



Research Report 1901

Assessment of the Warrant Officer Technical and Tactical Certification Course (WOTTC)

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June 2009

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ABSTRACT (<i>Maximum 200 words</i>): In response to a request from the U.S. Army John F. Kennedy Special Warfare Center and School, U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) initiated a research effort to assess the effectiveness of the new Warrant Officer Technical and Tactical Certification Course (WOTTC) in terms of producing Special Forces (SF) Warrant Officers (WO) who could perform effectively on the job. A behaviorally anchored rating scale (BARS) was developed to assist the assessment process. Seventeen SF battalion commanders and 13 senior WOs provided individual job performance ratings for 91 WOTTC graduates, in addition to rating their performance as a group relative to other SF WOs of the same rank and experience. In general, the ratings for junior WOs suggest that the WOTTC produces graduates who perform capably on the job. Written comments provided by leaders reinforced the positive assessment of the WOTTC graduates' job performance. This report describes the methods used to complete the effort, documents the results, and discusses how the findings reflect the utility of the WOTTC for SF WOs.					
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ASSESSMENT OF THE WARRANT OFFICER TECHNICAL AND TACTICAL CERTIFICATION COURSE (WOTTC)

EXECUTIVE SUMMARY

Research Requirement:

The Army Training and Leader Development Panel (ATLDP) Phase III Warrant Officer Study Report (2002) recommended that TRADOC modify the Warrant Officer Candidate School (WOCS) to align its approach with current Army needs. This course represented the first phase of common core Warrant Officer (WO) training and was not specific to any military occupational specialty (MOS). Following completion of the WOCS, candidates began MOS-specific training in the Warrant Officer Basic Course (WOBC), the length of which was dictated by MOS.

The WOBC specific to Special Forces (SF) candidates typically produced an overall SF training timeline that impaired the tempo of building the SF force structure because candidates were required to complete the WOBC before they were eligible for further SF training and deployment as part of an operational detachment. In addition, SF candidates who attended the WOCS tended to be older, more experienced, and able to demonstrate higher levels of task and skill proficiency than Soldiers from other MOSs.

Leaders at the U.S. Army Special Operations Command (USASOC) requested approval to conditionally appoint SF WOs and to conduct a Warrant Officer Technical and Tactical Certification Course (WOTTC) specific to the needs of SF WOs. The Vice Chief of Staff of the Army, General Richard A. Cody, approved the request by USASOC conditional upon a two-year test period. One requirement of the two-year trial program was that Battalion Commanders and Senior WOs provide feedback about the field performance of junior WOs who graduated from the WOTTC. The U.S. Army John F. Kennedy Special Warfare Center and School (JFKSWCS) requested assistance from the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) to determine the level at which WOTTC graduates performed on the job.

Procedure:

Seventeen SF Battalion Commanders and 13 Senior WOs provided individual job performance ratings for 91 WOTTC graduates. In addition, they rated their performance as a group relative to other SF WOs of the same rank and experience.

Findings:

In general, the ratings for junior WOs suggest that the WOTTC produces graduates who perform capably on the job. Written comments provided by leaders reinforced the positive assessment of the WOTTC graduates' job performance.

Utilization and Dissemination of Findings:

The results of this assessment support the WOTTC for training the specific needs of SF WOs. In addition, the report supplies TRADOC with information necessary for a more comprehensive evaluation of the WOTTC in the future. The Vice Chief of Staff of the Army, GEN Richard D. Cody received the results briefing on this assessment.

ASSESSMENT OF THE WARRANT OFFICER TECHNICAL AND TACTICAL
CERTIFICATION COURSE (WOTTC)

CONTENTS

	Page
Introduction.....	1
Method	2
Results.....	5
Discussion.....	10
References.....	11
Appendix A The WOTTC Field Performance Survey	A-1
Appendix B Content of Email Request for Ratings.....	B-1

List of Tables

Table 1 Example Item from the WOTTC Field Performance Survey	4
Table 2 Rating Scale for WOTTC Graduates' Performance as a Group.....	4
Table 3 Demographic Information from the WOTTC Field Performance Survey.....	5
Table 4 Response Percentages for Individual Performance Ratings	6
Table 5 Analysis of Individual Performance Ratings across Raters.....	7
Table 6 Selection of Raters' Written Responses.....	9

List of Figure

Figure 1. Percentage distribution for group performance ratings	8
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Introduction

In July 2002, the Department of the Army published the Army Training and Leader Development Panel (ATLDP) Phase III Warrant Officer Study Report. The authors produced the report in accordance with the Chief of Staff, Army charter for the ATLDP and the U.S. Army Training and Doctrine Command (TRADOC) Commanding General's instructions to study and research the leader development issues relevant to Warrant Officers (WO). The report included 63 recommendations within the following four broad directives:

- Integrate WOs fully into the Army Officer Corps.
- Improve the current WO Education System.
- Develop and implement WO recruiting, accession, and retention.
- Improve the professional development of WOs to meet grade and skill levels.

In response to the ATLDP recommendations, TRADOC modified the Warrant Officer Candidate School (WOCS) to align its approach with current Army needs. The selected active duty Soldiers began the WOCS by completing a six-week course taught at Fort Rucker, AL. This course represented the first phase of common core WO training and was not specific to any military occupational specialty (MOS). Following the common core training, candidates began MOS-specific training in the Warrant Officer Basic Course (WOBC), the length of which was dictated by MOS.

The WOBC specific to Special Forces (SF) candidates typically produced an overall SF training timeline of 29 to 53 weeks. This impaired the tempo of building the SF force structure because candidates were required to complete the WOBC before they were eligible for further SF training and deployment as part of an operational detachment. In addition, SF candidates who attended the WOCS tended to be older, more experienced, and able to demonstrate higher levels of task and skill proficiency than Soldiers from other MOSs. As such, the WOCS offered little in the way of learning value for SF candidates until late into the WOBC.

Leaders at the U.S. Army Special Operations Command (USASOC) requested approval to conditionally appoint SF WOs and to develop and conduct a Warrant Officer Technical and Tactical Certification Course (WOTTC) at Fort Bragg, NC. The WOTTC integrated training of selected concepts, tasks, and skills drawn from the WOBC and the Basic Officer Leader Course (BOLC) I and II that were relevant to SF-specific needs and that were beyond the scope and charter of the school at Fort Rucker. In addition, the WOTTC served to reduce the overall timeline for SF WO training to 11 to 27 weeks.

The Vice Chief of Staff of the Army, General Richard A. Cody, approved the request by USASOC conditional upon a two-year test period beginning with the first WOTTC rotation in August 2006. One requirement of the two-year trial program was that Battalion Commanders and Senior WOs provide preliminary feedback about the field performance of junior WOs who graduated from the WOTTC. The U.S. Army John F. Kennedy Special Warfare Center and School (JFKSWCS) requested assistance from the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) to determine the level at which WOTTC graduates performed on the job. This report describes the methods used to complete one requirement of

the two-year WOTTC evaluation, documents the results, and discusses how the findings reflect the utility of the WOTTC course.

