

Technical Report 1407

**Developing Assessments to Improve the Selection
and Assignment of Enlisted Aides**

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

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DEVELOPING ASSESSMENTS TO IMPROVE THE SELECTION AND ASSIGNMENT OF ENLISTED AIDES

EXECUTIVE SUMMARY

Research Requirement:

The Army Enlisted Aide Program uses an application packet, which includes a resume, previous performance evaluations, and recommendation letters, and interviews to select Enlisted Aides who serve as a personal staff to assist General Officers (GOs). The main function of the position is to assist GOs with tasks that would otherwise prevent GOs from focusing on their primary official duties and responsibilities. The goal of this project was to provide supplemental candidate information that could help the selection committee and GOs select the most qualified Enlisted Aide to a GO's personal staff. As part of this effort, assessment tools were developed that could supplement the current selection process. We focused on three assessment tools: interview questions, performance ratings, and a non-cognitive temperament test. These tools are meant to supplement the current assignment process.

Procedure:

We had three objectives to achieve our research goal:

1. First, we conducted a job analysis to identify the KSAs and the tasks that need to be accomplished for effective performance. We used three different resources including job-related materials, focus groups, and KSA ratings in the process of conducting the job analysis. Job-related materials included Enlisted Aide handbooks, task summaries, and the U.S. Department of Labor Employment and Training Administration's online occupational database, the Occupational Information Network (O*NET). We used focus groups to discuss different tasks, responsibilities, performance standards, and the selection and assignment processes with individuals who are familiar with the position including current and prior Enlisted Aides, Aide-de-Camps, and Enlisted Aide instructors. We also had our focus group participants rate the importance of KSAs in predicting performance. We identified 12 critical KSAs and 19 tasks important to Enlisted Aide performance.
2. With this information we drafted interview questions and performance rating scales to assess these KSAs and tasks. Focus group participants, who were subject matter experts, reviewed and finalized these assessments.
3. For the third objective, we planned to evaluate initial evidence for the validity of Non-commissioned Officer Special Assignment Battery (NSAB) to identify Soldiers with the optimal temperament for the assignment. However, the sample size was insufficient to make any conclusions about the validity of the NSAB for predicting Enlisted Aide performance.

Findings:

The results of the current research identified 12 necessary KSAs that are critical at entry for successful performance as Enlisted Aides, including Adaptability, Problem-Solving and Decision-Making, Collaborating with Others, Customer and Personal Service, and Culinary

Experience. Ten critical tasks for Enlisted Aides were identified and include Uniform and Equipment Maintenance, Food Preparation and Service, Planning and Execution of Official Social Events, and Soldier Readiness.

The final interview questions reflected the 12 KSA dimensions to help interview panels and GO's examine the KSAs critical for high performance of the Enlisted Aide role. The interview questions include instructions with an example to demonstrate how to use the form. Each KSA area contains a definition of the KSA area, a rating scale along with three anchor levels (low, moderate, high) with short behavioral descriptions and examples for each level, and a set of questions to evaluate the applicants.

The performance rating scale was composed of 13 critical areas of performance and an overall effectiveness rating to help evaluate Enlisted Aides on critical tasks for successful performance. The performance rating scale also contains an instructions page as well as a definition and three anchor levels for each performance area.

Utilization and Dissemination of Findings:

This research provided valuable tools for Enlisted Aide selection and assignment. This included interview questions to supplement the current selection process and performance rating scales for evaluating incumbent Enlisted Aides, an outcome measure that can be used in future validation research. The Enlisted Aide Program has implemented the tools in their selection process and has reported satisfaction with the new tools.

DEVELOPING ASSESSMENTS TO IMPROVE THE SELECTION AND ASSIGNMENT OF ENLISTED AIDES

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DEVELOPING ASSESSMENTS TO IMPROVE THE SELECTION AND ASSIGNMENT OF ENLISTED AIDES

CHAPTER 1: BACKGROUND

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) collaborated with leaders at the Enlisted Aide Program to improve the existing assignment process. One goal of the collaboration was to provide supplemental candidate information to help General Officers (GOs) select the most qualified Enlisted Aide to their personal staffs. ARI conducted research to refine, develop, and evaluate assessment tools that could supplement the current assignment process. The three assessment tools were interview questions, performance measures, and the NCO Special Assignment Battery (NSAB). The first assessment tool involved creating and refining interview questions to assess knowledge, skills, and abilities (KSAs) relevant to the Enlisted Aide position. The second assessment tool involved developing a performance rating measure to evaluate the Enlisted Aides on the tasks conducted during the assignment. The third assessment tool involved evaluating initial evidence for the validity of the NSAB to identify Soldiers with the optimal temperament for Enlisted Aide assignment. This report describes the research conducted to develop and evaluate these assessment tools. We include recommendations on ways in which the Enlisted Aide Program can use these tools to improve the current assignment process and future research that can be conducted to further assess the validity of these tools.

Enlisted Aide Program

Enlisted Aides are members of the personal staff of GOs. The main function of the position is to assist GOs with tasks that would otherwise prevent GOs from focusing on their primary official duties and responsibilities (U.S. Department of Defense, 2015). Authorized tasks include preparing and serving meals, managing military household quarters, maintaining Officer uniforms, hosting official social events, and assisting with travel. Enlisted Aides are assigned to select GOs at the one- through four-star level commands, serving in the tactical, operational, or strategic part of the force.

Eligibility requirements must be met to participate in the Enlisted Aide Program (U.S. Department of the Army, 2019). All Soldiers in the program are volunteers. Enlisted Aides are typically Food Services Specialists (92G), but Soldiers in any military occupational specialty (MOS) may serve. Soldiers with the rank of Sergeant (E-5) to Master Sergeant (E-8) are eligible to serve as Enlisted Aides; Sergeants Major (E-9) are ineligible, and Specialists/Corporals (E-4) may be considered for the role as an exception. Soldiers must pass a background screening conducted by Human Resources Command (HRC) and must be able to obtain and maintain a secret security clearance. Soldiers are also required to complete the Enlisted Aide Training Course and Advanced Culinary Skills Training Course. The Enlisted Aide Training Course is a 4-week course focused on uniform maintenance and assembly, household management, and administrative procedures. The Advanced Culinary Skills Training Course is a 6-week long course focused on meal planning, nutrition, and table service. Soldiers who do not have a primary 92G MOS are also required to attend the Basic Culinary Skills Training Course.

Soldiers who successfully complete their assignment as an Enlisted Aide receive a permanent Additional Skill Identifier Z5 designation. After completion of their assignment, Soldiers return to their primary MOS or can rejoin the Enlisted Aide Program for additional tours.

Enlisted Aide Assignment Process

Assignment into the Enlisted Aide Program is a competitive two-step process that involves selection into the program and assignment to a GO. First, Soldiers submit an application packet for review by the Enlisted Aide Candidate Selection Panel. The application packet includes a personal statement, a records review, previous performance evaluations, a resume, physical fitness test records, letters of recommendation, and a volunteer statement. The application packets are reviewed by the panel, and applicants are asked to attend an interview. At the interview, applicants respond to interview questions and provide a written short answer response to a prompt. The panel selects a pool of candidates eligible for assignment into the Enlisted Aide Program. Selected Soldiers are asked to complete any required training courses they have not yet completed. Soldiers who are not selected may submit a new application if they wish to reapply to the Enlisted Aide Program.

Next, when a GO receives approval to hire an Enlisted Aide, HRC asks the Enlisted Aide Nomination Panel to send a slate of candidates for GO selection. Based on the GO's needs and information from the Senior Enlisted Aide Advisor, the panel reviews the pool of candidates eligible for assignment into the Enlisted Aide Program and creates a slate of candidates (typically three candidates) for GO selection. The hiring GO makes a selection decision by reviewing candidate materials and conducting an interview. GOs are provided with suggested interview questions, and candidates are also encouraged to ask questions at the interview. The interview process may also include a job sample, such as preparing a meal for an event. If a candidate is not selected by the GO or if the candidate does not agree to the assignment, the candidate remains in the pool of candidates eligible for assignment.

Research Purpose

The purpose of this research is to support the Enlisted Aide Program in assigning the most qualified candidates to serve as Enlisted Aides. The current research aims to refine, develop, and evaluate three assessment tools that could provide supplemental candidate information in the assignment process. The first assessment tool involved refining and developing interview questions that focus on the KSAs identified as being important to job performance, differentiate low performers from high performers, and are required at entry. The second assessment tool involved developing a performance rating measure to evaluate the Enlisted Aides on the tasks conducted during the assignment. The third assessment tool involved evaluating the potential use of the NSAB to identify Soldiers with the optimal temperament that would best be suited for Enlisted Aide assignment. The NSAB consists of personality dimensions and has previously been shown to predict special assignment performance of NCOs (e.g., recruiters, Horgen et al., 2013; Nye et al., 2018).

Research Approach

The current research was completed in three phases. In Phase I, the primary goal was to conduct a job analysis to identify the main tasks of the position and the KSAs needed for effective job performance. Phase I included reviewing existing job-related materials and gathering input from subject matter experts (SMEs) familiar with the position (e.g., current and prior Enlisted Aides) to learn about the job role, responsibilities, and requirements. Phase II included developing and refining interview questions based on the most relevant KSAs. A new performance rating scale was also developed as part of Phase II using job analysis and an existing performance measure. Phase III included evaluating the NSAB as a potential supplement to the current assignment process through a concurrent validation study. The NSAB served as the predictor measure, and the newly created performance measure and attitudes measure using the Army Life Questionnaire (ALQ) served as the criterion measure. The report describes each of these three phases, concludes with recommendations based on findings, and describes future research that can be conducted to further validate the assessment tools and improve the assignment process.

CHAPTER 2: ENLISTED AIDE JOB ANALYSIS

Overview

In Phase I of the current research, we conducted a job analysis to identify the main tasks of the Enlisted Aide position and the KSAs critical at entry. KSAs that are critical at entry can be contrasted with the capabilities acquired through training or on the job. Identifying the main tasks and KSAs served to inform important performance areas of the Enlisted Aide position to develop performance rating scales and interview questions for Phase II, which in turn will be used for the concurrent validation necessary for Phase III of this research. More specifically, the tasks would support updating an existing performance measure for EAs. We used the Enlisted Aide Behaviorally-Anchored Rating Scale (EA-BARS) that was previously developed by ARI (Waugh et al., 2009) to assess the performance of Enlisted Aides in 12 critical areas plus an overall effectiveness rating (Knapp et al., 2004). Further, the KSAs identified as critical at entry were used to develop interview questions for the selection committee to use during interviews with applicants. Existing interview questions developed for NCOs (Knapp et al., 2004) were refined to create interview questions tailored for Enlisted Aides (see Chapter 3 for interview question development details).

Methodology

We used three main sources of job information to identify the tasks and KSAs of the Enlisted Aide position. The first source of information involved reviewing existing job-related materials. The second source of information used the Occupational Information Network (O*NET; Department of Labor) to identify the KSAs of jobs that have similar functions as the Enlisted Aide position. With the first two sources of information, we created an initial list of tasks and KSAs that were potentially relevant to the position. The third source of information was input from SMEs who participated in focus groups and interviews to allow the researchers further understand the position, requirements, and responsibilities. SMEs also participated in a KSA ratings exercise. We used their ratings to identify KSAs that are critical at entry.

Source of Information #1: Existing Job-Related Materials

We reviewed existing job-related materials to understand the Enlisted Aide position. The existing job-related materials are listed in Table 2.1 and include materials such as handbooks and task lists. We reviewed these materials to identify the main tasks of the position and the KSAs required to successfully execute tasks and duties.

Table 2.1*List of Reviewed Job-Related Materials*

Material	Contents
Enlisted Aide Program website	Sample application packet; answers to frequently asked questions about the application process and position; training course information; links to relevant policies and handbooks
Enlisted Aide recruiting brochure	Main duties, benefits and requirements; application procedures; links to relevant policies; training course information
Army Enlisted Aide Handbook Volume I: Guide for the General Officer, their Spouse, and Personal Staff	Selection process; permissible and impermissible duties of the positions; potential topics to discuss during interviews; counseling and professional development; roles and responsibilities; relevant policies
Army Enlisted Aide Handbook Volume II: Guide for the Army Enlisted Aide	Relevant policies; program overview; interview and hiring process; interview preparation guide; job requirements; execution of duties; counseling and professional development; ethics and military courtesy
DoD Instruction 1315.09 – Utilization of Enlisted Personnel on Personal Staffs of General and Flag Officers	Function; requirements; permissible and impermissible duties
Army Regulation (AR) 614-200, Chapter 8, Section II	Function; requirements; permissible and impermissible duties
Critical Task List	Enlisted Aide tasks
Individual Task Summary	Task details, including conditions, standards, performance steps, evaluation preparation, performance measures, and evaluation guidelines

Source of Information #2: Positions in O*NET with Similar Functions

In addition to existing job-related materials, we used O*NET (Peterson et al., 1999) to identify KSAs that were potentially relevant to the Enlisted Aide position. O*NET is an online resource maintained by the U.S. Department of Labor, Employment and Training Administration. For each position profiled, O*NET provides the worker requirements important for performance, including procedural and technical knowledge, skills that can facilitate the execution of tasks, and abilities to support the rapid acquisition of new knowledge. We selected positions in O*NET with similar functions as the Enlisted Aide position, including positions in Food Preparation and Service, event planning, administration, and housekeeping (see Table 2.2). The selected positions in O*NET provided a set of KSAs that we evaluated for relevancy to the Enlisted Aide position.

Table 2.2

*Selected Positions in O*NET with Similar Functions to the Enlisted Aide Position*

O*NET Occupation Title	O*NET Code
Chefs and Head Cooks	35-1011.00
First-Line Supervisors of Food Preparation and Serving Workers	35-1012.00
Cooks, Private Household	35-2013.00
Food Preparation Workers	35-2021.00
Combined Food Preparation and Serving Workers, Including Fast Food	35-3021.00
Purchasing Managers	11-3061.00
Food Service Managers	11-9051.00
Waiters and Waitresses	35-3031.00
Food Servers, Non-restaurant	35-3041.00
Meeting, Convention, and Event Planners	13-1121.00
Executive Secretaries and Executive Administrative Assistants	43-6011.00
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	43-6014.00
Office Clerks, General	43-9061.00
Bookkeeping, Accounting, and Auditing Clerks	43-3031.00
Maids and Housekeeping Cleaners	37-2012.00

Source of Information #3: Subject Matter Experts

The input of SMEs in focus groups and their participation in a KSA ratings exercise served as our third source of information in identifying relevant tasks and KSAs. SMEs were identified as those who were familiar with the position, including current and former Enlisted Aides and instructors in the Enlisted Aide Program. Aide-de-Camps also participated as SMEs. Aide-de-Camps are Officers who are a part of the personal staff of GOs. Their primary function is to assist the GO in carrying out the performance of their duties, including supervising and coordinating with other staff members, such as Enlisted Aides.

