

Technical Report 1418

**Survey of Talent Requirements: Talents,
Skills, and Abilities of Army Officers by
Branch and Functional Area**

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

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SURVEY OF TALENT REQUIREMENTS: TALENTS, SKILLS, AND ABILITIES OF ARMY OFFICERS BY BRANCH AND FUNCTIONAL AREA

EXECUTIVE SUMMARY

Research Requirement:

Innovations in U.S. Army talent management require the identification of the knowledge, skills, and behaviors (i.e., talents) needed to succeed in different roles and occupations at different stages of a career. Additionally, to better understand key differences between Functional Areas and Branches, data about job requirements must be captured in a standardized format that allows for statistical analysis and comparisons. This research provides a front-end analysis of the talents required for officers at different stages in a career for different branches and functional areas.

Procedure:

ARI developed a job analytic questionnaire (Survey of Talent Requirements, STR) in collaboration with several partners, including the Office of Economic and Manpower Analysis (OEMA) and the Army's Talent Management Task Force (TMTF). ARI fielded the instrument (June to July 2018) to Active Duty officers (Second Lieutenants to Lieutenant Colonels). Officers rated the importance of 21 talents and the importance and frequency of 63 skills and abilities required to perform work successfully in their current job. Of the approximately 35,000 officers in the 31 branches and functional areas (B/FA) invited to complete the survey, 4,054 (11.49%) officers with at least 4 months (12 months for Second Lieutenants) in their position provided completed surveys.

Findings:

Overall, important talents and skills and abilities (T/SA) across B/FAs focused on communication, social, and cognitive aspects of their work. Across most branches and functional areas, officers indicated oral and written communication, interpersonal skills, and analytical thinking as important to their current jobs. *Important Talents* included Communicator, Interpersonal, Detailed-Focused, Problem-Solver, Multi-tasker, and Logical/Analytical. *Critical Skills and Abilities* included Oral and Written Communication, Cooperation/Teamwork, Verbal Reasoning, and Analytical Thinking. Officers placed less emphasis on physical T/SAs (e.g., Psychomotor Ability, Physical Fit[ness], and Bodily Kinesthetic). As expected, T/SAs that focused on personal competence and professional expertise varied by profession, with highly technical professions rating technical T/SAs relatively higher than other non-technical professions. For example:

- **Cyber and Information Network Engineer (FA26)** officers endorsed cognitive T/SAs such as being Technologically Adept, Systems Thinking and Expertise with Information Technology.

- **Cyber and Operations Research/Systems Analysis (FA48)** officers also said Domain Specific Education was important relative to other B/FAs.
- **Foreign Affairs (FA48) and Public Affairs (FA46)** officers said being Perceptive and Cross-Culturally Fluent were important to their jobs.
- **Financial Management** officers identified Financial Management and Processes Information and Data as critical skills and abilities relative to other B/FAs.
- **Infantry, Armor, and Military Police** officers considered being Mentally Tough a more valuable talent relative to other B/FAs.

Utilization and Dissemination of Findings:

Findings were briefed to the Talent Management Task Force on 19 OCT 2018 and informed early versions of the Army Talent Attributes Framework (ATAF). Findings also informed larger-scale initiatives to capture similar data from non-commissioned officers, warrant officers, and an additional sample of officers.

Additionally, the results of this analysis serve as a foundation for many talent management interventions, particularly in support of the Army's Acquire, Employ, Develop lines of effort. Survey findings can potentially be applied in the following ways:

- Increased understanding of specific T/SAs required for different B/FAs across an officer's career.
- Improved talent matches between individual officers and assignments within the context of talent-based branching.
- Targeted selection, assessment, training, and retention activities for officers.

In short, the results have utility for career counseling, identifying assessment instruments for selection and assignment, and identifying leader development needs to enhance future job performance. The T/SAs officers identified as important to their jobs can be used to identify or develop relevant assessments for these attributes. Ultimately, such assessment information efforts can inform the Army's talent-based branching efforts.

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Many people were involved in the Survey of Talent Requirements research effort during early standup of the Army's Talent Management Task Force. We must thank several key individuals who assisted in framing, creating, and disseminating the research.¹ Specifically, John Vigna, LTC Mark Crow, MAJ Aaron Feudo, Luke Gallagher, and LTC Carl Wojtaszek of the U.S. Army Office of Economic and Manpower Analysis (OEMA) provided substantial support for the data collection and survey content. LTC Riley Post, LTC Sean Shields, MAJ Fran Murphy, and MAJ Michael Walker also were instrumental in helping frame the survey. Key members of the Center for the Army Profession and Leadership include LTC Richard Dembowski, Dr. Melissa Wolfe, and Clark Delavan, who provided insights into the current talent frameworks the Army utilizes. Dr. Susan Martin and COL Matthew Shatzkin of the Army War College provided their expertise in leadership and strategic thinking, as well as in understanding the talent requirements of the officer corps. Additionally, LTC Matthew Chambers provided early strategic guidance to the direction of the survey effort.

A major contributor to this effort was the current Director of ARI, Dr. Michelle Zbylut, who was the project lead on this effort. She conceptualized and developed the STR and later, provided feedback and guidance on the project focus and direction. Another key player was Sharon Meyers from ARI, who was instrumental in ensuring timely dissemination of the online survey. Dr. Shala Blue, Dr. Nathaniel Ratcliff, and Dr. Cassie Berry (ARI), and Jessica Markey, Kathlyn McCoy, and Mitchell Pontikes (Consortium Research Fellows Program) provided critical technical, analytical, and editorial support.

Most importantly, this work would not have been possible without the participation of thousands of Army officers.

¹ The following ranks reflect rank/status at time of most recent contribution.

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SURVEY OF TALENT REQUIREMENTS: TALENTS, SKILLS, AND ABILITIES OF ARMY OFFICERS BY BRANCH AND FUNCTIONAL AREA

Introduction

The U.S. Army's Talent Management System is currently undergoing its most significant transformation since the Officer Personnel Act of 1947. Challenges in attracting and maximizing talent with an outdated and inflexible human resource system spurred modernization efforts. Some issues included misalignments between officers' talents and job assignments to the detriment of both the officer and the Army, as well as a lack of officer involvement in their own career decisions (Colarusso et al., 2016; Cushing, 2014; Kane, 2012; Wardynski et al., 2009). The ultimate goal of the Army's overhaul of its officer personnel system is to improve the ability to "acquire, develop, employ, and retain the diversity of Soldier and Civilian talent needed to achieve Total Army readiness" – fitting the right officer to the right assignment, at the right time, and throughout an officer's career (U.S. Department of the Army, 2016; 2019c).

Innovations in Army talent management of officers require an understanding of job and occupational requirements; that is, what are the specific talents and knowledge, skills, and behaviors (KSBs) that officers need to perform successfully in their jobs? A job analysis is foundational to talent management as it provides a systematic and empirical way to collect information on job and occupational requirements. Job-analytic techniques rely on systematically gathering information from experts with knowledge of job requirements. Experts often are one of the following: (1) experienced job incumbents, (2) supervisors of the positions, and/or (3) trained job analysts with expertise in the systematic analysis of positions, position requirements, and the KSBs associated with successful performance. Job-analytic results can inform talent management initiatives involving selection, assignment, training, development, performance evaluation, and promotion. For instance, knowing talent and KSB requirements for a position or occupation can guide the identification of assessments to consider for selection or assignment of officers to branch, functional area, or even leadership assignments. Similarly, job analysis results could be used to develop targeted training to develop particular talents and KSBs needed for successful job performance.

The Army Talent Management Task Force (TMTF) was formed with the mission to synchronize and integrate talent management efforts across the Army. TMTF includes assigned staff as well as proponents and subject matter experts from a variety of Army organizations and components. The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) provided scientific and psychometric advice in multiple talent management areas. This report summarizes research conducted by ARI to support the officer-related talent management efforts of TMTF.

ARI, along with the Office of Economic and Manpower Analysis (OEMA) and TMTF partners, created the Survey of Talent Requirements (STR) to assess the relevant talents, skills, and abilities (T/SAs) officers need to perform successfully in their current jobs/positions. This research has the potential to influence the identification and refinement of talent descriptions and priorities for career fields within the Army. In addition, this work helps identify talents, skills, and abilities that can be integrated into a modernized talent management system.

Talents

Talent is defined as unique, measurable clusters of highly interrelated knowledge, skills, and behaviors possessed by an individual, which results in effective performance when properly aligned against a particular job (U.S. Department of the Army, 2019d). A Soldier's talents can be influenced by factors such as cognitive ability, personality, learning style, background, life experiences, relationships, and training or education (Trent, 2019).

Historically, the Army assigned officers to positions based on rank, vacant positions, and arbitrary officer preferences, with little regard to the alignment between officers' talents and position requirements (Colarusso et al., 2016; Wardynski et al., 2009). There is evidence to suggest that such an approach, while effective during the industrial age, is no longer adequate in a more competitive and dynamic information age. Indeed, at the beginning of the twenty-first century, the Army was experiencing shortages of mid-career officers, caused at least in part by the high attrition of early-career officers after their initial service obligation had ended. The Army's Office of Economic and Manpower Analysis (OEMA) hypothesized that the high attrition was due to increased demand for officers' education, leadership skills, and technical expertise in private industry. OEMA proposed that the Army needed to adapt personnel priorities to better compete in the U.S. labor market (Colarusso et al., 2016).

To this end, OEMA outlined a talent management framework that would improve the talent alignment between officers and positions, enhance development and employment of officer talent, and promote officer retention (Colarusso et al., 2016; Wardynski et al., 2009; 2010). OEMA researchers identified a list of talents based on the fundamental competencies of the Army Leadership Requirements Model described in ADRP 6-22,² which are thought to be important to success for all Army leaders (U.S. Department of the Army, 2019a). Subsequently, Branch commandants developed storyboards incorporating five to six of these talents, establishing branch priorities based upon existing officer talent, as well as changing missions, doctrine, equipment, or threats (Colarusso et al., 2016). Initial review of talent priorities identified 20 talents,³ which served as the foundation for the Talent Assessment Battery (TAB).

The TAB was designed to measure talents early in a leader's career (i.e., at the cadet level), and to provide recommendations and self-assessment feedback to officers about their best fit for branches. This talent-based branching enables officers to develop informed branch preferences based on an in-depth understanding of their own talents and how those align with branch and functional area priorities; it also allows branches and functional areas (B/FAs) to assess the compatibility of prospective officers in relation to their needs. Ultimately, TAB became the basis for OEMA's talent framework (Wardynski et al., 2009). While there is evidence that this talent framework has positive implications for officer retention, budgetary savings, and officer satisfaction (Colarusso et al., 2016), one limitation for the early career talent-based branching was that the information was measured in a subgroup of officers who attended

² ADRP 6-22 was published in 2012 and has since been superseded by ADP 6-22. The fundamental competencies of the Army Leadership Requirements Model are consistent across versions.

³ OEMA later added another talent, Introspective, resulting in a total of 21 talents.

the military academy and who were at the earliest stages of their careers. Therefore, there is a gap in understanding the talents required across the career lifecycle and within different B/FAs. A second limitation of talents is that they are an amalgamation of multiple KSAs, which means that reliable measurement for some talent management decisions is difficult.

Skills and Abilities

Skills represent a person's proficiency and ability to perform a job-related activity that contributes to effective performance or learning (U.S. Department of the Army, 2019d). In particular, *abilities* are enduring attributes of the individual that influence performance (National Center for O*NET Development, 2017b). Compared to the talents outlined earlier, skills and abilities have been more extensively researched as part of job analyses (National Center for O*NET Development, 2017a; 2017b; Paullin et al., 2011). Their inclusion in this current effort has the potential to link OEMA's talent framework to more specific skills and abilities commonly utilized by the job analytic community.

Purpose

This report summarizes descriptive findings from the STR and general analysis of branch and functional area results. After summarizing the demographics of our sample, we provide an overarching description of the talents, skills, and abilities commonly required across the Army, as well as what is generally required by branch and functional area. Lastly, we discuss the implications and limitations of the current research, and the way forward.

Method

Overview

Data for this effort came from the STR – a job analytic survey of U.S. Army officers to measure the talents, skills, and abilities needed for successful job performance. The STR consisted of 98 items, with 85 items focused solely on specific talents, skills, and abilities.⁴ The items were grouped into four sections: (1) *Survey Background Items*, (2) *Talent Requirements* (importance rating and six “most important” talents), (3) *Skill and Ability Requirements* (importance and frequency ratings), and (4) *Additional Job Requirements* (Figure 1). The STR and summary tables and definitions of the talents and skills and abilities are in Appendix A.

⁴ The remaining 13 items were background items, including questions on Soldiers' Army experience, as well as their education and career experiences.

Figure 1

Overview of STR Sections and Content

Section I: Survey Background Items (10 items)	
<ul style="list-style-type: none"> ➤ Length of time on the job ➤ Functional Area/Branch/Branch detail ➤ Position information (Command vs. Staff) ➤ Assignment (e.g., Pre-Key and developmental) 	<ul style="list-style-type: none"> ➤ Job title ➤ Rank ➤ Organizational level of position ➤ Expectations vs. actual duties
Section II: Talent Requirements (22 items)	
<ul style="list-style-type: none"> ➤ <u>How important</u> is this talent to successfully performing your current job? (21 talents) ➤ Importance ratings: 5-point Likert Scale <ul style="list-style-type: none"> 0 = Not at all Important 1 = Slightly Important 2 = Moderately Important 3 = Very Important 4 = Extremely Important ➤ Selection of the 6 most important talents for successful performance in the Officer’s current job 	
Section III: Skill and Ability Requirements (63 items)	
<p style="text-align: center;">FREQUENCY</p> <ul style="list-style-type: none"> ➤ <u>How often</u> do you use this skill or ability as part of your current job? ➤ Frequency ratings: 6-point Likert Scale <ul style="list-style-type: none"> 0 = Never (<i>Officers did not rate importance</i>) 1 = Every Few Months to Yearly 2 = Every Few Weeks to Monthly 3 = Every Few Days to Weekly 4 = Every Few Hours to Daily 5 = Many Times Each Hour to Hourly 	<p style="text-align: center;">IMPORTANCE</p> <ul style="list-style-type: none"> ➤ <u>How important</u> is this skill or ability for successfully performing your current job? ➤ Importance ratings: 5-point Likert Scale <ul style="list-style-type: none"> 0 = Not at all Important 1 = Slightly Important 2 = Moderately Important 3 = Very Important 4 = Extremely Important
Section IV: Additional Job Requirements (3 items)	
<p>Open-ended questions about current job:</p>	<ul style="list-style-type: none"> ➤ Usefulness of formal education, field of study, or schooling ➤ Relevant career experiences contributing to performing well ➤ Additional comments about talents, skills and abilities necessary to perform

Talents

Twenty-one items focused on a range of talents used on the job. Twenty of the talents were from a framework developed by OEMA (Colarusso et al., 2016). The talent, Introspective, was added later to the OEMA talent framework.

Talent Importance Ratings. To assess the importance of 21 talents, respondents were asked: “How important is this talent to successfully performing your current job?” To ensure officers understood the intended meaning of the talents, each one was shown in bold typeface

and defined. Officers rated each talent using a five-point Likert scale (0 = *Not at all Important*; 1 = *Slightly Important*; 2 = *Moderately Important*; 3 = *Very Important*; 4 = *Extremely Important*). The online survey provided a description of each point on the importance rating scale (see Figure 2).

Figure 2

Importance rating scale for talents

Importance Scale: How important is this talent for successfully performing your current job?	
Not at All Important	This talent has <i>no bearing on performing</i> my job well.
Slightly Important	This talent plays a <i>small and helpful role</i> in performing my job well, <i>but has only a small impact</i> on my performance relative to other talents I have. That is, this talent is nice to have on the job, but not essential.
Moderately Important	This talent plays a <i>moderately important role</i> in performing my job well, <i>but if this talent wasn't used, I would still be able to perform my job</i> by taking other actions or compensating with other talents.
Very Important	This talent plays a <i>very important role</i> in performing my job well, <i>but does not quite reflect the most essential aspects</i> of my job performance. If I failed to demonstrate this talent from time to time, it <i>would not result in serious damage</i> (e.g., harm to myself, my people, equipment, or the organization).
Extremely Important	This talent plays an <i>absolutely essential role</i> in performing my job well. I must employ this talent correctly and appropriately on the job to achieve success. <i>Not having or using this talent could lead to serious negative work outcomes</i> (e.g., harm to self or others, damage to equipment, breaking a law).

Six “Most Important” Talents. Upon completion of the talent importance ratings, officers were asked to identify six talents they believed to be the most important for performing well on the job: “Of the 21 talents shown above, think of the 6 talents you believe contribute most to being an effective officer at your level and in your Functional Area or Branch.” Officers then selected each of these six talents, in order from first to sixth most important, from drop down menus.

Skills and Abilities

Sixty-three skills and abilities were included to capture the range of requisite skills and abilities necessary for successful performance on the job. Many of the skill and ability items were derived from the O*NET database (National Center for O*NET Development, 2017a; 2017b) and if necessary, modified to apply to a military environment. Another primary source included an Army officer job analysis (Paullin et al., 2011). Other items (e.g., Focus; Interdisciplinary Reasoning; Knowledge of Procedures) were generated for the STR to ensure coverage of skills and abilities across the B/FAs. For ease of consumption, the skill and ability items were grouped into five domains:

- (1) Physical skills and abilities (5 items);
- (2) Cognitive skills and abilities (22 items);
- (3) Social and Communication skills and abilities (14 items);
- (4) Leadership and Management skills and abilities (7 items); and
- (5) Personal Competence and Expertise skills and abilities (15 items).

Skill and Ability Frequency and Importance Ratings. To identify the skills and abilities that are most relevant for performance, officers were asked to provide two types of ratings, adapted from Williams and Crafts (1997). They were first asked how frequently they used each skill and ability, then to indicate how important each activity they used was to their performance. To ensure officers understood the intended meaning of the skills and abilities, each one was shown in bold typeface and defined.

To measure the frequency of each skill and ability, officers were asked: “How often do you use this skill or ability in your current job?” They answered on a six-point frequency scale (0 = *Never*; 1 = *Every Few Months to Yearly*; 2 = *Every Few Weeks to Monthly*; 3 = *Every Few Days to Weekly*; 4 = *Every Few Hours to Daily*; 5 = *Many Times Each Hour to Hourly*).

Skills and abilities were also rated on Importance. If an officer indicated they never used the skill or ability (i.e., frequency rating of zero), they automatically skipped the importance rating question for that skill and ability.⁵ Thus, only officers who indicated they had used a skill or ability at least yearly were asked: “How important is this skill or ability for successfully performing your current job?” They answered using a five-point Likert scale (0 = *Not at All Important*; 1 = *Slightly Important*; 2 = *Moderately Important*; 3 = *Very Important*; 4 = *Extremely Important*). The skill and ability items had the same rating point descriptions as the talent importance scale shown in Figure 2, with each instance of talent(s) replaced with skill(s) and ability(ies).