Method

Sample and Procedure

Seventeen current and former SF Battalion Commanders and 13 Senior WOs provided individual job performance ratings for 91 WOTTC graduates. Eleven of the current and former Battalion Commanders and 12 of the Senior WOs rated the performance of 91 graduates as a group relative to other SF WOs of the same rank and experience.

The Battalion Commanders and Senior WOs were asked to provide ratings for WOTTC graduates by responding to an email request (see Appendix B). The content of each email message included the names of graduates (as few as one and as many as 11) who had served under each leader's command and were to be rated, as well as instructions for accessing the web-based WOTTC Field Performance Survey and providing the job performance ratings. Strict confidentiality was maintained for both sets of ratings to encourage candid responses.

Measures

Individual Ratings. The WOTTC Field Performance Survey is a web-based measure that was developed to allow Battalion Commanders and Senior WOs to provide confidential ratings of the individual job performance of WOTTC graduates (i.e., junior WOs) who had served under their command (see Appendix A) on 17 job-critical performance dimensions. To develop the rating scales, previous job analyses were reviewed to identify critical competencies related to the duties and responsibilities of a SF WO serving as an assistant detachment commander (180A) of an SF operational detachment-alpha. Two previous efforts, the first by Russell, Crafts, Tagliareni, McCloy, and Barkley (1996), and the second by Ferro, Cracraft, and Ford (In preparation), provided the theoretical foundation upon which the survey was developed. The Program of Instruction (POI) for the SF WOBC provided additional guidance, along with an initial set of dimensions that included tactical performance, individual and team performance, diplomacy, decision-making, and leadership.

Four focus groups consisting of active duty SF Senior WOs and SF training developers currently working at JFKSWCS provided subject-matter expertise and a formative review of the survey contents. In addition, three active duty WOBC instructors and former SF WOs working at the WOBC participated in focus groups for the same purpose. Based on recommendations from the subject-matter experts, 20 SF WO performance dimensions were identified, defined, and linked to an initial set of behavioral descriptions to which ratings could be anchored.

A second panel of subject-matter experts reviewed the draft WOTTC Field Performance Survey. Ten experts including active duty Senior WOs from the Directorate of Training and Doctrine (DOTD) and Directorate of Special Operations Proponency (DSOP), and instructors from the WOBC, reviewed the document and offered suggestions for modifications. In addition, researchers interviewed SF Company and Battalion Commanders who had experience as leaders

of operational detachments-alpha and who executed various types of SF training. The second round of focus groups resulted in a final list of 17 performance dimensions, definitions, and behavioral descriptions specific to the field performance of junior WOs. A small group of Senior WOs and SF officers conducted a final review to determine the content validity of the performance dimensions. One final question was added to the survey that allowed SF Battalion Commanders and Senior WOs to provide any written comments they wished to make regarding each WOTTC graduate's strengths and weaknesses (see Appendix A). As a result of this process, Battalion Commanders and Senior WOs were asked to provide individual ratings of WOTTC graduates on the following 17 performance dimensions:

Leadership

- Displaying Integrity and Army Values.
- Mentoring/Advising Others.
- Team Leadership.
- Building Trust.
- Briefing/Communicating.

Decision-making

- Planning.
- Decision-making.
- Dealing Effectively with Unpredictable or Changing Work Situations.
- Handling Crisis Situations or Work Stress.
- Troubleshooting and Solving Problems Creatively.

Diplomacy

- Cultural Awareness.
- Interpersonal Skill.

Other

- Writing Skills.
- Training Management.
- Risk Management.
- Learning Work Tasks, Technologies, and Procedures.
- Confronting Physical and Environmental Challenges.

To strengthen the link between the actual field performance of junior WOs and their leaders' ratings, each item on the survey was anchored to a scale with descriptions of effective and ineffective behavior (see Pulakos, 1997). An example of the survey items is shown in Table 1.

Table 1

Example Item from the WOTTC Field Performance Survey

Task: LEADERSHIP: Building Trust

Aiding in the development of a shared belief among team members that teammates will perform their roles and protect the interests of the ODA; fostering trust through team building as team composition changes; knowing the pulse of the team; factoring trust building into team training.

Low		Effective			High	
1	2	3	4	5	6	7
Cares more about individual success than team success.		Shares important information with team members.			Allows others to take leadership roles as appropriate.	
Does not fully participate in team activities.		Willingness to admit mistakes and accept feedback.			Stands up for the team and its members.	
		Values opinions and ideas from other team members.				

The leaders rated the junior WOs on each performance dimension on the survey (e.g., Task: LEADERSHIP: Building Trust). The ratings were given according to a 7-point scale (1 = lowest and 7 = highest) that was grouped into low, effective, and high performance categories. Each performance category was anchored to one or more of the behavioral descriptions.

The survey also collected demographic information from the Battalion Commanders and Senior WOs to include their rank, time in their current command position, whether they had worked with the graduates prior to the WOTTC when the graduates were NCOs, and the length of time they had known the graduates for whom they provided ratings.

Group Performance Ratings. The leaders rated the graduates as a group by selecting one option from the scale shown in Table 2.

Table 2

Rating Scale for WOTTC Graduates' Performance as a Group

Rating	Meaning
5	The job performance of the graduates under your command, as a group, is <u>well above</u> that of SF WOs of similar grade/experience.
4	The job performance of the graduates under your command, as a group, is <u>above</u> that of SF WOs of similar grade/experience.
3	The job performance of the graduates under your command, as a group, is <u>about the same</u> as the SF WOs of similar grade/experience.
2	The job performance of the graduates under your command, as a group, is <u>below</u> that of SF WOs of similar grade/experience.
1	The job performance of the graduates under your command, as a group, is <u>well below</u> that of SF WOs of similar grade/experience.

As can be seen from the group rating scale, this research did not compare the knowledge of WOTTC graduates with those from the WOCS at Fort Rucker. However, this research evaluated what seemed to be a more meaningful criterion – the “end result” job performance of WOTTC graduates compared to non-WOTTC graduates of similar rank and experience. The actual job performance of WOTTC graduates was judged to be a more important bottom line indicator of the quality of the course.

Results

Demographic Information

The results for demographic information showed that 12% of the Battalion Commanders who provided ratings had been in their current command position for up to six months, compared to 16% of the Senior WOs who rated WOTTC graduates. Sixty-seven percent of the Battalion Commanders were in their command positions for six to 12 months, and 21% commanded for 12 to 24 months. For the Senior WOs, 40% were in their positions for six to 12 months, 38% for 12 to 24 months, and six percent for more than four years. These results are shown in Table 3.

Table 3 shows also that 30% of the Battalion Commanders had known the graduates whom they rated for up to six months, 40% had known the graduates for six to 12 months, 15% knew them for 12 to 24 months, and 15% knew them for more than four years. For the Senior WOs, 26% had known the graduates whom they rated for up to six months, 10% knew them for six to 12 months, 34% knew them for 12 to 24 months, and 30% knew them for more than four years.

