given the prevailing weather conditions. | 20 | 0 | 0 | 16 | 1 | 3 | 0 | 0 |
| 2b. Award one additional point if examinee indicates that, in doing this, McGuire inappropriately deflects the blame for the near-accident back to Schmidt. | 20 | 0 | 0 | 9 | 0 | 11 | 0 | 0 |
| 3a. Award one point if examinee responds that it is ineffective for McGuire to become irritated with, and verbally attack, Singer when Singer suggests that Schmidt may have a point. | 20 | 0 | 0 | 11 | 7 | 2 | 0 | 0 |
| 3b. Award one additional point if examinee indicates that McGuire’s harsh reaction to his crew members’ opinions makes it less likely that they will arrive at the true cause of the near-accident (and any future incidents) because it will have a chilling effect on crew members’ willingness to volunteer negative information. | 20 | 0 | 0 | 10 | 1 | 9 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 16 (Continued)

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|---|----|------|-----|----|----|-----|-----|-----|
| 4a. Award one point if examinee responds that it is ineffective for McGuire to ask Morrison for input in an angry, aggressive tone of voice [22]. | 20 | 0 | 0 | 14 | 2 | 4 | 0 | 0 |
| 4b. Award additional points if examinee indicates that the reason this is ineffective is that, by taking this tone with Morrison, McGuire makes it very unlikely that he would ever get Morrison's or Carson's true opinions, and (b) undermines Morrison's and Carson's respect for his leadership. [Award one point for (a) and one point for (b)]. | 20 | 0 | 0 | 19 | 0 | 1 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 17

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|---|----|------|-----|----|----|-----|-----|-----|
| 1. Award one point if examinee responds that it is ineffective for Williams to ignore Sexton and address only Garrett in [6], [13], and [20] after Sexton challenges his position. Award an additional ½ point for each additional instance (beyond a single instance) of this that examinee identifies. [Thus, maximum number of points would be 2.] | 21 | 3 | 0 | 17 | 1 | 0 | 0 | 0 |
| 2. Award one point if examinee responds that it is effective for Williams to link his proposed physical training program changes to Garrett’s primary initiatives for the unit (troop safety and unit cohesion) in [6]. | 21 | 0 | 0 | 15 | 1 | 5 | 0 | 0 |
| 3. Award one point if examinee responds that it is ineffective for Williams to attack Sexton’s own level of physical conditioning to help make his point in [11]. | 21 | 0 | 0 | 4 | 16 | 1 | 0 | 0 |
| 4. If an examinee indicates it is effective for Williams to indicate that he practices what he preaches by mentioning in [13] that he works hard on his own physical conditioning, deduct one point. | 21 | 1 | 0 | 20 | 0 | 0 | 0 | 0 |
| 5. Award one point if examinee responds that it is effective for Williams to refer to case studies where his approach has been tried successfully in [13] to support his point. | 21 | 0 | 0 | 15 | 5 | 1 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 18

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|---|----|------|-----|----|----|-----|-----|-----|
| 1a. Award one point if examinee responds that it is ineffective for Nelson to tell O'Shea that the previous physical training plan was so poorly designed that Nelson's new plan can't help but be an improvement in [9]. | 21 | 0 | 0 | 11 | 2 | 8 | 0 | 0 |
| 1b. Award one additional point if examinee indicates that this is ineffective because Nelson should sell his plan by virtue of its quality rather than by the previous plan's lack of quality. | 21 | 0 | 0 | 16 | 1 | 4 | 0 | 0 |
| 2. Award one point if examinee responds that it is ineffective for Nelson to cite his master's degree in exercise physiology in [15] in order to persuade O'Shea that the exercise machinery and equipment he's recommending acquiring are necessary. | 21 | 0 | 0 | 20 | 1 | 0 | 0 | 0 |
| 3a. Award one point if examinee responds that it is ineffective for Nelson to become overly deferential after he finds out that O'Shea wrote the previous physical training plan. | 21 | 1 | 1 | 14 | 2 | 3 | 0 | 0 |
| 3b. Award one additional point if examinee indicates that, because of becoming overly deferential, Nelson gives up far too easily on one of his recommendations in [23]. | 21 | 0 | 6 | 10 | 2 | 3 | 0 | 0 |
| 4. Award one point if examinee responds that it is effective for Nelson to defend his recommendation for adding an additional workout on Fridays by assertively referring to relevant studies in [25]. | 21 | 0 | 0 | 13 | 5 | 3 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 19

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 1a. ½ point each if examinee responds that it is ineffective for McNamara to say that he (a) has a lot of leadership potential in [10], (b) was never really mentally challenged until he got to West Point in [12], and expects to be a general some day in [12]. | 21 | 1 | 1 | 8 | 9 | 2 | 0 | 0 |
| 1b. Award one additional point if examinee indicates that these statements are ineffective because they will undermine his ability to fit into the new unit. | 21 | 0 | 0 | 21 | 0 | 0 | 0 | 0 |
| 2. Award one point if examinee responds that it is ineffective for McNamara to respond in a self-satisfied way (“that is right“ in [16]) when Presley indicates that he understands that McNamara’s specialties are terrain analysis and cartography. | 21 | 0 | 0 | 21 | 0 | 0 | 0 | 0 |
| 3a. Award one point if examinee responds that it is ineffective for McNamara to refer to Lieutenant Endicott by rank and last name rather than by first name in [18]. | 21 | 0 | 1 | 19 | 0 | 1 | 0 | 0 |
| 3b. Award one additional point if examinee indicates that this is ineffective because when Lieutenant Endicott suggested they interact on a first name basis in [1] and [3], McNamara agreed [2]. | 21 | 0 | 0 | 21 | 0 | 0 | 0 | 0 |
| 4a. Award one point if examinee responds that it is ineffective for McNamara to say “that’s important nuts-and-bolts stuff” in [20] when Endicott indicates that his specialty is “bridge builder.” | 21 | 3 | 0 | 14 | 1 | 3 | 0 | 0 |
| 4b. Award one additional point if examinee indicates that this is ineffective because McNamara is damning Endicott with faint praise (implying that Endicott’s and Presley’s specialty requires limited knowledge and skill relative to McNamara’s specialty). | 21 | 1 | 0 | 17 | 0 | 3 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 19 (Continued)

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|---|----|------|-----|----|----|-----|-----|-----|
| 5a. Award one point if examinee responds that it is ineffective for McNamara to indicate that so far everything seems pretty easy and that he probably won't have any problems with his work in the new unit in [22]. [Full credit for mentioning either of these.] | 21 | 0 | 0 | 5 | 2 | 14 | 0 | 0 |
| 5b. Award one additional point if examinee indicates that this is ineffective because, by saying this, McNamara is indirectly insulting Endicott and Presley by implying that the work is easier for him than it is for Endicott and Presley. | 21 | 0 | 0 | 21 | 0 | 0 | 0 | 0 |
| 6a. Award one point if examinee responds that it is ineffective for McNamara to respond as negatively as he does to Endicott and Presley's practical joke in [30] and [33]. | 21 | 5 | 0 | 10 | 2 | 4 | 0 | 0 |
| 6b. Award one additional point if examinee indicates that this is ineffective because it increases the likelihood that a similar practical joke will be played on him in the future. | 21 | 0 | 0 | 20 | 0 | 1 | 0 | 0 |
| 6c. Award one additional point if examinee indicates that this is ineffective because McNamara has, for the moment at least, failed Endicott and Presley's test of whether he can learn that his arrogance will not be looked upon favorably in this unit. | 21 | 0 | 0 | 21 | 0 | 0 | 0 | 0 |
| 7a. Award one point if examinee responds that it is effective for McNamara to ask if the unit ever holds any racquetball tournaments in [41]. | 21 | 0 | 0 | 12 | 3 | 6 | 0 | 0 |
| 7b. Award one additional point if examinee indicates that this is effective because by asking about racquetball tournaments, McNamara signals a willingness to try to fit in. | 21 | 0 | 0 | 15 | 2 | 4 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 20

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 1a. Award one point if examinee responds that it is effective for Martin to ask several open-ended questions about the officers with whom he will be working (e.g., in [11], [13], [15], [23], [25]). | 21 | 0 | 0 | 11 | 0 | 10 | 0 | 0 |
| 1b. Award one additional point if examinee indicates that this is effective because it will enable him to obtain information that will help him fit into the new unit. | 21 | 0 | 0 | 19 | 0 | 2 | 0 | 0 |
| 2a. Award one point if examinee responds that it is ineffective for Martin to indicate that he has heard positive things about Major Green, and that Major Green sounds like an impressive guy in [21] and [23]. [Full credit for mentioning either of these]. | 21 | 0 | 0 | 21 | 0 | 0 | 0 | 0 |
| 2b. Award one additional point if examinee indicates that this is ineffective because Sanderson’s responses reveal that he has had some sort of problem with Major Green. | 21 | 0 | 0 | 20 | 1 | 0 | 0 | 0 |
| 2c. Award one additional point if examinee indicates that this is ineffective because Martin gains nothing by making these positive comments about Major Green, but runs a risk that Sanderson will be less helpful and informative during the remainder of their meeting. | 21 | 0 | 0 | 21 | 0 | 0 | 0 | 0 |
| 3a. Award one point if examinee responds that it is ineffective for Martin to indicate that he will assign Sergeant Miller to conduct the demonstration of systems and software in [29]. | 21 | 4 | 0 | 13 | 0 | 4 | 0 | 0 |
| 3b. Award one additional point if examinee indicates that this is ineffective because Sanderson’s comments indicate that Miller will not be good with people, but that Ford would be. | 21 | 0 | 0 | 18 | 0 | 3 | 0 | 0 |
| 4a. Award one point if examinee responds that it is ineffective for Martin to persist in asking Sanderson for information about how to get into Colonel Mattson’s “good graces” [33] and [35]. | 21 | 0 | 0 | 2 | 4 | 15 | 0 | 0 |
| 4b. Award one additional point if examinee indicates that this is ineffective because Sanderson’s reactions to Anderson’s initial inquiries regarding Colonel Mattson in [32] and [34] have made it clear that Sanderson doesn’t want to play those kinds of politics. | 21 | 0 | 0 | 19 | 0 | 2 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 21

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|---|----|------|-----|----|----|-----|-----|-----|
| 1. Award one point if examinee responds that it is effective for Portman to soften his demeanor to take Gellico’s distraught state into account in [6]. | 21 | 0 | 0 | 16 | 2 | 3 | 0 | 0 |
| 2a. Award one point if examinee responds that it is ineffective for Portman to exhibit defensive body language in [8] after she reveals that the nature of the problem is sexual harassment. | 21 | 0 | 0 | 11 | 3 | 7 | 0 | 0 |
| 2b. Award one additional point if examinee indicates that this is ineffective because Portman’s negative body language makes him appear less accessible to and supportive of Gellico. | 21 | 0 | 0 | 15 | 1 | 5 | 0 | 0 |
| 3a. Award one point if examinee responds that it is ineffective for Portman to use language like “do you have any evidence to support your claim” [8] and “who exactly are you accusing” [10] after Gellico indicates she has been sexually harassed. [Either of these examples will earn full credit.] | 21 | 0 | 0 | 16 | 0 | 5 | 0 | 0 |
| 3b. Award one additional point if examinee indicates that this is ineffective because it introduces an adversarial element into the discussion that puts Gellico on the defensive. | 21 | 0 | 0 | 17 | 0 | 4 | 0 | 0 |
| 4. If an examinee indicates that it is ineffective for Portman to ask Gellico if she can be more specific as to the nature of the physical harassment she has been experiencing [18], deduct one point. | 21 | 2 | 0 | 19 | 0 | 0 | 0 | 0 |
| 5. Award one point if examinee responds that it is effective for Portman to assure Gellico that he will look into the matter very carefully. [22] | 21 | 0 | 0 | 9 | 1 | 11 | 0 | 0 |
| 6a. Award one point if examinee responds that it is effective for Portman to tell Gellico that she should use the mental discipline she’s been trained to display to help maintain her military bearing. [24] | 21 | 7 | 0 | 7 | 3 | 4 | 0 | 0 |
| 6b. Award one additional point if examinee indicates that one reason this is effective is because he is turning a highly negative situation into a training opportunity to reinforce Gellico’s self-discipline. | 21 | 2 | 0 | 19 | 0 | 0 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 22