Skill and Ability Frequency-Importance (F-I) Composite Scores. While frequency and importance ratings are independently informative, we computed a composite score to indicate the most and least critical skills and abilities of a job. This composite score was calculated by multiplying the frequency and importance ratings for each skill and ability rating (Cascio, 1991; Harvey, 1991). Because officers who rated the frequency of a skill and ability at zero (*Never*) automatically skipped the importance rating question for that skill and ability, their F-I composite score was zero. The same was true if they rated the frequency above zero, but then rated the importance at zero (*Not at All*).

After calculating the F-I composite scores for each skill and ability, we sorted the skills and abilities according to the F-I composite score value. Skills and abilities with the highest F-I composite scores (i.e., scores 12–20) indicated skills and abilities that are critical, that is, frequently demonstrated on the job and highly important. Conversely, skills and abilities with

⁵ If a skill and ability is not used in their current position, it is unlikely one can rate the relative importance of the skill or ability to the position.

low F-I composite scores (i.e., scores 0–4) indicated skills and abilities that either rarely occur or are unimportant on the job.

Additional Survey Items

Background Items

Officers completed ten background items. These items pertained to the length of time officers spent in their current job, job title, functional area or branch affiliation (including if they were currently branch-detailed), current rank, a description of their current position, the level of the organization at which their position operates, and if they would describe their position as key and developmental (i.e., KD positions). The background items were used to describe the characteristics of the sample. When officers did not provide information pertaining to their current rank or B/FA, this information was backfilled by merging population data provided by TMTF proponents into the analytic file. Analyses for key and developmental positions were beyond the scope of this effort and were not included in this report.

Additional Job Requirements

Three open-ended items were included in the survey that addressed additional job requirements. Participants typed their responses in dialogue boxes to the following queries:

- *To perform your current job, what formal education, field of study, or schooling do you find most useful?*
- *What previous job or career experience best prepared you to perform well in your current job?*
- *Please provide any additional talents, skills, and abilities you believe are necessary to perform your current job.*

The responses were free text and limited to 1,500 characters. Participants were asked not to include identifying information in their responses. Qualitative data analyses were beyond the scope of this effort and not included in this report.

Sample

ARI researchers collaborated with members of OEMA and TMTF to identify and recruit 35,253 Active Duty Army officers from 31 functional areas and branches.⁶ ARI researchers administered the STR online from 4 June to 20 July 2018. Officers received an emailed

⁶ One functional area, FA29 - Electronic Warfare, was subsequently incorporated into the Cyber Branch by the Army in FY19. An additional branch (Logistics) was listed in the survey item asking officers to select their branch. Logistics was added in the analysis as a large number of officers ($n = 69$) reported Logistics as their branch in an open-ended item or did not select a branch but were listed as Logistics officers in the frame data. The Logistics branch is comprised of individuals who are experienced as Ordnance, Quartermasters, and Transportation officers, and who are inducted into the branch upon promotion to Captain (or First Lieutenant Promotable) and successful completion of the Logistics Captains Career Course. These officers are designated as Multifunctional Logisticians.

invitation to participate, and 6,182 agreed to participate in the online survey (17.53% response rate). The final analytic dataset included officers who met the following inclusion criteria: (a) completed at least two-thirds of the survey rating items, (b) currently serving as Lieutenants (i.e., Second and First Lieutenants [2LT/1LT]), Captains (CPT), Majors (MAJ), or Lieutenant Colonels (LTC), (c) had served a minimum time in current job/position of at least 4 months (minimum of 12 months for 2LTs), and (d) were in one of the 31 branches or functional areas.

Overall Officers

Over 35,000 U.S. Army officers (2LT-LTCs) from 31 B/FAs were invited to complete a job analytic questionnaire (i.e., the STR), and 6,182 took part in the survey. A total of 1,016 respondents did not complete at least two-thirds of the talent and skills and abilities frequency or importance ratings; 12 indicated that they were not within the ranks of 2LT to LTC; and 1,102 had not served in their current job/position for at least 4 months (or 12 months for 2LTs). As such, we excluded data from a total of 2,128 respondents who did not meet the aforementioned inclusion criteria, resulting in a total of 4,054 Army officers in our analytic sample (final response rate of 11.49%).

Our sample of Army officers varied by rank and number of years in their current position, as depicted in Tables 1 and 2, respectively. Approximately 55% of respondents were company-grade officers ($n = 2,234$) and 45% were field-grade officers ($n = 1,820$). Captains comprised the biggest group of officers at 35%, followed by Majors who made up 26% of the sample. Second Lieutenants comprised the smallest group at less than 2% of sample. Additionally, 36% of the sample indicated they were in their current position for less than one year ($n = 1,475$; see Table 2), 43% were in their current positions for at least 1 year to less than two years ($n = 1,751$), 14% were in their current positions for at least two years to less than three years ($n = 562$), and 6% of the sample indicated that they were in their current position for more than three years ($n = 261$).

Table 1

Overall Officers' Years in Current Job by Rank (Frequencies)

Rank	<i>n</i>	%	Rank Group	<i>n</i>	%
Lieutenant Colonel (LTC)	752	18.55	Field Grade	1,820	44.9
Major (MAJ)	1,068	26.33			
Captain (CPT)	1,405	34.7	Company Grade	2,234	55.1
First Lieutenant (1LT)	765	18.99			
Second Lieutenant (2LT)	64	1.66			
Total	4,054	100		4,054	100

Table 2*Overall Officers' Years in Current Job by Rank (Frequencies)*

Rank	Years in Current Job			
	<1 <i>n</i> (row%)	1 to <2 <i>n</i> (row%)	2 to <3 <i>n</i> (row%)	3 or more <i>n</i> (row%)
Lieutenant Colonel (LTC)	163 (21.7)	347 (46.2)	154 (20.5)	87 (11.6)
Major (MAJ)	323 (30.3)	504 (47.3)	172 (16.1)	67 (6.3)
Captain (CPT)	577 (41.1)	577 (41.1)	172 (12.2)	79 (5.6)
First Lieutenant (1LT)	412 (53.9)	266 (34.8)	60 (7.9)	26 (3.4)
Second Lieutenant (2LT) ^a	0	57 (90.5)	4 (6.3)	2 (3.2)
Total <i>n</i> (%)	1,475 (36.4)	1,751 (43.2)	562 (13.9%)	261 (6.4%)

Note. ^a2LTs who had not been in their current jobs at least 12 months were excluded from the analysis.

Branch Officers

Branch officers in our sample varied across all ranks (see Table 3). About 65% were company grade officers ($n = 2,115$), a slight underrepresentation compared to approximately 75% in the Active Duty population from the same time period. There were several possible reasons for this discrepancy, including a relatively small sample of 2LTs (2% compared to 17% of population),⁷ as well as lower response rates among company grade officers compared (13%-20%) to field grade (24%-25%). Despite the variation in rank distributions, our sample was fairly representative of the population in branch distribution. The only major discrepancies (>3 percentage points) were in Logistics, Ordnance Corps, Quartermaster Corps, and Transportation Corps. These differences were likely due to a limitation in the branch options provided in the survey.⁸

⁷Likely due to stricter exclusion criteria for time in current position (12 months instead of 4).

⁸ The options included basic branches, into which officers commission. Logistics is not a basic branch; officers are promoted into it from Ordnance Corps, Quartermaster Corps, and Transportation Corps upon reaching the rank of CPT. Thus, the only Logistics officers in this sample are those who selected "Other" as their branch and wrote-in "Logistics."

Table 3*Branch Officers by Rank (Frequencies)*

Branch	2LT <i>n</i> (row %)	1LT <i>n</i> (row %)	CPT <i>n</i> (row %)	MAJ <i>n</i> (row %)	LTC <i>n</i> (row %)	Total <i>n</i>
Air Defense (AD)	4 (3.5)	26 (23.0)	46 (40.7)	24 (21.2)	13 (11.5)	113
Adjutant General (AG)	5 (2.8)	26 (14.7)	76 (42.9)	37 (20.9)	33 (18.6)	177
Armor (AR)	2 (1.1)	60 (32.1)	62 (33.2)	35 (18.7)	28 (15.0)	187
Aviation (AV)	0 (0.0)	26 (19.3)	47 (34.8)	41 (30.4)	21 (15.6)	135
Chemical Corps (CM)	4 (4.4)	36 (40)	30 (33.3)	12 (13.3)	8 (8.9)	90
Cyber (CY)	0 (0.0)	2 (5.1)	20 (51.3)	12 (30.8)	5 (12.8)	39
Engineer Regiment (EN)	9 (2.9)	76 (24.3)	117 (37.4)	59 (18.8)	52 (16.6)	313
Field Artillery (FA)	5 (1.8)	88 (31.4)	102 (36.4)	48 (17.1)	37 (13.2)	280
Financial Management Corps (FM)	2 (2.7)	8 (10.8)	25 (33.8)	19 (25.7)	20 (27.0)	74
Infantry (IN)	6 (1.5)	143 (35.3)	143 (35.3)	53 (13.1)	60 (14.8)	405
Logistics (LG)	0 (0.0)	2 (2.9)	36 (52.2)	17 (24.6)	14 (20.3)	69
Military Intelligence (MI)	3 (1.0)	60 (20.2)	129 (43.4)	61 (20.5)	44 (14.8)	297
Military Police (MP)	5 (3.8)	35 (26.5)	50 (37.9)	21 (15.9)	21 (15.9)	132
Medical Service Corps (MS)	5 (2.3)	39 (18.1)	74 (34.3)	67 (31)	31 (14.4)	216
Ordnance Corps (OD)	3 (1.5)	41 (20.1)	89 (43.6)	45 (22.1)	26 (12.7)	204
Quartermaster Corps (QM)	5 (2.8)	24 (13.4)	80 (44.7)	39 (21.8)	31 (17.3)	179
Signal Corps (SC)	1 (0.5)	39 (19.6)	97 (48.7)	34 (17.1)	28 (14.1)	199
Transportation Corps (TC)	5 (3.0)	31 (18.9)	66 (40.2)	34 (20.7)	28 (17.1)	164
TOTAL <i>n</i> (%)	64 (2.0)	762 (23.3)	1,289 (39.4)	658 (20.1)	500 (15.3)	3,273

As shown in Table 4, the majority of branch officers reported being in their current job less than two years. Nearly 40% of branch officers said they were in their current job for less than one year ($n = 1,276$), another 43% reported that they were in their current job for at least one year to less than two years ($n = 1,415$), and 12% of branch officers said they were in their current job for at least two years to less than three years. In contrast, less than 6% of branch officers said they were in their current job for three or more years ($n = 174$). Length of assignments in the Army varies somewhat by branch and functional area, as well as by the nature of the position (e.g., whether it is a key developmental assignment; U.S. Department of the Army, 2019b). However, assignment periods are typically intended to last between 12 and 24 months, which was consistent with the overall distribution of this sample.

Air Defense, Cyber, and Medical Service Corps officers tended to have the most time in their current job (over 25% of officers in each branch have at least two years of experience), whereas Engineer Regiment and Ordnance Corps tended to have the least (less than 15% of officers in each branch have at least two years of experience).

Table 4*Branch Officers' Years in Current Job (Frequencies (Percent))*

Branch	Years in Current Job				Total <i>n</i>
	<1 <i>n</i> (row %)	1 to <2 <i>n</i> (row%)	2 to <3 <i>n</i> (row%)	3 or more <i>n</i> (row%)	
Air Defense (AD)	34 (30.1)	46 (40.7)	25 (22.1)	8 (7.1)	113
Adjutant General (AG)	56 (31.6)	82 (46.3)	27 (15.3)	12 (6.8)	177
Armor (AR)	71 (38.2)	84 (45.2)	23 (12.4)	8 (4.3)	186
Aviation (AV)	45 (33.6)	64 (47.8)	14 (10.4)	11 (8.2)	134
Chemical Corps (CM)	29 (32.2)	45 (50.0)	12 (13.3)	4 (4.4)	90
Cyber (CY)	11 (28.2)	17 (43.6)	8 (20.5)	3 (7.7)	39
Engineer Regiment (EN)	136 (43.5)	133 (42.5)	36 (11.5)	8 (2.6)	313
Field Artillery (FA)	126 (45.0)	112 (40.0)	32 (11.4)	10 (3.6)	280
Financial Management Corps (FM)	20 (27.4)	42 (57.5)	9 (12.3)	2 (2.7)	73
Infantry (IN)	164 (40.5)	163 (40.2)	54 (13.3)	24 (5.9)	405
Logistics (LG)	21 (30.4)	37 (53.6)	5 (7.2)	6 (8.7)	69
Military Intelligence (MI)	129 (43.4)	124 (41.8)	27 (9.1)	17 (5.7)	297
Military Police (MP)	63 (48.1)	47 (35.9)	15 (11.5)	6 (4.6)	131
Medical Service Corps (MS)	59 (27.3)	101 (46.8)	42 (19.4)	14 (6.5)	59
Ordnance Corps (OD)	91 (44.8)	85 (41.9)	17 (8.4)	10 (4.9)	91
Quartermaster Corps (QM)	71 (39.7)	77 (43.0)	20 (11.2)	11 (6.1)	71
Signal Corps (SC)	82 (41.2)	85 (42.7)	21 (10.6)	11 (5.5)	82
Transportation Corps (TC)	68 (41.5)	71 (43.3)	16 (9.8)	9 (5.5)	68
TOTAL <i>n</i> (%)	1,276 (39.0)	1,415 (43.3)	403 (12.3)	174 (5.3)	3,268

Functional Areas Officers

When an officer is first commissioned, they are assigned to a basic branch for entry into Active Duty and initial training (U.S. Department of the Army, 2019b). After four years of commissioned service, around the time most officers first become eligible for promotion to CPT, officers can apply for voluntary transfer opportunities via the Voluntary Transfer Incentive Program (VTIP). These opportunities include transfer to another branch or into a functional area. functional areas are comprised of officers with specific technical specialties or skills, and usually require unique education, training, and experience. VTIP panels are conducted two to three times per year, providing functional areas enough time to send officers to school and training prior to utilization. Thus, functional area officers in our sample varied in rank primarily from CPT to LTC (Table 5).

In both our sample and the population, MAJs were the largest officer category. However, the proportions varied. Specifically, MAJs comprised approximately 53% of our sample, followed by LTCs (32%), and then CPTs (15%). In contrast, MAJs comprised nearly 46% of the Active Duty population from the same time period, with both CPTs and LTCs hovering around 27%. The differences appeared to be largely driven by relatively low response rates among CPTs (20%) compared to field grade officers (28%-30%). Despite the variation in rank distributions, our sample was fairly representative of the population in functional area distribution. Only three FAs had discrepancies larger than 3 percentage points: Foreign Area Officer (FA48), Information Network Engineer (FA26), and Operations Research/Systems Analysis (FA49). It was unsurprising there were no 2LTs and few 1LTs in any functional area, as functional area transfer opportunities begin at the four-year mark of service as an officer, which is when most officers would become eligible for promotion to CPT (U.S. Department of the Army, 2019b).

Table 5

Functional Area Officers by Rank (Frequencies)

Functional Area (FA)	2LT n (row %)	1LT n (row %)	CPT n (row %)	MAJ n (row %)	LTC n (row %)	Row Total n
Acquisition Corps (FA51)	0 (0.0)	0 (0.0)	27 (17.4)	94 (60.6)	34 (21.9)	155
Electronic Warfare (FA29)	0 (0.0)	0 (0.0)	9 (50.0)	5 (27.8)	4 (22.0)	18
Force Management (FA50)	0 (0.0)	0 (0.0)	1 (2.9)	15 (44.1)	18 (52.9)	34
Foreign Area Officer (FA48)	0 (0.0)	0 (0.0)	0 (0.0)	51 (62.2)	31 (37.8)	82
Information Network Engineer (FA26)	0 (0.0)	0 (0.0)	24 (33.8)	36 (50.7)	11 (15.5)	71
Information Operations (FA30)	0 (0.0)	1 (2.5)	1 (2.5)	22 (55.0)	16 (40.0)	40
Nuclear & Counter-Proliferation (FA52)	0 (0.0)	0 (0.0)	10 (22.2)	19 (42.2)	16 (35.6)	45
Operations Research/System Analysis (FA49)	0 (0.0)	0 (0.0)	9 (9.3)	53 (54.6)	35 (36.1)	97
Public Affairs (FA46)	0 (0.0)	1 (2.6)	10 (25.6)	18 (46.2)	10 (25.6)	39
Simulation Operations (FA57)	0 (0.0)	0 (0.0)	4 (8.2)	29 (59.2)	16 (32.7)	49
Space Operations (FA40)	0 (0.0)	0 (0.0)	16 (34.8)	18 (39.1)	12 (26.1)	46
Strategic Intelligence (FA34)	0 (0.0)	1 (2.7)	3 (8.1)	18 (48.6)	15 (40.5)	37
Strategist (FA59)	0 (0.0)	0 (0.0)	2 (3.0)	32 (47.1)	34 (50.0)	68
TOTAL n (%)	0 (0.0)	3 (0.4)	116 (14.9)	410 (52.5)	252 (32.3)	781

Table 6 presents the number of years functional area officers worked in their current job at the time we administered the STR. Results indicated that nearly half of functional area officers said they were in their current job for at least one year to less than two years (43%; $n = 336$). In contrast, 26% of functional area officers said they were in their current job for less than one year ($n = 199$), 20% said they were in their current job at least two years to less than three years ($n = 159$), and 11% said they were in their current job at least three years ($n = 87$). Information Operations and Operations Research/System Analysis officers tended to have the most time in

their current job (40% or more had at least two years); while Simulation Operations, and Space Operations had the least (under 20% had at least two years).

Table 6

Functional Area Officers' Years in Current Job (Frequencies (Percent))

Functional Area (FA)	Years in Current Job				Row Total <i>n</i>
	<1 <i>n</i> (%)	1 to <2 <i>n</i> (%)	2 to <3 <i>n</i> (%)	3 or more <i>n</i> (%)	
Acquisition Corps (FA51)	38 (24.5)	69 (44.5)	24 (15.5)	24 (15.5)	155
Electronic Warfare (FA29)	6 (33.3)	7 (38.9)	4 (22.2)	1 (5.6)	18
Force Management (FA50)	7 (20.6)	18 (52.9)	4 (11.8)	5 (14.7)	34
Foreign Area Officer (FA48)	25 (30.5)	38 (46.3)	11 (13.4)	8 (9.8)	82
Information Network Engineer (FA26)	14 (19.7)	31 (43.7)	18 (25.4)	8 (11.3)	71
Information Operations (FA30)	8 (20.0)	16 (40)	11 (27.5)	5 (12.5)	40
Nuclear and Counter-Proliferation (FA52)	12 (26.7)	17 (37.8)	11 (24.4)	5 (11.1)	45
Operations Research/System Analysis (FA49)	18 (18.6)	38 (39.2)	31 (32.0)	10 (10.3)	97
Public Affairs (FA46)	14 (35.9)	11 (28.2)	7 (17.9)	7 (17.9)	39
Simulation Operations (FA57)	18 (36.7)	23 (46.9)	7 (14.3)	1 (2.0)	49
Space Operations (FA40)	14 (30.4)	24 (52.2)	6 (13.0)	2 (4.3)	46
Strategic Intelligence (FA34)	8 (21.6)	17 (45.9)	8 (21.6)	4 (10.8)	37
Strategist (FA59)	17 (25.0)	27 (39.7)	17 (25.0)	7 (10.3)	68
TOTAL <i>n</i> (%)	199 (25.5)	336 (43.0)	159 (20.4)	87 (11.1)	781

Procedure

Over a 6-week period (June and July 2018), ARI administered the STR online using Verint® Systems Inc. Enterprise Feedback Management (EFM version 8) survey software. The online survey contained a Privacy Act Statement and a Project Summary, which included information about the purpose of the survey, voluntary participation, confidentiality of data and an estimate of the time needed to complete the survey.