Table 3

Demographic Information from the WOTTC Field Performance Survey

Rater	Time in Command	Time Rater Has Known Graduate	Raters Worked with Graduates as NCOs
SF Battalion Commanders	12% = 0-6 months 67% = 6-12 months 21% = 12-24 months	30% = 0-6 months 40% = 6-12 months 15% = 12-24 months 15% = >4 years	35% rated graduates worked with as NCOs
Senior WOs	16% = 0-6 months 40% = 6-12 months 38% = 12-24 months 6% = >4 years	26% = 0-6 months 10% = 6-12 months 34% = 12-24 months 30% = >4 years	62% rated graduates worked with as NCOs

Ratings for Individual Performance

The Battalion Commanders provided ratings for a total of 59 graduates, whereas the Senior WOs provided ratings for a total of 50 graduates. Because the total number of graduates was 91, 18 graduates received ratings from both Battalion Commanders and from Senior WOs. The raters provided individual ratings for graduates on each performance dimension according to a seven-point scale (1 = lowest, 7 = highest). Three categories of ratings were grouped on the scale and shown accordingly on the survey (see Appendix A): (a) 1 and 2 = Low Performance,

(b) 3, 4, and 5 = Effective Performance, and (c) 6 and 7 = High Performance. As shown in Table 4, the vast majority of the graduates received Effective Performance or High Performance ratings on the 17 individual performance dimensions from Battalion Commanders and Senior WOs.

Table 4

Response Percentages for Individual Performance Ratings

Performance Dimension	% “Low” Performance Ratings	% “Effective” Performance Ratings	% “High” Performance Ratings
Leadership:			
Displaying Integrity and Army Values	1	23	76
Mentoring/Advising Others	2	24	75
Team Leadership	1	24	75
Building Trust	0	25	75
Briefing/Communicating	0	38	62
Decision-making:			
Planning	0	39	61
Decision-making	0	40	60
Dealing Effectively with Unpredictable or Changing Work Situations	0	39	61
Handling Crisis Situations or Work Stress	1	32	67
Troubleshooting and Solving Problems Creatively	2	38	60
Diplomacy:			
Cultural Awareness	7	24	69
Interpersonal Skill	2	31	67
Other:			
Writing Skills	1	43	56
Training Management	3	34	63
Risk Management	2	36	62
Learning Work Tasks, Technologies, and Procedures	1	32	67
Confronting Physical and Environmental Challenges	2	29	69

The mean ratings provided by Battalion Commanders and Senior WOs are displayed in Table 5. The results from Independent-samples *t*-tests showed that Senior WOs gave significantly higher ratings for the following individual performance dimensions: Displaying Integrity and Army Values, Building Trust, Briefing/Communicating, Planning, Decision-making, Dealing Effectively with Unpredictable or Changing Work Situations, and Writing Skills.

Table 5

Analysis of Individual Performance Ratings across Raters

Performance Dimension	Bn Commander Mean Rating	Senior WO Mean Rating	t	p<
Leadership				
Displaying Integrity and Army Values	5.93	6.26	1.98	.05
Mentoring/Advising Others	5.86	6.24		
Team Leadership	5.97	6.16		
Building Trust	5.92	6.32	2.52	.05
Briefing/Communicating	5.58	6.18	3.28	.01
Decision-making				
Planning	5.59	6.08	2.32	.05
Decision-making	5.68	6.12	2.21	.05
Dealing Effectively with Unpredictable or Changing Work Situations	5.69	6.16	2.60	.05
Handling Crisis Situations or Work Stress	5.78	6.12		
Troubleshooting and Solving Problems Creatively	5.54	5.98		
Diplomacy				
Cultural Awareness	5.68	6.00		
Interpersonal Skill	5.76	6.02		
Other				
Writing Skills	5.36	5.86	2.25	.05
Training Management	5.56	5.82		
Risk Management	5.66	6.08		
Learning Work Tasks, Technologies, and Procedures	5.81	6.14		
Confronting Physical and Environmental Challenges	5.98	6.10		

Ratings for Group Performance

The Battalion Commanders and Senior WOs rated WOTTC graduates who had served under their command as a group by selecting one option from the scale shown in Table 2. Figure 1 shows that nine percent of the graduates were seen as performing at about the same level as other junior WOs with similar experience and grade. Sixty-one percent of the graduates were rated as performing above others, and 30% performed well above others with similar experience and grade. There was no significant difference in mean group performance ratings across the two groups of raters.

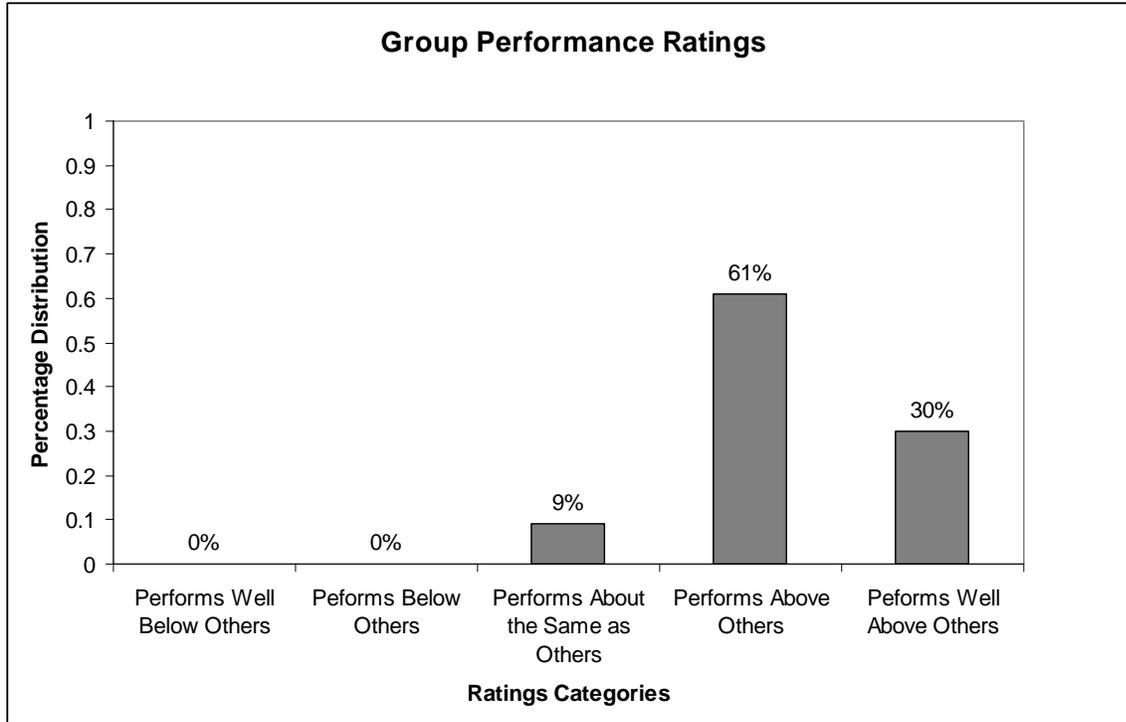


Figure 1. Percentage distribution for group performance ratings.