A total of 21 SMEs participated in focus groups. SMEs included seven current Enlisted Aides, five prior Enlisted Aides, five Aide-de-Camps, and four instructors in the Enlisted Aide

Program. Each Aide-de-Camp had prior experience working closely with Enlisted Aides. Both male and female Soldiers participated as SMEs. Twelve SMEs returned a completed KSA ratings exercise.

Recruitment

The Senior Enlisted Aide Advisor identified SMEs to participate in focus groups. Participation was voluntary. SMEs were informed they would be asked to discuss the role, responsibilities, and requirements of the Enlisted Aide position and the factors associated with effective performance. The Senior Enlisted Aide Advisor provided a list of SMEs who were scheduled for each focus group session, along with their email addresses. Prior to the session, SMEs received an email with the KSA ratings exercise and background information form (see Appendix A). The ratings exercise and background information form were provided as a fillable PDF with instructions to return via encrypted email. Reminder emails were sent to complete the background and demographic information form if these were not received within a week after each focus group session.

Focus Groups

Focus groups with SMEs were conducted with multiple individuals when possible (approximately four SMEs per group) but were sometimes conducted as individual interviews (only one SME per session) based on scheduling constraints. Focus groups were conducted via telephone or online conferencing software with no requirement for video. During the focus groups, SMEs were asked about the required tasks performed in the position and the KSAs and other characteristics needed to successfully perform the tasks. Focus groups held with multiple individuals lasted no more than two hours, and individual interviews lasted no more than one hour.

Initial KSA List

To develop an initial list of KSAs relevant to the Enlisted Aide position, we reviewed the KSAs of positions in O*NET that had similar functions. There were a total of 70 KSAs across the positions. We reviewed these KSAs and kept only those that were unique and relevant to the Enlisted Aide position (48 KSAs). Then, we developed additional KSAs that were not included in O*NET but were identified as being relevant to the position based on our review of existing job-related materials (22 KSAs). Through this process, we built a list of 70 KSAs that were potentially relevant to the Enlisted Aide position and would be evaluated by SMEs in the ratings exercise (see Appendix A).

Leaders in the Enlisted Aide Program reviewed the 70 KSAs prior to our gaining input from SMEs in the ratings exercise. Leaders provided feedback that the 70 KSAs were relevant to the position and there was no need to include additional KSAs or modify the KSAs. They did suggest removing 9 of the 70 KSAs. However, we elected to keep all 70 KSAs in order to compare their suggestions with the input obtained from the SMEs who participated in the ratings exercise. This would ensure the KSAs were reviewed by a variety of personnel with different experiences with the Enlisted Aide position.

KSA Ratings Exercise

The background form and KSA ratings exercise was collected from SMEs via email after the focus groups. Completing this form was expected to take no more than 30 minutes. The background form requested information about how the SME was familiar with the position. SMEs were also asked to provide ratings on the list of 70 KSAs identified as being potentially relevant to the position. SMEs provided three independent ratings:

- Importance rating: how important the KSA is for successful performance in the Enlisted Aide position. A 5-point Likert-type scale from 1 (*Not at all important*) to 5 (*Extremely important*).
- Differentiates performance rating: rate the degree to which high performing Enlisted Aides differ from low performing Enlisted Aides on the KSA. SMEs provided their responses using a 5-point Likert-type scale from 1 (*Not at all*) to 5 (*Very strongly*).
- Required at entry rating: rate whether the KSA is required at entry for successfully performing the job Enlisted Aides do. SMEs provided a response of *Yes* or *No*.

If SMEs did not have a basis to make a judgement, they were asked to select “*Don’t know*” as a response.

Findings: Enlisted Aides KSAs

KSA Ratings Exercise

For each KSA in the ratings exercise, we computed several indices. We computed the number of SMEs who provided a rating and the means and standard deviations of the importance and differentiating ratings. Further, we computed the percentage of SMEs who indicated that the given KSA is required at entry (see Appendix B).

KSAs Critical at Entry

KSAs were identified as being critical at entry if they met two criteria. First, the KSAs needed to have an average rating of 3.5 or higher in both the importance and differentiation scales. In addition, at least two-thirds of SMEs must have indicated the KSA was required at entry. We found 28 KSAs met the criteria. However, since the Enlisted Aide Program provides specialized training to selected applicants before the assignment, we removed 4 KSAs that were relevant to these training areas (i.e., Uniform Maintenance, Uniform Assembly, Official Social Functions, and Inventories and Property Accountability). Therefore, a total of 24 out of the 70 KSAs met the criteria for being critical at entry (see Appendix B). None of the 9 KSAs that leaders in the Enlisted Aide Program had suggested for removal were identified as critical at entry.

Additional KSAs

As part of the ratings exercise, SMEs were also asked to describe any additional KSAs relevant to the Enlisted Aide position that were not already listed. We found most of the KSAs described by SMEs were adequately covered by the KSAs included in the rating form. For example, SMEs emphasized skills relating to the KSAs of Adaptability, Time Management, and Organization (“*Adaptability is highly relevant*”, “*It is extremely important to be able to multitask and not lose focus*”). SMEs also emphasized the importance for Enlisted Aides to demonstrate a service orientation, which was reflected by the KSA of Customer and Personal Service. SMEs also highlighted the importance of continued engagement in learning activities (“*Find the time to train yourself or others if possible and continue to learn daily*”), which was reflected by the KSA of Active Learning.

SMEs described additional KSAs that were not directly covered by the KSAs in the rating form but are important to highlight. SMEs emphasized that Enlisted Aides must manage interpersonal relationships, including building trust (“*[Enlisted Aides] will be in close proximity to the family and must develop trust not only with the [General Officer] but the family.*”) and maintaining positive relationships with others at work (“*The right mix of being personable while maintaining a professional distance.*”). SMEs also emphasized that Enlisted Aides must demonstrate effort and initiative as they carry out their tasks (“*High motor and extreme ownership*”; “*Tasks must be completed at a very high level*”; “*Personal Responsibility*”).

Focus Group KSAs

During focus group sessions, we asked SMEs to describe KSAs they see in the highest-performing Enlisted Aides. Across all sessions, SMEs frequently described 14 KSAs (see Appendix C).

Final KSA Categories

The 24 KSAs rated as critical at entry and the 14 KSAs that SMEs described seeing in the highest performing Enlisted Aides were grouped into 12 broader KSA categories (see Appendix C for crosswalk details). The names and descriptions of each category are provided in Table 2.3. We did not include *protocol procedures* as a KSA category, because selected applicants receive specialized training about the protocol procedures, and thus it is not a KSA required at entry.

Table 2.3*Final KSA Categories*

KSA Category	Description
1. Adaptability*	Can modify behavior or plans as necessary to reach goals or to adapt to changing goals
2. Problem-Solving and Decision-Making	Applies training, rules, and experience to solve problem situations
3. Task Management Skill	Plans for future events and handles multiple responsibilities at once
4. Self-Management and Self-Directed Learning Skill*	Manages the full range of own career, personal, and family life through strategies such as setting long- and short-term goals
5. Level of Effort and Initiative on the Job*	Demonstrates high effort in completing work
6. Level of Integrity and Discipline Demonstrated on the Job*	Maintains high ethical standards. Does not succumb to peer pressure to commit prohibited, harmful, or questionable acts
7. Military Presence and Bearing*	Presents a positive and professional image of self and the Army even when off duty; Maintains proper military appearance
8. Oral Communication Skill*	Speaks in a clear, organized, and logical manner; Communicates detailed information, instructions, or questions in an efficient and understandable way
9. Collaborating with Others	Works effectively as a team member. Collaborates with others who have different positions/backgrounds to achieve goals
10. Interpersonal Skills	Interacts appropriately with people across different positions and backgrounds; Treats others in a courteous, respectful, and tactful manner
11. Customer and Personal Service	Possesses the knowledge of principles and processes for providing excellent Hospitality and Personal Services. Maintains professional and mature demeanor
12. Culinary Experience	Prepares and provides meals based on dietary restrictions, personal preferences, and purpose of the event

Note. * indicate the KSA Category is based on the KSA dimension from the existing NCO interview questions.

Findings: Enlisted Aide Tasks

We reviewed existing job-related materials and analyzed discussions with SMEs during focus groups to identify the main tasks associated with the Enlisted Aide position. In the following section, we describe the process used to identify the tasks.

Initial Task List

Our review of existing job-related materials identified 33 detailed tasks that were relevant to the position (listed in Appendix D). Examples of tasks include Quarters Maintenance, point of contact duties, and developing official menus for meals.

Next, to identify the main tasks associated with the position and to create a more manageable list for analysis, we grouped the 33 detailed tasks into 10 main tasks. For consistency, we used the same task names as the performance dimensions that were used in the EA-BARS previously developed by ARI (Waugh et al, 2009); otherwise, new task names were used. The main tasks and the more detailed tasks we identified through the review of existing job-related materials are listed in Appendix D.

Focus Group Tasks

We compared the 10 main tasks informed by existing job-related materials to the seven main tasks SMEs frequently discussed in the focus groups. In Table 2.4, we use asterisks to highlight the main tasks that were frequently discussed by SMEs during focus groups (e.g., Uniform and Equipment Maintenance). The main tasks SMEs frequently discussed converged with the main tasks we had identified from our review of existing job-related materials; no new main tasks emerged. We elected to keep the three main tasks that were less frequently discussed by SMEs, because although SMEs discussed these tasks less frequently relative to other tasks, the existing job-related materials supported their relevance to the position.

During focus groups, SMEs emphasized that tasks executed by Enlisted Aides serve to assist the GO in focusing on their primary duties and performing their role successfully (“*Assist General Officer on daily duties, making their job easier...accomplish tasks so their job goes smoother*”). SMEs also indicated that the required tasks depend on the Enlisted Aide assignment, the preferences of the GO, and their relationship with the GO. Tasks that SMEs frequently identified as being particularly complex included those related to food preparation, planning and executing large official social events, multi-tasking to meet competing demands at work, and maintaining account ledgers.

Final Main Task List

A list of the main Enlisted Aide tasks is provided in Table 2.4. As previously described, the main tasks of the position were informed by reviewing existing job-related materials and then confirmed by reviewing tasks discussed by SMEs during focus groups. We emphasize that the primary function of the position is to assist GOs with tasks that would prevent GOs from focusing on their official duties and responsibilities (U.S. Department of Defense, 2015), and

required tasks vary with their needs. Therefore, the tasks that we present are those that are commonly performed across Enlisted Aide positions but not necessarily exhaustive of potential duties and requirements.

Table 2.4

Final Main Task List

Main Task	Description
1. Uniform and Equipment Maintenance*	Assist with the maintenance, care, cleanliness, repair, and order of General Officer’s uniforms and military equipment
2. Quarters Maintenance*	Assist with the maintenance, care, and cleanliness of General Officer’s military housing
3. Point of contact duties*	Act as point of contact for General Officer’s military housing, including receiving guests and managing General Officer’s work schedules
4. Food Preparation and Service*	Prepare and serve foods and beverages for daily meals and official functions; Provide meals based on nutrition, dietary restrictions, and preferences
5. Planning and Execution of Official Social Events*	Coordinate and execute official social events
6. Purchasing and Accounting*	Purchase responsibly and maintain accounting ledgers for funds drawn
7. Pre-Deployment and Deployment Activities*	Assist with General Officer’s travel itineraries and deployment activities
8. Physical and Personal Security	Assist with personal safety and physical security of military housing and General officer
9. Self-Directed Learning	Engage in learning relevant to the Enlisted Aide position; Maintain technical proficiency required of rank and assigned MOS
10. Soldier Readiness	Maintain physical fitness and Soldier Readiness

Note. Tasks listed were informed by existing job-related materials and then confirmed by reviewing tasks discussed by SMEs in interview and focus group sessions.

* indicates that the task was frequently discussed by SMEs during sessions; tasks without an asterisk were also discussed by SMEs during sessions but less frequently.

CHAPTER 3: UPDATING INTERVIEW QUESTIONS AND PERFORMANCE RATING SCALES

Overview

In Phase II of the current research, we developed assessments, including the Enlisted Aide Interview Questions and Enlisted Aide Performance Rating Scales, to help improve the Enlisted Aide selection process. Enlisted Aide Interview Questions were designed to evaluate candidates on KSA dimensions that were previously identified to be important for successful performance as Enlisted Aides. The interview questions can also be used by the GOs to identify candidates who would be a good fit for their staff based on assessing dimensions that are important for the particular assignment. Enlisted Aide Performance Rating Scales were designed to evaluate the Enlisted Aides on the tasks conducted during the assignment. Performance rating scales were planned to be used as part of Phase III in validating a personality measure (i.e., NSAB).

Methodology

Three types of resources were used to develop the assessments: existing measures, job analysis KSAs and tasks, and SME feedback. The job analysis KSAs and tasks were used to identify the important KSA dimensions for the interview questions and performance dimensions in the performance rating scales. Existing interview questions and performance rating scales were used as the foundation to format the new measures. Further, the existing dimensions from these measures that matched the list of KSAs and tasks from the Enlisted Aides job analysis were kept in the new measures. Then, the KSAs and tasks that were missing from the existing measures were identified and added to the new measures. The newly drafted interview questions and performance rating scales were reviewed by SMEs and finalized based on their feedback.

Source of Information #1: Existing Measures

Existing NCO Interview Questions and Behaviorally-Anchored Rating Scale (EA-BARS) were used as a basis to develop new interview questions and performance rating scales tailored to the Enlisted Aides.

NCO Interview Questions

The current research uses NCO interview questions developed in the 21st Century NCO project (Knapp et al., 2004) that examined KSAs expected of future successful NCOs. The project conducted a series of focus groups with NCOs, who were experienced in promotion boards, and with senior NCOs to discuss the interview process, structure, interview questions, and important KSAs for effective performance at the E-5 and E-6 pay grades. The Knapp et al. study reviewed interviews developed in previous Army (Peterson et al., 1997) and government projects to develop interview question types and formats.

The NCO interview questions were designed to cover three different types of questions including past experiences, hypothetical situations, and fact-based questions. Past experience

questions were intended to examine how the Soldier had responded to specific situations that occurred in the past. Hypothetical situations were designed to capture how the Soldier would respond in a fictitious but realistic scenario that could occur. Fact-based questions were designed to examine if the Soldier possesses the relevant job-related knowledge. The different types of questions were developed to increase variability in the Soldiers' responses.