In advance of the survey, ARI sent a recruitment email to officers in the targeted B/FAs and ranks with information about the survey and a request for their voluntary participation. In addition, OEMA informed branch and functional area proponents about the purpose and upcoming launch of the STR. A few days after sending the recruitment email, ARI launched the STR and sent each officer in the targeted population a unique link to the survey, which required CAC authentication to access. ARI sent up to six email reminders over the fielding period to those who had not completed the survey.

Analysis

A preliminary examination revealed a small subset of branch-detailed Soldiers. Detailed Soldiers perform the duties for that branch, similar to their branch basic counterparts. Analysis revealed little difference in the responses of the two groups.⁹ Therefore, all subsequent branch analyses utilized the combined data from branch and branch-detailed Soldiers.

To identify important T/SAs, we examined descriptive statistics – means, standard deviations, and frequencies – for the importance and frequency ratings as well as associated criticality ratings. For the selection of the “six most important talents,” we conducted a multiple response analysis to calculate the percentage of the sample that ranked a given talent among their six most important talents. We then presented the overall data across B/FA for talent importance ratings, top six most important talents, skill and ability frequency ratings, skill and ability importance ratings, and Frequency*Importance (F-I) composite scores. This was followed by parallel results, grouped across branches and across functional areas.

Results

Talents

Officers rated the importance of 21 talents to their current job performance. We examined officer ratings of talent importance to identify which talents were considered most relevant to successful job performance overall, and across B/FAs.

Overall Officers

Talent Importance Ratings ($N = 4,023 - 4,052$). To examine how important officers rated the various talents, we calculated the mean importance rating for each of the 21 talents across the full sample of officers. On average, officers reported being a Communicator, Interpersonal, and Detail-Focused as (relatively) the most important talents to their jobs. By contrast, officers reported Bodily-Kinesthetic, Physically Fit, and Domain-Specific Education as among the least important talents to their jobs. Table 7 presents the 21 talents in descending order by mean importance rating, along with the corresponding sample sizes and standard deviations.

⁹ Mixed-model ANOVA analyses found no significant main effects for branch assignment and no main effects of branch detail. However, four significant interaction effects were found for Armor \times Talent Importance, $F(10.80, 1,889.91) = 2.62, p = .003, \eta_p^2 = .015$, Field Artillery \times Talent Importance, $F(2.23, 26.97) = 1.98, p = .022, \eta_p^2 = .007$, Infantry \times Skills and Abilities Frequency, $F(18.57, 5,961.18) = 2.28, p = .001, \eta_p^2 = .007$, and Infantry \times Skill and Ability F-I Composite scores, $F(17.82, 4,810.18) = 2.34, p = .001, \eta_p^2 = .009$. These results suggest that there were differences in importance ratings depending on branch assignment; however, the effect size for all of these effects were negligible.

Table 7*Overall Officers' Talent Importance Ratings*

Talent	<i>N</i>	<i>M</i>	<i>SD</i>
Extremely to Very Important			
Communicator	4,049	3.64	0.59
Interpersonal	4,048	3.36	0.75
Detail-Focused	4,033	3.35	0.73
Problem Solver	4,052	3.34	0.76
Multi-Tasker	4,042	3.28	0.83
Logical/Analytical	4,035	3.27	0.80
Project Manager	4,049	3.17	0.87
Mentally Tough	4,041	3.12	0.95
Moderately Important			
Perceptive	4,032	2.96	0.92
Process-Disciplined	4,048	2.94	0.93
Interdisciplinary	4,046	2.92	0.93
Innovative	4,046	2.89	0.94
Inspirational Leader	4,032	2.82	1.01
Technologically Adept	4,049	2.68	1.03
Spatially Intelligent	4,046	2.65	1.10
Cross-Culturally Fluent	4,041	2.61	1.15
Introspective	4,023	2.57	0.98
Prudent Risk-Taker	4,044	2.39	1.13
Domain-Specific Education	4,036	2.08	1.34
Slightly to Not at All Important			
Physically Fit	4,052	1.91	1.26
Bodily-Kinesthetic	4,050	1.46	1.23

Note. Rank ordered by mean. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.”

Selection of Six “Most Important” Talents (*N* = 4,051). Participants selected from the 21 total talents up to six talents they believed to be the most important to successfully performing in their current job. A multiple response analysis was conducted to determine the frequency (percentage) of officers who selected a given talent to appear in their top six most important talent selections. Results were similar to the average importance ratings; being a Communicator, Problem Solver, and Logical/Analytical were (relatively) among the most frequently selected talents by officers as one of the six “*Most Important*” talents. Notably, over three quarters of officers placed being a Communicator in their top six talents, and nearly two thirds of officers placed being a Problem Solver in their top six talents, with less than half of officers placing any other single talent in their top six. By contrast, Bodily-Kinesthetic, Introspective, and Spatially Intelligent were (relatively) among the least frequently selected talents to appear in officers’ six most important talents (see Table 8).

Table 8*Overall Officers' Selection of Six "Most Important" Talents*

Talent	Percent
Communicator	80.70
Problem Solver	60.30
Logical/Analytical	46.30
Interpersonal	45.60
Detail-Focused	40.60
Multi-Tasker	39.80
Project Manager	39.50
Mentally Tough	33.10
Inspirational Leader	26.70
Innovative	24.50
Interdisciplinary	21.80
Process-Disciplined	20.10
Technologically Adept	19.30
Perceptive	19.00
Physically Fit	17.90
Cross-Culturally Fluent	17.40
Domain-Specific Education	14.10
Prudent Risk-Taker	13.00
Spatially Intelligent	12.90
Introspective	4.00
Bodily-Kinesthetic	2.70

Note. Rank ordered by percentage of officers who selected each talent. $N = 4,051$.

Overall Officers by Rank

Talent Importance ($N = 745 - 1,405$). To examine how important officers of different ranks rated the various talents, we calculated the mean importance rating for each of the 21 talents across samples of officers at each rank from 2LT-1LT to LTC (see Table 9). Across all ranks, officers consistently considered being a Communicator as the most important talent, relatively, with officers providing progressively higher average ratings as rank increased (2LT-1LT: $M = 3.57$, $SD = 0.61$; CPT: $M = 3.62$, $SD = 0.59$; MAJ: $M = 3.66$, $SD = 0.59$, LTC: $M = 3.72$, $SD = 0.52$). Being a Problem Solver was also consistently highly rated and among the most important talents, relatively, to officers of all ranks ($M_s = 3.33 - 3.35$), although it was considered slightly more important to field grade officers (third highest) compared to company grade officers (fourth highest). In contrast, officers of all ranks consistently reported Bodily-Kinesthetic to be slightly to not at all important ($M_s = 1.62 - 1.97$), considering it to be either the second (2LT-1LT) or first (CPT, MAJ, LTC) least most important talent to their jobs, relatively.

Although average ratings and relative importance of many talents tended to reveal similar patterns across all officers, there was some notable variation by rank. For example, 2LTs-1LTs tended to consider being a Multi-Tasker second in relative importance ($M = 3.42$, $SD = 0.77$); officers further in their career still considered this talent to be extremely to very important, but relative importance and average ratings steadily decreased as rank increased (CPT: $M = 3.30$, $SD = 0.81$; MAJ: $M = 3.21$, $SD = 0.87$; LTC: $M = 3.19$, $SD = 0.85$). 2LTs-1LTs also considered Mentally Tough to be fifth in relative importance ($M = 3.28$, $SD = 0.92$), whereas this talent received progressively lower average ratings and relative importance for officers of higher ranks,

such that the average rating for field grade officers was barely at the extremely to very important level (CPT: $M = 3.18$, $SD = 0.94$; MAJ: $M = 3.02$, $SD = 0.97$; LTC: $M = 3.00$, $SD = 0.93$). Conversely, field grade officers considered Interpersonal as the second most important talent, relatively, to their jobs (MAJ: $M = 3.41$, $SD = 0.73$; LTC: $M = 3.45$, $SD = 0.67$); in comparison, company grade officers considered this talent to be relatively lower in importance (although still extremely to very important; 2LT-1LT: $M = 3.24$, $SD = 0.80$; CPT: $M = 3.34$, $SD = 0.75$). Certain talents of low importance also varied slightly by rank. For example, officers tended to consider Domain-Specific Education to be more important later in their careers. Specifically, company grade officers rated Domain-Specific Education as slightly to not at all important, such that it was, relatively, the least important talent for 2LTs-1LTs ($M = 1.71$, $SD = 1.36$) and the second least important talent for CPTs ($M = 1.96$, $SD = 1.38$); field grade officers, in contrast, rated this talent as moderately important (MAJ: $M = 2.36$, $SD = 1.27$; LTC: $M = 2.36$, $SD = 1.21$). The opposite was true of being Physically Fit, which becomes less important as careers progress. This talent was considered moderately important by 2LTs-1LTs ($M = 2.27$, $SD = 1.33$), but slightly to not at all important at all other ranks (CPT: $M = 1.98$, $SD = 1.26$; MAJ: $M = 1.62$, $SD = 1.18$; LTC: $M = 1.80$, $SD = 1.19$)

Selection of Six “Most Important” Talents ($N = 751 - 1,404$). Officers selected from the 21 total talents up to six talents they believed to be the most important to successfully performing in their current job. A multiple response analysis was conducted to determine the frequency (percentage) of officers at each rank who selected a given talent to appear in their top six most important talent selections. Results were similar to the average importance ratings. Being a Communicator and Problem Solver were (relatively) among the two most frequently selected talents by officers of all ranks as being one of the six “*Most Important*” talents. Notably, over three quarters of officers at each rank placed being a Communicator in their top six talents and nearly two thirds of officers at each rank placed being a Problem Solver in their top six talents. Further, just over half of field grade officers placed being Interpersonal in their top six talents. No other talents were placed in the top six more than half the time by any rank. By contrast, Bodily-Kinesthetic and Introspective were (relatively) among the least frequently selected talents to appear in the top six most important talents for officers of all ranks (see Table 10).

Table 9*Overall Officers' Talent Importance Ratings by Rank*

Talent	<u>2LT-1LT^a</u>			<u>CPT</u>			<u>MAJ</u>			<u>LTC</u>			<u>Total</u>		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Bodily-Kinesthetic	829	1.97	1.24	1,404	1.56	1.22	1,067	1.15	1.16	750	1.15	1.13	4,050	1.46	1.23
Communicator	827	3.57	0.61	1,404	3.62	0.59	1,067	3.66	0.59	751	3.72	0.52	4,049	3.64	0.59
Cross-Culturally Fluent	826	2.27	1.19	1,399	2.57	1.15	1,065	2.79	1.10	751	2.83	1.09	4,041	2.61	1.15
Detail-Focused	821	3.41	0.73	1,398	3.38	0.72	1,064	3.33	0.75	750	3.29	0.69	4,033	3.35	0.73
Domain-Specific Education	826	1.71	1.36	1,396	1.96	1.38	1,063	2.36	1.27	751	2.32	1.21	4,036	2.08	1.34
Innovative	825	2.72	1.02	1,403	2.85	0.94	1,067	3.00	0.91	751	2.99	0.86	4,046	2.89	0.94
Inspirational Leader	826	2.85	1.03	1,397	2.82	1.04	1,064	2.75	0.98	745	2.88	0.95	4,032	2.82	1.01
Interdisciplinary	827	2.68	0.99	1,403	2.88	0.95	1,065	3.07	0.85	751	3.07	0.87	4,046	2.92	0.93
Interpersonal	827	3.24	0.80	1,405	3.34	0.75	1,064	3.41	0.73	752	3.45	0.67	4,048	3.36	0.75
Introspective	822	2.44	1.05	1,394	2.54	0.99	1,058	2.64	0.96	749	2.66	0.90	4,023	2.57	0.98
Logical/Analytical	825	3.19	0.85	1,397	3.28	0.79	1,061	3.31	0.78	752	3.29	0.77	4,035	3.27	0.80
Mentally Tough	828	3.28	0.92	1,402	3.18	0.94	1,063	3.02	0.97	748	3.00	0.93	4,041	3.12	0.95
Multi-Tasker	825	3.42	0.77	1,402	3.30	0.81	1,064	3.21	0.87	751	3.19	0.85	4,042	3.28	0.83
Perceptive	823	2.80	1.00	1,401	2.93	0.93	1,060	3.04	0.87	748	3.10	0.84	4,032	2.96	0.92
Physically Fit	829	2.27	1.33	1,403	1.98	1.26	1,068	1.62	1.18	752	1.80	1.19	4,052	1.91	1.26
Problem Solver	827	3.35	0.75	1,405	3.34	0.78	1,068	3.34	0.76	752	3.33	0.73	4,052	3.34	0.76
Process-Disciplined	827	3.01	0.94	1,403	2.96	0.93	1,066	2.91	0.93	752	2.86	0.90	4,048	2.94	0.93
Project Manager	827	3.15	0.86	1,404	3.20	0.86	1,067	3.17	0.90	751	3.14	0.84	4,049	3.17	0.87
Prudent Risk-Taker	828	2.47	1.15	1,400	2.46	1.17	1,067	2.29	1.09	749	2.31	1.09	4,044	2.39	1.13
Spatially Intelligent	827	2.66	1.12	1,404	2.69	1.10	1,065	2.62	1.10	750	2.65	1.08	4,046	2.65	1.10
Technologically Adept	827	2.63	1.05	1,403	2.68	1.07	1,067	2.77	0.99	752	2.58	0.99	4,049	2.68	1.03

Note. 4 = "Extremely important," 3 = "Very important," 2 = "Moderately important," 1 = "Slightly important," 0 = "Not at all important."

^a2LT-1LT includes 63-64 2LTs and 757-765 1LTs.

Table 10*Overall Officers' Selection of Six "Most Important" Talents by Rank*

Talent	2LT-1LT ^a	CPT	MAJ	LTC
	Percent	Percent	Percent	Percent
Bodily-Kinesthetic	5.79	2.49	1.97	0.53
Communicator	76.12	79.56	83.13	84.55
Cross-Culturally Fluent	8.56	14.25	23.24	24.50
Detail-Focused	49.46	43.66	34.86	33.16
Domain-Specific Education	10.74	13.68	16.87	14.91
Innovative	21.11	24.43	24.84	27.70
Inspirational Leader	29.07	28.63	19.96	29.96
Interdisciplinary	14.96	19.02	28.30	25.43
Interpersonal	37.88	43.09	50.23	52.33
Introspective	2.53	3.85	4.87	4.79
Logical/Analytical	44.99	45.23	47.80	47.40
Mentally Tough	45.96	35.97	26.24	23.30
Multi-Tasker	45.24	41.31	36.74	35.55
Perceptive	16.65	16.45	20.81	23.83
Physically Fit	31.85	18.45	9.18	13.85
Problem Solver	59.95	59.05	62.42	59.92
Process-Disciplined	18.94	20.44	20.43	20.24
Project Manager	36.79	42.02	41.24	35.29
Prudent Risk-Taker	11.94	15.60	9.84	13.98
Spatially Intelligent	13.15	12.61	13.40	12.25
Technologically Adept	18.09	18.87	23.24	15.85

^a2LT-1LT includes 63-64 2LTs and 757-765 1LTs.

Branch Officers

Talent Importance (N = 3,248 – 3,271). To examine the importance of the various talents to branch officers, we calculated the mean importance rating for each of the 21 talents across the sample of officers in all branches. Table 11 presents the 21 talents in descending order by mean importance rating, along with the corresponding sample sizes and standard deviations. On average, branch officers reported that, relatively, the most important talent to their job was being a Communicator. In addition, they also considered being Interpersonal, Detail-Focused, a Problem Solver, and a Multi-Tasker to be Extremely to Very Important talents for their current job performance. In contrast, branch officers reported Bodily-Kinesthetic and Domain-Specific Education among (relatively) the least important talents to their jobs, rating them as only slightly to not at all important.

Table 11*Branch Officers' Talent Importance Ratings*

Talent	<i>N</i>	<i>M</i>	<i>SD</i>
Extremely to Very Important			
Communicator	3,268	3.62	0.59
Interpersonal	3,269	3.37	0.75
Detail-Focused	3,257	3.36	0.73
Problem Solver	3,271	3.34	0.77
Multi-Tasker	3,264	3.32	0.82
Logical/Analytical	3,257	3.25	0.80
Mentally Tough	3,264	3.20	0.93
Project Manager	3,268	3.16	0.86
Moderately Important			
Process-Disciplined	3,269	2.96	0.93
Perceptive	3,258	2.95	0.92
Interdisciplinary	3,266	2.88	0.94
Inspirational Leader	3,255	2.88	1.00
Innovative	3,265	2.86	0.95
Spatially Intelligent	3,267	2.67	1.08
Technologically Adept	3,268	2.64	1.03
Cross-Culturally Fluent	3,261	2.58	1.15
Introspective	3,248	2.57	0.99
Prudent Risk-Taker	3,265	2.44	1.13
Physically Fit	3,271	2.06	1.26
Slightly to Not at All Important			
Domain-Specific Education	3,258	1.92	1.33
Bodily-Kinesthetic	3,269	1.59	1.24

Note. Rank ordered by mean. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.”

We also calculated the importance of various talents specific to officers in a given branch. For brevity, this analysis provides a broad overview of the similarities and differences in importance ratings among the branches. For complete branch specific results, please refer to Appendix B (Tables B1 to B18).

On average, branch officers considered being a Communicator to be extremely to very important to their job or position. Across nearly all branches, officers consistently rated being a Communicator as the most important talent ($M_s = 3.52 - 3.72$), relatively. The only two branches to have officers rate another talent higher in importance were Cyber ($M = 3.58$, $SD = 0.64$) and Finance Management ($M = 3.58$, $SD = 0.66$), each of which still rated being a Communicator among the five highest talents (second and fourth, respectively). Additional talents that were consistently rated as extremely to very important across branches include Detail-Focused ($M_s = 3.22 - 3.63$), Interpersonal ($M_s = 2.90 - 3.57$), Multi-Tasker ($M_s = 2.97 - 3.52$), and Problem Solver ($M_s = 3.12 - 3.64$), all of which were among the five highest rated talents in at least two-thirds of branches. In contrast, branch officers generally reported Bodily-Kinesthetic to be slightly to not at all important to their job or position. In all but three branches, officers indicated

Bodily-Kinesthetic was the least important talent ($M_s = 0.54 - 1.91$), relatively, to their job. Officers in the remaining three branches (Armor: $M = 1.87$, $SD = 1.19$; Aviation: $M = 1.95$, $SD = 1.34$; and Infantry: $M = 2.31$, $SD = 1.23$) indicated this talent was second least important. Another talent consistently rated as slightly to not at all important was Domain-Specific Education ($M_s = 1.53 - 3.64$), which was among the five lowest rated talents in at least two-thirds of branches.