Written Responses from Raters

The final question on the WOTTC Field Performance Survey allowed the leaders to provide written comments about the strengths and weaknesses of the graduates for whom they provided ratings. These comments are shown in Table 6, with graduates' strengths included in the left column and their corresponding weaknesses included in the right column.

Table 6

Selection of Raters' Written Responses

Strengths	Weaknesses
Experience, natural intelligence, personality, technical and tactical skill.	Overconfident, somewhat arrogant.
Exceptional leader in combat.	No weaknesses noted.
Outstanding leader and mentor for junior SF enlisted Soldiers	None that I have observed.
Recently deployed on 1st mission since graduating from WOTTC. Has met all suspenses and thoroughly planned the deployment, as well as briefed mission to his Commander.	None noted at this time.
Technically and Tactically proficient. Personable and hardworking.	Experience as an officer, which will come with time.
Planning and adaptability - he effectively managed a very complex mission to Nepal with a very difficult weapons testing and evaluation cell.	I have not identified any weaknesses yet in this Soldier. He has a terrific work ethic and adapts very well in a very fluid environment.
Language and cultural awareness - he was tasked to work in a joint headquarters during an exercise in Korea and provided excellent support.	Had a steep learning curve for the first couple months. He has adapted very well, but it did require extra work on his part.
Exceptional leader in combat.	No weaknesses noted.
Experience and technical and tactical proficiency - he provided excellent planning and support for his detachment while on a 3 month mission to the Philippines.	He could become more involved in the systems of the detachment, but has done a very good job thus far.
Attention to detail, creative and adaptive thinker, well respected based on a reputation of excellence.	Building his own confidence as he develops as a warrant officer.
Excellent tactical and technical SF Soldier with unlimited leadership potential.	None I have identified at this time.
Never shuns new challenges. Says yes to any task given him.	Might learn to say "no" when appropriate.
Dynamic leadership.	Patience for those not up to his standard.
A very focused, intelligent Soldier. He has the drive and experience to become one of the best Warrant Officers in his Group.	He lacks the experience in his current position. He improves with each month.
This Soldier was assigned while his battalion was engaged in Operation Enduring Freedom (OEF). He immediately integrated himself into his Operations Detachment Alpha (ODA) in the conduct of combat operations.	None noted at this time.
He is a tremendous Soldier and a great addition to the WO Corps. He excels at planning (near-term and long-term). He has led his detachment through a very demanding overseas deployment and in preparation for an upcoming combat deployment.	At times his communication within the company and battalion needs further clarification. He has been taken out of context on two occasions because the full intent of his communication was not fully and clearly conveyed.
Outstanding performance throughout our Operation Iraqi Freedom (OIF) rotation.	None I have identified at this time.
Superb junior leader with unlimited potential	None that I have observed.
Outstanding leadership skills. He has been an excellent coach to his new Detachment Commander. He is an exceptional mentor to the Noncommissioned Officers (NCO) on his detachment.	Understanding of Uniform Code of Military Justice.
The WOTTC course is a success and should be continued indefinitely! The NCO's I have recommended for WO selection have all excelled and some have received leadership awards. These WO1's need exactly what they are receiving in WOTTC.	The NCOs just need more experience.
Perhaps the best WO1 I've ever seen. Certainly based upon effective selection criteria and ensuring, at each level of command, that we recommend the right men for the program.	Experience: will come with time.
Excellent planner and instructor. His shooting skills and ability to train his detachment are tremendous.	He has full understanding of all the tasks, but applying all the skills simultaneously. requires some additional work.

Demographic Influences on Ratings

Pearson bivariate correlations were conducted to determine if there were any meaningful significant relationships between demographics and individual performance ratings. The raters who had more time in command positions tended to give graduates higher ratings for Decision-Making ($r = .226, p = .019$), Handling Crisis Situations or Work Stress ($r = .203, p = .035$), and Risk Management ($r = .255, p = .008$).

Discussion

The purpose of this research effort was to fulfill one requirement as part of a two-year trial program mandated by the Vice Chief of Staff of the Army, General Richard A. Cody, to evaluate the effectiveness of the WOTTC by assessing the field performance of junior WOs who graduated from the course and comparing them to peers who had not attended WOTTC. The actual job performance of WOTTC graduates was judged to be a more important bottom line indicator of the quality of the course as opposed to knowledge attained, which may not always translate directly into effective job performance.

In general, the ratings for individual performance provided by the Battalion Commanders and Senior WOs for junior WOs' suggest that the WOTTC produces graduates who perform capably on the job. In addition, the WOTTC graduates performed at least as well, and in most cases better than, peers who were not graduates of this course. The positive evaluations of the WOTTC graduates' job performance were reinforced by the written comments made by their leaders.

Prior to the implementation of the WOTTC, the typical training timeline, to include completing the WOBC specific to SF, was 29 to 53 weeks. It was not until SF Soldiers graduated from the WOBC that they could receive additional SF training or perform as part of an operational detachment. The WOTTC served to cut the training timeline in half, to 11 to 27 weeks, which helped maintain training momentum and meet current SF force structure requirements, while at the same time producing high quality WOs for the force.

One limitation of this research is that it examined the job performance of WOTTC graduates only within the junior ranks. It would be useful for follow-up research to track the WOTTC graduates over time to see how well they perform at higher levels compared to their peers. With this caveat in mind, the data collected in this research indicate that the WOTTC is producing SF WOs who are strong performers at the lower levels. At the present time, there is no basis for assuming that this will change as these individuals advance to higher levels of responsibility.

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Appendix A

The WOTTC Field Performance Survey

Welcome to the Warrant Officer Technical and Tactical Certification Course (WOTTC) Field Performance Survey.

The Vice Chief of Staff of the Army (VCSA) has conditionally approved USASOC's new WOTTC. As part of this conditional approval, feedback is requested from field commanders regarding the quality of Warrant Officers produced by the new course. You have been selected to provide performance feedback on recent graduates from the WOTTC currently serving under your command.

In the box to the right, please enter your last name and the last 4 digits of your social security number. This will ensure a unique identification. The information you type is not case sensitive.

WOTTC Field Performance Survey

Welcome to the Warrant Officer Technical and Tactical Certification Course (WOTTC) Field Performance Survey.

The Vice Chief of Staff of the Army has conditionally approved USASOC's new WOTTC. As part of this conditional approval, feedback is requested from field commanders regarding the quality of Warrant Officers produced by the new course. You have been selected to provide performance feedback on recent graduates from the WOTTC currently serving under your command.

Tell us a little more about yourself.

Please help us to verify your records. In the space to the right, please enter or edit the requested information. This will help us to ensure a good, valid survey result.

First Name:	
Last Name:	
Rank:	Please Enter <input type="text"/>
Time in Current Position:	Please Enter <input type="text"/>
Time in SF:	Please Enter <input type="text"/>
Time in Service:	Please Enter <input type="text"/>

Task: LEADERSHIP: Displaying Integrity and Army Values

Understanding and practicing the Army’s seven core values and living by the four tenets of the warrior ethos – always place mission first, never accept defeat, never quit, never leave a fallen comrade. Displaying honesty and integrity; adhering to laws or rules of conduct; putting forth the effort to produce high-quality work in a timely fashion; volunteering for demanding tasks or extra responsibility; presenting a positive image of SF; supporting the chain of command.