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 1. Award one point if examinee responds that it is ineffective for Brady has to look through his materials to answer McDonnell's questions (e.g., in [5], [17], and [21]). | 14 | 0 | 0 | 0 | 0 | 14 | 0 | 0 |
| 2. Award one point if examinee responds that it is ineffective for Brady to give McDonnell such highly detailed instructions in [7] about how to coordinate the qualification training exercises (Brady is micromanaging McDonnell by going into this much detail). | 14 | 0 | 0 | 14 | 0 | 0 | 0 | 0 |
| 3a. Award one point if examinee responds that it is ineffective for Brady to tell Tomlinson not to worry about the change in procedure for the weapons qualification training in [11]. | 14 | 0 | 0 | 13 | 0 | 1 | 0 | 0 |
| 3b. Award additional points if examinee indicates that this is ineffective because Brady is communicating a lack of respect for Tomlinson by (a) being dismissive of his question, and (b) showing respect only to McDonnell. [Award one additional point for (a) and one additional point for (b)]. | 14 | 0 | 0 | 14 | 0 | 0 | 0 | 0 |
| 4. Deduct one point if examinee indicates that it is ineffective for Brady to indicate that he'd forgotten whether Tomlinson had the necessary instructor training for weapons qualifications. [15] | 14 | 2 | 0 | 12 | 0 | 0 | 0 | 0 |
| 5. Deduct one point if examinee indicates that it is ineffective for Brady to read in a fast, monotone voice in [17] and [21]. [Deduct a maximum of one point, even if examinee mentions that this happens in both [17] and [21]. | 14 | 1 | 0 | 13 | 0 | 0 | 0 | 0 |
| 6a. Award one point if examinee responds that it is ineffective for Brady to look frustrated and sigh in [23] when Tomlinson asks him if the simulator is safe. | 14 | 0 | 0 | 10 | 0 | 4 | 0 | 0 |
| 6b. Award one additional point if examinee indicates that this is ineffective because Brady is communicating lack of respect for Tomlinson by being dismissive of his concerns (since doing so implies that he asked a stupid question). | 14 | 0 | 0 | 13 | 0 | 1 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 22 (Continued)

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 7a. Award one point if examinee responds that it is ineffective for Brady to look at and address only McDonnell when indicating (a) he wants to try for 95% of personnel meeting individual qualification levels and that (b) “you’re the best there is” in [25] and [27]. | 14 | 0 | 1 | 12 | 1 | 0 | 0 | 0 |
| 7b. Award one additional point if examinee indicates that this is ineffective because Brady is again communicating a lack of respect for Tomlinson. | 14 | 0 | 0 | 14 | 0 | 0 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 23

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|---|---|------|-----|---|----|-----|-----|-----|
| 1. Award one point if examinee responds that it is ineffective for Harris not to respond to the meaning of Boston’s puzzled look during [7] by elaborating on the concept of “suicide contagion” as it relates to suicides in the military. | 7 | 1 | 0 | 3 | 1 | 2 | 0 | 0 |
| 2a. Award one point if examinee responds that it is ineffective for Harris to show irritation in [11] in response to a critical question from Johnson. | 7 | 0 | 0 | 6 | 0 | 1 | 0 | 0 |
| 2b. Award one additional point if examinee indicates that this is ineffective because it will tend to inhibit the flow of information and thereby impair Harris’ ability to communicate effectively. | 7 | 0 | 0 | 7 | 0 | 0 | 0 | 0 |
| 3. Award one point if examinee responds that it is ineffective for Harris to address only Sheldon and Boston in [13] in response to Johnson’s comment. | 7 | 0 | 0 | 6 | 0 | 1 | 0 | 0 |
| 4. Award one point if examinee responds that it is ineffective for Harris to turn Johnson’s response against him in [13] by pointing out that he (Johnson) is merely illustrating one of the points of Harris’ briefing. | 7 | 2 | 1 | 1 | 0 | 3 | 0 | 0 |
| 5. Award one point if examinee responds that it is ineffective for Harris not to offer to find out the answer to Green’s question in [17] regarding why senior NCOs are one of the highest at-risk groups for suicide in the Army. | 7 | 0 | 0 | 7 | 0 | 0 | 0 | 0 |
| 6. Award one point if examinee responds that it is ineffective for Harris to speculate on the answer to Boston’s question in 20] rather than offering to find out the answer. | 7 | 0 | 0 | 7 | 0 | 0 | 0 | 0 |
| 7. Deduct one point if examinee indicates that it is ineffective for Harris to respond to Sheldon’s question by reading verbatim from note cards in [23]. | 7 | 0 | 1 | 6 | 0 | 0 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 24

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|---|------|-----|---|----|-----|-----|-----|
| 1a. Award one point if examinee responds that it is effective for Lincoln to acknowledge that he is asking a lot of his people and that they are overdue for leave in [7]. [Full credit for identifying Lincoln’s acknowledgement of either of these things.] | 7 | 0 | 0 | 7 | 0 | 0 | 0 | 0 |
| 1b. Award one additional point if examinee indicates that this is effective because Lincoln will get more buy-in to the extent that his subordinates feel he understands the hardships that he is asking them to endure. | 7 | 0 | 0 | 7 | 0 | 0 | 0 | 0 |
| 2a. Award one point if examinee responds that it is effective for Lincoln to express empathy with how his people must be feeling when he says “I know” in [9]. | 7 | 0 | 0 | 7 | 0 | 0 | 0 | 0 |
| 2b. Award one additional point if examinee indicates that this is effective because (a) Lincoln will get more buy-in to the extent that his subordinates feel he understands the hardships that he is asking them to endure, and (b) expressing empathy is one way that Lincoln can demonstrate this understanding. [Full credit if examinee gets this basic idea across.] | 7 | 0 | 0 | 7 | 0 | 0 | 0 | 0 |
| 3a. Award one point if examinee responds that it is ineffective for Lincoln to attribute the need for the extra duty to a snafu caused by “some major” in [13]. | 7 | 0 | 0 | 1 | 1 | 5 | 0 | 0 |
| 3b. Award one additional point if examinee indicates that this is ineffective because it is inappropriate for Lincoln to undermine the command structure by placing the blame with a superior officer. | 7 | 0 | 0 | 6 | 0 | 1 | 0 | 0 |
| 4a. Award one point if examinee responds that it is effective for Lincoln to encourage his people to view the extra duty as an opportunity to demonstrate their potential for excellent performance in [17]. | 7 | 0 | 0 | 7 | 0 | 0 | 0 | 0 |
| 4b. Award one additional point if examinee indicates that this is effective because Lincoln reframes a bad situation as an opportunity. | 7 | 0 | 0 | 7 | 0 | 0 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 24 (Continued)

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|---|------|-----|---|----|-----|-----|-----|
| 5a. Award one point if examinee responds that it is effective for Lincoln to indicate that he will let the appropriate personnel know that the soldiers performed above and beyond the call of duty in [15]. | 7 | 0 | 0 | 5 | 1 | 1 | 0 | 0 |
| 5b. Award one additional point if examinee indicates that this is effective because it associates a reward (albeit an intangible one) with the extra duty. | 7 | 0 | 0 | 7 | 0 | 0 | 0 | 0 |
| 6a. Award one point if examinee responds that it is effective for Lincoln to tell Peters and Austin that the extra duty provides an opportunity for them to use what they've been trained to do when their country needs that training the most in [17]. | 7 | 0 | 0 | 7 | 0 | 0 | 0 | 0 |
| 6b. Award one additional point if examinee indicates that this is effective because Lincoln gives a feeling of specialness to the mission that infuses it with meaning. | 7 | 0 | 0 | 7 | 0 | 0 | 0 | 0 |
| 7a. Award one point if examinee responds that it is effective for Lincoln to indicate in [26] that he will participate in the extra duty and will experience the same hardships that his subordinates will, including marital strain. | 7 | 0 | 0 | 2 | 2 | 3 | 0 | 0 |
| 7b. Award one additional point if examinee indicates that this is effective because by demonstrating a willingness to share the burdens he is asking his subordinates to bear, Lincoln increases their buy-in. | 7 | 0 | 0 | 6 | 0 | 1 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 25

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|----|------|-----|----|----|-----|-----|-----|
| 1. Award one point if examinee responds that it is ineffective for Cheney to ask Dixon if there is a problem in an unemotional, non-empathetic tone of voice in [2]. | 14 | 0 | 0 | 14 | 0 | 0 | 0 | 0 |
| 2. If an examinee indicates it is ineffective for Cheney to get the number of years Dixon has been married wrong in [6], deduct one point. | 14 | 0 | 0 | 14 | 0 | 0 | 0 | 0 |
| 3a. Award one point if examinee responds that it is ineffective for Cheney to tell Dixon that this sort of thing has happened to other soldiers as well in [12]. | 14 | 0 | 0 | 11 | 1 | 2 | 0 | 0 |
| 3b. Award one additional point if examinee indicates that this is ineffective is because it minimizes what to Dixon is obviously a catastrophic event. | 14 | 0 | 0 | 13 | 0 | 1 | 0 | 0 |
| 4a. Award one point if examinee responds that it is ineffective for Cheney to tell Dixon to forget his wife in [14] and [16]. | 14 | 0 | 0 | 8 | 1 | 5 | 0 | 0 |
| 4b. Award one additional point if examinee indicates that this is ineffective is because Cheney’s advice for Dixon to forget his wife is insensitive and ill timed. Clearly, Dixon is not emotionally ready to even think about forgetting his wife. | 14 | 0 | 0 | 12 | 0 | 2 | 0 | 0 |
| 5a. Award one point if examinee responds that it is ineffective for Cheney to interrupt Dixon in [20]. | 14 | 0 | 0 | 14 | 0 | 0 | 0 | 0 |
| 5b. Award one additional point if examinee indicates that this is ineffective because Dixon needs to feel like he’s being listened to in this situation. | 14 | 0 | 0 | 14 | 0 | 0 | 0 | 0 |
| 6a. Award one point if examinee responds that it is ineffective for Cheney to tell Dixon that he shouldn’t “wallow in self-pity over this” in [20]. | 14 | 0 | 0 | 14 | 0 | 0 | 0 | 0 |
| 6b. Award one additional point if examinee indicates that this is ineffective because Dixon will need to go through a process of grieving his lost relationship, which will necessarily include a certain amount of self-pity. | 14 | 0 | 0 | 13 | 1 | 0 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 25 (Continued)

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|---|----|------|-----|----|----|-----|-----|-----|
| 7a. Award one point if examinee responds that it is ineffective for Cheney to adopt such a positive tone of voice in an effort to try and cheer Dixon up in [22]. | 14 | 0 | 0 | 13 | 1 | 0 | 0 | 0 |
| 7b. Award one additional point if examinee indicates that this is ineffective because Cheney’s positive tone is highly discordant with Dixon’s emotional state, and would therefore tend to alienate Dixon. | 14 | 0 | 0 | 14 | 0 | 0 | 0 | 0 |
| 8a. Award one point if examinee responds that it is ineffective for Cheney to state that Dixon’s emotional state is nothing more than a case of being “down in the dumps” in [22]. | 14 | 0 | 0 | 14 | 0 | 0 | 0 | 0 |
| 8b. Award one additional point if examinee indicates that this is ineffective because Cheney’s choice of words trivializes what for Dixon is obviously an emotional catastrophe. | 14 | 0 | 0 | 14 | 0 | 0 | 0 | 0 |
| 9a. Award one point if examinee responds that it is effective for Cheney to ask Dixon if he has good friends or family he can be with to provide comfort in [24], [28], and [30]. [Mentioning one instance is sufficient for full credit; no additional credit for mentioning additional instances.] | 14 | 1 | 0 | 4 | 4 | 5 | 0 | 0 |
| 9b. Award one additional point if examinee indicates that this is effective because linking Dixon up with a social support network is critical for (a) preventing mishaps that might occur because of his present emotional state, and (b) easing his psychological pain. [Full credit for mentioning the need for connection to a social support network in times of crisis. Award one additional point each for specifically mentioning (a) and (b)]. | 14 | 0 | 0 | 14 | 0 | 0 | 0 | 0 |
| 10a. Award one point if examinee responds that it is ineffective for Cheney to tell Dixon that he needs to be “more sociable” in [30]. | 14 | 0 | 0 | 10 | 0 | 4 | 0 | 0 |
| 10b. Award one additional point if examinee indicates that this is ineffective because it comes across as criticism, and this is not a time for criticism. | 14 | 0 | 0 | 14 | 0 | 0 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 25 (Continued)