Although most branches reveal similar patterns of results in mean importance ratings of the various talents, there were several interesting differences. For example, Cyber officers considered being Technologically Adept ($M = 3.79$, $SD = 0.53$) as the most important talent, relatively, to their job. They also reported Domain-Specific Education ($M = 3.64$, $SD = 0.54$) as extremely to very important and it was among their five highest rated. In contrast, officers in most other branches tended to rate these talents as only moderately, or even slightly to not at all important ($M_s = 1.53 - 3.12$). Another example may be seen among Financial Management officers, who identified being Detail-Focused ($M = 3.63$, $SD = 0.54$) as the most important talent to their job. They also reported being Logical/Analytical ($M = 3.34$, $SD = 0.71$) as extremely to very important, with average ratings among the five highest talents in importance. In contrast, officers in most other branches, despite rating these talents as extremely to very important, tended to report that they were, relatively, less important ($M_s = 3.02 - 3.58$). As a final example, being Mentally Tough was considered to be among the highest rated talents, relatively, to Military Police ($M = 3.45$, $SD = 0.77$), Armor ($M = 3.43$, $SD = 0.72$), and Infantry ($M = 3.38$, $SD = 0.89$) officers. Officers in other branches also considered this talent to be extremely to very important, but rated it relatively lower ($M_s = 2.72 - 3.38$).

Selection of Six “Most Important” Talents ($N = 3,271$). Branch officers selected up to six talents, from the list of 21 total talents, they believed to be the most important to their current job. A multiple response analysis was conducted to determine the frequency and percentage of branch officers who selected a given talent to appear in their top six most important talent selections. Consistent with their mean importance ratings, branch officers most frequently selected being a Communicator, a Problem Solver, and Interpersonal as one of their top six talents. Note that, although being a Problem Solver had the fourth highest mean importance rating, the differences between Problem Solver, Interpersonal, and Detail-Focused were not large, and that it was therefore unsurprising that Problem Solver could be more frequently selected as among the top six talents. In contrast, Bodily-Kinesthetic, Introspective, and Domain-Specific Education were (relatively) among the least frequently selected talents to appear in branch officers’ six most important talents (see Table 12).

Table 12*Branch Officers' Selection of Six "Most Important" Talents*

Talent	Percent
Communicator	80.16
Problem Solver	59.95
Interpersonal	46.07
Logical/Analytical	44.39
Detail-Focused	41.52
Multi-Tasker	41.21
Project Manager	38.12
Mentally Tough	37.08
Inspirational Leader	29.96
Innovative	23.72
Physically Fit	21.37
Process-Disciplined	20.06
Interdisciplinary	19.99
Perceptive	18.53
Technologically Adept	16.42
Cross-Culturally Fluent	15.22
Prudent Risk-Taker	14.43
Spatially Intelligent	12.63
Domain-Specific Education	11.19
Introspective	4.04
Bodily-Kinesthetic	3.18

Note. Rank ordered by percentage of branch officers who selected each talent. $n = 3,271$.

Functional Area Officers

Talent Importance Ratings ($N = 774 - 781$). To examine the importance of the various talents to functional area officers, we again calculated the mean importance rating for each of the 21 talents across the sample of functional area officers. Table 13 presents the 21 talents in descending order by mean importance rating, along with the corresponding standard deviations. Functional area officers reported that, on average, the most important talent (relatively) to their job was being a Communicator. They also considered being Logical/Analytical, Detail-Focused, a Problem Solver, and Interpersonal to be Extremely to Very Important talents for their jobs. In contrast, functional area officers reported Bodily-Kinesthetic and Physically Fit among (relatively) the least important talents to their jobs, rating them as only slightly to not at all important.

Table 13*Functional Area Officers' Talent Importance Ratings*

Talent	<i>N</i>	<i>M</i>	<i>SD</i>
Extremely to Very Important			
Communicator	781	3.69	0.55
Logical/Analytical	778	3.36	0.76
Detail-Focused	776	3.34	0.71
Problem Solver	781	3.33	0.75
Interpersonal	779	3.32	0.75
Project Manager	781	3.21	0.90
Multi-Tasker	778	3.14	0.86
Interdisciplinary	780	3.09	0.85
Innovative	781	3.03	0.88
Perceptive	774	3.01	0.89
Moderately Important			
Technologically Adept	781	2.85	1.02
Process-Disciplined	779	2.84	0.92
Mentally Tough	777	2.82	0.98
Cross-Culturally Fluent	780	2.78	1.15
Domain-Specific Education	778	2.76	1.15
Spatially Intelligent	779	2.59	1.16
Inspirational Leader	777	2.57	0.98
Introspective	775	2.56	0.93
Prudent Risk-Taker	779	2.15	1.10
Slightly to Not at All Important			
Physically Fit	781	1.29	1.06
Bodily-Kinesthetic	781	0.91	1.05

Note. Rank ordered by mean. 4 = "Extremely important," 3 = "Very important," 2 = "Moderately important," 1 = "Slightly important," 0 = "Not at all important."

We also calculated the importance of various talents specific to officers in each functional area. For brevity, this analysis provides a broad overview of the similarities and differences in importance ratings among functional areas. For complete functional area specific results, please refer to Appendix B (Tables B19 to B31).

On average, functional area officers consider being a Communicator to be extremely to very important to their job or position. Across a majority of functional areas, officers consistently rated being a Communicator as the most important talent ($M_s = 3.59 - 3.91$), relatively. The only three functional areas to have officers rate another talent higher were Operations Research/Systems Analysis (FA49; $M = 3.63$, $SD = 0.51$), Nuclear and Counter-proliferation (FA52; $M = 3.38$, $SD = 0.75$), and Information Network Engineer (FA26; $M = 3.35$, $SD = 0.74$), each of which still reported being a Communicator as the second most important talent, relatively. Additional talents that were consistently rated as extremely to very important across functional areas include Interpersonal ($M_s = 2.96 - 3.72$) and Logical/Analytical ($M_s = 2.82 - 3.77$), both of which were among the five highest rated talents in at least two-thirds of functional areas. In contrast, functional area officers generally reported Bodily-Kinesthetic to be slightly to not at all

important to their job or position. Across all functional areas, officers consistently rated Bodily-Kinesthetic as the least important talent ($M_s = 0.56 - 1.33$), relatively, to their job. Another talent consistently rated as slightly to not at all important was Physically Fit, which was the second lowest rated talent, relatively, in all functional areas ($M_s = 0.93 - 1.85$).

Although most functional areas reveal similar patterns of results in mean importance ratings of the various talents, there were several interesting findings. For example, Information Network Engineer (FA26) officers were the only functional area officers to report that being Technologically Adept ($M = 3.41, SD = 0.99$) was the most important talent, relatively, to their job or position. However, Space Operations (FA40; $M = 3.54, SD = 0.66$) and Electronic Warfare (FA29; $M = 3.44, SD = 1.10$) officers also rated this talent among the five highest, on average. In contrast, approximately half of functional areas considered it to be of only moderate importance. Operations Research/Systems Analysis (FA49; $M = 3.77, SD = 0.47$) and Nuclear and Counter-proliferations (FA52; $M = 3.50, SD 0.73$) officers considered being Logical/Analytical as the most important talent, relatively, to their job or position. Although this talent was rated extremely to very important by many functional areas ($M_s = 2.82 - 3.49$), these were the only two to give it a higher average rating than being a Communicator. Operations Research/Systems Analysis (FA49) officers also rated Domain-Specific Education ($M = 3.24, SD = 0.92$) as among the five highest rated talents, on average; in contrast, most other functional area officers tended to rate it as only moderately important ($M_s = 2.08 - 3.05$). Additionally, Public Affairs (FA46) and Foreign Affairs (FA48) officers considered being Perceptive (FA46: $M = 3.37, SD = 0.43$; FA48: $M = 3.36, SD = 0.73$) and Cross-Culturally Fluent (FA46: $M = 3.26, SD = 0.68$; FA48: $M = 3.80, SD = 0.53$) to be among the highest rated talents, relatively; in contrast, most other functional area officers considered these talents to be only moderately important ($M_s = 2.13 - 3.31$).

Selection of Six “Most Important” Talents ($N = 780$). Functional area officers selected up to six talents from the 21 total talents they believed to be the most important to successfully performing their current job. A multiple response analysis was conducted to determine the frequency and percentage of functional area officers who selected a given talent to appear in their six most important talent selections. Consistent with their mean importance ratings, functional area officers most frequently selected being a Communicator, a Problem Solver, and Logical/Analytical as one of their six “*Most Important*” talents. Note that, although Logical/Analytical had the second highest mean importance rating and Problem Solver had the fourth highest mean importance rating, the differences between Logical/Analytical, Detail-Focused, and Problem Solver were not large, and it was unsurprising that Problem Solver could be more frequently selected as among the top six talents. By contrast, Bodily-Kinesthetic, Physically Fit, and Introspective were (relatively) among the least frequently selected talents to appear in functional area officers’ top six most important talents (see Table 14).

Table 14*Functional Area Officers' Selection Six "Most Important" Talents*

Talent	Percent
Communicator	83.08
Problem Solver	61.67
Logical/Analytical	54.10
Project Manager	45.26
Interpersonal	43.72
Detail-Focused	36.67
Multi-Tasker	34.10
Technologically Adept	31.41
Interdisciplinary	29.49
Innovative	27.56
Domain-Specific Education	26.54
Cross-Culturally Fluent	26.28
Perceptive	21.03
Process-Disciplined	20.26
Mentally Tough	16.41
Spatially Intelligent	13.85
Inspirational Leader	12.95
Prudent Risk-Taker	7.18
Introspective	3.97
Physically Fit	3.33
Bodily-Kinesthetic	0.51

Note. Rank ordered by percentage of functional area officers who selected each talent. $n = 780$.

Skills and Abilities

Participants rated the frequency with which they used the 63 skills and abilities in their current job. If the officer reported that they used a skill and ability more than “Never,” they were asked to rate that skill or ability in regard to its importance to their current job. For further analysis, we calculated F-I composite scores for every skill and ability rated for both frequency and importance. We examined all officer ratings of skill and ability frequency, importance, and consequent criticality to identify which skills and abilities were considered most relevant to successful job performance overall, and across B/FAs.

Overall Officers

Skill and Ability Frequency Ratings ($N = 3,929 - 4,049$). To examine how frequently officers used various skills and abilities, the mean frequency rating was computed for each of the 63 skills and abilities across the full sample of officers. Table 15 presents the 63 skills and abilities ordered in descending order by their mean frequency rating, along with the corresponding sample sizes and standard deviations. On average, officers reported that Oral Communication, Verbal Reasoning, and Active Listening were among (relatively) the skills and abilities most frequently used on their jobs. By contrast, officers reported Control Precision, Reaction Time, and Proficiency with Weapons Systems as among (relatively) the skills and abilities least frequently used on their jobs.

Table 15*Overall Officers' Skills and Abilities Frequency Ratings*

Skill or Ability	<i>N</i>	<i>M</i>	<i>SD</i>
Many Times Each Hour to Daily			
Oral Communication	4,039	4.44	0.75
Verbal Reasoning	4,043	4.26	0.86
Active Listening	4,033	4.24	0.82
Cooperation/Teamwork	4,036	4.23	0.85
Written Communication	4,036	4.22	0.89
Analytical Thinking	4,041	4.20	0.88
Relationship Building	4,043	4.11	0.90
Attentiveness	4,037	4.10	1.13
Precision	4,032	4.05	1.00
Juggling Competing Demands	3,938	4.03	0.98
Every Few Days to Weekly			
Adaptability	3,941	3.93	1.00
Analyze Data or Information	4,039	3.92	1.12
Planning and Organizing	3,956	3.91	0.97
Knowledge of Procedures	3,939	3.87	0.95
Directing and Supervising Others	3,953	3.84	1.23
Systems Thinking	4,043	3.84	1.09
Situational Awareness	4,036	3.83	1.19
Structured Problem Solving	4,047	3.82	1.06
Process Information and Data	4,041	3.79	1.21
Tolerating Pressure	3,944	3.78	1.09
Tolerating Uncertainty	3,931	3.78	1.10
Social Sensitivity	4,033	3.77	1.13
Interdisciplinary Reasoning	4,031	3.76	1.09
Cognitive Flexibility	3,944	3.76	0.99
Encourages Discourse	4,036	3.75	1.01
Delegating	3,953	3.75	1.21
Motivating Others	4,045	3.73	1.13
Judgement and Decision Making	4,035	3.71	1.10
Strategic Thinking	4,049	3.64	1.20
Unstructured Problem Solving	4,044	3.59	1.04
Social Perceptiveness	4,044	3.56	1.05
Reflective Thinking	4,034	3.50	1.13
Team Building	3,960	3.50	1.09
Creative Problem Solving	4,042	3.49	1.05
Evaluating Compliance	3,945	3.42	1.13
Training and Developing Others	3,953	3.38	1.23
Awareness of Cognitive Biases	4,032	3.37	1.22
Coordinating Multiple Groups	3,958	3.35	1.22
Conflict Management	4,039	3.32	1.10
Pattern Recognition	4,042	3.27	1.31
Quantitative Reasoning	4,043	3.17	1.37
Cultural Awareness	4,040	3.09	1.36
Working in Multidisciplinary Contexts	4,027	3.09	1.50
Focus	4,036	3.05	1.84
Intercultural Communication	4,044	3.02	1.48

(continued)

Skill or Ability	<i>N</i>	<i>M</i>	<i>SD</i>
Every Few Weeks to Monthly			
Assessing and Mitigating Harm	4,041	2.91	1.32
Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	4,043	2.80	1.52
Specialized Expertise	3,943	2.77	1.66
Expertise with IT	3,951	2.70	1.69
Spatial Orientation	4,036	2.42	1.61
Spatial Visualization	4,033	2.41	1.56
Learning New Technology	3,953	2.40	1.45
Working with the Public	4,043	2.14	1.59
Financial Management	3,929	2.06	1.43
Every Few Months to Never			
Physical Endurance	4,030	1.97	1.56
Mechanically and Technologically Savvy	3,955	1.95	1.59
Physical Strength	4,038	1.91	1.53
Psychomotor Ability	4,035	1.88	1.56
Inspecting Equipment, Objects, Structures, or Materials	3,931	1.77	1.47
Innovating Technology	3,948	1.69	1.61
Proficiency with Weapons Systems	3,944	1.53	1.39
Reaction Time	4,033	1.34	1.47
Control Precision	4,043	1.18	1.40

Note. Rank ordered by mean. 5 = “Many times each hour to hourly,” 4 = “Every few hours to daily,” 3 = “Every few days to weekly,” 2 = “Every few weeks to monthly,” 1 = “Every few months to yearly,” 0 = “Never.”

Skill and Ability Importance Ratings ($N = 2,098 - 3,799$). To examine how important officers rated the various skills and abilities, the mean importance rating was computed for each of the 63 skills and abilities across the full sample of officers. Table 16 presents the 63 skills and abilities ordered in descending order by their mean importance rating, along with the corresponding sample sizes and standard deviations. On average, officers reported Oral Communication, Written Communication, and Planning and Organizing as among (relatively) the most important skills and abilities for their jobs. By contrast, officers reported that Psychomotor Ability, Control Precision, and Reaction Time were among (relatively) the least important skills and abilities for their jobs.

Table 16*Overall Officers' Skills and Abilities Importance Ratings*

Skill or Ability	<i>N</i>	<i>M</i>	<i>SD</i>
Extremely to Very Important			
Oral Communication	3,761	3.58	0.64
Written Communication	3,745	3.45	0.73
Planning and Organizing	3,728	3.39	0.73
Cooperation/Teamwork	3,739	3.38	0.74
Verbal Reasoning	3,799	3.35	0.75
Analytical Thinking	3,796	3.35	0.76
Adaptability	3,707	3.34	0.75
Juggling Competing Demands	3,713	3.31	0.76
Relationship Building	3,750	3.31	0.77
Attentiveness	3,726	3.30	0.74
Active Listening	3,751	3.28	0.76
Tolerating Pressure	3,710	3.24	0.82
Tolerating Uncertainty	3,683	3.24	0.81
Judgement and Decision Making	3,714	3.22	0.83
Cognitive Flexibility	3,715	3.21	0.77
Precision	3,745	3.18	0.82
Team Building	3,713	3.15	0.87
Directing and Supervising Others	3,655	3.15	0.90
Structured Problem Solving	3,778	3.14	0.85
Situational Awareness	3,718	3.14	0.90
Focus	3,156	3.14	0.93
Analyze Data or Information	3,766	3.12	0.88
Unstructured Problem Solving	3,739	3.12	0.85
Delegating	3,647	3.10	0.90
Creative Problem Solving	3,746	3.10	0.85
Knowledge of Procedures	3,717	3.08	0.83
Strategic Thinking	3,764	3.06	0.95
Systems Thinking	3,754	3.06	0.90
Motivating Others	3,727	3.06	0.92
Training and Developing Others	3,641	3.03	0.94
Coordinating Multiple Groups	3,661	3.02	0.89
Moderately Important			
Interdisciplinary Reasoning	3,751	2.95	0.92
Encourages Discourse	3,733	2.92	0.90
Process Information and Data	3,733	2.88	1.02
Conflict Management	3,726	2.88	0.91
Reflective Thinking	3,691	2.81	0.94
Social Sensitivity	3,704	2.79	0.98
Social Perceptiveness	3,742	2.78	0.93
Evaluating Compliance	3,682	2.78	0.98
Awareness of Cognitive Biases	3,668	2.73	0.98
Working in Multidisciplinary Contexts	3,553	2.71	1.07
Assessing and Mitigating Harm	3,596	2.68	1.07
Intercultural Communication	3,599	2.64	1.10
Quantitative Reasoning	3,643	2.62	1.12
Joint, Interagency, Intergovernmental and Multinational, (JIIM) Perspective	3,522	2.62	1.13
Pattern Recognition	3,609	2.60	1.01

(continued)

Skill or Ability	<i>N</i>	<i>M</i>	<i>SD</i>
Specialized Expertise	3,194	2.58	1.16
Cultural Awareness	3,637	2.56	1.07
Expertise with IT	3,191	2.46	1.10
Learning New Technology	3,436	2.38	1.10
Innovating Technology	2,538	2.31	1.15
Working with the Public	3,194	2.29	1.18
Spatial Orientation	3,164	2.26	1.17
Spatial Visualization	3,194	2.23	1.17
Mechanically and Technologically Savvy	2,804	2.17	1.14
Inspecting Equipment, Objects, Structures, or Materials	2,770	2.09	1.17
Financial Management	3,078	2.08	1.12
Physical Endurance	2,872	2.07	1.19
Slightly to Not at All Important			
Proficiency with Weapons Systems	2,801	1.98	1.24
Physical Strength	2,884	1.88	1.17
Reaction Time	2,267	1.87	1.23
Control Precision	2,098	1.73	1.21
Psychomotor Ability	2,884	1.65	1.16

Note. Rank ordered by mean. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Note that, if an officer rated the frequency of a skill and ability at 0 (“Never”), they automatically skipped the importance rating question for that skill and ability; hence, the overall sample for importance ratings is smaller.