(Performance Scale Help)

Low		Effective			High	
1	2	3	4	5	6	7
<p>During a mission, hesitates in pursuing avenues that are risky but will likely lead to mission success.</p> <p>Leaves work undone to pursue personal interests and shows reluctance to learn new skills or tasks that are required.</p> <p>Misrepresents own or others’ performance to gain advantage or to “look good.”</p> <p>Avoids opportunities to volunteer for tasks or refuses to help; reports late for assignments.</p>		<p>During a mission, finds the strength to keep on going and helps others when fatigue sets in.</p> <p>Completes task assignments up to standard in a timely manner and takes initiative to learn new skills that will improve work performance.</p> <p>Consistently follows and adheres to standards, laws, or guidelines when pressured to compromise them.</p> <p>Takes steps to maintain or improve the image of SF in military and civilian contexts.</p>			<p>During a mission, goes above and beyond the call by volunteering for roles that others would rather avoid.</p> <p>Puts in extra time and effort as needed to get the job done, setting an example for others by taking on tasks first.</p> <p>Immediately takes full responsibility for personal mistakes; ensures that others are not blamed for own decisions or actions.</p> <p>Volunteers own spare time to improve the welfare of others.</p>	

Task: LEADERSHIP: Mentoring/Advising Others

Providing sound advice to detachment commander and other ODA members; advising detachment commander on appropriateness of his intent and COAs; providing advice to detachment commander on the budget process and sources of funding; pre-screening products developed by detachment commander; conveying knowledge and skill to others (HN/G, ODA members, others); leading by example.

[\(Performance Scale Help\)](#)

Low		Effective			High	
1	2	3	4	5	6	7
<p>Does not provide useful advice to the detachment commander.</p> <p>Fails to fully prepare the detachment commander.</p> <p>Fails to interface with other ODA members, providing little to no guidance.</p> <p>Does not have adequate knowledge to provide sound advice.</p> <p>Engages in actions not commensurate to an officer.</p>		<p>Provides detachment commander and team members with basic knowledge and concepts that they need to perform well.</p> <p>Sets an example for the team of meeting standards for performance.</p> <p>Listens to concerns of the team or detachment commander and finds ways to assist in resolution of those concerns.</p> <p>Provides sound advice to detachment commander, recommending the right resources for him to use.</p>			<p>Provides the detachment commander with advice without allowing him to lose face in front of others.</p> <p>Sets the highest example for the other Soldiers on the team in every aspect of the job.</p> <p>Demonstrates own technical expertise when teaching.</p> <p>Engages in self-development in order to stay current on new technologies, etc.</p> <p>Devotes time to work one-on-one to bring individuals up to standard or to increase proficiency levels beyond standard.</p>	

Task: LEADERSHIP: Team Leadership

Ability to direct and coordinate the activities of other team members; monitoring team performance; assigning tasks, developing team knowledge, skills, and abilities; communicating effectively with team members; motivating team members; establishing a positive team atmosphere; building team morale through personal interactions; providing honest feedback.

[\(Performance Scale Help\)](#)

Low		Effective			High	
1	2	3	4	5	6	7
<p>Sets vague or unrealistic expectations for the team.</p> <p>Does not delegate to team members, and micromanages individuals on the team.</p> <p>Fails to provide clear and precise guidance to team. Team members are unclear as to their roles and expectations.</p> <p>Appears to be unprepared for team meetings.</p> <p>Only offers feedback when asked; fails to provide it when needed.</p> <p>Is not able to motivate the team under all circumstances.</p> <p>Demonstrates favoritism towards certain team members.</p>		<p>Clarifies performance expectations and sets acceptable interaction patterns.</p> <p>Seeks and evaluates information that affects team functioning.</p> <p>Clarifies team member roles, such that in dynamic situations team members are able to adopt each other's roles seamlessly.</p> <p>Engages in preparatory meetings and feedback sessions with the team.</p> <p>Motivates individuals and groups to high performance.</p> <p>Addresses performance problems in a fair, honest, respectful, and timely manner.</p>			<p>Monitors information that may affect the team and is proactive in protecting the team's interests.</p> <p>Elicits team member input and feedback, and is open to new ideas.</p> <p>Makes sure the team is well-informed and provides direction for the team such that team members fully understand their roles and how they should work together in all circumstances.</p> <p>Anticipates issues that will arise in meetings, and is prepared for them.</p>	

Task: LEADERSHIP: Bulding Trust

Aiding in the development of a shared belief among team members that teammates will perform their roles and protect the interests of the ODA; fostering trust through team building as team composition changes; knowing the pulse of the team; factoring trust building into team training.

[\(Performance Scale Help\)](#)

Low		Effective			High	
1	2	3	4	5	6	7
<p>Cares more about individual success than team success. Does not fully participate in team activities.</p>		<p>Shares important information with team members. Willingness to admit mistakes and accept feedback. Values opinions and ideas from other team members.</p>			<p>Allows others to take leadership roles as appropriate. Stands up for the team and its members.</p>	

Task: LEADERSHIP: Briefing/Communicating

Presenting information in a clear and concise manner; tailors communication (e.g., language, tone, level of specificity) in ways that are appropriate to the audience; communicates in an influential or persuasive manner, as appropriate; actively listens and attends to nonverbal cues when communicating with others.

[\(Performance Scale Help\)](#)

Low		Effective			High	
1	2	3	4	5	6	7
<p>Delivers moderately routine presentations or briefings.</p> <p>Briefings tend to be the same, regardless of audience.</p> <p>Lacks coherence in products.</p> <p>Talks above others' level of understanding, and does not appropriately adjust to the audience.</p> <p>Does not always listen to and consider others' perceptions, needs, or concerns when framing positions.</p> <p>Accurately responds to straightforward questions, and stumbles with difficult questions.</p>		<p>Communicates routine and complex concepts and issues clearly and effectively.</p> <p>Targets communication to the level appropriate for the recipient.</p> <p>Delivers complex presentations or briefings, conveying ideas effectively.</p> <p>Uses visual aids, demonstrations, or presentation technology to enhance oral communication.</p> <p>Negotiates effectively by identifying straightforward and complex issues underlying conflict or disagreement.</p> <p>Responds to straightforward and difficult questions accurately and in a credible manner, taking others' perspectives into account and anticipating potential problems.</p>			<p>Communicates routine and complex concepts and issues clearly and concisely, effectively tailoring material to the recipient in a manner that enhances understanding.</p> <p>Clearly explains highly technical or specialized information to others, so that listeners can understand complex information.</p> <p>Effectively adjusts level of detail to meet the needs of diverse audiences.</p> <p>Listens to, considers, and addresses others' perceptions, needs, or concerns when framing positions.</p>	

Task: DECISION-MAKING: Planning

Conducting and synchronizing MDMP; developing concept plans; developing force protection plans; conducting battle focused analyses; developing combat orders; supervising the production of a link analysis and production of a target intelligence package (TIP).