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|---|----|------|-----|----|----|-----|-----|-----|
| 11a. Award one point if examinee responds that it is effective for Cheney to advise Dixon to speak to a lawyer to make sure Dixon knows his rights in [32] and [34]. | 14 | 1 | 0 | 6 | 1 | 6 | 0 | 0 |
| 11b. Award one additional point if examinee indicates that this is effective because advising Dixon to talk to a lawyer may prevent him from taking actions that he would later regret. | 14 | 0 | 0 | 14 | 0 | 0 | 0 | 0 |
| 12a. Award one point if examinee responds that it is ineffective for Cheney to allow Dixon to go to the firing range. | 14 | 0 | 0 | 2 | 0 | 12 | 0 | 0 |
| 12b. Award one additional point if examinee indicates that this is ineffective because Dixon should not be on the firing range in his present emotional state due to the fact that he may do harm to himself or others. | 14 | 0 | 0 | 6 | 0 | 8 | 0 | 0 |
| 13. Award one point if examinee responds that it is ineffective for Cheney not to remind Dixon that counseling services are available (e.g., counselor, chaplain) for soldiers with this type of problem. | 14 | 0 | 0 | 14 | 0 | 0 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 26

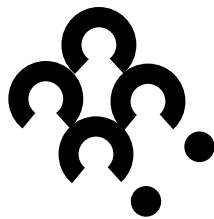
| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|---|------|-----|---|----|-----|-----|-----|
| 1a. Award one point if examinee responds that it is ineffective for North to chew out Mayday in [16], [18], [20], [22], and [24] for having had too much to drink. [No additional credit for mentioning each specific instance of chewing out Mayday.] | 8 | 3 | 0 | 4 | 0 | 1 | 0 | 0 |
| 1b. Award additional points if examinee indicates that this is ineffective because (a) it is not the right place (in public) or (b) time (when Mayday is drunk, and therefore not in a position to respond to North's lecture) for North to chew Mayday out for having had too much to drink. [Award one point for mentioning (a) and award one point for mentioning (b)]. | 8 | 0 | 0 | 2 | 1 | 5 | 0 | 0 |
| 2a. Award one point if examinee responds that it is effective for North to ask Sergeant Marrero in [26] to see Sergeant Mayday safely back to his barracks. | 8 | 0 | 0 | 3 | 1 | 4 | 0 | 0 |
| 2b. Award additional points if examinee indicates that this is effective because North prevents Schmidt from (a) making more of a scene and (b) getting into trouble on the way home. [Award one point for mentioning (a) and award one point for mentioning (b)]. | 8 | 0 | 0 | 8 | 0 | 0 | 0 | 0 |
| 3a. Award one point if examinee responds that it is ineffective for Drake to ask Peterson about her logistics report, and to indicate she would appreciate anything she could do to hurry it along in [28], [30], and [32]. [No additional credit for mentioning each specific instance.] | 8 | 0 | 0 | 7 | 0 | 1 | 0 | 0 |
| 3b. Award one additional point if examinee indicates that this is ineffective because (a) Drake should not talk shop at a social occasion and (b) should not pressure an NCO about an assignment at such an occasion. [Award one point for mentioning (a) and award one point for mentioning (b)]. | 8 | 0 | 0 | 5 | 0 | 3 | 0 | 0 |

Specific Scoring Instructions for SKT (Pilot Test Version): Scenario 26 (Continued)

| | N | -1.0 | -.5 | 0 | .5 | 1.0 | 1.5 | 2.0 |
|--|---|------|-----|---|----|-----|-----|-----|
| 4a. Award one point if examinee responds that it is ineffective for Drake to indicate that she's been having problems working with Colonel Snow lately in [34]. | 8 | 0 | 0 | 5 | 0 | 3 | 0 | 0 |
| 4b. Award one additional point if examinee indicates that this is ineffective because it is inappropriate for an officer to complain about her work situation to an NCO/subordinate. | 8 | 0 | 0 | 5 | 0 | 3 | 0 | 0 |
| 5. Award one point if examinee responds that it is ineffective for Drake to violate North's physical space by getting too close while talking to him in [39]. | 8 | 0 | 0 | 8 | 0 | 0 | 0 | 0 |

Appendix J
General Scoring Guidelines
for Social Knowledge Test

General Scoring Guidelines for Social Knowledge Test



General Scoring Guidelines for Social Knowledge Test

Description of Test

The test you will be scoring is a video-based social knowledge test (SKT) for United States Army junior commissioned officers (lieutenants and captains). The SKT presents 20 scenarios involving social interactions between junior commissioned officers and other military personnel (plus two sample scenarios for examinees to get used to the test). Each scenario has one or more **focal persons**. Focal persons are always junior commissioned officers, although the people with whom they interact range from enlisted personnel to colonels. The purpose of the SKT is to see if examinees are able to identify and describe both ineffective and effective social behaviors exhibited by the focal persons. The scorer's job is to review the examinees' descriptions of ineffective and effective social behaviors and compare them to the actual ineffective and effective social behaviors specified in the scoring instructions.

Prior to Scoring the Test

Before scoring any SKTs, familiarize yourself with the following materials:

The SKT. View the SKT in its entirety. Viewing the scenarios will provide useful context, will help you to better understand references made by examinees in their responses, and will generally help you make better informed scoring decisions.

SKT Instructions. Review the SKT instructions given to the examinees so you know how they were instructed to respond.

Scenario Script Booklet. Examinees are provided with a booklet containing the scripts spoken by the actors in the videotaped scenarios so they can refer to the written dialog when taking the SKT. Note that the dialog of the focal person(s) in each scenario is in italics. It is not necessary for you to read the script booklet in its entirety prior to scoring SKTs. You should, however, skim through the scripts for a few of the scenarios. Note that each paragraph in each scenario's script has been assigned a number. Examinees are instructed to refer to these script paragraph numbers to facilitate description of ineffective and effective social behaviors. As such, you will find it necessary to refer occasionally to the script booklet as you score the SKTs.

SKT Answer Sheets. Familiarize yourself with format of the answer sheets on which examinees write their responses. Examinees are each given a set of these at the beginning of the testing session. Examinees generally use one answer sheet for each scenario, but occasionally require a second sheet as well. Each answer sheet consists of two columns. Examinees are instructed to use the column on the left side of the page to describe ineffective social behaviors, and to use the column on the right side of the page to describe effective social behaviors. Note that each examinee's participant number (an arbitrarily assigned unique identifier) and the number of the scenario to which the responses relate are to be written in the upper right hand corner of each answer sheet.

Specific Scoring Instructions for Social Knowledge Test. This document serves as the “key” you will use to score the SKTs. Read it through in its entirety prior to scoring your first SKT. The Specific Scoring Instructions include four columns. The first column describes responses that should appear in the **Ineffective** portion of the answer sheet for a given scenario. The second column lists the number of points associated with each response. The third column describes responses that should appear in the **Effective** portion of the answer sheet. The fourth column lists the number of points associated with those responses. The first and third columns also include the script paragraph numbers in which the targeted behaviors occur and scoring notes (if applicable) relating to partial credit, point deductions, and other relevant scoring issues. For some scenarios, there are also supplemental scoring notes. Note that the scoring criteria are numbered within each scenario. Note also that some numbers are followed by the letter “a” or “b”. Scoring criteria consisting of numbers followed by the letter “a” are social behaviors. Scoring criteria consisting of numbers followed by the letter “b” are reasons that explain why those social behaviors are ineffective or effective. For example, a scoring criterion labeled “1a” would be a targeted social behavior and a scoring criterion labeled “1b” would be the reason why that behavior is ineffective or effective. In some cases, examinees are to be awarded additional points for identifying multiple social behaviors that are very closely related. In these cases, the number-letter combination associated with the scoring criterion is followed by another number. For example, if an examinee is to be awarded credit for identifying two closely related aspects of what a lieutenant does in a given scenario as being effective, those two aspects might be labeled “1a1” and “1a2”. Similarly, there is sometimes more than one reason why a given social behavior is ineffective or effective. Again, the number-letter combination associated with the scoring criterion is followed by another number to reflect this. For example, if an examinee is to receive credit for identifying two distinct reasons why a social behavior is effective, those two reasons might be labeled “1b1” and “1b2”.

Microsoft Excel Spreadsheet to Score SKT (“SKT Scoring.xls”). Use this spreadsheet to record scores for a given examinee on each SKT scoring criterion in the Specific Scoring Instructions. Once you have entered an examinee’s scores for all scoring criteria, this spreadsheet will automatically compute an overall SKT score for that examinee.

Scoring the Tests

The Basic Scoring Process. For each scenario, review the examinee’s responses against the social behaviors targeted as ineffective and effective for that scenario. Use the following process:

1. Begin with the first targeted behavior in the ineffective column. See if you can find that behavior among the behaviors that the examinee has listed as ineffective. If there is a match, assign the number of points associated with that response. Record this number of points in the “Score” column next to the scoring criterion number associated with this targeted behavior in “SKT Scoring.xls” (see above description of this Microsoft Excel file).
2. Repeat this process for each behavior in the ineffective column.
3. Repeat this process for each behavior in the effective column.

Sample Scenarios. There are two short sample scenarios that examinees review and respond to prior to beginning the SKT. These are very simple, and are designed to get the examinees used to the testing format and content. Do not score the examinees' responses to the sample scenarios. These are only intended for practice.

Deducting Points. Note that some responses result in points being deducted. There are four ways this can occur:

1. Examinee gives a response that requires a deduction of points according to the Specific Scoring Instructions for a given scenario.
2. Examinee indicates that a social behavior targeted as effective in the Specific Scoring Instructions is ineffective. If this occurs, deduct the same number of points as would have been awarded had the examinee indicated that the behavior was effective. For example, if a behavior worth one point should have appeared in the effective column, but instead appears in the ineffective column, you would deduct one point.
3. Examinee indicates that a social behavior targeted as ineffective in the Specific Scoring Instructions is effective. If this occurs, deduct the same number of points as would have been awarded had the examinee indicated that the behavior was ineffective. For example, if a behavior worth one point should have appeared in the ineffective column, but instead appears in the effective column, you would deduct one point.
4. Examinee gives a response that indicates that he or she was taken in by a "distracter." Distracters are social behaviors that may *seem* ineffective (or effective, as the case may be) to less astute examinees, but that in fact are not. Distracters are clearly indicated in the scoring columns of the Specific Scoring Instructions.

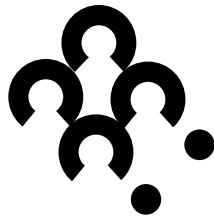
General Scoring Principles. Apply the following general principles when scoring the SKT:

1. Given the nature of the SKT, there is an unavoidable subjectivity inherent in the scoring process. The phrase "or words to that effect" should therefore be understood to follow each scoring criterion. Use your own judgment as to whether an examinee's response is close enough to deserve credit for a correct response and, if it is not, to determine how much, if any, partial credit should be awarded.
2. Do not award any points if an examinee provides a script paragraph number without any additional information. Script paragraph numbers should be used to facilitate or supplement descriptions of social behaviors. They should not be used as a substitute for such descriptions. It may be possible to give partial credit for a response that includes a minimum of information plus the script paragraph number, but responses should only receive full credit if there is sufficient detail to provide a reasonably good match to the targeted social behavior in the Specific Scoring Instructions.
3. Award half credit if a response matches the targeted behavior in general terms, but is not tied to a specific behavior or set of behaviors (either through words or script paragraph numbers).

4. As indicated above, many scoring criteria consist of two parts, where the first part (e.g., 1a) describes an ineffective or effective social behavior and the second part (e.g., 1b) provides an explanation as to why that behavior was ineffective or effective. It is possible, however, for an examinee to provide an explanation without providing much (if any) description of the behavior. In such cases, it will often be appropriate to give credit for the behavior (the “a” part of the scoring criterion) as well as the reason (the “b” part of the scoring criterion). If it seems reasonable to assume that the examinee would have to have observed the behavior in order to give the reason for its ineffectiveness or effectiveness, give the examinee credit for both parts of the scoring criterion (i.e., both “a” and “b”).
5. Some examinees may occasionally put a behavior in the wrong column (i.e., an ineffective behavior in the effective column, or vice versa). If they make some attempt to correct such mistakes (e.g., by drawing arrows), treat the response as though it were written in the correct column (e.g., if they wrote a behavior in the effective column, but then drew arrows from what they wrote to the ineffective column, score the response as if it had been written in the ineffective column).
6. Do not penalize examinees for poor writing quality. As long as the behaviors and concepts get communicated, give appropriate credit. We are not trying to measure verbal intelligence or writing skill. On the other hand, examinees must necessarily be penalized for lack of relevant detail where that is called for in the Specific Scoring Instructions.