Skill and Ability F-I Composite Scores ($N = 3,720 - 3,924$). To examine the criticality of various skills and abilities, we computed the mean F-I composite score for each of the 63 skills and abilities across the full sample of officers. Table 17 presents the 63 skills and abilities in descending order by their mean F-I composite score, along with the corresponding sample sizes and standard deviations. On average, officers reported that Oral Communication, Written Communication, and Cooperation/Teamwork were among (relatively) the most critical skills and abilities for their jobs. By contrast, officers reported Control Precision, Reaction Time, and Proficiency with Weapons Systems were among (relatively) the least critical skills and abilities for their jobs.

Table 17*Overall Officers' Skills and Abilities F-I Composite Scores*

Skill or Ability	<i>N</i>	<i>M</i>	<i>SD</i>
High Criticality F-I Composite Scores			
Oral Communication	3,769	16.13	4.39
Written Communication	3,760	14.92	4.97
Cooperation/Teamwork	3,754	14.63	4.86
Verbal Reasoning	3,818	14.57	4.87
Analytical Thinking	3,812	14.42	4.94
Active Listening	3,759	14.26	4.83
Relationship Building	3,771	13.95	5.00
Attentiveness	3,814	13.85	5.40
Juggling Competing Demands	3,734	13.73	5.18
Planning and Organizing	3,752	13.58	4.97
Adaptability	3,731	13.47	5.15
Precision	3,794	13.26	5.23
Tolerating Pressure	3,744	12.74	5.53
Analyze Data or Information	3,813	12.73	5.63
Tolerating Uncertainty	3,720	12.69	5.52
Directing and Supervising Others	3,753	12.68	5.95
Situational Awareness	3,804	12.52	5.87
Structured Problem Solving	3,821	12.46	5.42
Cognitive Flexibility	3,744	12.40	5.04
Judgement and Decision Making	3,760	12.37	5.41
Knowledge of Procedures	3,736	12.28	5.10
Systems Thinking	3,815	12.23	5.60
Delegating	3,755	12.21	5.89
Moderate Criticality F-I Composite Scores			
Motivating Others	3,784	11.98	5.79
Strategic Thinking	3,828	11.78	5.93
Unstructured Problem Solving	3,780	11.60	5.21
Interdisciplinary Reasoning	3,800	11.55	5.53
Team Building	3,761	11.51	5.42
Process Information and Data	3,813	11.50	6.02
Encourages Discourse	3,766	11.44	5.28
Creative Problem Solving	3,773	11.29	5.25
Social Sensitivity	3,760	11.07	5.71
Training and Developing Others	3,745	10.81	5.80
Coordinating Multiple Groups	3,760	10.59	5.63
Social Perceptiveness	3,780	10.40	5.29
Reflective Thinking	3,758	10.36	5.48
Evaluating Compliance	3,736	10.08	5.58
Conflict Management	3,772	10.05	5.30
Focus	3,857	9.92	7.21
Awareness of Cognitive Biases	3,766	9.82	5.68
Working in Multidisciplinary Contexts	3,780	9.16	6.44
Quantitative Reasoning	3,831	9.11	6.27
Pattern Recognition	3,814	9.06	5.71
Intercultural Communication	3,787	8.86	6.38
Cultural Awareness	3,780	8.76	6.08
Assessing and Mitigating Harm	3,776	8.54	5.85

(continued)

Skill or Ability	<i>N</i>	<i>M</i>	<i>SD</i>
Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	3,808	8.28	6.53
Specialized Expertise	3,771	7.90	6.70
Expertise with IT	3,786	7.36	6.50
Learning New Technology	3,779	6.50	5.82
Spatial Orientation	3,839	6.14	5.96
Spatial Visualization	3,840	6.02	5.82
Working with the Public	3,820	5.74	6.19

Low Criticality F-I Composite Scores

Financial Management	3,759	4.95	5.34
Mechanically and Technologically Savvy	3,799	4.82	5.62
Physical Endurance	3,853	4.76	5.42
Innovating Technology	3,820	4.47	5.73
Physical Strength	3,860	4.28	5.17
Inspecting Equipment, Objects, Structures, or Materials	3,778	4.27	5.14
Psychomotor Ability	3,862	3.77	4.95
Proficiency with Weapons Systems	3,794	3.66	5.03
Reaction Time	3,889	3.00	4.78
Control Precision	3,924	2.46	4.31

Note. Rank ordered by mean. F-I composite scores were computed for each skill and ability by multiplying the frequency (0 = “Never” to 5 = “Many times each hour to hourly”) by importance ratings (0 = “Not at all important” to 4 = “Extremely important”) and range from 0 to 20. Scores between 12 and 20 indicate that officers said the skill and ability was used at least weekly and was extremely important; OR the skill and ability was used at least daily and was very/extremely important.

Overall Officers by Rank

Skill and Ability F-I Composite Scores ($N = 712 - 1,356$). To examine how critical officers of different ranks rated the various skills and abilities, we calculated the mean F-I composite score for each of the 63 skills and abilities across samples of officers at each rank from 2LT-1LT to LTC. Table 18 presents the 63 skills and abilities ordered in descending order by their mean importance rating, along with the corresponding sample sizes and standard deviations. Across all ranks, officers consistently considered Oral Communication as the most critical skill and ability, relatively, with average F-I composite scores increasing with rank (2LT-1LT: $M = 15.73$, $SD = 4.68$; CPT: $M = 16.01$, $SD = 4.54$; MAJ: $M = 16.27$, $SD = 4.27$, LTC: $M = 16.58$, $SD = 3.93$). In contrast, officers of all ranks consistently reported Control Precision to be of relatively low criticality ($M_s = 1.47 - 3.92$).

The criticality of other skills and abilities varied somewhat by rank. For example, 2LTs-1LTs tended to consider Attentiveness ($M = 14.75$, $SD = 5.10$), Juggling Competing Demands ($M = 14.43$, $SD = 5.27$), and Planning and Organizing ($M = 14.30$, $SD = 4.91$) to be the second through fourth most critical skills and abilities, relatively; officers further in their career still considered these skills and abilities to be highly critical, but both average composite scores and relative criticality decreased as rank increased for all three – Attentiveness (CPT: $M = 14.06$, $SD = 5.37$; MAJ: $M = 13.37$, $SD = 5.48$; LTC: $M = 13.19$, $SD = 5.49$), Juggling Competing Demands: (CPT: $M = 13.93$, $SD = 5.41$; MAJ: $M = 13.51$, $SD = 5.17$; LTC: $M = 12.98$, $SD = 5.10$), and Planning and Organizing (CPT: $M = 13.81$, $SD = 5.00$; MAJ: $M = 13.20$, $SD = 5.04$; LTC: $M = 12.95$, $SD = 4.75$). Conversely, field grade officers considered Written Communication (MAJ: $M = 15.72$, $SD = 4.60$; LTC: $M = 15.81$, $SD = 4.39$), Verbal Reasoning

(MAJ: $M = 15.16$, $SD = 4.74$; LTC: $M = 15.28$, $SD = 4.34$), and Analytical Thinking (MAJ: $M = 14.37 - 14.96$) to be the second through fourth most critical skills and abilities to their jobs, after Oral Communication; CPTs also considered these skills and abilities among the most important, but average composite scores and relative criticality were slightly lower (Written Communication: $M = 14.71$, $SD = 5.02$; Verbal Reasoning: $M = 14.43$, $SD = 4.94$; Analytical Thinking: $M = 14.37$, $SD = 5.05$); in comparison, 1LTs-2LTs considered these skills and abilities to be substantially less critical (although still of high criticality) than other ranks (Written Communication: $M = 13.34$, $SD = 5.43$ Verbal Reasoning: $M = 13.36$, $SD = 5.15$; Analytical Thinking: $M = 12.03$, $SD = 5.80$). Certain skills and abilities of low criticality also varied by rank. For example, 1LTs-2LTs considered Reaction Time to have moderate criticality to their jobs ($M = 4.73$, $SD = 4.73$), whereas officers at higher ranks considered this skill and ability to have low criticality (CPT: $M = 3.32$, $SD = 4.94$; MAJ: $M = 2.15$, $SD = 4.28$; LTC: $M = 1.85$, $SD = 3.76$). Similarly, all company grade officers considered Proficiency with Weapons Systems to have moderate criticality (1LT-2LT: $M = 5.90$, $SD = 5.95$; CPT: $M = 4.01$, $SD = 4.99$), albeit only barely for CPTs; in comparison, all field grade officers considered this skill and ability to have low criticality (MAJ: $M = 2.50$, $SD = 4.28$; LTC: $M = 1.85$, $SD = 3.76$).

Table 18*All Branches and Functional Areas – Means and Standard Deviations for Skill and Ability F-I Composite Scores by Rank*

Skill and Ability	<u>2LT-1LT^a</u>			<u>CPT</u>			<u>MAJ</u>			<u>LTC</u>			<u>Total</u>		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Physical Skills and Abilities															
Physical Endurance	756	7.00	5.92	1,329	5.32	5.59	1,040	3.10	4.40	728	3.76	4.90	3,853	4.76	5.42
Physical Strength	760	6.68	5.86	1,332	4.86	5.29	1,039	2.69	4.13	729	2.98	4.29	3,860	4.28	5.17
Psychomotor Ability	758	5.21	5.17	1,335	4.10	5.08	1,039	3.02	4.74	730	2.73	4.33	3,862	3.77	4.95
Reaction Time	765	4.73	5.43	1,344	3.32	4.94	1,046	2.15	4.28	734	1.85	3.76	3,889	3.00	4.78
Control Precision	774	3.92	5.03	1,356	2.70	4.38	1,049	1.77	3.90	745	1.47	3.39	3,924	2.46	4.31
Cognitive Skills and Abilities															
Verbal Reasoning	757	13.36	5.15	1,316	14.43	4.94	1,023	15.16	4.74	722	15.28	4.34	3,818	14.57	4.87
Analytical Thinking	755	13.45	5.24	1,315	14.37	5.05	1,019	14.96	4.64	723	14.76	4.66	3,812	14.42	4.94
Attentiveness	748	14.75	5.10	1,318	14.06	5.37	1,023	13.37	5.48	725	13.19	5.49	3,814	13.85	5.40
Precision	752	14.01	5.13	1,306	13.43	5.20	1,016	13.17	5.32	720	12.30	5.11	3,794	13.26	5.23
Analyze Data or Information	753	12.03	5.80	1,317	12.83	5.61	1,019	13.12	5.66	724	12.73	5.40	3,813	12.73	5.63
Situational Awareness	752	12.96	5.82	1,313	12.59	5.89	1,019	12.22	5.90	720	12.35	5.80	3,804	12.52	5.87
Structured Problem Solving	751	11.99	5.42	1,321	12.27	5.63	1,025	12.85	5.36	724	12.77	5.05	3,821	12.46	5.42
Judgement and Decision Making	745	12.81	5.31	1,290	12.49	5.59	1,013	11.87	5.31	712	12.39	5.29	3,860	12.37	5.41
Systems Thinking	756	11.40	5.69	1,316	12.18	5.71	1,021	12.87	5.47	722	12.27	5.41	3,815	12.23	5.60
Strategic Thinking	757	10.36	5.93	1,322	11.04	6.03	1,024	12.73	5.79	725	13.25	5.38	3,828	11.78	5.93
Unstructured Problem Solving	748	11.32	5.27	1,298	11.45	5.37	1,015	11.90	5.22	719	11.76	4.80	3,862	11.60	5.21
Interdisciplinary Reasoning	752	10.35	5.64	1,311	11.30	5.67	1,019	12.46	5.28	718	11.97	5.24	3,800	11.55	5.53
Processes Information and Data	753	11.92	5.95	1,322	11.76	5.93	1,018	11.60	6.13	720	10.46	6.01	3,813	11.50	6.02
Creative Problem Solving	747	10.98	5.25	1,296	11.16	5.41	1,012	11.56	5.27	718	11.46	4.89	3,924	11.29	5.25

(continued)

Skill and Ability	2LT-1LT ^a			CPT			MAJ			LTC			Total		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Reflective Thinking	742	9.69	5.64	1,293	10.21	5.49	1,010	10.79	5.56	713	10.73	5.08	3,857	10.36	5.48
Focus	756	11.89	6.63	1,335	10.44	7.15	1,035	8.81	7.33	731	8.52	7.15	3,857	9.92	7.21
Awareness of Cognitive Biases	749	9.14	5.93	1,289	9.53	5.71	1,011	10.28	5.71	717	10.41	5.21	3,853	9.82	5.68
Quantitative Reasoning	761	8.84	5.97	1,326	9.25	6.25	1,019	9.39	6.48	725	8.74	6.28	3,831	9.11	6.27
Pattern Recognition	752	9.61	5.65	1,318	9.42	5.75	1,023	8.83	5.73	721	8.14	5.53	3,814	9.06	5.71
Assessing and Mitigating Harm	747	9.48	5.81	1,297	9.10	5.86	1,016	7.68	5.69	716	7.74	5.84	3,889	8.54	5.85
Spatial Orientation	757	8.09	6.21	1,326	6.70	6.11	1,029	5.17	5.60	727	4.46	5.15	3,839	6.14	5.96
Spatial Visualization	761	7.28	5.86	1,326	6.39	5.90	1,028	5.50	5.66	725	4.73	5.50	3,840	6.02	5.82
Social and Communication Skills and Abilities															
Oral Communication	745	15.73	4.68	1,291	16.01	4.54	1,013	16.27	4.27	720	16.58	3.93	3,794	16.13	4.39
Written Communication	744	13.34	5.43	1,292	14.71	5.02	1,012	15.72	4.60	712	15.81	4.39	3,814	14.92	4.97
Cooperation/Teamwork	750	14.22	5.26	1,283	14.72	4.90	1,008	14.86	4.79	713	14.60	4.38	3,804	14.63	4.86
Active Listening	746	13.58	5.11	1,285	14.15	4.95	1,008	14.59	4.68	720	14.72	4.45	3,813	14.26	4.83
Relationship Building	748	13.34	5.31	1,291	13.95	5.03	1,011	14.30	4.99	721	14.08	4.58	3,839	13.95	5.00
Encourages Discourse	744	10.45	5.45	1,292	11.35	5.37	1,009	11.85	5.21	721	12.08	4.87	3,813	11.44	5.28
Social Sensitivity	745	10.00	5.76	1,286	10.87	5.80	1,010	11.67	5.69	719	11.67	5.36	3,840	11.07	5.71
Social Perceptiveness	748	10.20	5.44	1,298	10.31	5.36	1,015	10.52	5.32	719	10.58	4.99	3,831	10.40	5.29
Conflict Management	748	10.68	5.44	1,294	10.36	5.35	1,012	9.39	5.28	718	9.75	4.96	3,818	10.05	5.30
Working in Multidisciplinary Contexts	758	7.16	6.02	1,297	8.35	6.50	1,007	10.84	6.25	718	10.38	6.17	3,815	9.16	6.44
Intercultural Communication	751	7.97	6.17	1,301	8.79	6.34	1,014	9.29	6.65	721	9.29	6.21	3,814	8.86	6.38
Cultural Awareness	746	7.89	6.04	1,301	8.61	6.02	1,013	9.17	6.15	720	9.35	6.01	3,800	8.76	6.08
Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	761	6.57	6.05	1,310	7.27	6.39	1,017	9.85	6.56	720	9.69	6.44	3,812	8.28	6.53

(continued)

Skill and Ability	<u>2LT-1LT^a</u>			<u>CPT</u>			<u>MAJ</u>			<u>LTC</u>			<u>Total</u>		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Working with the Public	762	5.21	5.97	1,316	5.26	5.97	1,020	6.55	6.60	722	6.06	6.09	3,828	5.74	6.19
Leadership and Management Skills and Abilities															
Planning and Organizing	741	14.30	4.91	1,288	13.81	5.00	1,005	13.20	5.04	718	12.95	4.75	3,773	13.58	4.97
Directing and Supervising Others	741	13.68	5.48	1,285	13.01	5.85	1,007	11.49	6.26	720	12.73	5.90	3,776	12.68	5.95
Delegating	741	13.68	5.51	1,288	12.55	5.82	1,005	10.95	6.06	721	11.85	5.74	3,760	12.21	5.89
Motivating Others	750	12.20	5.82	1,298	12.34	5.88	1,015	11.13	5.81	721	12.31	5.44	3,821	11.98	5.79
Team Building	743	11.59	5.66	1,289	11.88	5.59	1,008	11.00	5.34	721	11.50	4.93	3,780	11.51	5.42
Training and Developing Others	744	11.42	5.59	1,284	11.55	5.89	1,001	9.45	5.70	716	10.75	5.65	3,766	10.81	5.80
Coordinating Multiple Groups	744	11.18	5.75	1,289	10.67	5.80	1,008	10.40	5.50	719	10.11	5.32	3,758	10.59	5.63
Personal Competence and Expertise Skills and Abilities															
Juggling Competing Demands	740	14.43	5.27	1,275	13.93	5.14	1,004	13.51	5.17	715	12.98	5.10	3,766	13.73	5.18
Adaptability	739	14.16	5.06	1,278	13.74	5.21	1,001	13.26	5.16	713	12.56	4.99	3,760	13.47	5.15
Tolerating Pressure	740	13.93	5.31	1,281	13.01	5.47	1,007	12.40	5.56	716	11.51	5.54	3,787	12.74	5.53
Tolerating Uncertainty	736	13.56	5.49	1,272	12.86	5.50	997	12.52	5.56	715	11.73	5.38	3,759	12.69	5.52
Cognitive Flexibility	740	12.59	5.13	1,280	12.39	5.03	1,005	12.56	5.10	719	11.99	4.84	3,769	12.40	5.04
Knowledge of Procedures	739	12.52	5.27	1,276	12.55	5.08	1,005	12.34	5.11	716	11.49	4.86	3,760	12.28	5.10
Evaluating Compliance	739	10.57	5.59	1,281	10.60	5.59	1,002	9.82	5.59	714	9.02	5.36	3,771	10.08	5.58
Specialized Expertise	745	7.77	6.57	1,294	7.96	6.78	1,011	8.25	6.82	721	7.44	6.50	3,754	7.90	6.70
Expertise with Information Technology	754	7.06	6.16	1,295	7.91	6.72	1,017	7.48	6.62	720	6.53	6.14	3,780	7.36	6.50
Learning New Technology	746	6.69	5.69	1,297	6.66	5.99	1,014	6.78	6.00	722	5.62	5.29	3,820	6.50	5.82
Financial Management	747	4.95	5.38	1,291	4.54	5.26	1,008	5.28	5.47	713	5.23	5.23	3,772	4.95	5.34
Mechanically and Technologically Savvy	750	6.16	5.52	1,306	5.32	5.87	1,017	4.41	5.67	726	3.13	4.67	3,808	4.82	5.62
Innovating Technology	761	4.44	5.46	1,317	4.54	5.87	1,018	4.81	6.08	724	3.90	5.15	3,784	4.47	5.73

(continued)

Skill and Ability	<u>2LT-1LT^a</u>			<u>CPT</u>			<u>MAJ</u>			<u>LTC</u>			<u>Total</u>		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Inspecting Equipment, Objects, Structures, or Materials	738	7.10	5.64	1,297	4.73	5.16	1,015	2.99	4.48	728	2.34	3.88	3,780	4.27	5.14
Proficiency with Weapons Systems	743	5.9	5.95	1,305	4.01	4.99	1,022	2.50	4.26	724	2.36	4.12	3,780	3.66	5.03

Note. Skills and abilities within each domain are arranged in descending order according to mean of the Total (across ranks). F-I composite scores were computed for each skill and ability by multiplying the frequency (0 = “Never” to 5 = “Many times each hour to hourly”) by importance ratings (0 = “Not at all important” to 4 = “Extremely important”) and range from 0 to 20. Scores between 12 and 20 indicate that officers said the skill and ability was used at least weekly and was extremely important; OR the skill and ability was used at least daily and was very/extremely important.