[\(Performance Scale Help\)](#)

Low		Effective			High	
1	2	3	4	5	6	7
<p>Only participates and does not lead in the team's planning process.</p> <p>Uses only certain personnel in the planning process.</p> <p>Is reactive on all planning activities.</p> <p>Fails to anticipate or request all necessary resource needs.</p> <p>Demonstrates poor coordination or haphazard planning.</p> <p>Fails to meet deadlines for requests in support of planned missions.</p> <p>Misses steps in planning process.</p> <p>Fails to stay up-to-date in current procedures and regulations.</p>		<p>Leads and participates in group problem-solving efforts, facilitating the development of effective solutions.</p> <p>Effectively coordinates with others in the team and Higher during planning process.</p> <p>Engages in thorough analyses that result in clear plans and orders.</p> <p>Considers different COAs during planning, adequately taking into account the pros and cons of each.</p> <p>Recommends viable plans to commander based on own experience.</p> <p>Keeps commander informed of plan at all times.</p>			<p>Exhausts all planning tools available.</p> <p>Effortlessly coordinates the planning process, assigning roles to all team members and corresponding with Higher.</p> <p>Engages in forward-thinking, coming up with several viable plans rather than one viable plan and several unworkable plans.</p> <p>Considers the implications of plans for higher, strategic levels.</p> <p>Understands which parts of the planning process need to be emphasized based on mission requirements.</p> <p>Anticipates all of the commander's needs, assuring quick plan approval.</p>	

Task: DECISION-MAKING: Decision-making

Assessing the situation and determining an appropriate course of action within a reasonable time frame; digesting information and drawing conclusions; using time, personnel, equipment, and tactics effectively; acting swiftly and decisively when needed; remaining level-headed and task-oriented in stressful situations.

(Performance Scale Help)

Low		Effective			High	
1	2	3	4	5	6	7
<p>Makes decisions that jeopardize mission accomplishment.</p> <p>Makes mission-critical decisions without gathering full information; ignores advice and experience of others.</p> <p>Draws inaccurate conclusions from intelligence.</p> <p>In emergencies, may react brashly without due consideration of a matter or event or may stick with an obsolete plan that is likely to fail.</p>		<p>Evaluates the situation and determines a reasonable course of action, leading to mission success.</p> <p>Obtains complete research/information needed to develop a logical plan.</p> <p>Uses time, equipment, personnel, and tactics effectively.</p> <p>Makes reasonable decisions under stress, shifting gears/changes plans if necessary.</p>			<p>Makes decisions that maximize the effectiveness of tactics, time, equipment, location, and personnel.</p> <p>Obtains complete, accurate information when planning; draws on the collective expertise of the team and own experiences.</p> <p>Weighs alternate points of view and accounts for all facts in making decisions.</p> <p>Maintains awareness, stays level headed, and considers different perspectives when making decisions, even in the most stressful situations.</p>	

Task: DECISION-MAKING: Dealing Effectively with Unpredictable or Changing Work Situations

Taking effective action when necessary without needing to know the total picture or have all the facts at hand; readily and easily changing gears in response to unexpected events and circumstances; effectively adjusting plans, goals, actions, or priorities to deal with changing situations, and doing whatever is necessary to get the job done; imposing structure for self and others that provides as much focus as possible in dynamic situations.

[\(Performance Scale Help\)](#)

Low		Effective			High	
1	2	3	4	5	6	7
<p>May have difficulty adjusting plans/actions as situations change, thereby reducing mission success.</p> <p>May adopt a rigid approach to accomplishing work activities such that changing situations interfere with getting the job done.</p> <p>When confronted with uncertain or ambiguous situations, has difficulty imposing meaningful structure, resulting in lowered productivity.</p>		<p>Adjusts plans and actions to remain effective when dealing with changing situations.</p> <p>Tries to maintain a flexible approach to accomplishing or delegating work activities so that the changing situations do not interfere with ability to get the job done.</p> <p>Is generally able to impose some structure on ambiguous situations, thus remaining reasonably productive.</p>			<p>Consistently adjusts own plans and actions, as well as those of subordinates to remain highly effective when dealing with changing situations.</p> <p>Always maintains a flexible approach to accomplishing or delegating work activities so that the changing situations do not interfere with getting the job.</p> <p>When confronted with uncertain or ambiguous situations, imposes meaningful structure to proceed with productive activity.</p>	

Task: DECISION-MAKING: Handling Crisis Situations or Work Stress

Reacting appropriately, and with appropriate urgency in threatening, dangerous, or emergency situations; maintaining emotional control and objectivity during emergencies while keeping focused on the situation; stepping up to take action and handle danger or emergencies. Remaining composed and cool when faced with difficult circumstances, or a highly demanding workload/schedule; managing frustration well by directing effort to constructive solutions and not blaming others; acting as a calming and settling influence that others look to for guidance.

(Performance Scale Help)

Low		Effective			High	
1	2	3	4	5	6	7
<p>Sometimes fails to respond with appropriate urgency when dealing with crisis situations.</p> <p>Sometimes lacks the resiliency necessary to remain productive or professional in the face of stressful circumstances.</p> <p>Has difficulty remaining calm and focused when the workload becomes demanding.</p> <p>Tends to cause teammates' anxiety levels to increase as a result of own behavior in stressful situations.</p>		<p>Acts with appropriate urgency when dealing with crisis situations.</p> <p>Remains productive, even in the face of stressful circumstances, and maintains a professional demeanor.</p> <p>Tries to remain calm and task-focused when faced with a highly demanding workload.</p> <p>In difficult situations, generally helps to calm and reassure teammates.</p>			<p>Always acts with appropriate sense of urgency when dealing with own or teammates' crises.</p> <p>In the face of highly stressful circumstances, maintains a professional demeanor, regardless of the situation.</p> <p>Consistently remains calm and focused on the task at hand, even when faced with an extremely demanding workload.</p> <p>In difficult situations, willingly steps forward and effectively serves as a calming influence whom subordinates and coworkers seek out for advice and reassurance.</p>	

Task: DECISION-MAKING: Troubleshooting and Solving Problems Creatively

Thinking of alternative ways to solve a problem; improvising from own technical knowledge; employing unique analyses and generating new, innovative ideas in complex areas; integrating seemingly unrelated information and developing highly creative solutions; entertaining wide ranging possibilities others may miss; developing innovative methods of obtaining or utilizing resources when insufficient resources are available to do the job.