The EA interview questions use rating scales ranging from 1 (low) to 7 (high) with three anchor levels (low, moderate, and high), with short behavioral descriptions and/or examples for each level (see Appendix E). The interview questions went through three pilot tests for revision. The final interview questions contain nine target KSAs, which are listed in Table 3.1.

EA-BARS

The EA-BARS is a measure of Enlisted Aide job performance previously developed by ARI (Waugh et al, 2009). Each performance dimension includes the title of the dimension being rated and a one sentence description of the performance dimension. Further, the EA-BARS uses behaviorally-anchored rating scales similar to the ones used in NCO interview questions. Behaviorally-anchored scales provide performance raters with behavioral examples corresponding to points on a rating scale (Schwab et al., 1975). The scale type and format of the EA-BARS were based on prior research with mid-career Soldiers (Knapp et al., 2004). Behaviorally-anchored rating scales are preferred over traditional rating scales that typically use generic descriptions (Campbell et al., 1973; Kell et al., 2017). The EA-BARS uses a seven-point response scale, with low (1 & 2), moderate (3, 4, & 5), and high levels of performance (6 & 7). There is also an "NA" response option for raters who are not familiar with the particular performance dimension of the ratees.

The EA-BARS had 13 performance dimension ratings and one overall effectiveness rating. Seven of the performance dimensions were developed from job materials (e.g., Quarters Maintenance) and six of the performance dimensions were developed from prior research with mid-career Soldiers (e.g., Adaptability; Knapp et al., 2004). It includes two types of performance dimensions: task performance and contextual performance (Borman & Motowidlo, 1997), as shown in Table 3.2. Task performance refers to behaviors and activities that are directly related to defined job tasks (e.g., Quarters Maintenance). Contextual performance refers to behaviors and activities that are not directly related to defined job tasks but are still a critical aspect of job performance (e.g., Adaptability). In a prior study to validate non-cognitive predictors, the EA-BARS was completed by GOs who rated the performance of their Enlisted Aides (Waugh et al., 2009). The EA-BARS was administered via the web and the estimated time to complete the rating was 15 minutes per ratee.

Source of Information #2: Job Analysis KSAs and Tasks

The job analysis conducted during Phase I identified important KSAs and tasks for successful performance as Enlisted Aides. These KSAs and tasks were used to identify assessment dimensions in interview questions and performance rating scales.

Enlisted Aide Interview Questions

The job analysis identified 12 KSAs important for successfully performing as an Enlisted Aide. These KSAs were carefully compared to the existing interview question dimensions. As shown in Table 3.1, seven out of the nine existing interview dimensions matched the 12 KSAs: Leadership Skills/Potential was not included in the new interview dimensions as the majority of the SMEs suggested during the job analysis process that it is not relevant for the Enlisted Aide position. MOS/Occupation-Specific Knowledge and Skill was also not included because this was defined too broadly and was covered better by two new dimensions, Customer and Personal Service as well as Culinary Experience.

The seven interview dimensions and their respective interview questions from the NCO Interview Questions were then updated for Enlisted Aides. The existing NCO interview questions were developed for NCOs at E5 and E6, and so the interview dimensions, including the definitions, rating scales, and interview questions, were refined based on the job analysis findings to be tailored for Enlisted Aide selection. The 5 remaining KSA dimensions that were not part of the NCO interview questions (see New Interview Dimensions number 2, 3, 10, 11, and 12 in Table 3.1) were drafted based on the job analysis findings and interview-related resources (e.g., Army Structured Interview Guide). Interview-related resources were used to help define the KSA dimensions and develop rating scales and interview questions that aligned with the job analysis findings.

Table 3.1

Existing and New Interview Dimensions

Existing Interview Dimensions	New Interview Dimensions
1. Adaptability	1. Adaptability*
	2. Problem-Solving and Decision-Making
	3. Task Management Skill
2. Self-Management and Self-Directed Learning Skill	4. Self-Management and Self-Directed Learning Skill*
3. Level of Effort and Initiative on the Job	5. Level of Effort and Initiative on the Job*
4. Level of Integrity and Discipline Demonstrated on the Job	6. Level of Integrity and Discipline Demonstrated on the Job*
5. Military Presence and Bearing	7. Military Presence and Bearing*
6. Oral Communication Skill	8. Oral Communication Skill*
7. Relating to and Supporting Peers	9. Collaborating with Others*
8. Leadership Skills/ Potential	
9. MOS/Occupation-Specific Knowledge and Skill	
	10. Interpersonal Skills
	11. Customer and Personal Service
	12. Culinary Experience

Note. * indicate the KSA Category is partially based on the KSA dimension from the existing NCO interview questions on the left.

Enlisted Aide Performance Rating Scales

New Enlisted Aide Performance Rating Scales were created by information gained from both the job analysis and EA-BARS. This was done to ensure that the performance dimensions included in the scale were still relevant to the role and to ensure that we had coverage of a substantial portion of the job performance domain. There were two different types of performance dimensions identified by the job analysis during Phase I and addressed when creating the Enlisted Aide Performance Rating Scales: task performance and contextual performance.

Update to Task Performance Dimensions. First, we used the tasks identified in Phase I of the current research project to identify task performance dimensions relevant to the Enlisted Aide position. There were 9 task performance dimensions identified by the job analysis (Table 3.2). We found that these 9 tasks could be matched to 6 existing task performance dimensions from EA-BARS: Uniform and Equipment Maintenance, Quarters Maintenance, Food Preparation and Service, Planning and Execution of Official Social Events, Physical and Personal Security, and Pre-Deployment and Deployment Activities.

Three of the nine dimensions could not be matched to the existing performance dimensions: Point of Contact Duties, Purchasing and Accounting, and Self-Directed Learning Skill and Soldier Readiness. Therefore, we updated the EA-BARS by adding three new task performance dimensions, including developing behavioral examples of behaviors indicative of low, moderate, and high levels of performance based on the job analysis findings from Phase I.

Update to Contextual Performance Dimensions. Second, contextual performance dimensions were reviewed by considering behaviors that were not directly related to tasks but were identified as important to job performance in Phase I. In Phase I, 10 contextual performance dimensions were identified by the job analysis (Table 3.2). These 10 dimensions could be matched to 6 dimensions from the existing performance dimensions from EA-BARS: Communication Skill; Effort and Initiative on the Job; Adaptability; Interaction with Household and Staff Members; Loyalty, Respect, and Integrity; and Leadership Skills.

Some behaviors that SMEs identified as being important to job performance were not part of the existing performance dimensions. Specifically, behaviors related to Task Management Skills, Customer and Personal Service, Teamwork and Coordination with Others, and Problem-Solving and Decision-Making were not found in the existing performance dimensions. Therefore, to account for these behaviors and activities, we updated the existing EA-BARS by adding four new contextual performance dimensions, including developing behavioral examples of behaviors indicative of low, moderate, and high levels of performance.

Next, in addition to adding new performance dimensions to the existing EA-BARS, we also made edits to existing performance dimensions including updating the examples and titles of the dimensions. Lastly, the performance dimension, Enlisted Aide-Specific Knowledge and Skill, was removed because it was a general description of the behaviors and activities associated with the position and was better covered with the specific performance dimensions. In summary, we used 12 existing performance dimensions from EA-BARS and seven newly created performance

dimensions to create the Enlisted Aide Performance Rating Scales with 19 performance dimensions that were identified to be important performance dimensions based on job analysis in Phase I.

Table 3.2.

Existing and New Performance Dimensions

Performance Type	Existing Performance Dimensions	New Performance Dimensions
Task Performance	1. Enlisted Aide-Specific Knowledge and Skill	
	2. Uniform and Equipment Maintenance	1. Uniform and Equipment Maintenance
	3. Quarters Maintenance	2. Quarters Maintenance
	4. Food Preparation and Service	3. Food Preparation and Service
	5. Plan and Execute Official Social Events	4. Plan and Execute Official Social Events
	6. Physical and Personal Security	5. Physical and Personal Security
	7. Pre-Deployment and Deployment Activities	6. Pre-Deployment and Deployment Activities 7. Point of Contact Duties 8. Purchasing and Accounting 9. Self-Directed Learning Skill and Soldier Readiness
Contextual Performance	8. Leadership Skills	10. Task Management Skills 11. Customer and Personal Service 12. Leadership Skills 13. Teamwork and Coordination with Others 14. Interaction with Others
	9. Interaction with Household and Staff Members	
	10. Communication Skill	15. Communication Skill
	11. Effort and Initiative on the Job	16. Effort and Initiative on the Job
	12. Adaptability	17. Adaptability 18. Problem-Solving and Decision-Making
	13. Loyalty, Respect, and Integrity	19. Loyalty, Respect, and Integrity

Note. Existing Performance Dimensions are based on the existing EA-BARS and New Performance Dimensions are based on the job analysis findings that are included in the newly refined EA-BARS.

Source of Information #3: Subject Matter Expert Feedback

The Enlisted Aide Interview Questions and the Enlisted Aide Performance Rating Scales that were drafted based on the job analysis findings and existing measures were reviewed by 16 SMEs during focus groups. SMEs included nine current Enlisted Aides, four prior Enlisted

Aides, and three Aide-de-Camps. Both male and female Soldiers and Officers participated as SMEs.

Recruitment

SMEs were identified based on familiarity with the Enlisted Aide position to participate in focus groups. Participation was voluntary. SMEs were recruited via email and asked to review new interview questions and performance rating scales developed for the Enlisted Aide position.

Focus Groups

Focus groups with SMEs were conducted with multiple individuals when possible (up to five SMEs per group) but were sometimes conducted as individual interviews based on scheduling constraints. Focus groups were conducted via telephone or online conferencing software with no requirement for video. The interview questions and EA-BARS were reviewed by the SMEs during the focus groups. For interview questions, the definition of each dimension, rating scales, and respective interview questions were reviewed by the SMEs. For EA-BARS, the definition of each dimension and the corresponding rating scales were reviewed by the SMEs. Focus groups held with multiple individuals lasted no more than two hours and individual interviews lasted no more than one hour.

Findings

Enlisted Aide Interview Questions

SMEs stated that all 12 dimensions on the interview questions are relevant for Enlisted Aides; hence all dimensions were retained in the final version. SMEs also stated that most of the rating scales indicated appropriate and realistic low, moderate, and high levels of performance in the performance dimensions. There were a few comments about minor wording changes to accurately represent the level of performance.

For the interview questions, SMEs generally agreed that the questions accurately captured the respective KSA areas. There were a few comments about redundancy of some questions; those questions were deleted or combined with similar questions. There were a few suggestions to add more hypothetical questions for some dimensions as some of the applicants might not have had relevant experience. SMEs also suggested adding some hypothetical questions based on situations that the applicants are likely to encounter as Enlisted Aides, which was addressed in the final version of the interview questions.

Additionally, many SMEs mentioned that the questions asking about financial status of the Soldier were not relevant for the position. Therefore, the rating description and the questions related to financial status under Self-Management and Self-Directed Learning Skill were deleted. There were some suggestions about the importance of the culinary experience as well as willingness to learn, which were addressed in the questions. SME concerns were shared with the Senior Enlisted Aide Advisor for consideration when using the Interview Questions. The final version of the Interview Questions Dimension list is shown in Table 3.3. The rating scales and an

example question from the final version of the Interview Questions is in Appendix E. The interview questions are available by request from the author.

Table 3.3.

Final Enlisted Aide Interview Questions Dimensions

KSA Dimensions
1. Adaptability
2. Problem-Solving and Decision-Making
3. Task Management Skill
4. Self-Management and Self-Directed Learning Skill
5. Level of Effort and Initiative on the Job
6. Level of Integrity and Discipline Demonstrated on the Job
7. Collaborating with Others
8. Interpersonal Skills
9. Hospitality and Personal Service
10. Culinary Experience
11. Military Presence and Bearing
12. Oral Communication Skill

Enlisted Aide Performance Rating Scales

There were 19 dimensions in the performance rating scale reviewed by the SMEs. They reported that all performance areas were relevant for the majority of Enlisted Aides. SMEs also reported that the rating scales accurately described different levels of performance. They provided minor comments and suggestions on rewording performance descriptions. SMEs also provided suggestions to add behaviors that are relevant for the performance dimensions. These suggestions were addressed in the final rating scales.

The performance rating scale originally contained 19 dimensions to create a comprehensive measure with all of the important performance dimensions included. The aim for the focus group was to reduce the number of dimensions to keep it at a reasonable length that would not be cognitively taxing or time consuming to rate the Enlisted Aides. So, we asked the SMEs if any of the 19 dimensions should be eliminated or combined. SMEs suggested that Pre-Deployment Activities could be combined with Uniform and Equipment Maintenance. Food Preparation was combined with Plan and Execute Official Social Events into Food Preparation and Official Events based on SME suggestions. Teamwork and Coordination with Others and Interaction with Others were combined into Teamwork and Interaction with Others due to their overlapping role descriptions. Adaptability, Problem-Solving and Decision-Making, and Task Management Skills were also combined into Task management and Problem Solving Skills due to the similarities in tasks.

Overall, we were able to reduce the number of dimensions from 19 to 13 while maintaining the important performance areas in the measure and relevancy within each

performance area. In addition to the 13 performance dimensions, the overall effectiveness rating remained in the measure. Further, each rating dimension also asks if the rater is familiar with the performance of the EA on the dimension with a “Yes” or “No” response options. The final version of the Performance Dimensions is shown in Table 3.4 and the final version of the EA-BARS can be found in Appendix F.

Table 3.4.

Final Enlisted Aide Performance Rating Scales Dimensions

Performance Dimensions
1. Uniform and Equipment Maintenance & Pre-Deployment Activities
2. Quarters Maintenance
3. Food Preparation
4. Official Social Events and Personal Service
5. Physical and Personal Security
6. Point of Contact Duties
7. Purchasing and Accounting
8. Teamwork and Interaction with Others
9. Communication Skill
10. Effort and Initiative on the Job
11. Task Management & Adaptability
12. Loyalty, Respect and Integrity
13. Self-Directed Learning Skill and Soldier Readiness
14. Overall Rating

CHAPTER 4: VALIDATING NSAB, A PERSONALITY MEASURE, FOR SELECTION

Overview

In Phase III, we planned to validate a personality assessment, the Non-commissioned Officer Special Assignment Battery (NSAB), as a selection measure to predict Enlisted Aide performance. The NSAB consists of 16 personality dimensions, including Achievement, Even-temperedness, Order, and Sociability. The NSAB has previously been shown to predict special assignment performance including Drill Instructors and Recruiters of NCOs (Horgen et al., 2013; Nye et al., 2018). We collected NSAB, ALQ, and background information as well as Self-Ratings of Performance from the current Enlisted Aides. Due to limited sample size, we were not able to complete the validation analyses. The methods for the planned validation study along with the findings from the descriptive data are outlined below.