Appendix K
Specific Scoring Instructions for SKT

Specific Scoring Instructions for Social Knowledge Test



Specific Scoring Instructions for Social Knowledge Test

| Scenario 1 Focal Character: Lieutenant Oliver Jones | | | |
|--|---------|--|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1. It is ineffective for Jones to criticize Diamond's performance in a public place. | +1 | 3. It is effective for Jones to give Diamond reasons why military bearing is important. [Paragraph 7] | +1 |
| 2. It is ineffective for Jones to belabor his point about Diamond's lapse in military bearing by pointing out how wrinkled Diamond's uniform is even after she has promised to correct the problem immediately. [Paragraph 9] <i>Scoring note:</i> Award full credit if examinee clearly indicates that Jones belabors his point about Diamond's lapse in military bearing, even if examinee doesn't specifically mention Jones' comment about Diamond's wrinkled uniform. | +1 | 4a. It is effective for Jones to comment positively on Diamond's performance (by saying that these lapses in military bearing are not worthy of her and divert attention away from her good work). [Paragraph 11] | +1 |
| | | 4b. The behavior described in 4a is effective because it will increase Diamond's acceptance of Jones' critical feedback by putting that feedback in the context of Diamond's overall positive performance | +1 |
| | | 5. It is effective for Jones to make a helpful/constructive suggestion to help Diamond address her problem. [Paragraph 13] | +1 |

| Scenario 2 Focal Character: Captain Ted Ewing | | | |
|---|---------|--------------------|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1. It is ineffective for Ewing to report in so much detail when briefing a busy senior officer. [Paragraph 3] | +1 | | |
| 2. It is ineffective for Ewing to rely so heavily on note cards. | +1 | | |
| 3. It is ineffective for Ewing to make so little eye contact with Clark. <i>Scoring note:</i> Award full credit for a response that clearly implies lack of eye contact, such as "spoke with head down." | +1 | | |
| 4. It is ineffective for Ewing to speak in a monotone. | +1 | | |
| 5. It is ineffective for Ewing to provide additional details after Clark has asked him for the bottom line in Paragraph 4. [Paragraphs 6, 7, and 9] | +1 | | |

| Scenario 3 Focal Character: Lieutenant Jane Brewster | | | |
|---|---------|--|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| <p>1. It is ineffective for Brewster to respond with frustration/anger when Lincoln refuses to help. [Paragraphs 15 and 19]</p> <p>Scoring notes: Award one point if examinee identifies this behavior in either Paragraph 15 or Paragraph 19.</p> <p>Responses such as “behaves immaturely” or “fails to stay in control of her emotions” should also be awarded full credit.</p> <p>Award full credit if examinee indicates that Brewster responds with frustration/anger when Lincoln refuses to help, but fails to mention the specific instances when this occurs (i.e., her behaviors in Paragraphs 15 and 19).</p> | +1 | <p>5. It is effective for Brewster to acknowledge that she is asking a lot of Lincoln. [Paragraph 11]</p> <p><i>Scoring note:</i> Do not award any points if examinee simply says that it was effective for Brewster to be professional or respectful.</p> | +1 |
| <p>2. If examinee identifies as ineffective Brewster’s frustrated/angry responses in both Paragraph 15 <i>and</i> Paragraph 19, award an additional ½ point.</p> | +½ | <p>6. It is effective for Brewster to indicate that she explored other available options before seeking help from Lincoln. [Paragraph 11]</p> | +1 |
| <p>3. It is ineffective for Brewster to threaten to go over Lincoln’s head to his CO if Lincoln refuses to help her. [Paragraph 21]</p> | +1 | <p>7. It is effective for Brewster to remind Lincoln that they both have the same mission and the same basic goals. [Paragraph 17]</p> | +1 |
| <p>4. It is ineffective for Brewster to threaten not to do favors for Lincoln in the future if Lincoln refuses to help her. [Paragraph 29]</p> | +1 | | |

| Scenario 4 Focal Character: Lieutenant Joe Furillo | | | |
|---|---------|---|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1. It is ineffective for Furillo to respond sarcastically to Taski's question ("I gather you don't?"). [Paragraph 10] | +1 | 6. It is effective for Furillo to stand up for Sergeant Smith as he does throughout the scenario. | +1 |
| 2a. It is ineffective for Furillo to respond to Bowie's comment in Paragraph 11 by asking the rhetorical question "Why don't you want to do that?" (i.e., use common sense). [Paragraph 12] | +1 | | |
| 2b. The behavior described in 2a is ineffective because of the difference in rank between Furillo and Bowie. <i>Scoring note:</i> No points should be awarded if examinee simply mentions the difference in rank, without clearly indicating that it is the reason why Furillo's response in 2a is ineffective. | +1 | | |
| 3. It is ineffective for Furillo to interrupt Bowie. [Paragraphs 14 and 16] Scoring notes: Award full credit if examinee identifies either instance of Furillo interrupting Bowie (i.e., the interruptions in either Paragraph 14 or Paragraph 16). Award no additional points if examinee identifies both instances of Furillo interrupting Bowie. | +1 | | |
| 4. It is ineffective for Furillo to talk down to Bowie (e.g., "it's called leadership"). [Paragraph 16] | +1 | | |
| 5. It is ineffective for Furillo to ignore Bowie's concern about the time ("I'd really like to get closure on this, sir") [Paragraph 18] <i>Scoring note:</i> Deduct one point if examinee says that it was effective for Furillo to push Bowie to resolve the issue then and there. | +1 | | |

| Scenario 5 Focal Character: Lieutenant Nancy Gallagher | | | |
|--|---------|--|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1. It is ineffective for Gallagher to place her hands on her hips (showing poor posture) while addressing her troops. [Paragraph 2] | +1 | 8. It is effective for Gallagher to do an on-the-spot correction of Wagner's comment (muttering "Christ"). [Paragraphs 4, 6, and 8] <i>Scoring note:</i> But note also 5a and 5b in the Ineffective column: Calling Wagner on his behavior is separate from disciplining him for it. Gallagher should have left the disciplining to Sergeant Lawrence. | +1 |
| 2a. It is ineffective for Gallagher to say she intends to get actively involved in training and counseling her troops. [Paragraph 2] | +1 | | |
| 2b. The behavior described in 2a is ineffective because Gallagher is taking over Sergeant Lawrence's role. | +1 | | |
| 3. It is ineffective for Gallagher to be so negative and critical in her evaluation of the unit's operational readiness (e.g., not fit to attack 90-year-old grandmothers). [Paragraph 2] | +1 | | |
| 4. It is ineffective for Gallagher to discuss Wagner's record in front of the troops. [Paragraph 8] | +1 | | |
| 5a. It is ineffective for Gallagher to tell Wagner to come by her office at 1600 to finish the conversation. [Paragraph 8] | +1 | | |
| 5b. The behavior described in 5a is ineffective because Gallagher should have left Wagner's discipline to Sergeant Lawrence. | +1 | | |

(table continues)

| Scenario 5 (continued) | | | |
|---|---------|--------------------|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 6. It is ineffective for Gallagher to attribute the unit's lack of operational readiness to Zander's poor leadership. [Paragraph 10] | +1 | | |
| 7. It is ineffective for Gallagher to criticize Sergeant Lawrence in front of the troops. [Paragraph 16] | +1 | | |

| Scenario 6 Focal Character: Lieutenant Wendy Clark | | | |
|--|--------------------|--------------------|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1. It is ineffective for Clark to ask Greenway if she could "be frustrated a little bit more quietly" (i.e., not bother her by whining about her problems). [Paragraph 4] | +1 | | |
| 2. It is ineffective for Clark not to offer to help Greenway after Greenway's complaints in Paragraphs 1 and 3. | +1 | | |
| 3. It is ineffective for Clark to ask Greenway if she has to use that particular spreadsheet software. [Paragraph 8] | -1 [Distracter] | | |
| 4. It is ineffective for Clark to tell Greenway to go and ask Sergeant Ferris for help. [Paragraph 10] | -1 [Distracter] | | |
| 5a. It is ineffective for Clark to agree to help Greenway in such a put upon tone of voice. [Paragraph 14] | +1 | | |
| 5b. The behavior described in 5a is ineffective because it makes it less likely that Clark will be sought out in the future for help that she is capable of providing (this will hurt the unit's effectiveness). | +1 | | |
| 6. It is ineffective for Clark to hand Greenway a thick manual instead of providing at least some explanation and guidance. [Paragraph 16] | +1 | | |

| Scenario 7 Focal Character: Captain Jack McGuire | | | |
|---|---------|--------------------|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1a. It is ineffective for McGuire to join in the good-natured kidding by saying he prefers the name "Pukester" for Lieutenant Schmidt. [Paragraph 7] | +1 | | |
| 1b1. The behavior described in 1a is ineffective because, by joining in the good-natured kidding, McGuire causes the meeting to lose its focus. | +1 | | |
| 1b2. The behavior described in 1a is ineffective because, by joining in the good-natured kidding, McGuire sends a message that this type of behavior is acceptable. | +1 | | |
| 2a. It is ineffective for McGuire to say that Schmidt should have been able to fly around the storm after Schmidt suggested that they shouldn't have taken off due to the prevailing weather conditions. [Paragraph 17] | +1 | | |
| 2b. The behavior described in 2a is ineffective because McGuire is inappropriately deflecting the blame for the near-accident back to Schmidt. | +1 | | |
| 3a. It is ineffective for McGuire to become defensive and verbally attack/belittle Singer when Singer suggests that Schmidt may have a point. [Paragraph 20] | +1 | | |
| 3b1. The behavior described in 3a is ineffective because McGuire's harsh reaction to Singer makes it less likely that they will arrive at the true cause of the near-accident (and any future incidents) because McGuire (and the other crewmembers present) will be less willing to volunteer important negative/critical information. | +1 | | |

(table continues)

| Scenario 7 (continued) | | | |
|--|---------|--------------------|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 3b2. The behavior described in 3a is ineffective because it will reduce McGuire's crew's respect for him as a leader. | +1 | | |
| 4a. It is ineffective for McGuire to ask Morrison for input in an angry, aggressive tone of voice. [Paragraph 22] | +1 | | |
| 4b1. The behavior described in 4a is ineffective because McGuire's angry, aggressive questioning of Morrison makes it less likely that Morrison will be willing to volunteer important negative/critical information. This, in turn, makes it less likely that they will arrive at the true cause of the near-accident (and any future incidents). | +1 | | |
| 4b2. The behavior described in 4a is ineffective because it will reduce McGuire's crew's respect for him as a leader. | +1 | | |

Supplemental Scoring Notes to Scenario 7:

3a and 4a are variations on the same theme. If examinee identifies both of these, award a total of 1.5 (rather than 2) points.

3b1 and 4b1 are essentially the same. If examinee identifies both of these, award a total of 1.5 (rather than 2) points.

3b2 and 4b2 are the same. If examinee identifies both of these, award a total of 1.5 (rather than 2) points.

Scenario 8
Focal Characters: Lieutenants George Ball, Sarah Marx, and John Woods

| Ineffective | | Effective | |
|---|--------------------|---|---------|
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1. It is ineffective for Ball to say to Marx that he supposes she will be going to a “chick flick” for some “cinematherapy”. [Paragraph 15] | -1 [Distracter] | 5. It is effective for Woods to react with empathy and concern to Marx’s statement that she recently broke off her engagement [Paragraph 27] | +1 |
| 2. It is ineffective for Woods to put his arm around Marx’s shoulder. [Paragraph 15] | -1 [Distracter] | | |
| 3. It is ineffective for Ball to make comments about Woods’ sexual prowess in front of Marx (“don’t tell me the days of being a stud are over; you were going through about one girl a week there for a while”) [Paragraph 22] | +1 | | |
| 4. It is ineffective for Ball to react with so little empathy or concern to Marx’s statement that she recently broke off her engagement. [Paragraph 26] | +1 | | |

| Scenario 9 Focal Character: Captain Jane Anderson | | | |
|--|---------|--|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1a. It is ineffective for Anderson to express frustration (by raising her voice and slapping the desktop) in response to Stevenson's attack. [Paragraph 12] | +1 | 2a. It is effective for Anderson to express agreement with Stevenson about (i) the seriousness of Private Knack's infraction and (ii) the need for some type of punishment. [Paragraph 8] Scoring notes: Award full credit if examinee identifies either (i) or (ii). Do not award any additional points if examinee identifies both (i) and (ii). | +1 |
| 1b1. The behavior described in 1a is ineffective because it will make Stevenson less receptive to Anderson's arguments. | +1 | 2b. The behavior described in 2a is effective because, by finding agreement on certain basic points before moving on to areas of disagreement, Anderson increases the likelihood of persuading Stevenson. | +1 |
| 1b2. The behavior described in 1a is ineffective because it is an inappropriate way to address a superior officer. | +1 | 3. It is effective for Anderson to offer as a compromise the idea of going to a field grade Article 15 form of punishment. [Paragraph 12] <i>Scoring note:</i> Award ½ point only if examinee simply indicates that Anderson suggested going to a field grade Article 15 type of punishment (i.e., if examinee doesn't mention the idea of offering a "compromise"). | +1 |
| | | 4. It is effective for Anderson not to let Stevenson put words in her mouth when Stevenson asks "And you can guarantee that this incident won't be repeated?" (Anderson says that her recommendation should have a strong deterrent effect; she doesn't promise that it will prevent all other incidents in the future). [Paragraph 18] | +1 |

| Scenario 10 Focal Character: Lieutenant Jack McNamara | | | |
|--|---------|--|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1a1. It is ineffective for McNamara to say that he has a lot of leadership potential. [Paragraph 10] | +1 | 6a. It is effective for McNamara to ask if the unit ever holds any racquetball tournaments. [Paragraph 41] | +1 |
| 1a2. It is ineffective for McNamara to say that he was never really mentally challenged until he got to West Point. [Paragraph 12] | +1 | 6b. The behavior described in 6a is effective because by asking about racquetball tournaments, McNamara signals a willingness to try and fit in. | +1 |
| 1a3. It is ineffective for McNamara to say that he expects to be a general some day. [Paragraph 12] | +1 | | |
| 1b. The behaviors described in 1a1-1a3 are ineffective because they are arrogant and will, therefore, undermine McNamara's ability to fit into the new unit. Scoring notes: Award full credit if examinee refers to any of the behaviors described in 1a1-1a3 when giving the reason why they are ineffective. Do not award any additional points if examinee lists this reason separately for more than one of the behaviors described in 1a1-1a3. Award ½ point only if examinee simply indicates that the behaviors described in 1a1-1a3 are arrogant, without linking McNamara's arrogance to the undermining of his ability to fit into the new unit. | +1 | | |
| 2a. It is ineffective for McNamara to refer to Lieutenant Endicott by rank and last name rather than by first name. [Paragraph 18] | +1 | | |
| 2b. The behavior described in 2a is ineffective because McNamara agreed when Lieutenant Endicott suggested that they interact on a first name basis. | +1 | | |