^a2LT-1LT includes 57-61 2LTs and 678-713 1LTs.

Branch Officers

Branch officers rated the frequency of which they used 63 skills and abilities in their current job. If the branch officer reported that they used a skill and ability more than “*Never*,” they were also asked to rate that skill or ability in regard to its importance to their current job.¹⁰ To determine the criticality of each skill and ability, we calculated F-I composite scores using ratings for both frequency and importance, which were the focus of this analysis. For the full break down of branch officer skill and ability importance and frequency ratings, please refer to Appendix C.

Skill and Ability F-I Composite Scores ($N = 2,987 - 3,157$). To examine the criticality of the various skills and abilities specific to branch officers, we computed the mean F-I composite score for each of the 63 skills and abilities across the sample of branch officers. Table 19 shows the 63 skills and abilities in descending order by their mean F-I composite score, along with the corresponding standard deviations. On average, branch officers reported that, relatively, the most critical skill and ability to their job was Oral Communication. They also considered Cooperation/Teamwork, Written Communication, Verbal Reasoning, and Active Listening to be highly critical skills and abilities for their jobs. In contrast, branch officers reported Reaction Time and Control Precision among (relatively) the least critical skills and abilities for their jobs, with correspondingly low criticality F-I composite scores.

¹⁰ Correspondingly, branch officers who reported that they “*Never*” used a skill and ability did not rate that skill and ability on its importance. As a result, the sample size may be smaller for importance ratings and F-I composite scores.

Table 19*Branch Officers' Skill and Ability F-I Composite Scores*

Skill or Ability	<i>N</i>	<i>M</i>	<i>SD</i>
High Criticality F-I Composite Scores			
Oral Communication	3,027	16.14	4.38
Cooperation/Teamwork	3,016	14.72	4.82
Written Communication	3,021	14.68	5.01
Verbal Reasoning	3,071	14.44	4.85
Active Listening	3,020	14.30	4.81
Analytical Thinking	3,069	14.19	4.99
Attentiveness	3,066	14.09	5.34
Relationship Building	3,030	14.03	4.94
Juggling Competing Demands	3,003	13.89	5.15
Planning and Organizing	3,016	13.79	4.86
Adaptability	2,998	13.66	5.11
Precision	3,050	13.34	5.19
Directing and Supervising Others	3,014	13.25	5.73
Tolerating Pressure	3,010	13.07	5.45
Tolerating Uncertainty	2,987	12.88	5.48
Situational Awareness	3,059	12.83	5.74
Delegating	3,018	12.83	5.69
Judgement and Decision Making	3,017	12.59	5.37
Analyze Data or Information	3,065	12.54	5.61
Motivating Others	3,040	12.41	5.70
Cognitive Flexibility	3,009	12.36	4.99
Knowledge of Procedures	3,006	12.36	5.05
Structured Problem Solving	3,073	12.25	5.43
Moderate Criticality F-I Composite Scores			
Systems Thinking	3,072	11.95	5.59
Team Building	3,023	11.83	5.35
Process Information and Data	3,069	11.50	5.99
Unstructured Problem Solving	3,035	11.44	5.22
Encourages Discourse	3,027	11.38	5.25
Training and Developing Others	3,013	11.38	5.68
Strategic Thinking	3,079	11.32	5.88
Interdisciplinary Reasoning	3,056	11.25	5.54
Creative Problem Solving	3,031	11.16	5.22
Social Sensitivity	3,021	11.08	5.61
Coordinating Multiple Groups	3,021	10.79	5.62
Social Perceptiveness	3,039	10.51	5.24
Focus	3,104	10.43	7.14
Conflict Management	3,032	10.37	5.25
Evaluating Compliance	3,005	10.36	5.49
Reflective Thinking	3,019	10.22	5.42
Awareness of Cognitive Biases	3,025	9.75	5.66
Pattern Recognition	3,069	9.13	5.70
Quantitative Reasoning	3,083	8.96	6.14
Assessing and Mitigating Harm	3,033	8.93	5.83
Intercultural Communication	3,046	8.85	6.29
Cultural Awareness	3,036	8.75	5.99
Working in Multidisciplinary Contexts	3,042	8.50	6.35

(continued)

Skill or Ability	<i>N</i>	<i>M</i>	<i>SD</i>
Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	3,063	7.70	6.40
Specialized Expertise	3,030	7.55	6.55
Expertise with IT	3,044	7.14	6.38
Spatial Orientation	3,084	6.64	6.01
Learning New Technology	3,038	6.26	5.70
Spatial Visualization	3,093	6.26	5.84
Working with the Public	3,070	5.47	5.98
Physical Endurance	3,094	5.42	5.58
Physical Strength	3,099	4.92	5.34
Financial Management	3,021	4.89	5.29
Mechanically and Technologically Savvy	3,050	4.86	5.51
Inspecting Equipment, Objects, Structures, or Materials	3,025	4.74	5.24
Innovating Technology	3,077	4.18	5.50
Psychomotor Ability	3,103	4.17	5.07
Low Criticality F-I Composite Scores			
Reaction Time	3,125	3.36	4.95
Control Precision	3,157	2.74	4.46

Note. Rank ordered by mean. F-I composite scores were computed for each skill and ability by multiplying the frequency (0 = “Never” to 5 = “Many times each hour to hourly”) by importance ratings (0 = “Not at all important” to 4 = “Extremely important”) and range from 0 to 20. Scores between 12 and 20 indicate that officers said the skill and ability was used at least weekly and was extremely important; OR the skill and ability was used at least daily and was very/extremely important.

We also calculated the criticality of various skills and abilities in a given branch. For brevity, this analysis provides a brief overview of the similarities and differences in these F-I composite scores (criticality) among branches. For complete branch specific results, please refer to Appendix D (Tables D1 to D18).

On average, branch officers considered Oral Communication to have high criticality for their job or position. Across nearly all branches, officers consistently rated Oral Communication as the most critical skill and ability ($M_s = 15.47 - 16.70$), relatively. The only two branches with higher mean ratings for another skill and ability were Finance Management ($M = 14.85$, $SD = 5.54$) and Cyber ($M = 13.32$, $SD = 5.40$); note that Finance Management officers still rated Oral Communication as, relatively, the third most critical skill and ability. Additional skills and abilities that were consistently believed to have high criticality across branches include Written Communication ($M_s = 13.27 - 16.08$) and Cooperation/Teamwork ($M_s = 12.84$, $SD = 15.51$), both of which were among the five highest rated skills and abilities, relatively, in at least two-thirds of branches. In contrast, branch officers generally believed Control Precision had low criticality for their job or position. Across nearly all branches (with the exception of Aviation: $M = 7.58$, $SD = 7.04$), officers consistently rated Control Precision among the five least critical skills and abilities to their job or position ($M_s = 1.24 - 4.14$), relatively, with officers in over two thirds of branches rating it lowest. Additionally, at least two thirds of branches reported Psychomotor Ability ($M_s = 1.47 - 7.73$), Reaction Time ($M_s = 1.28 - 7.48$), and Proficiency with Weapons Systems ($M_s = 1.99 - 7.19$) among the five least critical skills and abilities, relatively, for their job or position.

Although there was some consistency in the mean criticality of the various skills and abilities across branches, there was also some variation. Some notable differences include skills

and abilities that were critical to Cyber and Finance Management officers. Cyber officers considered Analytical Thinking ($M = 16.22$, $SD = 4.18$) to be the, relatively, most critical skill and ability to their job. Although this skill and ability was considered highly critical to other branches ($Ms = 13.20 - 15.60$), Cyber officers were the only branch officers to rate it above Oral Communication. Cyber officers also reported Systems Thinking ($M = 16.14$, $SD = 4.37$), Learning New Technology ($M = 15.94$, $SD = 5.99$), and Expertise with Information Technology ($M = 15.89$, $SD = 5.49$) as highly critical and considered these to be among the most critical skills and abilities to their jobs. This was in contrast to most other branches, which tended to rate these skills and abilities as only moderate or low criticality ($Ms = 4.77 - 13.40$). Additionally, Finance Management officers identified Financial Management ($M = 16.39$, $SD = 5.61$) as the most critical skill and ability to their job. Finance Management officers also rated Processes Information and Data ($M = 14.59$, $SD = 5.18$) as among the five most critical skills and abilities to their job. In contrast, officers in most other branches tended to rate these skills and abilities relatively lower ($Ms = 2.00 - 14.66$), indicating they were of only moderate to low criticality.

Functional Area Officers

Functional area officers rated the frequency with which they used 63 skills and abilities in their current job or position. If the functional area officer reported that they use a skill and ability more than “Never,” they were also asked to rate that skill or ability in regard to its importance to their current job.¹¹ To determine the criticality of each skill and ability, we calculated F-I composite scores using ratings for both frequency and importance, which were the focus of this analysis. For the full break down of functional area officer skill and ability importance and frequency ratings, please refer to Appendix D.

Skill and Ability F-I Composite Scores ($N = 730 - 767$). To examine the criticality of the various skills abilities specific to functional area officers, we computed the mean F-I composite score for each of the 63 skills and abilities across the sample of functional area officers. Table 20 outlines the 63 skills and abilities in descending order by their mean F-I composite score, along with the corresponding standard deviations. Functional area officers reported that, on average, the most important skill and ability (relatively) to their job was Oral Communication. Other highly critical skills and abilities were Written Communication, Analytical Thinking, Verbal Reasoning, and Cooperation/Teamwork. In contrast, functional area officers reported Control Precision, Reaction Time, and Physical Strength among (relatively) the least critical skills and abilities for their jobs, with correspondingly low criticality F-I composite scores.

¹¹ Correspondingly, functional area officers who reported that they “Never” used a skill and ability did not rate that skill and ability on its importance. As a result, the sample size may be smaller for importance ratings and F-I composite scores.

Table 20*Functional Area Officers' Skills and Abilities F-I Composite Scores*

Skill or Ability	<i>N</i>	<i>M</i>	<i>SD</i>
High Criticality F-I Composite Scores			
Oral Communication	742	16.11	4.45
Written Communication	739	15.91	4.65
Analytical Thinking	743	15.37	4.60
Verbal Reasoning	747	15.14	4.89
Cooperation/Teamwork	738	14.30	4.99
Active Listening	739	14.10	4.93
Strategic Thinking	749	13.67	5.77
Relationship Building	741	13.60	5.23
Analyze Data or Information	748	13.52	5.64
Systems Thinking	743	13.37	5.54
Structured Problem Solving	748	13.34	5.29
Juggling Competing Demands	731	13.11	5.27
Precision	744	12.95	5.39
Attentiveness	748	12.83	5.53
Interdisciplinary Reasoning	744	12.78	5.31
Planning and Organizing	736	12.72	5.32
Adaptability	733	12.68	5.24
Cognitive Flexibility	735	12.56	5.22
Unstructured Problem Solving	745	12.26	5.11
Moderate Criticality F-I Composite Scores			
Knowledge of Procedures	730	11.96	5.28
Tolerating Uncertainty	733	11.92	5.60
Working in Multidisciplinary Contexts	738	11.89	6.09
Creative Problem Solving	742	11.81	5.34
Encourages Discourse	739	11.69	5.40
Process Information and Data	744	11.52	6.17
Judgement and Decision Making	743	11.49	5.51
Tolerating Pressure	734	11.40	5.65
Situational Awareness	745	11.21	6.21
Social Sensitivity	739	11.02	6.10
Reflective Thinking	739	10.93	5.67
Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	745	10.64	6.53
Directing and Supervising Others	739	10.37	6.30
Motivating Others	744	10.24	5.83
Team Building	738	10.23	5.52
Awareness of Cognitive Biases	741	10.12	5.78
Social Perceptiveness	741	9.94	5.49
Coordinating Multiple Groups	739	9.76	5.58
Quantitative Reasoning	748	9.75	6.73
Delegating	737	9.67	5.98
Specialized Expertise	741	9.34	7.09
Evaluating Compliance	731	8.94	5.81
Intercultural Communication	741	8.89	6.74
Cultural Awareness	744	8.79	6.45
Pattern Recognition	745	8.77	5.71
Conflict Management	740	8.74	5.27

(continued)

Skill or Ability	<i>N</i>	<i>M</i>	<i>SD</i>
Training and Developing Others	732	8.48	5.67
Expertise with IT	742	8.26	6.89
Focus	753	7.82	7.11
Learning New Technology	741	7.46	6.19
Assessing and Mitigating Harm	743	6.92	5.64
Working with the Public	750	6.87	6.87
Innovating Technology	743	5.66	6.44
Financial Management	738	5.18	5.57
Spatial Visualization	747	5.02	5.63
Mechanically and Technologically Savvy	749	4.66	6.05
Spatial Orientation	755	4.11	5.32

Low Criticality F-I Composite Scores

Inspecting Equipment, Objects, Structures, or Materials	753	2.37	4.23
Psychomotor Ability	759	2.15	4.05
Physical Endurance	759	2.05	3.67
Proficiency with Weapons Systems	748	1.92	4.04
Physical Strength	761	1.65	3.27
Reaction Time	764	1.54	3.67
Control Precision	767	1.29	3.41

Note. Rank ordered by mean. F-I composite scores were computed for each skill and ability by multiplying the frequency (0 = “Never” to 5 = “Many times each hour to hourly”) by importance ratings (0 = “Not at all important” to 4 = “Extremely important”) and range from 0 to 20. Scores between 12 and 20 indicate that officers said the skill and ability was used at least weekly and was extremely important; OR the skill and ability was used at least daily and was very/extremely important.

We also calculated the criticality of various skills and abilities in a given functional area. For complete functional area specific results, please refer to Appendix D (Tables D19 to D31).

Overall, functional area officers considered communication-related skills and abilities to be highly critical to their job or position. In over two-thirds of functional areas, officers consistently rated either Oral Communication ($M_s = 15.39 - 17.64$) or Written Communication ($M_s = 14.20 - 18.14$) as the most critical skill and ability, relatively. The only functional areas to rate other skills and abilities highest were Information Network Engineer (FA26; Oral Communication: $M = 14.48$, $SD = 4.90$; Written Communication: $M = 13.95$, $SD = 5.41$), Operations Research/Systems Analysis (FA49; Oral Communication: $M = 14.27$, $SD = 4.99$; Written Communication: $M = 13.64$, $SD = 4.87$), Nuclear and Counter-proliferation (FA52; Oral Communication: $M = 14.18$, $SD = 6.02$; Written Communication: $M = 14.40$, $SD = 6.05$), and Strategist (FA59; Oral Communication: $M = 16.94$, $SD = 3.70$; Written Communication: $M = 17.60$, $SD = 3.76$). Further, in nearly all functional areas both Oral Communication and Written Communication were considered to be among the most critical skills and abilities, relatively. Additional skills and abilities that were consistently considered highly critical across functional areas include Verbal Reasoning ($M_s = 12.99 - 17.59$) and Analytical Thinking ($M_s = 13.72 - 17.47$), both of which were among the five highest rated skills and abilities in at least two-thirds of functional areas. In contrast, functional area officers generally believed Control Precision ($M_s = 0.35 - 2.78$), Reaction Time ($M_s = 0.57 - 3.56$), Physical Strength ($M_s = 0.70 - 5.11$), and Proficiency with Weapons Systems ($M_s = 0.74 - 5.88$) were of low criticality to their job or position. In nearly all functional areas, officers considered these skills and abilities to be among the least critical skills and abilities, relatively.

Although there was some consistency in the mean criticality of the various skills and abilities across functional areas, there was also a fair amount of variation. Some notable differences include skills and abilities that were critical to Information Network Engineer (FA26) and Operations Research/Systems Analysis (FA49) officers. Information Network Engineer (FA26) officers consider Expertise with Information Technology ($M = 15.17$, $SD = 6.67$) to be the most critical skill and ability, relatively, to their job or position. This was in contrast to officers from other functional areas ($Ms = 4.02 - 11.69$), whose officers tended to report only moderate criticality. They also rated Systems Thinking ($M = 14.75$, $SD = 5.35$) and Juggling Competing Demands ($M = 14.36$, $SD = 5.21$) among their five most critical skills and abilities, relatively, whereas officers in other functional areas tended to rate it lower ($Ms = 9.69 - 14.84$). Operations Research/Systems Analysis (FA49) officers considered Analyze Data or Information ($M = 16.14$, $SD = 4.62$), Quantitative Reasoning ($M = 15.33$, $SD = 4.93$), Processes Information and Data ($M = 15.13$, $SD = 5.25$), and Systems Thinking ($M = 14.84$, $SD = 4.65$), in addition to Analytical Thinking, to be the five most critical skills and abilities to their job or position. In contrast, officers from most other functional areas tended to rate these four skills and abilities relatively lower ($Ms = 3.47 - 15.15$), and considered Quantitative Reasoning and Processes Information and Data to be of only moderate criticality.

Discussion

ARI developed the STR to identify important talents, and critical skills and abilities for officer job performance within 31 Army B/FAs. The results of this effort reveal a number of findings of interest to the Army's talent management efforts.

Talents

Top Talents

Officers identified common talents that are key to successful job performance across B/FAs. Overall, officers in both B/FAs, tend to consider talents related to communication (i.e., Communicator), social (i.e., Interpersonal), and cognitive (i.e., Detail-Focus, Problem-Solver, Multi-Tasker) aspects of their job to be particularly valuable. Notably, being a Communicator is the highest rated talent, relatively, when examining results for all officers, all branch officers, or all functional area officers. Comparisons of officers at each rank and of individual B/FAs also reveal that it is among the five highest rated talents in each.

Branch and functional area officers also tend to agree on the least valuable talents. Results for all officers, all branch officers, and all functional area officers reveal that Bodily-Kinesthetic is the lowest rated talent. Comparisons of officers at each rank and of individual B/FAs also reveal that it is the lowest rated talent in all but three branches (Armor, Aviation, and Infantry), where it is the second lowest rated talent.