Methodology

The validation study was planned to examine whether NSAB could predict Enlisted Aide performance. The predictor measure was NSAB and the outcome measures included the ALQ, self-rating of performance, and peer and supervisor ratings of performance. Background information, NSAB, ALQ, and self-rating of performance were collected from the current Enlisted Aides. We planned to collect performance data from Aide-de-Camps, Executive Officers (XOs), other Enlisted Aides (for those who work in multi-aide homes), and GOs. Survey measures were administered electronically through the Army's online survey platform.

Recruitment

The Senior Enlisted Aide Advisor provided a list of current Enlisted Aides for participation (N = 84). Their participation was voluntary. We sent an email to the Enlisted Aides to request their participation with individualized links and participant codes for the online assessment. Participants were asked to use CAC-enabled computers and to complete the assessment at a convenient location and time. The Enlisted Aides completed the background information, NSAB, ALQ, and Self-Ratings of Performance.

Participants

Data were collected from incumbent Enlisted Aides. There were a total of 26 participants who completed the Enlisted Aide Assessment. Participant demographics are described in Table 4.1. Approximately 77% of participants were male, and the majority of participants were Food Services Specialist (MOS 92G; 76.92%). Enlisted Aides typically come from 92G; however, the Enlisted Aide role is open to other MOS. Accordingly, the sample also included individuals from other MOS: Human Resources Specialist (42A), Dental Specialist (68E), Radiology Specialist (68P), Combat Medic Specialist (68W), Shower/Laundry and Clothing Repair Specialist (92S), and Unit Supply Specialist (92Y). The majority of participants have worked as Enlisted Aides for 4 years or less (61.56%) and have served in their current General Officer positions for fewer than 2 years (80.77%).

Table 4.1.*Demographic Summary of the Enlisted Aide Sample*

Gender	Frequency	Percent
Male	20	76.92
Female	6	23.08
MOS		
Food Service Specialist (92G)	20	76.92
Other	6	23.08
Years Served in the Army		
6-15 years	7	26.92
16+ years	19	73.08
Years of Experience as an Enlisted Aide		
0-5 years	18	69.23
5+ years	8	30.77
Years of Experience as an Enlisted Aide in Current GO Role		
<1 year	7	26.92
1 year	8	30.77
2 years	6	23.08
3+ years	5	19.24

Measures***Enlisted Aide Background Information***

The self-rater background information form included demographic information about the participants. The demographic information centered on their experience with the Enlisted Aide role. This included rank, years served in the Enlisted Aide position, and years working with the current GO role, as well as other information such as gender and years in the Army.

Rater Background Information

The rater background form included demographic information about the raters. Relevant information centered around the rater's relationship with Enlisted Aides, including familiarity with the Enlisted Aide being rated and years of experience working with Enlisted Aides in general. Other information included pay grade, years served in the Army, and gender.

NSAB

The NSAB is a personality assessment that was developed to predict NCO special assignment performance. During the assessment, participants are given two statements at a time from a possible 120 statement pairs, and they are asked to choose one of the two statements that is most like them. The measure has forced-choice format with no obvious best or worst option, which reduces faking (Horgen et al., 2013; Nye et al., 2018).

ALQ

The ALQ is designed to measure Soldiers' attitudes and experiences. Incumbent Enlisted Aides were asked to self-report their experiences in the Army including awards, promotions, disciplinary incidents, and Army Physical Fitness Test (APFT) scores. Attitude measures included resilience, organizational citizenship behaviors (OCBs), work/life balance, reenlistment intentions, burnout, commitment to the Army, affective commitment, Army fit, fit with assignment as an Enlisted Aide, and personal and professional development. All attitude measures except for burnout were rated on 5-point Likert-style scales. The majority of these scales were built such that 1=strongly disagree and 5=strongly agree. The exceptions to this were OCBs, in which 1=far less often and 5=far more often, and work/life balance, where 1=very dissatisfied and 5=very satisfied. Burnout was measured on a 6-point Likert-style scale of how often participants experienced the feelings in the prompts (1= never, 6= every day).

Performance Self-Ratings

The performance rating scales developed in Chapter 3 were used for self-ratings of effectiveness as Enlisted Aides. There were a total of 13 target areas with one overall effectiveness rating scale. Participants were asked to read the descriptions of each target area (low, moderate, high) and rate themselves on a 7-point scale ranging from 1 (low) to 7 (high) based on their typical performance.

Performance Ratings

We planned to use the performance rating scales developed in Chapter 3 to rate the effectiveness of Enlisted Aides. As with the self-ratings, there were a total of 13 target areas with one overall effectiveness scale. Participants would have been asked to read the descriptions of each target area (low, moderate, high) and rate the Enlisted Aide in question on a 7-point scale ranging from 1 (low) to 7 (high) based on the Enlisted Aide's typical performance.

Data Analysis

Due to the small sample size of this study, we were unable to complete the validation analyses and any results reported should be interpreted with extreme caution. However, we were able to calculate frequencies for demographic variables and means, standard deviations, reliabilities, and correlations for the ALQ and self-rating performance data. There were a total of 26 participants prior to screening for incomplete responding. One participant was removed for incomplete responses and we, therefore, had a final sample size of 25.

In order to conduct a concurrent validation between the predictor (i.e., NSAB) and the criteria (i.e., the ALQ and EA-BARS), we would have utilized correlations and regression analyses. We would have examined the relationship between the relevant personality components from NSAB with performance and identified regression-weighted composites for NSAB.

Results

Table 4.2 shows the descriptive statistics, including means, standard deviations, reliabilities, and correlations, for each of the measures.

ALQ Self-Ratings

Mean scores on the ALQ dimensions were generally high (> 4.0 on the 5-point scales). ALQ dimensions with relatively smaller mean scores included affective commitment ($M = 3.78$, $SD = 0.82$), reenlistment intentions ($M = 3.00$, $SD = 1.21$), and burnout ($M = 1.72$, $SD = 0.82$).

In general, the measures within the ALQ correlated positively and significantly with one another ($.42 < r < .90$) except OCB, reenlistment intentions, and burnout. OCB was significantly related to only two ALQ measures including work/life balance and burnout. Reenlistment intentions was significantly related to only two ALQ measures, Army commitment and work/life balance. Burnout was significantly related, albeit negatively, to most other ALQ measures, excluding reenlistment intentions and personal and professional development.

Performance Self-Ratings

The mean values for both the Performance Self-Rating, which consists of the 13 performance dimensions ($M = 6.48$, $SD = .61$), and the self-rating of Overall Performance ($M = 6.50$, $SD = .72$) were very high (out of 7.00). The two measures correlated highly with one another ($r = .83$). This is consistent with the literature finding suggesting that people tend to give favorable scores on self-rating measures (Heidemeier & Moser, 2009; DeNisi & Murphy, 2017).

Self-Ratings of Performance were significantly related to 9 out of 12 ALQ dimensions ranging from .49 to .67 in magnitude. The study results show that one's commitment to the Army ($r = .54$) and to the Enlisted Aide assignment ($r = .64$), job satisfaction ($r = .68$), work/life balance ($r = .65$), and personal and professional development ($r = .63$) are strongly positively related to self-ratings of performance, and burnout ($r = -.67$) is strongly negatively related to self-rating of performance. This finding is consistent with the literature, which argues that one's attitudes toward their job as well as their work environment are related to performance (Parker et al., 2003; Riketta, M., 2008).

Table 4.2.*Descriptive Statistics and Intercorrelations between the Criteria*

Variables	<i>M</i>	<i>SD</i>	<i>r</i>	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Army Fit	4.30	0.77	.89	-												
2. EA Fit	4.43	0.86	.94	.61**	-											
3. Affective Commitment	3.78	0.82	.77	.69**	.48*	-										
4. Army Commitment	4.35	0.73	.90	.82**	.69**	.72**	-									
5. Enlisted Aide Commitment	4.78	0.54	.97	.37	.72**	.44*	.58**	-								
6. Resilience	4.12	0.59	.75	.42*	.53**	.50**	.46*	.55**	-							
7. OCB	4.20	0.64	.93	.20	.21	.27	.14	.40	.36	-						
8. EA Job Satisfaction	4.56	0.86	.94	.43*	.68**	.52**	.58**	.90**	.56**	.36	-					
9. Work/Life Balance	4.06	0.89	.94	.64**	.60**	.36	.71**	.62**	.44*	.46*	.55**	-				
10. Reenlistment Intentions	3.00	1.21	.78	.34	.17	.19	.42*	.13	.08	.16	.02	.50*	-			
11. Burnout	1.72	0.82	.94	-.76**	-.75**	-.55**	-.79**	-.70**	-.58**	-.42*	-.65**	-.81**	-.34	-		
12. Development ^a	4.37	0.82	.94	.62*	.71**	.65**	.69**	.57**	.61**	.26	.63**	.57**	.40	-.68**	-	
13. Performance ^b	6.48	0.61	.94	.49*	.47*	.36	.54**	.64**	.50*	.28	.68**	.65**	.33	-.67**	.63**	-
14. Overall Performance ^c	6.50	0.72	-	.47*	.34	.42*	.49*	.46*	.36	.17	.46*	.46*	.35	-.56**	.53**	.83**

Note. $N = 25$. M and SD are used to represent mean and standard deviation, respectively. r = Internal consistency reliability estimates (Cronbach's α). * indicates $p < .05$. ** indicates $p < .01$. Development^a = Personal and Professional Development. Performance^b = Self-Ratings of Performance. Overall Performance^c = Overall Self-Ratings of Performance.

Summary and Conclusion

The goal of this project was to provide supplemental candidate information that could help the Enlisted Aide selection committee and GOs select the most qualified Enlisted Aide to their personal staff. As part of this effort, assessment tools were developed or used that could supplement the current selection process. Our plan was to focus on three assessment tools. The first tool was a set of interview questions that assess knowledge, skills and abilities (KSAs) that are critical at entry into the position. The second tool was a performance measure, and the third tool was a personality assessment that can supplement the current assignment process.

To achieve our purpose, we created and followed three main objectives: Job analysis, interview question and performance rating scale development, and NSAB validation. For the first objective, we conducted a job analysis to identify the knowledge, skills, and abilities, as well as the tasks that need to be accomplished for effective performance. We were able to identify 12 critical KSAs and 19 tasks important for Enlisted Aide performance. With this information, we were able to develop and refine interview questions and performance rating scales for the second objective. The final interview questions were composed of 12 dimensions that will help interview panels and GO's to examine the knowledge, skills, and abilities critical for high potential Enlisted Aides for each assignment. The performance rating scale was composed of 13 critical areas of performance and an overall effectiveness rating to help evaluate Enlisted Aides on critical tasks for successful performance in their position. Finally, for the third objective, we planned to evaluate initial evidence for the validity of NSAB to identify Soldiers with the optimal temperament for the assignment. However, due to a small sample size, validation could not be conducted.

This research provided valuable tools including interview questions to supplement the current selection process, performance rating scales to examine incumbent Enlisted Aides, and an outcome measure that can be used in future validation research. Future research is perfectly set up to continue the data collection efforts and expand our understanding of how the NSAB could be used to predict success as an Enlisted Aide.

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Appendix A
Enlisted Aides KSA Ratings Exercise and Background Information Form (Phase 1)

Section 1 of 3: KSA Ratings Exercise

Instructions. The Enlisted Aide position requires a unique set of knowledge, skills, and abilities (KSAs) that an individual must possess to perform effectively. We would like you to make three independent ratings of each KSA listed in this section of the form.

After each KSA and its definition, please enter your rating in the corresponding box for each of the following scales:

Importance: How important the KSA is for successful performance in the Enlisted Aide position.

Differentiates Performance: The degree to which high performing Enlisted Aides differ from low performing Enlisted Aides on this particular KSA based on your observation.

Required at Entry: Whether the KSA is required at entry for successfully performing the job Enlisted Aides do.

If you have no basis to make a judgement on a KSA, please select “Don’t Know.”

Note: In your ratings, it is possible to rank a KSA as very important and required at entry, but unable to differentiate between high and low performance. For example, being on time is very important and required at entry, but most professionals have this skill, and therefore it does not differentiate between high and low performers.

Example:

	Importance	Differentiates Performance	Required at Entry
	1 = Very unimportant 2 = Unimportant 3 = Neither important nor unimportant 4 = Important 5 = Very important 6 = Don’t know	1 = Not at all 2 = Slightly 3 = Moderately 4 = Strongly 5 = Very strongly 6 = Don’t know	1 = Yes 2 = No 3 = Don’t know
Timeliness — Ability to be punctual.	5	1	1

	Importance 1 = Very unimportant 2 = Unimportant 3 = Neither important nor unimportant 4 = Important 5 = Very important 6 = Don't know	Differentiates Performance 1 = Not at all 2 = Slightly 3 = Moderately 4 = Strongly 5 = Very strongly 6 = Don't know	Required at Entry 1 = Yes 2 = No 3 = Don't know
Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.			
Selective Attention — The ability to concentrate on a task over a period of time without being distracted.			
Time Sharing — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).			
Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.			
Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).			
Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).			
Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).			
Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.			

	Importance 1 = Very unimportant 2 = Unimportant 3 = Neither important nor unimportant 4 = Important 5 = Very important 6 = Don't know	Differentiates Performance 1 = Not at all 2 = Slightly 3 = Moderately 4 = Strongly 5 = Very strongly 6 = Don't know	Required at Entry 1 = Yes 2 = No 3 = Don't know
Perceptual Speed — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.			
Number Facility — The ability to add, subtract, multiply, or divide quickly and correctly.			
Visualization — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.			
Far Vision — The ability to see details at a distance.			

	Importance 1 = Very unimportant 2 = Unimportant 3 = Neither important nor unimportant 4 = Important 5 = Very important 6 = Don't know	Differentiates Performance 1 = Not at all 2 = Slightly 3 = Moderately 4 = Strongly 5 = Very strongly 6 = Don't know	Required at Entry 1 = Yes 2 = No 3 = Don't know
Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.			
Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.			
Customer and Personal Service — Knowledge of principles and processes for providing Customer and Personal Services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.			
Active Learning — Understanding the implications of new information for both current and future Problem-Solving and Decision-Making.			
Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.			
Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.			

	Importance 1 = Very unimportant 2 = Unimportant 3 = Neither important nor unimportant 4 = Important 5 = Very important 6 = Don't know	Differentiates Performance 1 = Not at all 2 = Slightly 3 = Moderately 4 = Strongly 5 = Very strongly 6 = Don't know	Required at Entry 1 = Yes 2 = No 3 = Don't know
Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.			
Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.			
Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.			
Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.			
Food Production — Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.			
Management of Financial Resources — Determining how money will be spent to get the work done, and accounting for these expenditures.			
Management of Material Resources — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.			
Time Management — Managing one's own time and the time of others.			