(table continues)

| Scenario 10 (continued) | | | |
|--|---------|--------------------|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 3a. It is ineffective for McNamara to say, "that's important nuts-and-bolts stuff" when Endicott indicates that his specialty is "bridge builder." [Paragraph 20] | +1 | | |
| 3b. The behavior described in 3a is ineffective because McNamara is damning Endicott with faint praise. That is, this is not really a compliment because it implies that Endicott and Presley's specialty requires less knowledge and skill than McNamara's specialty. | +1 | | |
| 4a. It is ineffective for McNamara to indicate that he doesn't anticipate needing help because everything has seemed pretty easy so far. [Paragraph 22] | +1 | | |
| 4b. The behavior described in 4a is ineffective because McNamara is indirectly insulting Endicott and Presley by implying that the work is easier for him than it is for them. | +1 | | |
| 5a. It is ineffective for McNamara to react as negatively as he does to the practical joke (hot sauce on his burger). [Paragraphs 30 and 33] <i>Scoring note:</i> Deduct one point if examinee says that McNamara handled the practical joke well. | +1 | | |
| 5b1. The behavior described in 5a is ineffective because it increases the likelihood that a similar practical joke will be played on McNamara in the future. | +1 | | |

(table continues)

| Scenario 10 (continued) | | | |
|---|---------|--------------------|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 5b2. The behavior described in 5a is ineffective because it sends a message to Endicott and Presley that McNamara has not taken their hint that his arrogance will not be looked upon favorably in this unit. | +1 | | |

Supplemental Scoring Note to Scenario 10:

1a1-1a3 are variations on the same theme. If examinee identifies two of these, award a total of 1.5 points. However, do not award any additional points if examinee identifies all three (rather than two) of these.

| Scenario 11 Focal Character: Lieutenant Tom Portman | | | |
|--|---------|---|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| <p>1a. It is ineffective for Portman to exhibit defensive body language (e.g., he crosses his arms) after Gellico reveals that the nature of her problem is sexual harassment. [Paragraph 8]</p> | +1 | <p>4. It is effective for Portman to realize that Gellico is upset about something and to change his behavior accordingly (e.g., he softens his tone of voice, he indicates that she seems to have "something important on her mind"). [Paragraph 6]</p> <p>Scoring notes:</p> <p>To receive full credit, examinee must indicate that Portman picks up on Gellico's distraught state of mind and then link that realization to either (i) Portman's softening his tone of voice, or (ii) Portman's indicating that Gellico has something important on her mind (or both).</p> <p>Award ½ point if examinee simply indicates that it is effective for Portman to say that Gellico seems to have something important on her mind.</p> <p>Award ½ point if examinee simply indicates that it is effective for Portman to soften his tone of voice.</p> <p>Award ¾ points if examinee simply indicates that Portman both softens his tone of voice and says that Gellico seems to have something important on her mind.</p> | +1 |
| <p>1b. The behavior described in 1a is ineffective because Portman's defensive body language makes him appear less approachable and less supportive of Gellico.</p> | +1 | <p>5. It is effective for Portman to assure Gellico that he will look into the matter very carefully. [Paragraph 22]</p> | +1 |

(table continues)

| Scenario 11 (continued) | | | |
|--|--------------------|--------------------|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| <p>2a. It is ineffective for Portman to use the following non-supportive language after Gellico indicates she has been sexually harassed: (i) “do you have any evidence to support your claim?” and (ii) “who exactly are you accusing?”).</p> <p>[Paragraphs 8 and 10]</p> <p>Scoring notes:</p> <p>Award full credit for mentioning either (i) or (ii).</p> <p>Award no additional points for identifying both (i) and (ii).</p> | +1 | | |
| <p>2b. The behavior described in 2a is ineffective because it makes it sound like Portman doesn't believe Gellico.</p> | +1 | | |
| <p>3. Examinee indicates that it is ineffective for Portman to ask Gellico if she can be more specific as to the nature of the physical harassment she has been experiencing.</p> <p>[Paragraph 18].</p> | -1 [Distracter] | | |

Scenario 12
Focal Character: Captain Lance Edwards

| Ineffective | | Effective | |
|--|---------|---|---------|
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1a. It is ineffective for Edwards to tell Smith that his performance review is just a formality. [Paragraph 1] | +1 | 5a. It is effective for Edwards to ask Smith how he sees his own performance. [Paragraph 3] | +1 |
| 1b. The behavior described in 1a is ineffective because Edwards is sending the message that Smith has nothing to improve on. <i>Scoring note:</i> Award full credit if examinee indicates that Edwards is sending this message to Smith, even if he/she does not specifically link it to the behavior described in 1a. However, do not award points for responses such as "Edwards is feeding Smith's ego." | +1 | 5b1. The behavior described in 5a is effective because it gives Smith an opportunity to participate actively in his own performance evaluation. | +1 |
| 2. It is ineffective for Edwards to make the sarcastic comment that Smith certainly doesn't have any problem with self-confidence. [Paragraph 5] | +1 | 5b2. The behavior described in 5a is effective because it gives Smith an opportunity to mention relevant information of which Edwards may be unaware. | +1 |
| 3. It is ineffective for Edwards to say to Smith that he doesn't see any reason to bring up criticisms of Smith's performance. [Paragraph 11] | +1 | 6. It is effective for Edwards to give examples of Smith's good performance. [Paragraphs 7 and 9] | +1 |
| 4. It is ineffective for Edwards not to mention Smith's arrogant attitude as a developmental need during the evaluation. <i>Scoring note:</i> Don't award points for responses such as "Edwards is feeding Smith's ego." | +1 | 7a. It is effective for Edwards to ask Smith if he has any questions. [Paragraph 17] | +1 |
| | | 7b. The behavior described in 7a is effective because it will help ensure that any problems or <i>concerns</i> that Smith has are addressed. | +1 |

| Scenario 13 Focal Characters: Lieutenants Kathleen Drake and Leonard North | | | |
|---|---------|---|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1a. It is ineffective for North to chew out Mayday for having had too much to drink. [Paragraphs 16, 18, 20, 22, and 24] | +1 | 5a. It is effective for North to ask Sergeant Marrera to see Sergeant Mayday safely back to his barracks. [Paragraph 26] | +1 |
| 1b1. The behavior described in 1a is ineffective because it is should not be done in public/in front of coworkers. Scoring notes: Award full credit if examinee mentions the inappropriateness of doing this either (i) in public, or (ii) in front of coworkers. No additional credit should be awarded for mentioning both (i) and (ii). | +1 | 5b1. The behavior described in 5a is effective because North is preventing Mayday from displaying additional drunken behavior in public. | +1 |
| 1b2. The behavior described in 1a is ineffective because Mayday is drunk, and therefore not in a position to respond to (or perhaps even remember!) North's lecture. | +1 | 5b2. The behavior described in 5a is effective because North is preventing Mayday from possibly getting into trouble on the way back to his barracks. | +1 |
| 2a1. It is ineffective for Drake to (i) ask Peterson about her logistics report, and (ii) indicate she would appreciate anything Peterson could do to hurry it along. [Paragraphs 28, 30, and 32] <i>Scoring note:</i> Award full credit if examinee mentions either (i) or (ii). | +1 | | |
| 2a2. Award an additional ½ point if examinee mentions both (i) and (ii) from 2a1. | +½ | | |
| 2b1. The behavior described in 2a is ineffective because Drake should not talk shop at a social occasion. | +1 | | |
| 2b2. The behavior described in 2a is ineffective because Drake should not pressure an NCO about an assignment at a social occasion. | +1 | | |

(table continues)

| Scenario 13 (continued) | | | |
|--|---------|--------------------|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 3a. It is ineffective for Drake to indicate that she has been having problems working with Colonel Snow lately. [Paragraph 34] | +1 | | |
| 3b. The behavior described in 3a is ineffective because it is inappropriate for an officer to complain about her work situation to an NCO. | +1 | | |
| 4. It is ineffective for Drake to violate North's physical space by getting too close while talking to him. [Paragraph 39] | +1 | | |

| Scenario 14 Focal Character: Lieutenant Jack Porter | | | |
|--|---------|--|--------------------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1a. It is ineffective for Porter to fail to make consistent eye contact with Leonard. | +1 | 7. It is effective for Porter to say that he respects Leonard because "at least you know there's a problem and it does sound like you're working on it." [Paragraph 15] | -1 [Distracter] |
| 1b. The behavior described in 1a is ineffective because it undermines the apparent sincerity of Porter's apology. | +1 | 8. It is effective for Porter to say he is willing to look at Leonard's training plan. [Paragraph 17] | +1 |
| 2a. It is ineffective for Porter to use the following language in Paragraph 5: (i) he only "guesses" that he wants to apologize, (ii) he says, "if it was upsetting you," and (iii) he indicates he believes that things have "gotten blown out of proportion". Scoring notes: 1. Award full credit if examinee identifies any of the behaviors described in (i)-(iii). 2. Award no additional points if examinee identifies more than one of the behaviors described in (i)-(iii). | +1 | | |
| 2b. The behaviors described in 2a are ineffective because they indicate that Porter's heart is not really in the apology; that is, the apology comes across as insincere. | +1 | | |
| 3a. It is ineffective for Porter to indicate that he has "work to catch up on" when Leonard asks if they can discuss the reason for Porter's disparaging remarks. [Paragraph 7] <i>Scoring note:</i> No points should be awarded for responses such as "Porter didn't appear to want to give specific feedback in response to Leonard's request." | +1 | | |