Top Talents by Rank

In addition to the high value of being a Communicator and comparatively low value of Bodily-Kinesthetic, officers at all ranks tend to place similar general importance on the various

talents. For example, being a Multi-Tasker, Mentally Tough, and Interpersonal are considered to be extremely to very important across ranks, whereas Domain-Specific Education, and being Physically Fit tend to be moderately important to slightly to not at all important. However, there are some interesting trends in the magnitude of average importance ratings as rank increases. Being a Multi-Tasker and Mentally Tough are among the most important talents to officers early in their career (e.g., 1LT-2LT), but both average ratings and relative importance decline steadily among higher ranks. Although of lower importance overall, being Physically Fit shows a similar trend. This talent is moderately important to officers early in their career (e.g., 1LT-2LT) but slightly to not at all important at higher ranks. Conversely, being Interpersonal is of less importance to officers early in their careers (e.g., 1LT-2LT), but average ratings and relative importance increase with an officer's rank. Domain-Specific Education, while considered slightly to not at all important to officers early in their career (e.g., 1LT-2LT, CPT), is of moderate importance to officers later in their career (e.g., MAJ, LTC).

Top Talents by Branch

Despite the similarities in most and least valuable talents overall, there are several interesting differences when comparing individual branches. In particular, branches with a more technical focus typically rate technical talents relatively higher than other branches. For example, being Technologically Adept and having Domain-Specific Education are two of the five highest rated talents by Cyber officers. In contrast, officers in most other branches rate these technical talents lower in importance. Comparatively, branches that typically require physical strength tend to rate strength-related talents relatively higher than other branches. For example, Mentally Tough is one of the five highest rated talents by Armor, Infantry, and Military Police officers; and talents such as being Physically Fit, although not among the five highest rated, are considered more valuable in these branches than in others.

Top Talents by Functional Area

There are also several interesting differences when comparing talents across individual functional areas. Similar to branch findings, functional areas with a more technical focus typically rate technical talents relatively higher than other functional areas. For example, being Technologically Adept is one of the five highest rated talents by Information Network Engineer (FA26), Space Operations (FA40), and Electronic Warfare (FA29) officers; and Domain-Specific Education is one of the five highest rated talents by Operations Research/Systems Analysis (FA49) officers. In contrast, officers in most other functional areas rate these technical talents lower in importance. Comparatively, functional areas with more of a relationship focus, typically rate social T/SAs relatively higher. For example, being Perceptive and Cross-Culturally Fluent are two of the five highest rated talents among Public Affairs (FA46) and Foreign Affairs (FA48) officers. In contrast, officers in most other functional areas rate these talents lower in importance.

Skills and Abilities

Top Skills and Abilities

Officers identified common skills and abilities that are key to successful job performance across B/FAs. Overall, officers in both B/FAs, tend to consider skills and abilities related to communication (e.g., Oral Communication, Written Communication), social (e.g., Cooperation/Teamwork), and cognitive (e.g., Verbal Reasoning, Analytical Thinking) aspects of their job to be particularly valuable. Notably, Oral Communication is the highest rated skill and ability, relatively, when examining results for all officers, all branch officers, or all functional area officers. Comparisons of individual B/FAs also reveal that it is among the five highest rated skills and abilities in all but two (Cyber and Operations Research/Systems Analysis; FA49).

Branch and functional area officers also tend to agree on the least valuable skills and abilities. Results for all officers, all branch officers, and all functional area officers reveal that Control Precision is the lowest rated skill and ability. Comparisons of individual B/FAs also reveal that it is the lowest rated skill and ability in over two thirds of branches and over half of functional areas; it is the second or third lowest rated skill and ability in all but one of the remaining B/FAs (Aviation).

Top Skills and Abilities by Rank

In addition to the high value of Oral Communication and comparatively low value of Control Precision, officers at all ranks tend to have similar perceptions of the criticality of various skills and abilities. For example, Attentiveness, Juggling Competing Demands, Planning and Organizing, Written Communication, Verbal Reasoning, and Analytical Thinking are considered highly critical, whereas Reaction Time and Proficiency with Weapons Systems are only of moderate to low criticality. However, there are some interesting trends in the magnitude of average criticality scores as rank increases. Attentiveness, Juggling Competing Demands, and Planning and Organizing are among the five most critical skills and abilities to officers early in their career (e.g., 1LT-2LT), but both average scores and relative criticality decline steadily among higher ranks. Although of lower criticality overall, Reaction Time and Proficiency with Weapons Systems show a similar trend. These skills and abilities are of moderate criticality to officers early in their career (e.g., 1LT-2LT, CPT) and of low criticality at higher ranks. Conversely, Written Communication, Verbal Reasoning, and Analytical Thinking are less critical to officers early in their careers (e.g., 1LT-2LT), but average scores and relative criticality increase with an officer's rank.

Top Skills and Abilities by Branch

Despite the similarities in most and least valuable skills and abilities overall, there are several interesting differences when comparing individual branches. In particular, branches with a more technical focus typically consider technical skills and abilities relatively more critical than other branches. For example, Systems Thinking and Expertise with Information Technology are two of the five most critical skills and abilities by Cyber officers. In contrast, officers in most other branches consider these technical skills and abilities lower in criticality. Comparatively,

branches that typically require physical strength, consider strength-related skills and abilities relatively more critical than other branches. For example, Physical Strength and Physical Endurance, although not among the five most critical, are considered more valuable in Armor, Infantry, and Military Police officer branches.

Top Skills and Abilities by Functional Area

There are also several interesting differences when comparing individual functional areas. Functional areas with a more technical focus typically consider technical skills and abilities more critical than other functional areas. For example, Systems Thinking is one of the five most critical skills and abilities for Information Network Engineer (FA26), and Operations Research/Systems Analysis (FA49) officers. Relatedly, Expertise with Information Technology and Juggling Competing Demands are also among the five most critical skills and abilities by Information Network Engineer (FA26) officers; Analyze Data or Information, Quantitative Reasoning, and Processes Information and Data are also among the five most critical skills and abilities for Operations Research/Systems Analysis (FA49) officers. In contrast, officers in most other functional areas consider these technical skills and abilities lower in criticality.

Implications

Developing a framework of talent requirements with a job analytic foundation is essential in order to optimize the Army talent management efforts aimed at acquiring, employing, and developing officers. This research effort investigated which talents, skills, and abilities Army officers require for success in all B/FAs. The importance of talents, and the frequency, importance, and criticality (measured by the frequency-importance (F-I) composite scores) are important dimensions to talent management, and appreciating the distinctions between each B/FA is critical to improving talent management in the Army.

Given the above results, it follows that utilizing or developing additional or targeted assessments for accession into these B/FAs might identify officers with the right T/SA for their type of jobs.

Limitations

One limitation is that the online nature of the survey may have limited officers' access. Officers who were in the field, without CAC-enabled computers may not have been adequately represented. Also, the response rate shows that the large majority of officers did not respond to the survey. We do not know whether the officers who did respond to the survey would have provided significantly different ratings than respondents who did not. Furthermore, branch and functional area populations are not all equal in size, and some of the branches, and many of the functional areas, had lower representation than others (e.g., FA29 (Electronic Warfare); $n = 15-18$). Interpreting the answers based on a small proportion of officers (or cell size), in the case of those smaller branches or functional areas, requires caution.

Another limitation is in the organization of average T/SA importance, frequency, and criticality ratings into distinct categories. Differences observed in average importance and

criticality ratings may not be statistically different within or across rating categories (e.g., moderately vs. extremely/very important). Talents rated as moderately important, for example, may be just as important as those with ratings of extremely/very important. Further, skills and abilities with moderate F-I criticality scores between 5 and 10 should be investigated for their criticality to B/FAs through closer inspection of the importance and frequency ratings. For example, a skill and ability may be rare (low frequency rating) but extremely important to job performance.

The STR was designed to identify the talents, skills, and abilities that are necessary for officers to excel within specific jobs. However, this job analytic survey method can detach the assessed talents, skills, and abilities from their environmental features and context, which limits understanding of how specific skills and abilities may be more or less salient depending on the situation. Additionally, these ratings are subjective in nature and only represent the job incumbent's perspective on his or her job. Thus, further research should include additional sources of information about job requirements to confirm, dispute, or augment the findings of this report.

The Way Forward

This research serves as a necessary first step in understanding the talents, skills, and abilities required for different Officer roles across a career and allows for comparisons between branches and functional areas. The job analytic framework employed lends a foundation to many key talent management priorities, such as identifying relevant assessment instruments, career counseling, and leader development. For example, the results of this research can be utilized for talent-based branching efforts by the branch commandants; each branch can update their branching storyboard, which currently includes the necessary skills, knowledge, behaviors, and talent priorities for each branch, as determined by the branch commandant. The storyboards contain the same talents we investigated with the STR, but they do not contain the STR's skills and abilities. This current report can inform the Army's talent-based branching efforts, allowing the Army to match particular T/SAs to those required within a particular branch or functional area.

Future research will examine the T/SAs across ranks and command type (battalion commander vs. non battalion commander jobs). Additionally, future research should examine key and development assignments and other broadening assignments (e.g., assignments to organizations and environments outside the Army, at operational and strategic levels, including joint, multinational, and civilian assignments).

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Appendix A

Survey of Talent Requirements (STR) and Definitions for Talents, Skills, and Abilities

Appendix A

LIST OF TABLES

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Survey of Talent Requirements

OVERVIEW:

A *talent* is the intersection of knowledge, skills, and abilities an individual brings to bear in performing his or her work effectively. All individuals possess different talents in different degrees. Similarly, different types of jobs require people with certain types of talents.

The purpose of this survey is to identify which talents are most relevant to optimal job performance across various officer career roles. Additionally, this survey will help identify the talents most relevant to performance in different Functional Areas and Branches. As an expert in your job, we need your input to indicate the talents, skills, and abilities required to perform the type of work you do.

The results of this survey can inform a variety of talent management efforts, such as improvements to career counseling, employment, or shaping professional development within specific career tracks.

This survey is broken into three major sections:

- (1) **Background Information**
- (2) **Talent Requirements**
- (3) **Skill and Ability Requirements**

SECTION I: BACKGROUND INFORMATION

INSTRUCTIONS:

Please select or indicate the response that best describes you.

How long have you been in your current job/position?

Select one response in each column

Years	Months
0	0
1	1
2	2
3 or more	3
	4
	5
	6
	7
	8
	9
	10
	11

What is the title of your current job?

Do you currently belong to a Functional Area?

Yes

No

3(a) What is your Functional Area?

Information Network Engineer (FA26)

Electronic Warfare (FA29)

Information Operations (FA30)

Strategic Intelligence (FA34)

Space Operations (FA40)

Public Affairs (FA46)

Foreign Area Officer (FA48)

Operations Research/Systems Analysis (FA49)

Force Management (FA50)

Acquisition Corps (FA51)

Nuclear and Counter-proliferation (FA52)

Simulation Operations (FA57)

Strategist (FA59)

Other: Please specify

What is your basic Branch?

Air Defense (AD)

Adjutant General (AG)

Armor (AR)

Aviation (AV)

Chemical Corps (CM)

Cyber (CY)

Engineer Regiment (EN)

Field Artillery (FA)

Finance Management Corps (FM)

Infantry (IN)

Military Intelligence (MI)

Military Police (MP)

Medical Service Corps (MS)

Ordnance Corps (OD)

Quartermaster Corps (QM)

Signal Corps (SC)

Transportation Corps (TC)

Other: Please specify

Are you currently Branch-detailed?

Yes

No

5(a) What is your Branch detail?

Armor (AR)

Chemical Corps (CM)

Field Artillery (FA)

Infantry (IN)

Other: Please specify

What is your current rank?

2LT

1LT

CPT

MAJ

LTC

Other: Please specify

You have not selected a response to one or more questions in this section. Would you like to provide a response before proceeding to the next question?

YES, please take me to the unanswered question(s).

NO, I want to skip to the next question *[allow respondent to move on.]*

Which of the following best describes the position you currently hold?

Commander

Executive Officer (XO) or Operations Officer (S3)

Platoon or Section Leader

Branch-Specific Staff

Functional Area-Specific Staff

Other: Please specify

Which of the following best reflects the level of the organization at which your current position operates?

Platoon, Section, or equivalent

Company

Battalion (BN)

Brigade (BDE)

Division (DIV)

Other (e.g., Corps, Army, etc.): Please specify

Which of the following best describes your current position?

Pre-KD (pre-key and developmental)

KD (key and developmental)

Post-KD (post-key and developmental)

Other: Please specify

How close or far is the fit between your initial expectations for your Functional Area/Branch versus the reality of your duties?

Very close

Close

Borderline

Far

Very far

SECTION II: TALENT REQUIREMENTS

INSTRUCTIONS:

The items in this section help provide a picture of the talents required to perform different types of jobs. On the next screens, each talent is shown in bold font, followed by a description of the talent. **Using the importance scale below, you will be asked to indicate how important each talent is to successfully performing your current job.**

Please take a moment to review the rating scale below prior to making your ratings.

<i>Importance Scale: How important is this talent for successfully performing your current job?</i>	
Not at All Important	This talent has <i>no bearing on performing</i> my job well.
Slightly Important	This talent plays a <i>small and helpful role</i> in performing my job well, <i>but has only a small impact</i> on my performance relative to other talents I have. That is, this talent is nice to have on the job, but not essential.
Moderately Important	This talent plays a <i>moderately important role</i> in performing my job well, <i>but if this talent wasn't used, I would still be able to perform my job</i> by taking other actions or compensating with other talents.
Very Important	This talent plays a <i>very important role</i> in performing my job well, <i>but does not quite reflect the most essential aspects</i> of my job performance. If I failed to demonstrate this talent from time to time, it <i>would not result in serious damage</i> (e.g., harm to myself, my people, equipment, or the organization).
Extremely Important	This talent plays an <i>absolutely essential role</i> in performing my job well. I must employ this talent correctly and appropriately on the job to achieve success. <i>Not having or using this talent could lead to serious negative work outcomes</i> (e.g., harm to self or others, damage to equipment, breaking a law).

<p>How important is this <u>talent</u> to successfully performing your current job?</p> <p>Select one response for each talent shown in bold below.</p>	<i>Extremely Important</i>				
	<i>Very Important</i>				
	<i>Moderately Important</i>				
	<i>Slightly Important</i>				
	<i>Not at all Important</i>				
Bodily-Kinesthetic: A coordinated, dexterous, hands-on person with a keen body and sensory awareness. Learns through physical activity.	0	1	2	3	4
Communicator: Precise, efficient, and compelling in both written and spoken word.	0	1	2	3	4
Cross-Culturally Fluent: Aware of and able to operate across different cultural settings (e.g., organizational, demographic, ethnographic, and generational).	0	1	2	3	4
Detail-Focused: Thorough, perceptive, and precise in all matters. Possesses a keen eye and notices everything.	0	1	2	3	4
Domain-Specific Education: Possesses education or a degree in a relevant academic discipline desired by my branch or functional area.	0	1	2	3	4
Innovative: Creative, inquisitive, and insightful. Easily identifies new solutions and catalyzes change.	0	1	2	3	4
Inspirational Leader: Motivates teams to work harmoniously and productively towards a common goal.	0	1	2	3	4
Interdisciplinary: Synthesizes and applies knowledge from multiple disciplines into a coherent overarching perspective.	0	1	2	3	4
Interpersonal: Skilled in developing appropriate relationships. Able to connect with others to affect positive results.	0	1	2	3	4
Introspective: Contemplative by nature; self-aware.	0	1	2	3	4
Logical/Analytical: Uses reason and thinks in terms of cause and effect. Able to deconstruct and solve complex problems.	0	1	2	3	4
Mentally Tough: Stress tolerant and emotionally mature. Performs well even under extreme psychological duress.	0	1	2	3	4
Multi-Tasker: Rapidly processes and prioritizes multiple demands simultaneously. Takes appropriate action when multiple things compete for his or her attention.	0	1	2	3	4
Perceptive: Effectively discerns the deeper meaning or significance of one's observations (e.g., events, people, and communication).	0	1	2	3	4
Physically Fit: Physically tough, gritty, and tenacious. Performs well under extreme physiological duress. Committed to a lifestyle of physical fitness.	0	1	2	3	4

<p>How important is this <u>talent</u> to successfully performing your current job?</p> <p>Select one response for each talent shown in bold below.</p>	<i>Extremely Important</i>				
	<i>Very Important</i>				
	<i>Moderately Important</i>				
	<i>Slightly Important</i>				
	<i>Not at all Important</i>				
<p>Problem Solver: Able to choose between best practices and unorthodox approaches to reach a solution. Accomplishes the task.</p>	0	1	2	3	4
<p>Process-Disciplined: Diligently abides by procedures designed to ensure accuracy, effectiveness, and safety.</p>	0	1	2	3	4
<p>Project Manager: Able to determine requirements, develop work processes, delegate responsibilities, and lead teams to desired outcomes.</p>	0	1	2	3	4
<p>Prudent Risk-Taker: Acts boldly yet maintains appropriate focus upon personal, Soldier, and Unit safety.</p>	0	1	2	3	4
<p>Spatially Intelligent: Easily perceives, understands, and operates within the multi-dimensional world.</p>	0	1	2	3	4
<p>Technologically Adept: Understands and effectively uses the latest technologies.</p>	0	1	2	3	4

Which Talents Matter Most?

INSTRUCTIONS:

Please read the list of talents below

Talent	Definition
Bodily-Kinesthetic	A coordinated, dexterous, hands-on person with a keen body and sensory awareness. Learns through physical activity.
Communicator	Precise, efficient, and compelling in both written and spoken word.
Cross-Culturally Fluent	Aware of and able to operate across different cultural settings (e.g., organizational, demographic, ethnographic, and generational).
Detail-Focused	Thorough, perceptive, and precise in all matters. Possesses a keen eye and notices everything.
Domain-Specific Education	Possesses education or a degree in a relevant academic discipline desired by my branch or functional area.
Innovative	Creative, inquisitive, and insightful. Easily identifies new solutions and catalyzes change.
Inspirational Leader	Motivates teams to work harmoniously and productively towards a common goal.
Interdisciplinary	Synthesizes and applies knowledge from multiple disciplines into a coherent overarching perspective.
Interpersonal	Skilled in developing appropriate relationships. Able to connect with others to affect positive results.
Introspective	Contemplative by nature; self-aware.
Logical/Analytical	Uses reason and thinks in terms of cause and effect. Able to deconstruct and solve complex problems.
Mentally Tough	Stress tolerant and emotionally mature. Performs well even under extreme psychological duress.
Multi-Tasker	Rapidly processes and prioritizes multiple demands simultaneously. Takes appropriate action when multiple things compete for his or her attention.
Perceptive	Effectively discerns the deeper meaning or significance of one's observations (e.g., events, people, and communication).
Physically Fit	Physically tough, gritty, and tenacious. Performs well under extreme physiological duress. Committed to a lifestyle of physical fitness.
Problem Solver	Able to choose between best practices and unorthodox approaches to reach a solution. Accomplishes the task.
Process-Disciplined	Diligently abides by procedures designed to ensure accuracy, effectiveness, and safety.
Project Manager	Able to determine requirements, develop work processes, delegate responsibilities, and lead teams to desired outcomes.
Prudent Risk-Taker	Acts boldly yet maintains appropriate focus upon personal, Soldier, and Unit safety.
Spatially Intelligent	Easily perceives, understands, and operates within the multi-dimensional world.
Technologically Adept	Understands and effectively uses the latest technologies.