	Importance 1 = Very unimportant 2 = Unimportant 3 = Neither important nor unimportant 4 = Important 5 = Very important 6 = Don't know	Differentiates Performance 1 = Not at all 2 = Slightly 3 = Moderately 4 = Strongly 5 = Very strongly 6 = Don't know	Required at Entry 1 = Yes 2 = No 3 = Don't know
Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.			
Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.			
General/Flag Officer Uniform Maintenance — Knowledge of the routine care, laundry, and repair applicable to maintaining General/Flag Officer uniforms.			
General/Flag Officer Uniform Assembly — Knowledge of the regulations, policies, and procedures pertaining to the proper wear, assembly, and appearance of General/Flag Officer uniforms.			
Knowledge of Military Equipment Maintenance — Knowledge of the care and maintenance of military equipment.			
Military Household Management — Knowledge of military housing methods, practices, and operating procedures for coordinating, scheduling, and managing day-to-day operations.			
Quarters Maintenance — Knowledge of tools, procedures, and methods to maintain General/Flag Officer' quarters tidy, including keeping flooring, furniture, and upholstery in serviceable condition with minimal stains or marks and keeping grounds neatly kept; ability and skill to make minor repairs or report and coordinate exchange of damaged or soiled items.			
Food and Beverage Preparation and Service — Knowledge of methods to plan, purchase, prepare, and execute food and beverage service.			

	Importance 1 = Very unimportant 2 = Unimportant 3 = Neither important nor unimportant 4 = Important 5 = Very important 6 = Don't know	Differentiates Performance 1 = Not at all 2 = Slightly 3 = Moderately 4 = Strongly 5 = Very strongly 6 = Don't know	Required at Entry 1 = Yes 2 = No 3 = Don't know
Meal Planning — Knowledge of appropriate food pairings, food nutrition, and dietary needs for appropriate meal planning.			
Food Safety — Knowledge of the regulatory guidance for food sanitation, handling, and storage techniques.			
Food Nutrition — Knowledge of the sources and function of food nutrition.			
Official Social Functions — Knowledge of the policies and guidelines to plan, prepare, and execute official social functions with the atmosphere appropriate for the event, considering food and beverage selection, table arrangements, and formal service.			

	Importance 1 = Very unimportant 2 = Unimportant 3 = Neither important nor unimportant 4 = Important 5 = Very important 6 = Don't know	Differentiates Performance 1 = Not at all 2 = Slightly 3 = Moderately 4 = Strongly 5 = Very strongly 6 = Don't know	Required at Entry 1 = Yes 2 = No 3 = Don't know
Supervision — Assigning work tasks fairly and providing useful feedback to subordinates, including recognizing good performance and providing strategies to improve performance; supporting the success of subordinates by assuring subordinates have the proper training and equipment and can provide subordinates with leadership to adapt effectively to mission changes.			
Crime Prevention — Knowledge of the strategies and measures for crime prevention.			
Safety Planning — Knowledge of safety plans to create emergency action plans and procedures.			
Antiterrorism and Physical Security Measures — Knowledge of antiterrorism and physical security measures to anticipate and reduce security vulnerabilities of the General/Flag Officer and the household, including measures for building working relationships with security personnel and additional personnel on the premises, disposing of sensitive items in a proper way, and practicing OPSEC.			

	Importance 1 = Very unimportant 2 = Unimportant 3 = Neither important nor unimportant 4 = Important 5 = Very important 6 = Don't know	Differentiates Performance 1 = Not at all 2 = Slightly 3 = Moderately 4 = Strongly 5 = Very strongly 6 = Don't know	Required at Entry 1 = Yes 2 = No 3 = Don't know
Pre-Deployment and Deployment — Knowledge of the protocol and procedures to manage Pre-Deployment and Deployment Activities of the General/Flag Officer, including knowledge about the appropriate gear and uniforms needed for packing, selecting only serviceable gear and uniforms for packing, maintaining accountability for sensitive items during travel, and maintaining temporary quarters to standard.			
Military Courtesies, Customs, and Ethics — Knowledge of military courtesies, customs, and ethics necessary for performing daily duties and responsibilities.			
General/Flag Officer Preferences — Knowledge of the preferences of the assigned General/Flag Officer necessary for performing daily duties and responsibilities.			
Inventories and Property Accountability — Knowledge of the inventory procedures applicable to requesting, receiving, and maintaining accountability of government issued equipment.			
Professional Appearance — Displaying a professional appearance through appropriate body language, conduct, and communication.			
Organization — Organizing, prioritizing, adjusting, and executing assigned tasks and duties such that requirements are effectively met.			
Telephone Etiquette — Presenting a professional image when answering telephone calls by properly identifying whom the caller has reached,			

	Importance 1 = Very unimportant 2 = Unimportant 3 = Neither important nor unimportant 4 = Important 5 = Very important 6 = Don't know	Differentiates Performance 1 = Not at all 2 = Slightly 3 = Moderately 4 = Strongly 5 = Very strongly 6 = Don't know	Required at Entry 1 = Yes 2 = No 3 = Don't know
listening to the caller, being helpful and courteous, and documenting and delivering messages.			
Integrity — Safeguarding and respecting the privacy of the General/Flag Officer and their family by keeping sensitive information regarding mission, finances, or household members' matters private.			
Punctuality — Arriving to work on time and meeting or completing tasks or projects on time or ahead of schedule.			
Adaptability — Ability to modify behavior when faced with unexpected events or conditions, including new people, situations, equipment.			

	Importance 1 = Very unimportant 2 = Unimportant 3 = Neither important nor unimportant 4 = Important 5 = Very important 6 = Don't know	Differentiates Performance 1 = Not at all 2 = Slightly 3 = Moderately 4 = Strongly 5 = Very strongly 6 = Don't know	Required at Entry 1 = Yes 2 = No 3 = Don't know
Static Strength — The ability to exert maximum muscle force to lift, push, pull, or carry objects.			
Extent Flexibility — The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.			
Stamina — The ability to exert yourself physically over long periods of time without getting winded or out of breath.			
Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.			
Finger Dexterity — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.			

	Importance 1 = Very unimportant 2 = Unimportant 3 = Neither important nor unimportant 4 = Important 5 = Very important 6 = Don't know	Differentiates Performance 1 = Not at all 2 = Slightly 3 = Moderately 4 = Strongly 5 = Very strongly 6 = Don't know	Required at Entry 1 = Yes 2 = No 3 = Don't know
Negotiation — Bringing others together and trying to reconcile differences.			
Persuasion — Persuading others to change their minds or behavior.			
Instructing — Teaching others how to do something.			
Coordination — Adjusting actions in relation to others' actions.			
Service Orientation — Actively looking for ways to help people.			
Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.			
Body Language — Using gestures, body postures, and hand movements to enhance communication; appropriately adapting body language to the setting and context.			
Speech Clarity — The ability to speak clearly so others can understand you.			
Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.			
Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.			
Oral Expression — The ability to communicate information and ideas in speaking so others will understand.			
Writing — Communicating effectively in writing as appropriate for the needs of the audience.			
Reading Comprehension — Understanding written sentences and paragraphs in work-related documents.			

Section 2 of 3: Additional Knowledge, Skills, and Abilities (KSAs)

Instructions. Are there any additional knowledge, skills, and abilities (KSAs) relevant to the Enlisted Aide position that are not listed above? If needed, list and describe any additional knowledge, skills, and abilities using the space provided below.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Section 3 of 3: Background Information

Instructions. Review the items below and make a selection using the provided response scales.

1. What is your current rank? (select one)
 - E-5 to E-7
 - E-8 to E-9
 - O-4 to O-5
 - Other: _____

2. How many years have you served in the Army? (select one)
 - 1-5
 - 6-10
 - 11-15
 - 15+

3. Have you currently or previously served as an Enlisted Aide? (select one)
 - Yes [If “Yes” continue to question #4]
 - No [If “No” skip to question #5]

4. How much experience do you have as an Enlisted Aide? (select one)
 - Less than 12 months
 - 12 to 24 months
 - More than 24 months

5. If you have not currently or previously served as an Enlisted Aide, in what situations have you worked with Enlisted Aides? (check all that apply)
 - I have supervised Enlisted Aides
 - I have trained Enlisted Aides
 - I have worked on a team with Enlisted Aides
 - Other (specify): _____

6. If you have not currently or previously served as an Enlisted Aide, how frequently do or did you work directly with Enlisted Aides?
(select one)

- Daily
- Weekly
- Monthly
- Infrequently

Please provide any additional comments you would like to provide below. Thank you for your assistance!

Appendix B
KSA Ratings by Enlisted Aide Subject Matter Experts (Phase 1)

KSA	Importance			Differentiation			Required at Entry	
	N	M	SD	N	M	SD	N	%
1. Critical Thinking*	12	4.83	0.39	12	4.08	1.31	11	90.91
2. Selective Attention	12	4.25	0.75	12	3.42	1.24	11	81.82
3. Time Sharing*	12	4.25	0.75	11	3.91	0.94	11	90.91
4. Deductive Reasoning*	12	4.58	0.67	11	3.73	1.19	12	75.00
5. Inductive Reasoning	12	4.00	0.74	11	3.55	1.21	11	45.45
6. Information Ordering	12	3.75	1.06	11	3.36	1.36	12	50.00
7. Fluency of Ideas	12	3.58	1.16	12	3.33	0.89	11	45.45
8. Originality*	12	4.00	0.95	12	3.5	1.24	11	72.73
9. Perceptual Speed	12	3.33	1.37	10	3.00	1.49	11	63.64
10. Number Facility	12	3.25	1.42	11	2.45	1.44	11	63.64
11. Visualization	12	3.58	1.08	12	3.08	1.24	11	54.55
12. Far Vision	11	3.36	1.36	10	2.9	1.52	11	54.55
13. Administration and Management	12	4.08	0.90	12	3.33	1.37	11	63.64
14. Clerical	12	3.58	1.08	11	3.55	1.29	12	66.67
15. Customer and Personal Service*	12	4.83	0.39	12	4.33	1.37	12	91.67
16. Active Learning*	12	4.33	0.65	11	3.64	1.21	12	83.33
17. Learning Strategies	12	3.42	1.31	12	2.75	1.22	12	66.67
18. Monitoring	12	4.33	0.89	12	3.25	1.14	11	90.91
19. Problem Sensitivity	12	4.50	0.52	11	3.91	1.30	12	66.67
20. Communications and Media	12	2.92	1.38	11	2.45	1.37	12	33.33
21. Complex Problem Solving	12	3.75	0.75	11	3.45	1.13	11	72.73
22. Public Safety and Security	12	4.42	0.79	11	3.00	1.41	10	80.00
23. Food Production	12	4.08	1.16	12	3.42	1.68	12	91.67
24. Management of Financial Resources	12	4.50	0.80	12	3.33	1.30	12	91.67
25. Management of Material Resources	11	4.09	0.7	12	3.00	1.21	10	80.00
26. Time Management*	12	4.83	0.39	12	3.83	1.47	12	100.00

KSA	Importance			Differentiation			Required at Entry	
	N	M	SD	N	M	SD	N	%
27. Judgment and Decision Making*	12	4.58	0.67	12	3.75	1.42	11	100.00
28. Quality Control Analysis	12	4.00	0.95	12	2.83	1.11	12	58.33
29. General/Flag Officer Uniform Maintenance	12	4.92	0.29	12	3.67	1.61	12	91.67
30. General/Flag Officer Uniform Assembly	12	5.00	0.00	12	3.83	1.64	12	91.67
31. Knowledge of Military Equipment Maintenance	12	4.17	1.11	11	3.45	1.37	11	81.82
32. Military Household Management	12	4.75	0.45	12	3.33	1.61	12	66.67
33. Quarters Maintenance	12	4.33	0.65	11	3.73	1.19	11	63.64
34. Food and Beverage Preparation and Service	12	4.33	0.78	12	3.42	1.44	12	83.33
35. Meal Planning	12	4.33	0.78	12	3.42	1.16	12	91.67
36. Food Safety*	12	4.92	0.29	12	3.67	1.61	12	91.67
37. Food Nutrition*	12	4.42	0.67	12	3.50	1.24	12	83.33
38. Official Social Functions	12	4.83	0.39	12	3.50	1.51	12	91.67
39. Supervision	12	4.08	1.16	12	3.25	1.36	11	90.91
40. Crime Prevention	11	3.82	1.17	9	2.78	1.39	9	55.56
41. Safety Planning	12	4.17	1.03	11	2.55	1.13	10	60.00
42. Antiterrorism and Physical Security Measures	12	4.50	0.80	11	3.18	1.60	11	72.73
43. Pre-Deployment and Deployment	12	4.42	0.9	12	3.17	1.40	12	66.67
44. Military Courtesies, Customs, and Ethics*	12	4.92	0.29	12	4.00	1.54	12	91.67
45. General/Flag Officer Preferences	12	4.83	0.39	12	4.00	1.48	12	58.3
46. Inventories and Property Accountability	12	4.67	0.49	12	3.50	1.45	11	90.91
47. Professional Appearance*	12	5.00	0.00	12	4.08	1.68	12	91.67
48. Organization*	12	4.58	0.51	11	4.09	1.22	12	91.67
49. Telephone Etiquette	12	4.33	0.78	12	3.33	1.37	12	91.67
50. Integrity*	12	5.00	0.00	12	4.17	1.59	12	100.00
51. Punctuality*	12	4.92	0.29	12	3.83	1.53	12	100.00
52. Adaptability*	12	4.75	0.45	12	3.75	1.48	12	100.00
53. Static Strength	12	3.33	0.98	11	2.64	1.21	9	55.56
54. Extent Flexibility	11	3.27	1.01	10	2.50	1.35	9	55.56
55. Stamina*	12	3.75	1.14	11	3.55	1.37	11	72.73
56. Manual Dexterity	12	3.42	1.08	11	2.82	1.25	8	87.50

KSA	Importance			Differentiation			Required at Entry	
	N	M	SD	N	M	SD	N	%
57. Finger Dexterity	12	3.25	1.06	11	2.55	1.04	10	70.00
58. Negotiation	11	3.18	1.17	10	2.40	1.07	9	66.67
59. Persuasion	11	3.27	1.01	10	2.70	0.95	10	70.00
60. Instructing	12	3.75	1.29	12	3.17	1.47	11	72.73
61. Coordination*	12	4.17	0.94	11	3.82	1.33	11	81.82
62. Service Orientation	12	4.33	0.78	12	3.33	1.56	11	81.82
63. Social Perceptiveness	12	3.83	0.94	11	3.45	1.21	10	60.00
64. Body Language*	12	3.92	0.9	11	3.64	1.12	9	88.89
65. Speech Clarity	11	4.36	0.67	12	3.33	1.56	12	91.67
66. Active Listening*	12	4.58	0.67	12	3.75	1.60	11	100.00
67. Oral Comprehension*	12	4.58	0.67	12	3.83	1.47	12	100.00
68. Oral Expression*	12	4.67	0.65	12	3.67	1.50	12	91.67
69. Writing*	12	4.08	1.00	11	3.55	1.29	12	91.67
70. Reading Comprehension*	12	4.25	0.97	11	3.82	1.08	12	91.67

Note. Importance = SMEs were asked to rate how important the KSA is for successful performance in the Enlisted Aide position using a 5-point Likert-type scale from 1(*Not at all important*) to 5(*Extremely important*). Differentiation = SMEs were asked to rate the degree to which high performing Enlisted Aides differ from low performing Enlisted Aides on the KSA using a 5-point Likert-type scale from 1(*Not at all*) to 5(*Very strongly*). Required at entry rating = SMEs were asked to rate whether the KSA is required at entry for successfully performing the job Enlisted Aides do by providing a response of “*Yes*” or “*No*”.