[\(Performance Scale Help\)](#)

Low		Effective			High	
1	2	3	4	5	6	7
<p>Lacks resourcefulness; may simply give up if needed tools are not available or may rely excessively on others to find a way to accomplish a task.</p> <p>May fail to identify the cause of a problem.</p> <p>Lacks the understanding of technology and technical principles.</p>		<p>Uses available resources to resolve problems and to construct needed items; may occasionally overlook some resources that might have been useful.</p> <p>Is diligent at discovering solutions to problems.</p> <p>Diagnoses problems accurately, but may need help to resolve unusual or sophisticated problems.</p>			<p>Makes the most of resources at hand; thinks of novel ways to use available materials; invents or fabricates needed items from seemingly useless materials.</p> <p>Consistently arrives at solutions to complex problems by entertaining a wide range of possibilities.</p> <p>Quickly and accurately isolates the cause of problems, even when the problem is unusual or highly sophisticated.</p>	

Task: DIPLOMACY: Cultural Awareness

Demonstrating respect for and engaging in behavior appropriate to indigenous culture, values, and customs; developing rapport and generating effective working relationships with HN personnel and leadership; providing services and assistance to develop rapport with indigenous people and building respect for SF; taking action to learn about and understand the climate, orientation, needs and values of other cultures; willingly adjusting behavior or appearance as necessary to comply with or show respect for others' values and customs

(Performance Scale Help)

Low		Effective			High	
1	2	3	4	5	6	7
<p>Overlooks or avoids opportunities to build relations with locals.</p> <p>Lacks awareness of or respect for the culture.</p> <p>Is unwilling to adjust behavior or appearance to show respect for, or adapt to differences in, others' values and customs.</p> <p>Is unaware of how own or teammates' actions might affect others.</p> <p>Does not take action to learn about and understand the climate, orientation, needs, and values of other groups or cultures.</p>		<p>Helps indigenous persons when asked or when the need is obvious.</p> <p>Is knowledgeable about and demonstrates respect for HN/G culture, values, and customs.</p> <p>Is willing to adjust behavior or appearance to show respect for, or adapt to differences in, others' values and customs.</p> <p>Understands the implications of own or teammates' actions on others of different cultural backgrounds.</p> <p>Able to learn about the climate, orientation, needs, and values of other groups or cultures.</p> <p>Anticipates and controls the psychological effects of own/other actions.</p>			<p>Discovers the needs and desires of HN/G personnel and takes steps to satisfy them.</p> <p>Applies knowledge of HN/G culture and customs to identify with and predict HN/G behavior.</p> <p>Consistently adjusts behavior or appearance as necessary to show respect for, or adapt to differences in, others' values and customs.</p> <p>Understands even the subtle implications of own or teammates' actions on others of different cultural backgrounds.</p> <p>Consistently takes action to learn about and understand the climate, orientation, needs, and values of other groups or cultures.</p>	

Task: DIPLOMACY: Interpersonal Skill

Dealing with others constructively, persuading rather than forcing own way; remaining composed, even when provoked; using non-verbal communication skills to interpret behaviors; resolving disputes; being flexible and open-minded when dealing with others; demonstrating keen insight of others' behavior and tailoring own behavior to persuade, influence, or work more effectively with them.

[\(Performance Scale Help\)](#)

Low		Effective			High	
1	2	3	4	5	6	7
<p>Is inappropriately argumentative and confrontational, often creating tension and worsening conflict situations.</p> <p>Is quick to anger; "loses it," becomes loud, insulting, or physically threatening when upset.</p> <p>May become inflexible, close-minded, and uncooperative when dealing with others.</p> <p>Not particularly skilled in gaining insight into others' behavior or tailoring own behavior to work more effectively with them.</p>		<p>Is polite and courteous toward others; deals effectively with most conflict situations.</p> <p>Refrains from acts of anger; ignores insults; removes self from the situation.</p> <p>Demonstrates flexible, open-minded, and cooperative behaviors when dealing with others.</p> <p>Demonstrates understanding of others' behavior and can alter own behavior to work more effectively with teammates.</p>			<p>Deals with others constructively, with tact and diplomacy.</p> <p>Reads people and the situation adeptly; observes others' behaviors (posture, expressions); adjusts own behavior to the situation; diffuses tension in conflict situations.</p> <p>Consistently demonstrates flexible and cooperative behaviors when dealing with others, but also sticks to own convictions when necessary.</p> <p>Is extremely skilled at "reading" others, and demonstrates keen insight into motivations and behavior of teammates.</p>	

Task: OTHER: Writing Skills

Producing materials that are clear, accurate, and in the proper format; considers the audience and their perceptions when framing the request or report; writing risk assessments, memorandums, training concepts, and correspondence with Company WO and chain of command.

[\(Performance Scale Help\)](#)

Low		Effective			High	
1	2	3	4	5	6	7
<p>Has poor grammar and sentence structure.</p> <p>Does not seek input or constructive criticism on products.</p> <p>When prompted, reviews and revises documents to ensure that the information is accurate and consistent.</p>		<p>Products need very few revisions, and are clear, concise, and to the point.</p> <p>Effectively communicates complex concepts or ideas in writing, producing materials that are clear, accurate, and in the proper format.</p> <p>Reviews and revises documents to ensure that the information is accurate.</p>			<p>Incorporates constructive feedback into his written products.</p> <p>Effectively communicates complex or sensitive concepts or ideas in writing, producing materials that are of the highest quality.</p> <p>Is consistently sought to provide expertise and guidance in producing and reviewing written work.</p> <p>Consistently reviews and revises all documents to ensure that the information is accurate, consistent, logical, concise, and complete.</p>	

Task: OTHER: Training Management

Developing training concepts covering a timeframe of 6 weeks to 2 years, including development, implementation, and evaluation of the entire training cycle; developing cost/budget plans; outlining tasks that will be accomplished; conducting research on necessary resources, equipment, and logistics necessary for training; incorporating METL requirements, commander’s guidance, and all training activities the ODA has to perform; obtaining audience interest and involvement in training.

[\(Performance Scale Help\)](#)

Low		Effective			High	
1	2	3	4	5	6	7
<p>Does not have a comprehensive training plan.</p> <p>Bases team’s training and technological needs on own needs, not those of team.</p> <p>Designs and develops training programs and training aids (e.g., handouts) that address relatively common or straightforward training needs.</p> <p>Training concepts presented to Higher are only accepted after substantial modifications and revisions.</p> <p>Fails to conduct after action reviews (AAR) after training.</p>		<p>Identifies, justifies, and attempts to obtain the resources needed to develop and carry out training.</p> <p>Identifies team’s training and technological needs and develops thorough and creative training programs to address common and complex training needs.</p> <p>Most of training plans submitted to Higher are accepted with few revisions.</p> <p>Conducts quality AARs after training, in order to improve future training plans.</p>			<p>Anticipates future mission requirements and develops complex training to meet these needs.</p> <p>Is able to identify what training guidance applies to the team, and explains how Higher’s guidance ties into training.</p> <p>Develops innovative training plans that are accepted by Higher with little to no revisions.</p> <p>“Sells” future training plan needs to Higher and gets approval.</p> <p>Anticipates future training needs and develops these plans in advance.</p> <p>Conducts quality AARs and is able to greatly improve future training based on lessons learned.</p>	

Task: OTHER: Risk Management

Not being risk averse; being alert to safety at all times; maintaining high levels of situational awareness; preparing accurate and comprehensive risk assessments for all missions and activities; rigorously following safety guidelines and instructions for all military operations; identifying risks and emplacing control measures to mitigate risks; ensuring risk assessment is applied and enforcing protocols; monitoring others to ensure compliance with Standard Operating Procedures (SOP) when using weapons/dangerous equipment.