(table continues)

| Scenario 14 (continued) | | | |
|---|---------|--------------------|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 3b. The behavior described in 3a is ineffective because it communicates to Leonard that Porter considers this apology to be a low priority. | +1 | | |
| 4a. It is ineffective for Porter: (i) to tell Leonard not to be so sensitive, and (ii) to suggest that if he (Leonard) can't stand up to criticism, he "shouldn't be wearing that uniform". [Paragraph 11] Scoring notes: 1. Award full credit for mentioning either (i) or (ii). 2. Award no additional points if examinee mentions both (i) and (ii). | +1 | | |
| 4b. The behaviors described in 5a are ineffective because, by renewing his attack on Leonard, Porter largely nullifies his apology. | +1 | | |
| 5a. It is ineffective for Porter to look at his watch while Leonard is talking. | +1 | | |
| 5b1. The behavior described in 5a is ineffective because it indicates that Porter wishes to be elsewhere. | +1 | | |
| 5b2. The behavior described in 5a is ineffective because it shows a lack of respect for Leonard. | +1 | | |
| 6a. It is ineffective for Porter to spread malicious gossip about Lieutenant Pitts. [Paragraph 15] | +1 | | |
| 6b. The behavior described in 6a is ineffective because Porter is repeating the behavior for which he was apologizing to Leonard in the first place. | +1 | | |

| Scenario 15 Focal Character: Lieutenant Harry Melville | | | |
|--|---------|--|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1a. It is ineffective for Melville to suggest to Mailer that they simply “go home” and “forget about it”. [Paragraph 8] | +1 | 7a. It is effective for Melville to ask Mailer nicely to sit down so they can discuss the situation calmly. [Paragraphs 12, 14, and 16] | +1 |
| 1b. The behavior described in 1a is ineffective because Melville is avoiding the conflict. | +1 | 7b. The behavior described in 7a is effective because it should make Mailer more receptive to Melville’s attempts to resolve the conflict and provide constructive feedback. <i>Scoring note:</i> Award full credit if examinee refers to either resolving the conflict or providing constructive feedback. | +1 |
| 2a. It is ineffective for Melville to suggest to Mailer that Mailer will feel better after he’s eaten. [Paragraph 8] | +1 | 8a. It is effective for Melville to compliment Mailer in addition to criticizing him (“you’re one of the brightest guys I know;” “there’s no reason why somebody with that kind of intelligence should be turning in work like that”). [Paragraph 12] | +1 |
| 2b. The behavior described in 2b is ineffective because Melville is minimizing Mailer’s concerns. | +1 | 8b. The behavior described in 8a is effective because it should make Mailer more receptive to Melville’s attempts to resolve the conflict and provide constructive feedback. <i>Scoring note:</i> Award full credit if examinee refers to either resolving the conflict or providing constructive feedback. | +1 |
| 3a. It is ineffective for Melville to angrily accuse Mailer of (i) wanting special treatment, and (ii) “acting like a two-year-old.” [Paragraph 10] Scoring notes: 1. Award full credit if examinee refers to either (i) or (ii). 2. Award no additional points for identifying both (i) and (ii). | +1 | 9. It is effective for Melville to tell Mailer he’s going to stick to his decision because he is Mailer’s friend. [Paragraph 22] <i>Scoring note:</i> No points should be awarded if examinee simply says that Mailer sticks to his decision. | +1 |

(table continues)

| Scenario 15 (continued) | | | |
|---|---------|---|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 3b. The behavior described in 3a is ineffective because Melville's expression of anger will escalate rather than resolve the conflict. | +1 | 10. It is effective for Melville not to let the fact that he and Mailer are friends influence his decision to make Mailer do the additional work. | +1 |
| 4a. It is ineffective for Melville to comment sarcastically that Mailer is "all mouth". [Paragraph 16] | +1 | | |
| 4b. The behavior described in 4a is ineffective because it will only serve to escalate the conflict. <i>Scoring note:</i> Award full credit if, rather than indicating that the behavior in 4a will escalate the conflict, examinee indicates that it will make it more difficult for Melville to deliver effective feedback to Mailer. | +1 | | |
| 5a. It is ineffective for Melville to call Mailer "lazy". [Paragraph 18] | +1 | | |
| 5b. The behavior described in 5a is ineffective because it will escalate the conflict by making Mailer defensive. Scoring notes: 1. Award full credit if examinee mentions either (i) escalating the conflict, or (ii) making Mailer defensive. 2. Award full credit if, rather than indicating that the behavior in 5a will escalate the conflict, examinee indicates that it will make it more difficult for Melville to deliver effective feedback to Mailer. | +1 | | |

(table continues)

| Scenario 15 (continued) | | | |
|--|---------|--------------------|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| <p>6a. It is ineffective for Melville to talk down to Mailer (Melville paces back and forth in front of Mailer while lecturing Mailer about his poor performance).</p> <p>[Paragraph 18]</p> <p>Scoring notes:</p> <ol style="list-style-type: none"> 1. Award full credit for mentioning either (i) that Melville talks down to Mailer, or (ii) that he lectures Mailer about his poor performance. 2. Award half credit if examinee only mentions that Melville paces back and forth in front of Mailer, without communicating the idea of talking down to, or lecturing, him. | +1 | | |
| <p>6b1. The behavior described in 6a is ineffective because it reinforces Mailer's perception that Melville (i) is on an ego trip, and (ii) thinks he is superior to Mailer.</p> <p>Scoring notes:</p> <p>Award full credit for mentioning either (i) or (ii).</p> | +1 | | |
| <p>6b2. Award an additional ½ point if examinee mentions both (i) and (ii) from 6b1.</p> | | | |

Supplemental Scoring Notes for Scenario 15:

3b, 4b, and 5b are essentially the same. If examinee identifies two of these, award a total of 1.5 points. However, do not award any additional points if examinee identifies all three (rather than 2) of these.

Similarly, 7b and 8b are the same. If examinee identifies both of these, award a total of 1.5 points.

| Scenario 16 Focal Character: Captain Ted Nelson | | | |
|--|---------|--|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1a. It is ineffective for Nelson to tell O'Shea that the previous physical training plan was so poorly designed that Nelson's new plan can't help but be an improvement. [Paragraph 9] | +1 | 5. It is effective for Nelson to defend his recommendation for adding an additional workout on Fridays by assertively referring to relevant studies. [Paragraph 25] | +1 |
| 1b. The behavior described in 1a is ineffective because Nelson should sell his plan by virtue of its quality rather than by the previous plan's lack of quality. | +1 | | |
| 2. It is ineffective for Nelson to interrupt O'Shea. [Paragraph 15] | +1 | | |
| 3. It is ineffective for Nelson to cite his master's degree in exercise physiology in order to persuade O'Shea that the exercise equipment he is recommending is necessary. [Paragraph 15] | +1 | | |
| 4a1. It is ineffective for Nelson to become overly deferential in Paragraphs 21 ("I'll go along with whatever you feel is best") and 23 ("...you probably know the personnel here better than I do") after he finds out that O'Shea wrote the previous physical training plan. [Paragraphs 21 and 23] Scoring notes: 1. Award full credit if examinee mentions either of these two instances of overly deferential behavior. 2. Examinee must mention the idea of that Nelson became overly deferential to get credit. 3. Examinee must link Nelson's overly deferential behavior to his discovery that O'Shea wrote the previous plan to get credit. | +1 | | |

(table continues)

| Scenario 16 (continued) | | | |
|---|---------|--------------------|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 4a2. Award an extra ½ point if examinee identifies both instances of Nelson's overly deferential behavior (i.e., those in both Paragraphs 21 and 23). | +½ | | |

| Scenario 17 Focal Character: Captain Kevin Smith | | | |
|---|---------|---|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1. It is ineffective for Smith to utter the word "clueless". [Paragraph 13] | +1 | 5a. It is effective for Smith to calm Bradley and Stephens down. [Paragraph 6] | +1 |
| 2a. It is ineffective for Smith to say "True or false?" [Paragraphs 15 and 17] Scoring notes: 1. Award full credit for identifying either instance where Smith says this (i.e., in Paragraph 13 or 17). 2. Award no additional points for identifying both instances. | +1 | 5b. The behavior described in 6a is effective because calming Bradley and Stephens down makes it more likely that the conflict between them can be successfully resolved. | +1 |
| 2b1. The behavior described in 2a is ineffective because Smith's questions are asked in a closed-ended manner that will prevent him from obtaining useful information from Bradley. | +1 | 6a. It is effective for Smith to ask Bradley and Stephens to each tell their side of the story, one at a time. [Paragraphs 6 and 8] | +1 |
| 2b2. The behavior described in 2a is ineffective because Smith's style of questioning makes it unlikely that Bradley will buy into Smith's proposed solution. | +1 | 6b. The behavior described in 7a is effective because it will help Smith get information from both Bradley and Stephens, which will increase the likelihood of successfully resolving the conflict. | +1 |
| 3. It is ineffective for Smith to interrupt Bradley. [Paragraphs 15 and 17] Scoring notes: 1. Award full credit for identifying either instance where Smith interrupts Bradley (i.e., in Paragraph 15 or 17). 2. Award no additional points for identifying both instances. | +1 | 7a. It is effective for Smith to ask Bradley and Stephens for possible solutions to their problem. [Paragraph 10] | +1 |

(table continues)

| Scenario 17 (continued) | | | |
|---|---------|--|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| <p>4. It is ineffective for Smith to appear to be taking Stephens' side over Bradley's in the latter part of the scenario.</p> <p>[Paragraphs 13, 15, 17, 19, and 21]</p> <p><i>Scoring note:</i> Deduct a point if examinee says that Smith does not take sides.</p> | +1 | <p>7b. The behavior described in 8a is effective because it increases the likelihood that both Bradley and Stephens will accept the solution.</p> | +1 |
| | | <p>8a. It is effective for Smith to remind Bradley and Stephens that they are both soldiers in the US Army and are, therefore, on the same team.</p> <p>[Paragraph 13]</p> | +1 |
| | | <p>8b. The behavior described in 9a is effective because Smith is focusing the sergeants' attention on what they have in common, rather than on what divides them.</p> | +1 |

| Scenario 18 Focal Character: Captain Carl Martin | | | |
|--|---------|--|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| <p>1a. It is ineffective for Martin to indicate that (i) he has heard positive things about Major Green, and that (ii) Major Green sounds like an impressive guy.</p> <p>[Paragraphs 21 and 23]</p> <p>Scoring notes:</p> <ol style="list-style-type: none"> 1. Award full credit for mentioning either (i) or (ii). 2. Do not award additional points for mentioning both (i) and (ii). | +1 | <p>4a. It is effective for Martin to ask several open-ended questions about the people with whom he will be working (e.g., "What can you tell me about Sergeant Miller?")</p> <p>[Paragraphs 11, 13, 15, 23, and 25]</p> <p>Scoring notes:</p> <ol style="list-style-type: none"> 1. To get credit, examinee must get across the idea that Martin asks open-ended questions, although it is not necessary for examinee to use that specific term. 2. Do not award any additional points for identifying multiple instances of specific open-ended questions asked by Martin. | +1 |
| <p>1b1. The behavior described in 1a is ineffective because it shows that Martin hasn't picked up on the fact Sanderson's responses reveal that he has had some sort of problem with Major Green.</p> | +1 | <p>4b. The behavior described in 4a is effective because it will enable Martin to obtain information that will help him fit into his new role/unit.</p> | +1 |
| <p>1b2. The behavior described in 1a is ineffective because Martin runs a risk that Sanderson will be less helpful and informative during the remainder of their meeting.</p> | +1 | | |
| <p>2a. It is ineffective for Martin to indicate that he will have Sergeant Miller conduct the demonstration of systems and software.</p> <p>[Paragraph 29]</p> | +1 | | |
| <p>2b. The behavior described in 2a is ineffective because Sanderson's comments indicate that Ford would do a much better job conducting the demonstration than Miller would. Sanderson described Miller as a "techie" who is not good with people in Paragraph 24.</p> | +1 | | |

(table continues)

| Scenario 18 (continued) | | | |
|--|---------|--------------------|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 3a. It is ineffective for Martin to persist in asking Sanderson for information about how to get into Lieutenant Colonel Mattson's "good graces". [Paragraphs 33 and 35] | +1 | | |
| 3b. The behavior described in 3a is ineffective because it reveals that Martin has failed to understand from Sanderson's responses in Paragraphs 32 and 34 that Sanderson doesn't want to answer those kinds of questions or play those kinds of politics. | +1 | | |

| Scenario 19 Focal Character: Lieutenant Fran Nicholson | | | |
|---|---------|--|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1a. It is ineffective for Nicholson to reveal the name of the individual (Sergeant Schmidlap) who was the subject of the story she told. [Paragraph 27] | +1 | 4a. It is effective for Nicholson to ask Hughes if she "knows why she's here". [Paragraph 5] | +1 |
| 1b. The behavior described in 1a is ineffective because betraying a confidence in this manner might lead Hughes to believe that any confidential information she volunteers could also be passed on. | +1 | 4b. The behavior described in 4a is effective because it seeks to make Hughes a partner in the performance counseling process (rather than making it a one-way process). | +1 |
| 2. It is ineffective for Nicholson to ask Hughes whether her sex life has been affected by her marital/financial problems. [Paragraph 39] | +1 | 5a. It is effective for Nicholson to ask Hughes what her take on the situation is. [Paragraph 11] | +1 |
| 3. It is ineffective for Nicholson not to be more directive in telling Hughes what specific steps she wants her to take to address her performance problems (e.g., she should have provided Hughes with more specific information about available marriage counseling resources). <i>Scoring note:</i> Deduct a point if examinee says that it was effective for Nicholson simply to suggest counseling. This response is not specific enough. | +1 | 5b. The behavior described in 5a is effective because it seeks to make Hughes a partner in the performance counseling process (rather than making it a one-way process). | +1 |
| | | 6a. It is effective for Nicholson to ask Hughes if she agrees with her sergeant's assessment of her. [Paragraph 13] | +1 |
| | | 6b. The behavior described in 6a is effective because it seeks to make Hughes a partner in the performance counseling process (rather than making it a one-way process). | +1 |

(table continues)

| Scenario 19 (continued) | | | |
|-------------------------|---------|---|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| | | <p>7a. It is effective for Nicholson to ask Hughes a series of pointed, open-ended questions throughout the session (e.g., "What's your take on the situation?" "What have you done to try and address the situation?" "Is everything OK at home?")</p> <p>Scoring notes:</p> <ol style="list-style-type: none"> 1. Award full credit if examinee gets this idea across in general terms. For example, it is not necessary for examinee to use the phrase "open-ended questions." 2. However, no credit should be awarded if examinee simply lists one or more open-ended questions, without communicating the idea that open-ended questioning is effective in this situation. | +1 |
| | | <p>7b. The behavior described in 7a is effective because it will help elicit the information necessary for Nicholson to counsel Hughes effectively.</p> | +1 |
| | | <p>8. It is effective for Nicholson to correctly interpret Hughes' defensiveness about her personal life as indicating that her home life is the source of the problem. This led Nicholson to tell the story about Sergeant Schmidlap to try and get Hughes to open up (see 9a, below).</p> <p>[Paragraph 23]</p> | +1 |
| | | <p>9a. It is effective for Nicholson to tell the story about the other soldier (Sergeant Schmidlap) who had a problem similar to Hughes' and was able to work through it successfully.</p> <p>[Paragraphs 23 and 25]</p> | +1 |

(table continues)

| Scenario 19 (continued) | | | |
|-------------------------|---------|---|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| | | 9b. The behavior described in 9a is effective because telling the story gets Hughes to open up about her problem to Nicholson | +1 |

Supplemental Scoring Notes to Scenario 19:

4a, 5a, and 6a are variations on the same theme. If examinee identifies two or these, award a total of 1.5 points. If examinee identifies all three of these, award a total of 2 points.