N = the number of SMEs that provided a rating.

% = the percentage of SMEs that indicated that the KSA was required at entry.

* indicate that the KSA met the criteria for being critical at entry (24 KSAs)

Appendix C
Crosswalk of KSA Categories (Phase 1)

KSA Categories	KSA Ratings Exercise	Focus Group KSAs
1. Adaptability*	1. Adaptability	1. Adaptability and flexibility
2. Problem-Solving and Decision-Making	2. Critical thinking 3. Deductive reasoning 4. Judgement and decision making 5. Originality	2. Critical thinking and decision making
3. Task Management Skill	6. Time management 7. Organization 8. Time sharing 9. Punctuality	3. Prioritize tasks and multi-task 4. Anticipate
4. Self-Management and Self-Directed Learning Skill*	10. Active learning	
5. Level of Effort and Initiative on the Job*		5. Effort and initiative
6. Level of Integrity and Discipline Demonstrated on the Job*	11. Integrity	6. Loyalty, respect, integrity, and trustworthiness
7. Military Presence and Bearing*	12. Stamina 13. Professional appearance 14. Military courtesies, customs, and ethics 15. Body language	7. Physical fitness and Soldier Readiness
8. Oral Communication Skill*	16. Active listening 17. Oral comprehension 18. Oral expression 19. Reading comprehension 20. Writing	8. Communication skill
9. Collaborating with Others	21. Coordination	9. Collaborate with others
10. Interpersonal Skills		10. Interpersonal relationships
11. Customer and Personal Service	22. Customer and Personal Service	11. Humility and provide service to others 12. Professionalism and maturity

12. Culinary Experience	23. Food safety	13. Culinary and nutrition background
---	24. Food nutrition	---
---	---	14. Protocol procedures ^a

Note.

KSA Categories = final list of KSAs evaluated with interview questions.

KSA Ratings Exercise = 24 KSAs identified as being critical at entry using the KSA ratings exercise.

Focus Group KSAs = 14 KSAs that SMEs frequently described as seeing in the highest performing Enlisted Aides.

^a*Protocol procedures* was not crosswalked to a KSA category because selected applicants receive specialized training about the protocol procedures needed to execute various tasks.

* indicate the KSA Category is based on the KSA dimension from the existing NCO interview questions.

Appendix D
Main and Detailed Enlisted Aide Task List (Phase 1)

Main task	Detailed Task
1. Uniform and Equipment Maintenance	1. Assist with the maintenance, care, cleanliness, repair, and order of General Officer uniforms and military equipment 2. Assist with assembling General Officer uniforms and civilian attire worn at official events 3. Assist with requesting, receiving, and accountability of Officer's government and personally owned equipment
2. Quarters Maintenance	4. Assist with the maintenance, care, cleanliness, and order of General Officer's military housing used for qualifying representational events 5. Assist with providing care of furnishings and equipment as part of household management 6. Perform general yard maintenance of Officer's military housing, including lawn care, policing debris and litter
3. Point of Contact Duties	7. Coordinate, schedule, and monitor work orders of General Officer's military housing 8. Develop and monitor Military Housing Six Year Plan 9. Act as point of contact for General Officer's military housing, including receiving and maintaining records of telephone calls, and receiving guests and visitors 10. Manage General Officer's work schedules 11. Maintain an Enlisted Aide SOP/Continuity Book
4. Food Preparation and Service	12. Determine and develop official menus for meals 13. Produce shopping lists for meal preparation 14. Prepare and provide meals based on dietary restrictions and personal preferences 15. Shop for food, beverages, and household supplies 16. Purchase, prepare, and serve foods and beverages in General Officer's assigned military housing for official social functions and activities 17. Purchase, prepare, and serve foods and beverages for the daily meals of General Officers and immediate family members
5. Planning and Execution of Official Social Events	18. Determine funding requirements for official dinners 19. Manage funding necessary for food preparation 20. Manage hosting duties, including table arrangements, table setting, printed material, greeting guests 21. Plan, prepare, arrange and prepare services of qualifying representational events and activities, such as receptions, parties, and dinners 22. Coordinate with personal staff, the Chief of Protocol, and spouse to schedule social events 23. Receive and serve guests and visitors during qualifying representational events at Officer's assigned military housing

6. Purchasing and Accounting	24. Maintain accounting ledgers for inventories, funds drawn from personal accounts, and Official Representation Funds for General Officers 25. Provide monthly, quarterly, and annual reports for all accounts
7. Pre-Deployment and Deployment Activities	26. Assist with General Officer's travel itineraries 27. Assist with permanent change of station moves, including packing/unpacking of official books, military uniforms, and government-issued equipment 28. Assist with General Officer's deployment
8. Physical and Personal Security	29. Assist with safety and physical security of military housing 30. Implement antiterrorism measures for General Officers
9. Self-directed Learning	31. Engage in personal core competencies and career progression development, such as assisting in local military dining facility, attending culinary workshops, providing culinary training 32. Maintain personal technical proficiency commensurate with rank and assigned MOS
10. Soldier Readiness	33. Maintain personal physical fitness and readiness

Appendix E
Enlisted Aides Interview Questions

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Enlisted Aide Interview Questions

The Enlisted Aide Interview Questions were developed to assess knowledge, skills, and abilities (KSAs) that were identified as necessary to successfully perform as Enlisted Aides. Rating scales are also included to help interviewers rate candidates' performance level in that KSA as low, moderate, or high.

Rating Areas

You will rate each NCO on 12 different target areas of Enlisted Aide KSAs. These areas are shown below.

1. Adaptability
2. Problem-Solving and Decision-Making
3. Task Management Skill
4. Self-Management and Self-Directed Learning Skill
5. Level of Effort and Initiative on the Job
6. Level of Integrity and Discipline Demonstrated on the Job
7. Collaborating with Others
8. Interpersonal Skills
9. Hospitality and Personal Service
10. Culinary Experience
11. Military Presence and Bearing
12. Oral Communication Skill

Directions

Each KSA area consists of (a) the name of the KSA area, (b) the definition of the KSA area, (c) a 1 through 7 (low – to – high) numeric scale, (d) descriptions of behaviors illustrating low, moderate, and high levels of the KSA, and (e) a set of interview questions associated with the KSA. The last two KSA areas, **11. Military Presence and Bearing** and **12. Oral Communication Skill**, will be rated based on interviewee’s behaviors, attitudes, and skills shown during the interview and do not include interview questions.

Please repeat these steps for each KSA.

1. Please review the definition of the KSA area and the descriptions of behaviors for low, moderate, and high levels of the KSA to fully understand the important aspects of the KSA you need to focus on when interviewing the Soldier.
2. Choose the interview questions that you think best represent the aspects of the KSA that are important to the Enlisted Aide assignment.
3. Rate the Soldier on the KSA by matching the Soldier’s response to the rating descriptions that most closely represent their behavior in that category. Please review the descriptions as needed.

EXAMPLE:

Adaptability

Can modify behavior or plans as necessary to reach goals or to adapt to changing goals. Is able to maintain effectiveness when environments, tasks, responsibilities, or personnel change. Easily commits to learning new things when the technology, mission, or situation requires it.

1	2	3	4	⑤	6	7
LOW		MODERATE			HIGH	
<ul style="list-style-type: none"> • Floundered when it was necessary to think quickly on their feet. • Could not learn new procedures when dealing with crisis or unfamiliar situations. 		<ul style="list-style-type: none"> • Developed workable solutions to problems, changing direction when it was necessary. • Dealt with crisis or unfamiliar situations in a reasonably effective manner by following learned procedures. 			<ul style="list-style-type: none"> • Developed effective solutions to problems, switching from one situation to another quickly and smoothly. • Learned new procedures quickly and effectively as required by the crisis or unfamiliar situations. 	

<ul style="list-style-type: none"> • Resisted learning new ways of doing things when the technology was available or the situation required it. 	<ul style="list-style-type: none"> • Modified behavior and learned new ways of doing things as the technology or situation required, but did so with hesitation or difficulty. 	<ul style="list-style-type: none"> • Demonstrated exceptional ability to implement new procedures as technology or situations warranted.
--	---	---

In this example, the interviewer gave the candidate a rating of “5” indicating that the Soldier’s responses most closely represented behaviors in the middle statement and some of behaviors in the high-end of this target area.

Please read ALL of the KSA description statements thoroughly so that you have a firm understanding of the kinds of behaviors that define different levels of effectiveness within each target area.

When you make your ratings, select the circle containing the one number (as shown above) that best reflects the Enlisted Aide’s performance for each of the 12 scales.

I. Interview Questions

1. Adaptability

Can modify behavior or plans as necessary to reach goals or to adapt to changing goals. Is able to maintain effectiveness when environments, tasks, responsibilities, or personnel change. Easily commits to learning new things when the technology, mission, or situation requires it.

1	2	3	4	5	6	7
LOW		MODERATE			HIGH	
<ul style="list-style-type: none"> • Floundered when it was necessary to think quickly on their feet. • Could not learn new procedures when dealing with crisis or unfamiliar situations. • Resisted learning new ways of doing things when the technology was available or the situation required it. 		<ul style="list-style-type: none"> • Developed workable solutions to problems, changing direction when it was necessary. • Dealt with crisis or unfamiliar situations in a reasonably effective manner by following learned procedures. • Modified behavior and learned new ways of doing things as the technology or situation required, but did so with hesitation or difficulty. 			<ul style="list-style-type: none"> • Developed effective solutions to problems, switching from one situation to another quickly and smoothly. • Learned new procedures quickly and effectively as required by the crisis or unfamiliar situations. • Demonstrated exceptional ability to implement new procedures as technology or situations warranted. 	

2. Problem-Solving and Decision-Making

Applies training, rules, and experience to solve problem situations. Considers costs and benefits of alternative solutions to choose the most appropriate one.

1	2	3	4	5	6	7
LOW		MODERATE			HIGH	
<ul style="list-style-type: none"> • Blindly applied rules or strategies without considering the specific situation. • Failed to consider alternative solutions to problems. • Failed to consider costs and benefits of alternative solutions to choose the most appropriate one. 		<ul style="list-style-type: none"> • Applied training, rules, and previous experience to new situations or problems. • Used common strategies to solve problems. • Only considered the obvious costs and benefits of alternative solutions. 			<ul style="list-style-type: none"> • Effectively and appropriately applied training, rules, and previous experience to new situations or problems. • Used innovative ways that improved the situation. • Considered wide range of costs and benefits of alternative solutions to choose the most appropriate one. 	

3. Task Management Skill

Plans for future events and handles multiple responsibilities at once. Examines multiple tools and strategies and chooses the most appropriate one. Prioritizes General Officer's needs and mission ahead of own goals when appropriate.

1	2	3	4	5	6	7
LOW		MODERATE			HIGH	
<ul style="list-style-type: none"> • Overwhelmed when faced with multiple responsibilities and unable to prioritize tasks appropriately. • Did not utilize multiple tools and strategies and chose the easiest way to accomplish goals. • Failed to meet deadlines and never prepared for future events ahead of time. • Prioritized own goals ahead of General Officer's needs and mission. 		<ul style="list-style-type: none"> • Handled multiple responsibilities but with some difficulties. • Examined a few tools and strategies to accomplish goals. • Punctual and had general plans ahead of time. • Prioritized General Officer's needs and mission ahead of own goals only when it was easy to do so. 			<ul style="list-style-type: none"> • Handled multiple responsibilities and prioritized tasks based on importance, complexity, and deadline. • Examined multiple tools and strategies and chose the most appropriate one. • Punctual and planned for future events ahead of time. • Prioritized General Officer's needs and mission ahead of own goals when appropriate. 	

4. Self-Management and Self-Directed Learning Skill

Manages the full range of own career, personal, and family life through strategies such as setting long- and short-term goals. Identifies personal training needs, plans education and training experiences to meet them, and evaluates own training success. Seeks to continually develop job and personal skills by participating in self-study, reading, training programs, and/or educational classes. Uses effective personal learning strategies. Works effectively without direct supervision, but seeks help and advice from others when appropriate.

1	2	3	4	5	6	7
LOW		MODERATE			HIGH	
<ul style="list-style-type: none"> • Demonstrated poor work performance because of ineffective management of personal responsibilities. • Did not take initiative to pursue training courses or other learning opportunities. • Could not evaluate personal training needs. • Did not ask for assistance when it was required to complete assignments. 		<ul style="list-style-type: none"> • Effectively balanced work assignments and personal responsibilities. • Pursued additional course/training when supervisor advised them to do so. • Was usually able to evaluate personal training needs. • Usually asked for assistance when it was needed to complete tasks. 			<ul style="list-style-type: none"> • Established priorities and plans to handle work and personal life. Was able to use these to avoid conflicts. • Actively pursued additional training to improve job skills and increase chance of promotion. • Identified personal training needs to meet future requirements (i.e., didn't wait for problem to arise; was proactive in training). • Asked for assistance when it was needed to complete tasks. 	

5. Level of Effort and Initiative on the Job

Demonstrates high effort in completing work. Takes independent action when necessary. Seeks out and willingly accepts responsibility and additional challenging assignments. Persists in carrying out difficult assignments and responsibilities.

1	2	3	4	5	6	7
LOW		MODERATE			HIGH	
<ul style="list-style-type: none"> • Showed little willingness to take on challenging assignments. • Failed to put in the extra time or effort necessary to complete a job. • Never tried to complete a difficult task/assignment. 		<ul style="list-style-type: none"> • Displayed willingness to take responsibility for completing challenging assignments. • Put in additional time and effort when it was necessary to complete a job. • Tried to complete a difficult assignment, but eventually gave up. 			<ul style="list-style-type: none"> • Showed initiative and independence in taking on challenging assignments. • Willingly put in extraordinary time and effort to ensure effective completion of work. • Persevered in completing difficult assignments. 	