[\(Performance Scale Help\)](#)

Low		Effective			High	
1	2	3	4	5	6	7
<p>May be inattentive in situations where safety is essential.</p> <p>Disregards safety instructions, guidelines, or orders.</p> <p>Fails to include and properly fill out risk assessments.</p> <p>Lax in enforcing risk control measures.</p>		<p>Attends to behaviors of others when safety is critical; takes proper action to resolve unsafe situations.</p> <p>Consistently follows established safety procedures when using dangerous or hazardous equipment or materials.</p> <p>Adheres to Team SOPs and includes risk assessments in operations.</p> <p>Enforces risk control measures at all times.</p>			<p>Is highly attuned to safety; watches others and notices potential hazards or violations; quickly and appropriately neutralizes unsafe situations.</p> <p>Learns—beyond the basics—the qualities, capabilities, and potential misuses of materials/equipment; foresees unsafe conditions and plans ways to manage or avoid them.</p> <p>Is willing to step up and stop a situation where risk management is not being carried out properly.</p> <p>Is highly aware of how own actions can jeopardize position.</p> <p>Anticipates and manages unforeseen risks not covered by risk control measures.</p>	

Task: OTHER: Learning Work Tasks, Technologies, and Procedures

Demonstrating enthusiasm for learning new approaches for conducting work; doing whatever is necessary to keep knowledge and skills current in a rapidly changing environment; quickly and proficiently learning new methods, and adjusting to new work processes and procedures; anticipating changes in the work demands and searching for and participating in assignments or training that will prepare self for these changes; taking action to improve work performance deficiencies. Up-to-date in new tools (e.g., SOMPE-G software).

(Performance Scale Help)

Low		Effective			High	
1	2	3	4	5	6	7
<p>Generally lacks the motivation to keep knowledge “up to date,” and generally does not try to keep current.</p> <p>May not anticipate changes in work demands or seek ways to prepare for such changes.</p> <p>May have difficulty adjusting to new work processes and procedures.</p>		<p>Generally tries to keep self “up to date” by learning new techniques and procedures.</p> <p>Tries to anticipate changes in work demands, and seeks ways to prepare for such changes.</p> <p>Adjusts to new work processes and procedures by incorporating them into current work patterns, thereby improving productivity.</p>			<p>Always does whatever’s necessary to keep knowledge and skills, even in a rapidly changing environment.</p> <p>Consistently anticipates changes in work demands, and seeks ways to prepare for such changes.</p> <p>Deftly adjusts to new work processes and procedures, incorporating them into current work patterns so as to improve productivity.</p>	

Task: OTHER: Confronting Physical Environmental Challenges

Defeating odds and environment to survive an ordeal; maintaining team standard of performance in physically challenging situations; preparing physically for challenge; following field survival guidance; taking steps to ensure own health and endurance.

(Performance Scale Help)

Low		Effective			High	
1	2	3	4	5	6	7
<p>Lacks physical ability or conviction needed to deal with unfamiliar, stressful, or challenging circumstances; may give up in face of physical or environmental challenge.</p> <p>Neglects environmental situations, failing to take precautions until it is too late; doesn't take steps to ensure own health and endurance (e.g., preventing blisters).</p> <p>Avoids participating in physical training; avoids or neglects to prepare for physical test or training exercise.</p> <p>Devotes all physical training time to strength training, ignoring importance of endurance training; slows down or holds team back due to inadequate physical preparation or not willing to do own part.</p>		<p>Maintains a sufficient level of physical fitness; is capable of meeting the demands of most physical or environmental challenges or stressful situations.</p> <p>Follows appropriate field survival guidance; takes steps to ensure own health and endurance.</p> <p>Consistently participates in team physical fitness activities to prepare for exercises, marches, etc.</p> <p>Competes in or completes endurance event or challenge.</p>			<p>Sustains high levels of physical fitness over long periods of time; perseveres, overcoming environmental difficulties in survival situations; meets physical demands of stressful or dangerous situation to save a life.</p> <p>Foresees problems likely to be associated with weather or terrain; uses fieldcraft and survival skills wisely to avoid injury and enhance endurance.</p> <p>Devotes personal time and effort to physical training to ensure meeting team performance goals or standards.</p> <p>Seeks challenges; surpasses physical or time standards when completing physical tests</p>	

WOTTC Field Performance Survey

Directions: In the space provided, please provide any comments you wish to make regarding each team member's strengths and/or weaknesses. Specific comments about weak areas could be particularly helpful feedback for the schoolhouse.

Progress: Page 18 of 18 *(Navigation Help)*

◀ ▶ **Jump to Page**

Select a page ▼

	Strengths	Weaknesses
WO1 John Doe	<p>none</p> 	<p>none</p> 

PREVIOUS **NEXT** **CANCEL**

Appendix B

RE: Wrap-up Evaluation of the SF Warrant Officer Technical and Tactical Certification Course (WOTTC)

To Battalion Commanders and Senior Warrant Officers,

The Vice Chief of Staff of the Army, General Richard A. Cody, conditionally approved the establishment of a SF Warrant Officer (WO) Technical and Tactical Certification Course (WOTTC) at JFKSWCS, Fort Bragg, as an alternative to the Army's WO Certification Course held at Fort Rucker. An evaluation of the new WOTTC at Fort Bragg was mandated to ensure that graduates were of similar quality to those produced by the course at Fort Rucker.

To help establish the 'bona fides' of the WOTTC, current (and former) SF Battalion Commanders and Senior Warrant Officers were asked to rate the performance of recent graduates of the course.

Our ability to respond to the Vice Chief of Staff of the Army is time sensitive and hinges on the information drawn from your ratings. This email represents a call for your performance ratings.

First, we request that you reply to this email with a single rating of the collective job performance for the entire group of WOTTC graduates listed here:

WO John Doe
WO Buck Rogers
WO Sam Smith

Please provide a rating for this group by selecting one option from the following scale:

Rating Meaning

- 5 The job performance of all those listed above, as a group, is well above that of SF WOs of similar grade/experience.
- 4 The job performance of all those listed above, as a group, is above that of SF WOs of similar grade/experience.
- 3 The job performance of all the WOs listed above, as a group, is about the same as the SF WOs of similar grade/experience.
- 2 The job performance of all those listed above, as a group, is below that of SF WOs of similar grade/experience.
- 1 The job performance of all those listed above, as a group, is well below that of SF WOs of similar grade/experience.

You can reply to this email with “No Rating” if you have not had sufficient opportunity to observe the job performance of at least one of the WOs listed above.

Second, we request that you complete a brief on-line survey to provide more detailed ratings for each of the WOs listed here:

WO John Doe
WO Buck Rogers
WO Sam Smith

To fill out the surveys, please click on the link below or paste it into your web browser.

>>link found here<<

All ratings will be held in strict confidence, and only aggregated results will be reported. Your name will not be associated with your ratings in any way.

We appreciate your help with the evaluation of the WOTTC.