4b, 5b, and 6b are the same. If examinee identifies two of these, award a total of 1.5 points. However, do not award any additional points if examinee identifies all three (rather than two) of these.

| Scenario 20 Focal Character: Captain Mark Cheney | | | |
|---|--------------------|---|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 1. It is ineffective for Cheney to get the number of years Dixon has been married wrong. [Paragraph 6] | -1 [Distracter] | 11a. It is effective for Cheney to ask Dixon if he has good friends or family he can be with to provide comfort. [Paragraphs 24, 28, and 30] Scoring notes: 1. Award full credit if examinee mentions Cheney's suggestion to be with either (i) friends or (ii) family. 2. No additional credit should be awarded for mentioning both (i) and (ii). | +1 |
| 2a. It is ineffective for Cheney to tell Dixon that this sort of thing has happened to other soldiers as well. [Paragraph 12] | +1 | 11b1. The behavior described in 11a is effective because linking people up with a social support network is critical in times of crisis. | +1 |
| 2b. The behavior described in 2a is ineffective because it minimizes what to Dixon is obviously a catastrophic event. | +1 | 11b2. The behavior described in 11a is effective because it will help prevent mishaps, or possibly even tragic events, that might occur because of Dixon's present emotional state (e.g., doing harm to himself, driving drunk and getting into an accident). | +½ |
| 3a. It is ineffective for Cheney to tell Dixon to forget his wife. [Paragraphs 14 and 16] | +1 | 11b3. The behavior described in 11a is effective because linking Dixon up with a social support network will ease his psychological pain. | +½ |
| 3b. The behavior described in 3a is ineffective because Dixon is clearly not emotionally ready to even think about forgetting his wife. | +1 | 12a. It is effective for Cheney to advise Dixon to speak to a lawyer to make sure Dixon knows his rights. [Paragraphs 32 and 34] | +1 |
| 4a. It is ineffective for Cheney to interrupt Dixon. [Paragraph 20] | +1 | 12b. The behavior described in 12a is effective because advising Dixon to talk to a lawyer may prevent him from taking actions that he would later regret. | +1 |

(table continues)

| Scenario 20 (continued) | | | |
|--|---------|--------------------|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 4b. The behavior described in 4a is ineffective because Dixon needs to feel like he's being listened to in this situation. | +1 | | |
| 5a. It is ineffective for Cheney to tell Dixon that he shouldn't "wallow in self-pity over this". [Paragraph 20] | +1 | | |
| 5b. The behavior described in 5a is ineffective because a certain amount of self-pity is part of the grieving process Dixon will have to go through as he comes to terms with his lost relationship. | +1 | | |
| 6a. It is ineffective for Cheney to adopt such a positive tone of voice in an effort to try and cheer Dixon up. [Paragraph 22] | +1 | | |
| 6b. The behavior described in 6a is ineffective because Cheney's positive tone conflicts sharply with Dixon's emotional state, and would therefore tend to alienate Dixon. | +1 | | |
| 7a. It is ineffective for Cheney to imply that Dixon's emotional state is nothing more than a case of being "down in the dumps". [Paragraph 22] | +1 | | |
| 7b. The behavior described in 7a is ineffective because Cheney's choice of words trivializes what for Dixon is obviously an emotional catastrophe. | +1 | | |
| 8a. It is ineffective for Cheney to tell Dixon that he needs to "be more sociable". [Paragraph 30] | +1 | | |
| 8b. The behavior described in 8a is ineffective because it comes across as criticism, and this is not a time for criticism. | +1 | | |

(table continues)

| Scenario 20 (continued) | | | |
|--|---------|--------------------|---------|
| Ineffective | | Effective | |
| Examinee Response: | Scoring | Examinee Response: | Scoring |
| 9a. It is ineffective for Cheney to allow Dixon to go to the firing range. [Paragraph 36] | +1 | | |
| 9b. The behavior described in 9a is ineffective because Dixon should not be on the firing range in his present emotional state due to the fact that he may do harm to himself or others. | +1 | | |
| 10. It is ineffective for Cheney not to suggest to Dixon that he see a counselor or chaplain to help him through this rough patch. | +1 | | |

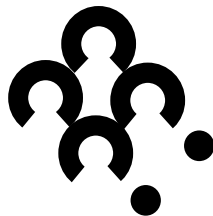
Appendix L
Social Performance Inventory

Social Performance Inventory for U. S. Army Junior Commissioned Officers

Your name: _____

Name of officer you are rating: _____

Your relationship to the officer being rated (check one): Supervisor
 Peer
 Subordinate



Instructions

This rating form includes 52 behavior statements reflecting social aspects of a junior commissioned officer's work performance. You will be rating the performance of an officer whose social behavior you know well on each of these behaviors.

Use the following scale to indicate the extent to which each statement describes the officer being rated:

- 1 = Not at all
- 2 = To a small extent
- 3 = To a moderate extent
- 4 = To a large extent
- 5 = To a very great extent
- N = Not observed

Note that some statements reflect good performance, whereas other statements reflect poor performance. Be sure to keep this in mind as you are making your ratings.

Make your ratings as carefully and accurately as possible. To help you to avoid common errors made by raters, please read the information presented on the next page carefully.

Rating Tips

When rating the performance of others, there are several types of common rating tendencies that may affect the accuracy of the ratings. Please review the tendencies described below and keep this information in mind as you make your ratings.

Halo. This is the tendency to give a person similar ratings on all dimensions of performance. This may happen if all ratings are simply based on a general impression of a person, or if performance on one dimension is allowed to affect the ratings on other dimensions. An example would be a rater who allows a ratee's outstanding communication skills to affect the evaluation of the ratee's personal support skills. It is very unlikely that anyone performs at the same level on all of the different dimensions of social performance. Instead, most people perform well in some areas and less well in other areas. Your ratings should reflect the *strengths and weaknesses* of the person you are rating.

Leniency/Severity. This is the tendency to only give ratings at one end of the scale. An example of a lenient rater would be someone who gives only high ratings because he or she wants to avoid giving ratings that seem too "negative." An example of a severe rater would be someone who gives only low ratings to motivate his or her subordinates to work harder. It is important that the ratings are *accurate* and reflect the ratee's performance on each dimension of social performance. This means that ratings may be low on some dimensions, and high on others.

Single Incident/Recency. This is the tendency to be overly influenced by one particularly effective or ineffective example of a person's performance, or by the most recent incident observed. For example, let's say that last Friday Jane was exceptionally supportive of another person in her unit. When rating an item relevant to the dimension *Personal Support*, the rater remembers that one incident and rates Jane a "5." Instead, the rater should think about Jane's *typical* performance over time. The rating should reflect typical performance rather than just one example or the last incident that can be remembered.

Stereotypes. This is the tendency to allow information that has nothing to do with performance to influence ratings. A person's family background, education, gender, or previous experience may lead a rater to rate the person in certain ways, either high or low. An example is a rater who rates all of the women in his group a 4 or 5 on items relevant to Personal Support because he believes all women are high on this dimension. *Your ratings should be based only on what you have seen the person do.*

Same Level of Effectiveness. This is the tendency to give everyone the same rating. It is very unlikely that all of the people you are rating perform at the same level of effectiveness on a particular social performance dimension. As such, *your ratings should reflect who is performing more effectively and who is performing less effectively on each aspect of social performance.*

Although these tendencies are important and you should be aware of them, *the most important thing is that you rate each person's social performance accurately.* Focus on making accurate ratings, not on avoiding rating tendencies. If you think about what you are doing and base your ratings on *behavior*, your ratings are likely to be accurate.

Now, go on to the next page to begin making your ratings.

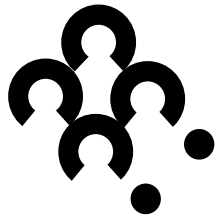
| This person: | Not Observed | | | | | N |
|---|------------------------|---|---|---|---|---|
| | To a Very Great Extent | | | | | |
| | To a Large Extent | | | | | |
| | To a Moderate Extent | | | | | |
| | To a Small Extent | | | | | |
| Not at all | 1 | | 2 | 3 | 4 | 5 |
| 1. Keeps subordinates focused on the unit's mission during meetings or gatherings of unit personnel..... | 1 | 2 | 3 | 4 | 5 | N |
| 2. Helps subordinates work well together by encouraging them to trust and communicate openly with one another | 1 | 2 | 3 | 4 | 5 | N |
| 3. Intercedes if a subordinate behaves inappropriately toward another subordinate during meetings or gatherings of unit personnel..... | 1 | 2 | 3 | 4 | 5 | N |
| 4. Antagonizes other unit personnel when working with them in groups | 1 | 2 | 3 | 4 | 5 | N |
| 5. Pays attention to the needs of other unit personnel when working with them in groups..... | 1 | 2 | 3 | 4 | 5 | N |
| 6. Makes sure that everyone's opinions are given a fair hearing during meetings or gatherings of unit personnel..... | 1 | 2 | 3 | 4 | 5 | N |
| 7. Listens carefully to the suggestions of others in his/her unit | 1 | 2 | 3 | 4 | 5 | N |
| 8. Develops and maintains good working relationships with other military personnel..... | 1 | 2 | 3 | 4 | 5 | N |
| 9. Puts off other military personnel when interacting with them (for example, makes insensitive statements, damns with faint praise, displays a sense of superiority) | 1 | 2 | 3 | 4 | 5 | N |
| 10. Actively participates in optional social and recreational activities organized by other military personnel..... | 1 | 2 | 3 | 4 | 5 | N |
| 11. Shares confidential information about his/her subordinates with others (beyond those few who may have a legitimate need to know) | 1 | 2 | 3 | 4 | 5 | N |
| 12. Makes people he/she is counseling feel comfortable to talk freely, even about sensitive matters | 1 | 2 | 3 | 4 | 5 | N |
| 13. Shows appropriate empathy and concern when encountering other military personnel who are sad or in distress..... | 1 | 2 | 3 | 4 | 5 | N |
| 14. Helps other military personnel with personal problems by being sympathetic and supportive..... | 1 | 2 | 3 | 4 | 5 | N |
| 15. Picks up on subtle cues indicating that someone in his/her unit may be having personal problems..... | 1 | 2 | 3 | 4 | 5 | N |
| 16. Helps other military personnel with work tasks that they are having trouble completing..... | 1 | 2 | 3 | 4 | 5 | N |
| 17. Gossips about, runs down, or belittles other military personnel behind their backs | 1 | 2 | 3 | 4 | 5 | N |
| 18. Owns up to his/her mistakes and other inappropriate behaviors..... | 1 | 2 | 3 | 4 | 5 | N |
| 19. Fits in easily when placed in situations involving new people (for example, joining a new unit) | 1 | 2 | 3 | 4 | 5 | N |
| 20. Takes routine practical jokes and teasing from peers in his/her unit well..... | 1 | 2 | 3 | 4 | 5 | N |
| 21. Expresses confidence and trust in his/her subordinates when appropriate | 1 | 2 | 3 | 4 | 5 | N |
| 22. Is sensitive to the needs of his/her subordinates | 1 | 2 | 3 | 4 | 5 | N |
| 23. Takes the skills and abilities of his/her subordinates into account when assigning tasks to them | 1 | 2 | 3 | 4 | 5 | N |