6. Level of Integrity and Discipline Demonstrated on the Job

Maintains high ethical standards. Does not succumb to peer pressure to commit prohibited, harmful, or questionable acts. Demonstrates trustworthiness and exercises effective self-control. Understands and accepts the basic values of the Army and acts accordingly.

1	2	3	4	5	6	7
LOW		MODERATE			HIGH	
<ul style="list-style-type: none"> • Blamed others for their own job-related errors. • Looked the other way, even when laws or regulations were being violated. • Demonstrated self-indulgent behavior. 		<ul style="list-style-type: none"> • Took some responsibility for a job-related mistake, but made some excuses about why the mistake was made to minimize the error. • Confronted or reported others when they were committing a serious wrong, but looked away in less serious situations or when there was less chance of being caught. • Controlled self-indulgent impulse, but gave in when there was little or no chance of being caught. 			<ul style="list-style-type: none"> • Admitted to a job-related error and made sure others were not blamed for it. • Held self and others to the highest standard of ethics, regardless of consequences. • Did not succumb to peer pressure (and was not accepting of others who did so), even though there was little or no chance of being caught. 	

7. Collaborating with Others

Works effectively as a team member. Collaborates with others who have different positions/backgrounds to achieve goals. Provides help and assistance to others.

1	2	3	4	5	6	7
LOW		MODERATE			HIGH	
<ul style="list-style-type: none"> • Did not work well with others who have different backgrounds, positions, and/or units. • Did not establish clear roles and responsibilities with others on the team and the supervisor. • Did not provide help and assistance to others. • Did not take criticisms well and did not incorporate others' ideas in their future actions and plans. • Hung on adamantly and aggressively to own position, refusing to compromise. 		<ul style="list-style-type: none"> • Usually worked well with people from different backgrounds, positions, and/or units. • Established general roles and responsibilities with others on the team and the supervisor. • Provided help and assistance to others when asked. • Took criticisms and incorporated others' ideas in their future actions and plans when it was easy to do so. • Accepted compromise when it was offered or proposed compromises when there was an obvious disagreement. 			<ul style="list-style-type: none"> • Worked well with others from different backgrounds, positions, and/or units. • Proactively established clear roles and responsibilities with others on the team and the supervisor. • Proactively provided help and assistance to others who needed them. • Took criticisms well and incorporated others' ideas in their future actions and plans. • Offered a compromise to prevent a disagreement with others that helped keep a task on track. 	

8. Interpersonal Skills

Interacts appropriately with people across different positions and backgrounds. Treats others in a courteous, respectful, and tactful manner.

1	2	3	4	5	6	7
LOW		MODERATE			HIGH	
<ul style="list-style-type: none"> • Did not interact appropriately with people across different positions and backgrounds. • Was disrespectful to others and disregarded their opinions or concerns. • Did not attempt to maintain positive and trusting relationships with others. 		<ul style="list-style-type: none"> • Interacted appropriately with people across different positions and backgrounds, but with some difficulties. • Tried to be respectful and courteous when dealing with others. • Made some attempts to maintain positive and trusting relationships with others. 			<ul style="list-style-type: none"> • Interacted appropriately with people across different positions and backgrounds. • Was clearly courteous, respectful, and tactful in dealing with others. • Was very proactive about maintaining positive and trusting relationships with others. 	

9. Hospitality and Personal Service

Possesses the knowledge of principles and processes for providing excellent Hospitality and Personal Services. Maintains professional and mature demeanor.

1	2	3	4	5	6	7
LOW		MODERATE			HIGH	
<ul style="list-style-type: none"> • Lacked knowledge or experience with providing hospitality. • Did not take action to assess guest needs, meet quality standards, and fulfill guest satisfaction. • Easily panicked during conflict situations and was unable to appease others who were upset or dissatisfied. 		<ul style="list-style-type: none"> • Had some knowledge, but limited experience with providing hospitality. • Made some attempt to assess guest needs, meet quality standards, and fulfill guest satisfaction but only when it was easy to do so. • Usually stayed calm during conflict situations and appeased others when the problem was small. 			<ul style="list-style-type: none"> • Was knowledgeable and experienced with providing hospitality. • Was very proactive to assess guest needs, meet quality standards, and fulfill guest satisfaction, even in difficult situations. • Stayed calm during conflict situations and appeased others who were upset or dissatisfied. 	

10. Culinary Experience

Prepares and provides meals based on dietary restrictions, personal preferences, and purpose of the event. Purchases fresh, quality products within budget. Prepares both simple and complicated menus. Possesses knowledge of food sanitation, handling, and storage.

1	2	3	4	5	6	7
LOW		MODERATE			HIGH	
<ul style="list-style-type: none"> • No experience preparing and providing meals based on dietary restrictions and personal preferences. • No experience planning menus for an event. • No experience with preparing complicated menus. • No experience with purchasing products and remaining within budget. • Lacked knowledge about food sanitation, handling and storage. • Exhibits no passion for culinary knowledge and techniques. 		<ul style="list-style-type: none"> • Had some experience preparing meals based on dietary restrictions and personal preferences. • Had some experience planning menus for small or personal events. • Had some experience with preparing complicated menus. • Purchased fresh, quality products within budget, but only for personal purposes. • Had some knowledge about food sanitation, handling and storage. • Exhibits an interest for culinary knowledge and techniques. 			<ul style="list-style-type: none"> • Very experienced with preparing and providing meals based on dietary restrictions and personal preferences. • Planned menus and considered factors such as purpose, attendees, location, and size. • Very experienced with preparing complicated menus. • Purchased fresh, quality products within budget for official purpose. • Very knowledgeable about food sanitation, handling, and storage. • Exhibits a strong passion for culinary knowledge and techniques. 	

11. Military Presence and Bearing

Presents a positive and professional image of self and the Army even when off duty. Maintains proper military appearance.

[This KSA area is rated based on interviewee's behaviors, attitudes, and skills shown during the interview and do not include interview questions.]

1	2	3	4	5	6	7
LOW		MODERATE			HIGH	
<ul style="list-style-type: none"> • Dressed sloppily or improperly. • Displayed bad posture or poor military bearing throughout the interview. • Unfit or overweight (e.g., above the Army weight standard for age and height). • Showed poor military customs and courtesies with verbal and non-verbal expressions throughout the interview. 		<ul style="list-style-type: none"> • Dressed relatively neatly and properly, maintaining basic Army standards. • Displayed good military posture and bearing during most of the interview. • Fit and within Army weight standards. • Showed good military customs and courtesies with verbal and non-verbal expressions throughout the interview. 			<ul style="list-style-type: none"> • Dressed neatly and sharply, exceeding basic Army standards. • Maintained excellent military posture and bearing throughout the interview. • Exceptionally fit and athletic and was well within Army weight standards. • Showed excellent military customs and courtesies with verbal and non-verbal expressions throughout the interview. 	

12. Oral Communication Skill

Speaks in a clear, organized, and logical manner. Communicates detailed information, instructions, or questions in an efficient and understandable way. Note that this skill refers to how well the individual can speak and communicate, not whether technical expertise is high or low.

[This KSA area is rated based on interviewee's behaviors, attitudes, and skills shown during the interview and do not include interview questions.]

1	2	3	4	5	6	7
LOW		MODERATE			HIGH	
<ul style="list-style-type: none"> • Inappropriately used non-verbal cues such as eye contact, facial expressions, and hand gestures. • Responded to questions in a disjointed manner; strayed to irrelevant topics. • Used poor grammar and spoke in an awkward or confusing manner. 		<ul style="list-style-type: none"> • Helped communicate points by using non-verbal cues such as eye contact, facial expressions, and hand gestures. • Expressed self clearly and focused on relevant issues, but strayed to irrelevant topics at times. • Spoke clearly with only a few minor stammers or grammatical errors. 			<ul style="list-style-type: none"> • Effectively communicated points using non-verbal cues such as eye contact, facial expressions, and hand gestures. • Expressed self, concisely, clearly, confidently, and persuasively, and focused on pertinent issues. • Spoke fluently and articulately, using appropriate grammar. 	

II. Rating Worksheet

1. Adaptability	1	2	3	4	5	6	7
2. Problem-Solving and Decision-Making	1	2	3	4	5	6	7
3. Task Management Skill	1	2	3	4	5	6	7
4. Self-Management and Self-Directed Learning Skill	1	2	3	4	5	6	7
5. Level of Effort and Initiative on the Job	1	2	3	4	5	6	7
6. Level of Integrity and Discipline Demonstrated on the Job	1	2	3	4	5	6	7
7. Collaborating with Others	1	2	3	4	5	6	7
8. Interpersonal Skills	1	2	3	4	5	6	7
9. Hospitality and Personal Service	1	2	3	4	5	6	7
10. Culinary Experience	1	2	3	4	5	6	7
11. Military Presence and Bearing	1	2	3	4	5	6	7
12. Oral Communication Skill	1	2	3	4	5	6	7

III. Rating Summary

Performance Area	Rater 1	Rater 2	Rater 3	Summary	Average (sum/total #)
1. Adaptability					
2. Problem-Solving and Decision-Making					
3. Task Management Skill					
4. Self-Management and Self-Directed Learning Skill					
5. Level of Effort and Initiative on the Job					
6. Level of Integrity and Discipline Demonstrated on the Job					
7. Collaborating with Others					
8. Interpersonal Skills					
9. Hospitality and Personal Service					
10. Culinary Experience					
11. Military Presence and Bearing					
12. Oral Communication Skill					

Overall Rating

Sum of all Average Ratings: _____

Overall Average Score
(Sum of all average ratings ÷ 12): _____

Appendix F

Enlisted Aides Performance Rating Scales

The Enlisted Aide Performance Rating Scales were developed to assess job performance in 13 different performance areas plus an overall effectiveness rating.

Instructions for completing the scales are shown below. Each rating scale consists of (a) the name of the performance area, (b) the definition of the performance area, (c) a 1 through 7 (low – to – high) numeric scale, and (d) descriptions of performance behaviors illustrating low, moderate, and high levels of performance.

General Instructions

Overview

It is very important that you give this task your careful attention and that the ratings you make are honest and accurate descriptions of each Enlisted Aide's effectiveness. It is also very important that you read the following directions carefully and thoroughly so that your ratings will be as accurate as possible.

Rating Areas

- I. Observed Performance Rating Scales.** You will rate each Soldier on 13 different target areas of Enlisted Aide performance. These areas are shown below.
 1. Uniform and Equipment Maintenance & Pre-Deployment Activities
 2. Quarters Maintenance
 3. Food Preparation
 4. Official Social Events and Personal Service
 5. Physical and Personal Security
 6. Point of Contact Duties
 7. Purchasing and Accounting
 8. Teamwork and Interaction with Others
 9. Communication Skill
 10. Effort and Initiative on the Job
 11. Task Management & Adaptability
 12. Loyalty, Respect and Integrity
 13. Self-Directed Learning Skill and Soldier Readiness

- II. Overall Effectiveness.** An overall judgment (one scale) of effectiveness for each Enlisted Aide you are evaluating.

DIRECTIONS

The target area you will rate is listed in the gray box at the top of each scale. A 7-point scale ranging from 1 (low) to 7 (high) appears under each target area. Above the rating scale, statements are provided which describe different levels of performance effectiveness. For each Enlisted Aide you rate, you should first read these statements and decide which description most closely matches their typical performance in that category. Try to think about how the Soldier usually performs. While everyone has “good days” and “bad days,” base your ratings on how the Soldier performs most often.

In the example below, the rater is judging the target area “Communication Skill.” In this case, the supervisor gave the Enlisted Aide a rating of “5,” indicating that the Soldier typically demonstrates behavior similar to the middle statement and occasionally shows some of the high-end behaviors in this target area.

EXAMPLE:

<i>Target area</i>	Communication Skill					
	How effectively does this Enlisted Aide understand and communicate with others?					
<i>Rating scale</i>	Has difficulty understanding information shared by others; has difficulty addressing / responding to others appropriately; speaks in an awkward or confusing manner; has considerable difficulty preparing written communications; does not present ideas clearly; often rambles or strays to irrelevant topics; mispronounces words or terms; speaks too fast or too slow.		Usually understands information shared by others; usually addresses / responds to others appropriately; usually expresses themselves clearly and logically; prepares written communications that require some editing / revision; makes few grammatical errors; typically gets information across effectively; generally speaks at an appropriate, smooth pace.		Always understands information shared by others; always addresses / responds to others appropriately; always expresses themselves clearly and logically; prepares written communications that require minimal editing / revision; gets to the point quickly; uses correct grammar; appropriately tailors the presentation to the audience; focuses on relevant and important issues; always speaks fluently and at a smooth pace.	
	LOW		MODERATE		HIGH	
	1 2		3 4 ⑤		6 7	

Please read ALL the behavior description statements thoroughly so that you have a firm understanding of the kinds of behaviors that define different levels of effectiveness within each target area.

When you make your ratings, select the circle containing the one number (as shown below) that best reflects the Enlisted Aide’s performance. Please do this for each of the 13 scales, and for the single Overall Effectiveness scale in Section II.

How many years have you worked with the Enlisted Aide you are rating? (select one)

- Less than 1
- 1
- 2
- 3
- 4
- 5
- 5+

Enlisted Aide

Observed Performance Rating Scales

Section I: Observed Performance Rating Scales

1. Uniform and Equipment Maintenance & Pre-Deployment Activities						
How effectively does this Enlisted Aide maintain the General Officer's uniforms and equipment?						
<p>Are you familiar with the performance of the Enlisted Aide you are rating on this dimension?</p> <ul style="list-style-type: none"> • Yes • No 						
<p>Does not display the knowledge or skill required to maintain all uniforms and equipment in accordance with Army regulations and General Officer's preferences; cannot handle problems relating to uniform wear or equipment function. Does not pack well-maintained gear / uniforms/ comfort items; does not establish working relationship with POC prior to deployment regarding meals and dietary restrictions.</p>	<p>Displays knowledge of most regulations and General Officer's preferences regarding maintenance of uniforms and equipment; has sufficient knowledge to handle moderately difficult problems that may affect the wear of uniforms or the appearance / functionality of equipment. Usually packs appropriate gear and uniforms; Establishes some working relationship with POC prior to deployment regarding meals and dietary restrictions.</p>			<p>Is highly knowledgeable of regulations and General Officer's preferences regarding maintenance of uniforms and equipment; can handle difficult problems relating to the wear, appearance and / or functionality of uniforms and equipment. Packs well-maintained gear / uniforms/ comfort items; establishes a good working relationship with POC prior to deployment regarding meals and dietary restrictions.</p>		
LOW		MODERATE			HIGH	
1	2	3	4	5	6	7

2. Quarters Maintenance						
How effectively does this Enlisted Aide maintain the interior and exterior of the General Officer's quarters?						
<p>Are you familiar with the performance of the Enlisted Aide you are rating on this dimension?</p> <ul style="list-style-type: none"> • Yes • No 						
<p>Quarters are not well-maintained; common rooms are often untidy; flooring, furniture and / or upholstery are in disrepair and / or visibly stained or marked; lacks the knowledge and skill to make basic repairs to, or coordinate the exchange of, unserviceable items. Fails to act as a liaison between contractors to maintain exterior.</p>	<p>Quarters are reasonably well-maintained; common rooms are often tidy; flooring, furniture and / or upholstery are in serviceable condition with few visible stains or marks; has the knowledge and skill to identify and make minor repairs to, or report and coordinate the exchange of, damaged or soiled items. Acts as a liaison between contractors to ensure grounds are neatly kept.</p>			<p>Quarters are very well-maintained; common rooms are always tidy; flooring, furniture and / or upholstery are in good condition with no visible stains or marks; is proficient in repairing damaged or soiled items and reporting and coordinating the exchange of unserviceable items. Acts as a liaison between contractors to ensure grounds are well kept.</p>		
LOW		MODERATE			HIGH	
1	2	3	4	5	6	7

3. Food Preparation

How effectively does this Enlisted Aide purchase and prepare food for the household?

Are you familiar with the performance of the Enlisted Aide you are rating on this dimension?

- Yes
- No

Food is purchased without much consideration of quality, freshness or budget; Enlisted Aide has difficulty preparing simple fare; meals are not prepared well and / or in accordance with General Officer and guest's preferences / dietary restrictions; food is wasted and / or stored incorrectly; basic health and sanitation guidelines are not strictly followed.	Typically makes good food purchases, but will occasionally go over-budget or buy stale / expired / unappealing products; can prepare simple fare but may have difficulty with more complicated items; usually tailors menus and recipes to meet General Officer and guest's preferences / dietary restrictions; usually practices efficient food preparation and storage techniques; follows basic health and sanitation guidelines.	Usually purchases fresh, quality products within budget; can prepare simple and complicated fare; tailors menus and recipes to meet General Officer and guest's preferences / dietary restrictions; uses ingredients efficiently with minimal waste; stores food correctly to maximize utility; surpasses basic health and sanitation guidelines.
LOW	MODERATE	HIGH
1 2	3 4 5	6 7

4. Official Social Events and Personal Service

How effectively does this Enlisted Aide display professionalism in providing service to others?

Are you familiar with the performance of the Enlisted Aide you are rating on this dimension?

- Yes
- No

May become overwhelmed when planning official events; seldom uses appropriate personnel when planning / executing events. Usually displays a negative and unconfident demeanor when providing service to others; does not follow established service protocols; provides slow and unmotivated service to others; does not take pride in their duties; does not demonstrate professionalism to represent their GO; frequently presents a sloppy personal appearance.	Effective at planning most official events; usually uses appropriate personnel when planning / executing events when possible. Usually displays a positive and confident demeanor when providing service to others; follows most established service protocols; typically provides punctual service but sometimes provides slow or unmotivated service; usually takes pride in their duties; usually demonstrates professionalism to represent their GO; typically presents an appropriate personal appearance.	Effective at planning official events; uses appropriate personnel when planning / executing events when possible. Always displays a positive and confident demeanor when providing service to others; follows all established service protocols; always provides punctual service; always takes pride in their duties; always demonstrates professionalism to represent their GO; takes extra care to ensure that the services they provide are completed to near perfection; always presents a personal appearance that exemplifies professionalism.
LOW	MODERATE	HIGH
1 2	3 4 5	6 7

5. Physical and Personal Security						
How effectively does this Enlisted Aide contribute to the security of the General Officer and the household?						
Are you familiar with the performance of the Enlisted Aide you are rating on this dimension?						
<ul style="list-style-type: none"> • Yes • No 						
Enlisted Aide has not established an effective working relationship with MPs and physical security; cannot account for all personnel (i.e., additional help, DPW workers) on General Officer's premises, and / or fails to escort personnel when appropriate; has poor situational awareness; improperly secures / disposes of sensitive items; is lax with OPSEC.		Enlisted Aide has established a working relationship with MPs and physical security; can account for most personnel (i.e., additional help, DPW workers) on General Officer's premises and / or usually escorts personnel when appropriate; has good situational awareness; usually secures / disposes of sensitive items in a proper way; practices OPSEC.			Enlisted Aide has established a strong working relationship with MPs and physical security; can account for all personnel (i.e., additional help, DPW workers) on General Officers premises and always escorts personnel when appropriate; has excellent situational awareness; always uses appropriate means to secure / dispose of sensitive items; practices excellent OPSEC.	
LOW		MODERATE			HIGH	
1	2	3	4	5	6	7

6. Point of Contact Duties						
How effectively does this Enlisted Aide manage point of contact duties for the General Officer's quarters?						
Are you familiar with the performance of the Enlisted Aide you are rating on this dimension?						
<ul style="list-style-type: none"> • Yes • No 						
Does not display the knowledge or skill required to serve as the point of contact for the General Officer's quarters; fails to keep documentation of telephone calls; does not deliver messages; does not display appropriate telephone etiquette.		Displays the basic knowledge or skill required to serve as the point of contact for the General Officer's quarters but sometimes needs to clarify protocols and procedures from others; keeps documentation of most telephone calls; delivers most messages; displays adequate telephone etiquette.			Displays the advanced knowledge or skill required to serve as the point of contact for the General Officer's quarters and can clarify protocols and procedures for others when asked; maintains documentation of all telephone calls; ensures messages are delivered by developing an SOP for taking messages; displays excellent telephone etiquette.	
LOW		MODERATE			HIGH	
1	2	3	4	5	6	7

7. Purchasing and Accounting						
How effectively does this Enlisted Aide demonstrate financial accountability and keep clear records for all expenses related to their daily duties?						
Are you familiar with the performance of the Enlisted Aide you are rating on this dimension?						
<ul style="list-style-type: none"> • Yes • No 						
Is not at all effective in remaining within the authorized funding limitations; fails to provide accurate accounting ledgers for funds drawn; does not follow protocols or legal regulations for using funds; fails to keep receipts of expenditures and petty cash fund transactions.		Is mostly effective at remaining within the authorized funding limitations; maintains accurate accounting ledgers but occasionally makes errors; attempts to follow protocols and legal regulations for using funds but occasionally does not follow proper procedures; keeps most receipts of expenditures and petty cash fund transactions.			Is very effective at remaining within the authorized funding limitations; always maintains accurate and detailed accounting ledgers and rarely makes errors; successfully follows protocols and legal regulations for using funds; always keeps receipts of expenditures and petty cash fund transactions; develops a filing system to account for expenditures and tracking of purchased items	
LOW		MODERATE			HIGH	
1	2	3	4	5	6	7

8. Teamwork and Interaction with Others						
How effectively does this Enlisted Aide work in a team and coordinate with others to complete tasks?						
Are you familiar with the performance of the Enlisted Aide you are rating on this dimension?						
<ul style="list-style-type: none"> • Yes • No 						
Does not attempt to work well with others; does not share critical information with their team; does not take directions well from others; rarely demonstrates responsibility for their own share of the work; makes no attempt to adjust their actions in relation to the actions of others. Tends to be rude, selfish, and insensitive to others; does not interact appropriately with people from different positions and cultural backgrounds; makes no attempt to maintain positive and trusting relationships with others.		Makes attempts to work well with others; shares most critical information with their team; can usually take directions well from others; demonstrates responsibility for their own share of the work most of the time; makes attempt to adjust their actions in relation to others. Usually courteous and tactful when interacting with others; usually interacts appropriately with people from different positions and cultural backgrounds; makes some attempt to maintain positive relationships with others.			Excels at working as part of a team and solving problems together; shares all critical information with their team; always takes directions well from others and proactively asks for their feedback; always demonstrates responsibility for their own share of the work; excels at adjusting their actions in relation to others. Always treats others in a courteous and tactful manner; always interacts appropriately with people from different positions and cultural backgrounds; is very proactive about maintaining positive relationships with others.	
LOW		MODERATE			HIGH	
1	2	3	4	5	6	7

9. Communication Skill						
How effectively does this Enlisted Aide understand and communicate with others?						
Are you familiar with the performance of the Enlisted Aide you are rating on this dimension?						
<ul style="list-style-type: none"> • Yes • No 						
Has difficulty understanding information shared by others and does not ask for clarification to achieve understanding; has difficulty addressing / responding to others appropriately; speaks in an awkward confusing or disrespectful manner; has considerable difficulty preparing written communications; does not present ideas clearly; often rambles or strays to irrelevant topics; mispronounces words or terms; does not speak at an appropriate, smooth pace.		Usually understands information shared by others and normally asks for clarification if necessary; usually addresses / responds to others appropriately; usually expresses themselves clearly, logically and respectfully; prepares written communications that require some editing / revision; makes few grammatical errors; typically gets information across effectively; generally speaks at an appropriate, smooth pace.			Always understands information shared by others or asks for clarification to make sure an understanding is achieved; always addresses / responds to others appropriately; always expresses themselves clearly, logically and respectfully; prepares written communications that require minimal editing / revision; uses correct grammar; appropriately tailors the presentation to the audience; focuses on relevant and important issues; always speaks at an appropriate, smooth pace.	
LOW		MODERATE			HIGH	
1	2	3	4	5	6	7

10. Level of Effort and Initiative on the Job						
How effectively does this Enlisted Aide demonstrate effort and initiative on the job/mission/assignment?						
Are you familiar with the performance of the Enlisted Aide you are rating on this dimension?						
<ul style="list-style-type: none"> • Yes • No 						
Shows little effort or initiative to accomplish tasks; completes assignments carelessly; does not try to anticipate the needs and requirements of the General Officer; does not persist in achieving goals when challenges arise.		Demonstrates adequate effort on most tasks and assignments; sometimes puts forth extra effort but only when necessary; tries to anticipate the needs and requirements of the General Officer but usually needs to be directly asked; sometimes persists in achieving goals when challenges arise.			Shows initiative on most tasks and assignments, even in the absence of orders / directions; often puts forth extra effort to get tasks done effectively, even under difficult conditions; anticipates the majority of the needs and requirements of the General Officer without needing to be directly asked; always persists in achieving goals despite challenges that arise.	
LOW		MODERATE			HIGH	
1	2	3	4	5	6	7

11. Task Management and Adaptability						
How effectively does this Enlisted Aide manage multi-tasking and prioritizing tasks in executing their duties?						
Are you familiar with the performance of the Enlisted Aide you are rating on this dimension?						
<ul style="list-style-type: none"> • Yes • No 						
Does not handle multiple responsibilities well; often fails to meet deadlines; frequently puts own goals ahead of tasks or mission; does not consider appropriate strategies, tools, and trainings to solve problems. Has difficulty functioning effectively in new situations; does not adapt quickly to new environments, people, or equipment.		Usually handles multiple responsibilities, but sometimes get overwhelmed; executes most tasks on time; usually puts tasks or mission ahead of own goals; considers some strategies, tools, and trainings to solve problems. Is able to function adequately in new situations; modifies behavior when faced with unexpected events or conditions but occasionally struggles.			Excels at handling multiple responsibilities; executes tasks on or ahead of schedule if possible; puts tasks or mission ahead of own goals when needed; considers many strategies, tools, and trainings and applies the most appropriate ones to solve problems. Thinks and acts quickly in response to changes in the environment; often develops innovative and effective approaches to dealing with unexpected events.	
LOW		MODERATE			HIGH	
1	2	3	4	5	6	7

12. Demonstrated Loyalty, Respect and Integrity						
How effectively does this Enlisted Aide demonstrate loyalty, respect and integrity on the job?						
Are you familiar with the performance of the Enlisted Aide you are rating on this dimension?						
<ul style="list-style-type: none"> • Yes • No 						
Is disrespectful to superiors; is sometimes dishonest in their interactions about work matters; does not handle criticism from supervisors well; leaves the impression that they cannot be trusted with sensitive information regarding mission, finances or household members; tends to discuss household events, mission, and / or VIP functions externally; uses the General Officers name to get things done.		Is usually respectful to superiors; is generally honest about work matters with superiors; usually handles criticism from supervisors well; can usually be trusted with sensitive information regarding mission, finances or household members; seldom discusses household events, mission, and / or VIP functions externally; rarely uses the position of the General Officer to get things done.			Is always respectful to superiors; is honest about work matters, even when honesty may be contrary to personal interest; always handles criticism from supervisors well; can always be trusted with sensitive information regarding mission, finances or household members; never discusses household events, mission, and / or VIP functions externally; never uses the position of the General Officer to get things done.	
LOW		MODERATE			HIGH	
1	2	3	4	5	6	7

13. Self-Directed Learning Skill and Soldier Readiness

How effectively does this Enlisted Aide maintain continuous learning and Soldier Readiness?

Are you familiar with the performance of the Enlisted Aide you are rating on this dimension?

- Yes
- No

Does not make any effort to seek self-improvement in performing daily duties as an Enlisted Aide; does not use any learning strategies; invests little time and effort into maintaining Soldier Readiness; has little awareness of the technical proficiency that is required as an NCO of their rank and assigned MOS.	Sometimes makes an effort to seek self-improvement in performing daily duties as an Enlisted Aide; uses some learning strategies; puts some effort into maintaining Soldier Readiness; is somewhat knowledgeable of the technical proficiency that is required as an NCO of their rank and assigned MOS and works towards maintaining their proficiency.	Always makes an effort to seek self-improvement in performing daily duties as an Enlisted Aide; uses many learning strategies; puts effort into maintaining and improving their Soldier Readiness; is knowledgeable of the technical proficiency that is required as an NCO of their rank and assigned MOS and works towards maintaining and improving their proficiency.
LOW	MODERATE	HIGH
1 2	3 4 5	6 7

Section II: Overall Effectiveness

Please read the description below of overall Enlisted Aide effectiveness and then rate how effective the Enlisted Aide is by marking the appropriate number.

Overall Effectiveness						
How effectively does this Enlisted Aide perform overall?						
Are you familiar with the overall performance of the Enlisted Aide you are rating?						
<ul style="list-style-type: none"> • Yes • No 						
Performs poorly in important effectiveness areas; does not meet household or mission needs; may limit the amount of time the General Officer has to perform their official duties.	Performs adequately in important effectiveness areas; meets household and mission standards and expectations; usually maximizes the amount of time the General Officer has to perform their official duties.			Performs excellently in all or almost all effectiveness areas; exceeds household and mission standards and expectations; significantly increases the amount of time the General Officer has to perform their official duties.		
LOW		MODERATE			HIGH	
1	2	3	4	5	6	7