| This person: | | | | | | Not Observed |
|---|---|---|---|---|------------|------------------------|
| | | | | | | To a Very Great Extent |
| | | | | | | To a Large Extent |
| | | | | | | To a Moderate Extent |
| | | | | | | To a Small Extent |
| | | | | | Not at all | |
| 24. Delivers important critical feedback to his/her subordinates when necessary | 1 | 2 | 3 | 4 | 5 | N |
| 25. Discusses inappropriate topics with his/her subordinates (for example, complains about problems with superiors, pressures subordinates about work assignments at social functions) | 1 | 2 | 3 | 4 | 5 | N |
| 26. Asks pointed, insightful questions to get to the bottom of problems when counseling his/her subordinates..... | 1 | 2 | 3 | 4 | 5 | N |
| 27. Inappropriately takes over his/her subordinates' duties..... | 1 | 2 | 3 | 4 | 5 | N |
| 28. Is overly negative and critical when addressing his/her troops..... | 1 | 2 | 3 | 4 | 5 | N |
| 29. Comments on what people do right as well as what they need more work on when training or coaching them..... | 1 | 2 | 3 | 4 | 5 | N |
| 30. Sometimes delivers critical feedback to his/her subordinates in public..... | 1 | 2 | 3 | 4 | 5 | N |
| 31. Includes suggestions for improvement when delivering negative feedback..... | 1 | 2 | 3 | 4 | 5 | N |
| 32. Does not belabor his/her criticisms of others' performance once it becomes obvious that they have gotten the message | 1 | 2 | 3 | 4 | 5 | N |
| 33. Demonstrates that he/she is listening to what other military personnel are saying (for example, does not interrupt, does not make comments that disregard what another person has just said) | 1 | 2 | 3 | 4 | 5 | N |
| 34. Provides an appropriate amount of detail when talking to other military personnel – not too much and not too little | 1 | 2 | 3 | 4 | 5 | N |
| 35. Speaks in an engaging manner during briefings (for example, uses vocal inflection for emphasis, does not rely too heavily on notes, maintains appropriate eye contact) | 1 | 2 | 3 | 4 | 5 | N |
| 36. Challenges the opinions of other military personnel in a constructive manner when disagreeing with them, without becoming angry, arrogant, or patronizing..... | 1 | 2 | 3 | 4 | 5 | N |
| 37. Tries to sell his/her plans and ideas by undermining opponents or previous plans | 1 | 2 | 3 | 4 | 5 | N |
| 38. Effectively persuades other military personnel to take specific actions or approach things differently..... | 1 | 2 | 3 | 4 | 5 | N |
| 39. Gives up too easily when superiors challenge his/her ideas and plans..... | 1 | 2 | 3 | 4 | 5 | N |
| 40. Does not let other military personnel put words in his/her mouth when arguing a point | 1 | 2 | 3 | 4 | 5 | N |
| 41. Addresses conflict situations rather than avoiding them..... | 1 | 2 | 3 | 4 | 5 | N |
| 42. Makes conflict situations worse because of his/her angry or antagonistic responses..... | 1 | 2 | 3 | 4 | 5 | N |
| 43. Diffuses tense work situations created by other military personnel (for example, with humor, by focusing on points of agreement and common goals) | 1 | 2 | 3 | 4 | 5 | N |
| 44. Effectively mediates disputes involving peers or subordinates (for example, lets each person have their say, gets the disputing parties to generate a range of acceptable solutions, remains impartial) | 1 | 2 | 3 | 4 | 5 | N |

| This person: | | | | | | Not Observed |
|---|---|---|---|---|------------|------------------------|
| | | | | | | To a Very Great Extent |
| | | | | | | To a Large Extent |
| | | | | | | To a Moderate Extent |
| | | | | | | To a Small Extent |
| | | | | | Not at all | |
| 45. Compromises when necessary and appropriate when negotiating with other military personnel..... | 1 | 2 | 3 | 4 | 5 | N |
| 46. Is antagonistic, vindictive, or disrespectful when negotiating with other military personnel | 1 | 2 | 3 | 4 | 5 | N |
| 47. Acknowledges that he/she is asking a lot when requesting a significant favor of other military personnel | 1 | 2 | 3 | 4 | 5 | N |
| 48. Correctly reads the body language and facial expressions of other military personnel..... | 1 | 2 | 3 | 4 | 5 | N |
| 49. Follows relevant norms involving interaction with other military personnel | 1 | 2 | 3 | 4 | 5 | N |
| 50. Understands the differing agendas of other military personnel and uses that understanding to his/her benefit (for example, to forge alliances) | 1 | 2 | 3 | 4 | 5 | N |
| 51. Inappropriately violates the physical space of other military personnel (for example, gets too close to people he/she does not know very well in situations where it is not appropriate to do so) | 1 | 2 | 3 | 4 | 5 | N |
| 52. Has lapses in military bearing (for example, poor posture, poor grooming, uniform not adequately pressed) | 1 | 2 | 3 | 4 | 5 | N |

Appendix M
Social Opinion and Behavior Survey

Social Opinion and Behavior Survey



Social Opinion and Behavior Survey

This Survey contains 49 statements. Read each statement carefully, and decide which of the response choices best reflects your level of agreement with it. Then, circle the number corresponding to your response choice for that statement. Be sure to mark one, and only one, response choice for each statement.

Use the following scale to indicate your agreement with each of the statements below:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Respond as accurately and honestly as possible. It is best to work at a fairly rapid pace. Also, it is important to respond to **all** of the statements.

| | Strongly Agree | | | | |
|---|----------------------------|---|---|---|---|
| | Agree | | | | |
| | Neither Agree Nor Disagree | | | | |
| | Disagree | | | | |
| | Strongly Disagree | | | | |
| 1. I try very hard to keep my team members focused on the team's agenda..... | 1 | 2 | 3 | 4 | 5 |
| 2. I put a lot of effort into helping my team members work well together | 1 | 2 | 3 | 4 | 5 |
| 3. If one of my team members behaves inappropriately toward another one of my team members, it's very important to me to step in quickly and stop it | 1 | 2 | 3 | 4 | 5 |
| 4. It's very important to me not to antagonize others who are on the same team as me | 1 | 2 | 3 | 4 | 5 |
| 5. I try very hard to pay attention to the needs of the other members of my teams | 1 | 2 | 3 | 4 | 5 |
| 6. It's really important to me to make sure that all team members' opinions are given a fair hearing | 1 | 2 | 3 | 4 | 5 |
| 7. I always try to listen carefully to others' suggestions | 1 | 2 | 3 | 4 | 5 |
| 8. I'd be mad at myself if I made an insensitive statement to one of my peers | 1 | 2 | 3 | 4 | 5 |
| 9. I always try to develop good rapport with people I'll be working with | 1 | 2 | 3 | 4 | 5 |
| 10. I work hard at maintaining good working relationships with others | 1 | 2 | 3 | 4 | 5 |
| 11. I try never to put people off (for example, by damning with faint praise, by acting superior) .. | 1 | 2 | 3 | 4 | 5 |
| 12. I'm more enthusiastic than most about participating in optional social and recreational activities organized by people in my unit | 1 | 2 | 3 | 4 | 5 |
| 13. It's very important to me to make people I am counseling comfortable enough to talk freely, even about sensitive matters | 1 | 2 | 3 | 4 | 5 |
| 14. I often find myself thinking about how I can help others in my unit with their personal problems..... | 1 | 2 | 3 | 4 | 5 |
| 15. I'd be very upset with myself if I accidentally let something slip that a peer or subordinate told me in confidence | 1 | 2 | 3 | 4 | 5 |
| 16. I'm usually happy to put aside what I'm doing when others need help with work tasks | 1 | 2 | 3 | 4 | 5 |
| 17. I get a great feeling from helping others with work tasks they are having trouble completing..... | 1 | 2 | 3 | 4 | 5 |
| 18. I'd be really upset with myself if I focused more on avoiding blame than on completing the task at hand when things go wrong | 1 | 2 | 3 | 4 | 5 |
| 19. It's very important to me never to gossip about, run down, or belittle others behind their back..... | 1 | 2 | 3 | 4 | 5 |
| 20. It's very important to me not to lose my temper when others make mistakes, do substandard work, or deliver bad news | 1 | 2 | 3 | 4 | 5 |
| 21. I find it hard to live with myself until I've delivered a sincere apology to someone I've wronged..... | 1 | 2 | 3 | 4 | 5 |
| 22. Fitting in has always been one of my top priorities when I've been placed in situations involving new personnel (for example, joining a new unit) | 1 | 2 | 3 | 4 | 5 |
| 23. It's important to me to take routine practical jokes and teasing from peers in stride | 1 | 2 | 3 | 4 | 5 |
| 24. I strive to be sensitive to the needs of my subordinates | 1 | 2 | 3 | 4 | 5 |
| 25. I make a real effort to take people's different skills and abilities into account when assigning tasks to them..... | 1 | 2 | 3 | 4 | 5 |
| 26. I try hard to make sure I always give critical feedback to subordinates when they need to hear it | 1 | 2 | 3 | 4 | 5 |

| | Strongly Agree | | | | |
|---|----------------------------|---|---|---|---|
| | Agree | | | | |
| | Neither Agree Nor Disagree | | | | |
| | Disagree | | | | |
| | Strongly Disagree | | | | |
| 27. When counseling a subordinate, I'm totally focused on figuring out the true underlying cause of their problem..... | 1 | 2 | 3 | 4 | 5 |
| 28. I'm careful not to be overly negative or critical when addressing my troops | 1 | 2 | 3 | 4 | 5 |
| 29. I always try to tell people what they're doing right as well as what they doing wrong when training or coaching them..... | 1 | 2 | 3 | 4 | 5 |
| 30. I've always been very careful to deliver critical feedback to subordinates in private..... | 1 | 2 | 3 | 4 | 5 |
| 31. I try hard to make sure I include suggestions for improvement when delivering negative feedback to others..... | 1 | 2 | 3 | 4 | 5 |
| 32. One of my highest priorities is demonstrating to others that I am listening carefully to what they are saying (for example, by not interrupting) | 1 | 2 | 3 | 4 | 5 |
| 33. I make a point of trying to think through how much detail to provide before briefing others | 1 | 2 | 3 | 4 | 5 |
| 34. It's very important to me to speak in an engaging manner during briefings (for example, by using vocal inflection for emphasis) | 1 | 2 | 3 | 4 | 5 |
| 35. I've tried hard to be constructive when challenging the opinions of people I disagree with | 1 | 2 | 3 | 4 | 5 |
| 36. It's important to me to sell my plans and ideas by focusing on their quality rather than on what was wrong with the previous way of doing things | 1 | 2 | 3 | 4 | 5 |
| 37. I put a lot of thought into how I can persuade people to take specific actions or approach things differently | 1 | 2 | 3 | 4 | 5 |
| 38. It's important to me not to give up too easily when superiors challenge my ideas or plans | 1 | 2 | 3 | 4 | 5 |
| 39. I put some real thought into how I can make arguments that will have the greatest possible impact on the specific individuals I'm trying to persuade..... | 1 | 2 | 3 | 4 | 5 |
| 40. It's important to me not to be rude to people who disagree with me | 1 | 2 | 3 | 4 | 5 |
| 41. I've always made an effort to address conflict situations as they arise | 1 | 2 | 3 | 4 | 5 |
| 42. It's important to me not to become angry or antagonistic toward others when dealing with conflict | 1 | 2 | 3 | 4 | 5 |
| 43. I make a real effort to diffuse tense situations created by others (for example, with humor, by focusing on points of agreement and common goals) | 1 | 2 | 3 | 4 | 5 |
| 44. I enjoy the challenge of resolving disputes between my peers or subordinates..... | 1 | 2 | 3 | 4 | 5 |
| 45. I'm willing to compromise when necessary when negotiating with others..... | 1 | 2 | 3 | 4 | 5 |
| 46. I always try to pay attention to people's body language and facial expressions | 1 | 2 | 3 | 4 | 5 |
| 47. I pay very close attention to the norms (written and unwritten rules) of the military and my unit as they relate to interacting with others..... | 1 | 2 | 3 | 4 | 5 |
| 48. I often try to figure out the different agendas of other members of my unit so I can better understand how to get them to do what I want | 1 | 2 | 3 | 4 | 5 |
| 49. I pay close attention to my military bearing (for example, posture, grooming, uniform) | 1 | 2 | 3 | 4 | 5 |