Of the 21 talents shown above, think of the 6 talents you believe contribute most to being an effective officer at your level and in your Functional Area or Branch.

Use the drop down list in each row below to select the FIRST most important talent up to the SIXTH most important talent that contribute to your effectiveness in your current job.

Most Important Talent	Talent Select one talent per row
First most important talent	<i>[Drop down list- each item can only be selected once]</i>
Second most important talent	<i>[Drop down list- each item can only be selected once]</i>
Third most important talent	<i>[Drop down level - each item can only be selected once]</i>
Fourth most important talent	<i>[Drop down level- each item can only be selected once]</i>
Fifth most important talent	<i>[Drop down level- each item can only be selected once]</i>
Sixth most important talent	<i>[Drop down list- each item can only be selected once]</i>

SECTION III: SKILL AND ABILITY REQUIREMENTS

INSTRUCTIONS:

This section explores the skills and abilities required to perform your current job well. For each skill or ability, you will provide two ratings. **First, you will be asked to indicate how often you use a skill or ability in your current job. In a **second set of questions, you will be asked how important the skill or ability is for successfully performing your current job.****

Please take a moment to review the rating scales below prior to making your ratings.

<i>Frequency Scale:</i> How often do you use this skill or ability in your current job?
Never
Every Few Months to Yearly
Every Few Weeks to Monthly
Every Few Days to Weekly
Every Few Hours to Daily
Many Times Each Hour to Hourly

<i>Importance Scale:</i>	
How important is this skill or ability for successfully performing your current job?	
Not at all Important	This skill or ability has <i>no bearing</i> on performing my job well.
Slightly Important	This skill or ability plays a <i>small and helpful role</i> in performing my job well, <i>but has only a small impact</i> on my performance relative to other skills or abilities I have. That is, this skill or ability is nice to have on the job, but not essential.
Moderately Important	This skill or ability plays a <i>moderately important role</i> in performing my job well but if this <i>skill or ability wasn't used, I would still be able to perform my job</i> by taking other actions or compensating with other skills or abilities.
Very Important	This skill or ability plays a <i>very important role</i> in performing my job well, but <i>does not quite reflect the most essential aspects</i> of job my performance. If I failed to demonstrate this skill or ability from time to time, it <i>would not result in serious damage</i> (e.g., harm to myself, my people, equipment, or the organization).
Extremely Important	This skill or ability plays an <i>absolutely essential role</i> in performing my job well. I must employ this skill or ability correctly and appropriately on the job to achieve success. <i>Not having or using this skill or ability could lead to serious negative work outcomes</i> (e.g., harm to self or others, damage to equipment, breaking a law).

SKILLS AND ABILITIES: IMPORTANCE RATINGS

Now that you have completed the frequency ratings for the skills and abilities you use, **please rate the importance of each skill and ability for successfully performing your current job.**

SKILLS AND ABILITIES: FREQUENCY RATINGS *[OR]* IMPORTANCE RATINGS

How often do you use this skill or ability as part of your current job? *[OR]*

How important is this skill or ability for successfully performing your current job?

Select one response for each **skill or ability** shown in bold below.

Frequency

- 0 = Never
- 1 = Every Few Months to Yearly
- 2 = Every Few Weeks to Monthly
- 3 = Every Few Days to Weekly
- 4 = Every Few Hours to Daily
- 5 = Many Times Each Hour to Hourly

Importance

- 0 = Not at all Important
- 1 = Slightly Important
- 2 = Moderately Important
- 3 = Very Important
- 4 = Extremely Important

(Select a response for **each** column)

<u>PHYSICAL SKILLS AND ABILITIES</u>											
Psychomotor Ability: Performs activities that require eye-hand coordination, or coordinating the simultaneous movements of one's limbs.	0	1	2	3	4	5	0	1	2	3	4
Control Precision: Quickly and repeatedly adjusts the controls of a machine or a vehicle to exact positions.	0	1	2	3	4	5	0	1	2	3	4
Reaction Time: Quickly responds (with the hand, finger, or foot) to a signal (sound, light, picture) when it appears.	0	1	2	3	4	5	0	1	2	3	4
Physical Strength: Meets the physical strength demands of Army work (i.e., push, pull, carry, or throw objects; propel oneself).	0	1	2	3	4	5	0	1	2	3	4
Physical Endurance: Exerts oneself physically over long periods of time without getting winded or out of breath.	0	1	2	3	4	5	0	1	2	3	4
<u>II. COGNITIVE SKILLS AND ABILITIES</u>											
Focus: Mentally processes multiple sources of sensory information/data at the same time while avoiding distractions (e.g., flying a helicopter or commanding an armored vehicle).	0	1	2	3	4	5	0	1	2	3	4

SKILLS AND ABILITIES: FREQUENCY RATINGS [OR] IMPORTANCE RATINGS

How often do you use this skill or ability as part of your current job? [OR]

How important is this skill or ability for successfully performing your current job?

Select one response for each skill or ability shown in bold below.

Frequency

- 0 = Never
- 1 = Every Few Months to Yearly
- 2 = Every Few Weeks to Monthly
- 3 = Every Few Days to Weekly
- 4 = Every Few Hours to Daily
- 5 = Many Times Each Hour to Hourly

Importance

- 0 = Not at all Important
- 1 = Slightly Important
- 2 = Moderately Important
- 3 = Very Important
- 4 = Extremely Important

(Select a response for **each** column)

Attentiveness: Focuses on the problem or situation and shifts attention between activities when appropriate.	0	1	2	3	4	5	0	1	2	3	4
Precision: Being attentive to detail and thorough, accurate, and precise in completing a task.	0	1	2	3	4	5	0	1	2	3	4
Pattern Recognition: Perceives things quickly and accurately, and detects similarities or differences in objects, words, or numbers.	0	1	2	3	4	5	0	1	2	3	4
Processes Information and Data: Compiles, codes, categorizes, calculates, tabulates, audits, or verifies information or data.	0	1	2	3	4	5	0	1	2	3	4
Analyze Data or Information: Identifies underlying principles, reasons, or facts by breaking down information or data into separate parts.	0	1	2	3	4	5	0	1	2	3	4
Spatial Visualization: Mentally visualizes objects and imagines how they would be positioned if moved or rotated in different ways.	0	1	2	3	4	5	0	1	2	3	4
Spatial Orientation: Knows one's physical location in relation to the environment or knows where other objects are in relation to oneself.	0	1	2	3	4	5	0	1	2	3	4
Situational Awareness: Perceives what is happening in the immediate environment, and how information, events, and actions will impact current and near-term goals and objectives.	0	1	2	3	4	5	0	1	2	3	4
Verbal Reasoning: Reasons and draws conclusions based on verbal or written materials.	0	1	2	3	4	5	0	1	2	3	4
Quantitative Reasoning: Solves problems that involve mathematical concepts or numbers.	0	1	2	3	4	5	0	1	2	3	4
Interdisciplinary Reasoning: Understands and integrates information from multiple professional disciplines to complete tasks and projects.	0	1	2	3	4	5	0	1	2	3	4

SKILLS AND ABILITIES: FREQUENCY RATINGS [OR] IMPORTANCE RATINGS

How often do you use this skill or ability as part of your current job? [OR]

How important is this skill or ability for successfully performing your current job?

Select one response for each skill or ability shown in bold below.

Frequency

- 0 = Never
- 1 = Every Few Months to Yearly
- 2 = Every Few Weeks to Monthly
- 3 = Every Few Days to Weekly
- 4 = Every Few Hours to Daily
- 5 = Many Times Each Hour to Hourly

Importance

- 0 = Not at all Important
- 1 = Slightly Important
- 2 = Moderately Important
- 3 = Very Important
- 4 = Extremely Important

(Select a response for **each** column)

Analytical Thinking: Analyzes information and uses logic to address work-related issues and problems.	0	1	2	3	4	5	0	1	2	3	4
Systems Thinking: Conceptualizes and understands relationships and arrangements within and between relevant components and structures.	0	1	2	3	4	5	0	1	2	3	4
Strategic Thinking: Develops a complex, systems-level understanding of the relationship between his/her Army unit or organization and the broader environment and uses that understanding to envision a desirable future state for the unit/organization.	0	1	2	3	4	5	0	1	2	3	4
Structured Problem Solving: Analyzes readily obtained information and evaluates results to select the best solution from a set of existing approaches to solve a problem.	0	1	2	3	4	5	0	1	2	3	4
Unstructured Problem Solving: Identifies complex problems, gathers related information, evaluates information relevance, evaluates the credibility of alternative information sources, and generates alternative solutions.	0	1	2	3	4	5	0	1	2	3	4
Creative Problem Solving: Develops and utilizes new and creative methods or strategies to accomplish work or achieve goals when established methods and procedures are inapplicable or ineffective.	0	1	2	3	4	5	0	1	2	3	4
Assessing and Mitigating Harm: Determines the potential for damaging outcomes and takes steps to minimize the risk of harm to self, others, or equipment (e.g., performing cost-benefits analysis; mandating training to mitigate risk, etc.).	0	1	2	3	4	5	0	1	2	3	4
Judgement and Decision Making: Makes decisions based on accurate and appropriate assessment of the costs/benefits and short- and long-term consequences of alternative actions and solutions. Makes timely decisions with incomplete information, while refraining from making hasty decisions in the absence of necessary information.	0	1	2	3	4	5	0	1	2	3	4
Awareness of Cognitive Biases: Realizes one’s personal biases, predispositions, or inclinations in thinking when looking for solutions to problems.	0	1	2	3	4	5	0	1	2	3	4
Reflective Thinking: Regularly and actively reflects on the connections between new information and existing knowledge.	0	1	2	3	4	5	0	1	2	3	4

SKILLS AND ABILITIES: FREQUENCY RATINGS /OR/ IMPORTANCE RATINGS

How often do you use this skill or ability as part of your current job? /OR/

How important is this skill or ability for successfully performing your current job?

Select one response for each skill or ability shown in bold below.

Frequency

- 0 = Never
- 1 = Every Few Months to Yearly
- 2 = Every Few Weeks to Monthly
- 3 = Every Few Days to Weekly
- 4 = Every Few Hours to Daily
- 5 = Many Times Each Hour to Hourly

Importance

- 0 = Not at all Important
- 1 = Slightly Important
- 2 = Moderately Important
- 3 = Very Important
- 4 = Extremely Important

(Select a response for **each** column)

III. SOCIAL AND COMMUNICATION SKILLS AND ABILITIES											
Written Communication: Communicates written information and ideas to others in a clear, accurate, concise, grammatically correct, and well-organized manner.	0	1	2	3	4	5	0	1	2	3	4
Oral Communication: Speaks clearly and effectively in one-on-one and group settings, appropriately using gestures and other forms of nonverbal communication.	0	1	2	3	4	5	0	1	2	3	4
Intercultural Communication: Communicates effectively with people from different cultures or nationalities.	0	1	2	3	4	5	0	1	2	3	4
Active Listening: Carefully attends to and understands both the overt and implied meaning of oral communications from others by accurately perceiving the content, context, and tone of the speaker.	0	1	2	3	4	5	0	1	2	3	4
Encourages Discourse: Promotes discussion and recognizes the importance of considering input from diverse perspectives.	0	1	2	3	4	5	0	1	2	3	4
Social Sensitivity: Displays diplomacy and tact when interacting with others.	0	1	2	3	4	5	0	1	2	3	4
Relationship Building: Develops and maintains effective working relationships with others. Understands how to leverage relationships to achieve objectives.	0	1	2	3	4	5	0	1	2	3	4
Cooperation/Teamwork: Works collaboratively with others to solve problems and achieve group goals and objectives.	0	1	2	3	4	5	0	1	2	3	4
Conflict Management: Anticipates and takes steps to prevent counterproductive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.	0	1	2	3	4	5	0	1	2	3	4

SKILLS AND ABILITIES: FREQUENCY RATINGS *[OR]* IMPORTANCE RATINGS

How often do you use this skill or ability as part of your current job? *[OR]*

How important is this skill or ability for successfully performing your current job?

Select one response for each skill or ability shown in bold below.

Frequency

- 0 = Never
- 1 = Every Few Months to Yearly
- 2 = Every Few Weeks to Monthly
- 3 = Every Few Days to Weekly
- 4 = Every Few Hours to Daily
- 5 = Many Times Each Hour to Hourly

Importance

- 0 = Not at all Important
- 1 = Slightly Important
- 2 = Moderately Important
- 3 = Very Important
- 4 = Extremely Important

(Select a response for **each** column)

Social Perceptiveness: Accurately perceives and understands other people’s motives, attitudes, and feelings based on what they do or say, and accurately perceives one’s own impact on the behavior of others.	0	1	2	3	4	5	0	1	2	3	4
Cultural Awareness: Demonstrates acceptance and understanding of individuals from other cultural and social backgrounds, both in the context of the diversity of U.S. Army personnel and interactions with foreign nationals during deployments or when training for deployment.	0	1	2	3	4	5	0	1	2	3	4
Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective: Understands the motivations, methods, and perspectives of two or more agencies, components, organizations, or foreign partners within the context of accomplishing a task, mission, or common effort.	0	1	2	3	4	5	0	1	2	3	4
Working in Multidisciplinary Contexts: Works alongside or in teams of non-military individuals who possess significant professional expertise very different from one’s own.	0	1	2	3	4	5	0	1	2	3	4
Working with the Public: Works with or among (non-government) U.S. civilians or civilian organizations as part of one’s work.	0	1	2	3	4	5	0	1	2	3	4

IV. LEADERSHIP AND MANAGEMENT SKILLS AND ABILITIES

Motivating Others: Generates support, involvement, energy, and enthusiasm for the mission among subordinates and others using appropriate influence techniques (e.g., inspiration, role modeling, collaboration, persuasion, mentoring, conflict management, etc.).	0	1	2	3	4	5	0	1	2	3	4
Team Building: Assembles a team of people that work together effectively. Identifies and effectively utilizes the appropriate mix of mission-relevant skills. Fosters group identity and cohesion by clearly communicating team goals, and encouraging and rewarding cooperation among team members.	0	1	2	3	4	5	0	1	2	3	4
Planning and Organizing: Defines the means for achieving the unit or organization goals, establishes priorities, anticipates important or critical events, identifies resource requirements, and assigns responsibility and performance expectations for specific work.	0	1	2	3	4	5	0	1	2	3	4
Directing and Supervising Others: Assigns subordinates specific tasks, and sets individual goals for work and assignments. Ensures that assignments are clearly understood. Monitors individual subordinate performance and gives appropriate feedback.	0	1	2	3	4	5	0	1	2	3	4

SKILLS AND ABILITIES: FREQUENCY RATINGS [OR] IMPORTANCE RATINGS

How often do you use this skill or ability as part of your current job? [OR]

How important is this skill or ability for successfully performing your current job?

Select one response for each skill or ability shown in bold below.

Frequency

- 0 = Never
- 1 = Every Few Months to Yearly
- 2 = Every Few Weeks to Monthly
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- 4 = Every Few Hours to Daily
- 5 = Many Times Each Hour to Hourly

Importance

- 0 = Not at all Important
- 1 = Slightly Important
- 2 = Moderately Important
- 3 = Very Important
- 4 = Extremely Important

(Select a response for **each** column)

Delegating: Appropriately delegates authority and responsibility for decision making and for planning and executing tasks.	0	1	2	3	4	5	0	1	2	3	4
Training and Developing Others: Determines the training needs of individual subordinates, providing the appropriate level of instruction, guidance, and developmental opportunities. Uses counseling to provide personal and developmental feedback.	0	1	2	3	4	5	0	1	2	3	4
Coordinating Multiple Groups: Coordinates the efforts of multiple, diverse groups to accomplish a mission.	0	1	2	3	4	5	0	1	2	3	4
<u>V. PERSONAL COMPETENCE AND EXPERTISE</u>											
Adaptability: Rapidly adapts to new information, changing conditions and strategy, or unexpected obstacles, processes, and requirements.	0	1	2	3	4	5	0	1	2	3	4
Cognitive Flexibility: Willing to entertain new approaches to solving problems. Creates new plans and ideas. Initiates and accepts change and innovation.	0	1	2	3	4	5	0	1	2	3	4
Tolerating Pressure: Deals calmly and effectively with high-stress or volatile situations.	0	1	2	3	4	5	0	1	2	3	4
Tolerating Uncertainty: Feels comfortable and excels in unstructured, complex, or rapidly changing work environments.	0	1	2	3	4	5	0	1	2	3	4
Juggling Competing Demands: Effectively manages the full range of one's work and non-work responsibilities (e.g., setting and prioritizing goals, allocating effort and personal resources, and assessing own performance).	0	1	2	3	4	5	0	1	2	3	4
Knowledge of Procedures: Employs appropriate technical procedures or bureaucratic processes to accomplish tasks.	0	1	2	3	4	5	0	1	2	3	4
Evaluating Compliance: Uses relevant information, knowledge, and individual judgement to determine whether events or processes comply with laws, regulations, or standards.	0	1	2	3	4	5	0	1	2	3	4

SKILLS AND ABILITIES: FREQUENCY RATINGS [OR] IMPORTANCE RATINGS

How often do you use this skill or ability as part of your current job? [OR]

How important is this skill or ability for successfully performing your current job?

Select one response for each skill or ability shown in bold below.

Frequency

- 0 = Never
- 1 = Every Few Months to Yearly
- 2 = Every Few Weeks to Monthly
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Importance

- 0 = Not at all Important
- 1 = Slightly Important
- 2 = Moderately Important
- 3 = Very Important
- 4 = Extremely Important

(Select a response for **each** column)

Specialized Expertise: Is an expert in a highly technical or specialized domain (e.g., medicine, engineering, chemistry, explosives). Applies technical expertise to diagnose or solve problems.	0	1	2	3	4	5	0	1	2	3	4
Financial Management: Uses financial resources effectively to set priorities and accomplish goals.	0	1	2	3	4	5	0	1	2	3	4
Proficiency with Weapons Systems: Uses weapons systems in training or operational contexts to examine information/data, input information/data, or take action.	0	1	2	3	4	5	0	1	2	3	4
Inspecting Equipment, Objects, Structures, or Materials: Inspects equipment, objects, structures, or materials to identify the cause of errors, problems, or defects.	0	1	2	3	4	5	0	1	2	3	4
Mechanically and Technologically Savvy: Possesses deep expertise in how specific machinery, equipment, or technology works. Uses specialized technology effectively or is able to diagnose and correct problems with technology or machines.	0	1	2	3	4	5	0	1	2	3	4
Expertise with Information Technology: Uses computers and computer systems (including hardware and software) to program, write software, set up functions, create new databases, or develop knowledge management systems.	0	1	2	3	4	5	0	1	2	3	4
Learning New Technology: Learns how to use and apply advances in technologies or technological systems.	0	1	2	3	4	5	0	1	2	3	4
Innovating Technology: Creates new technologies or adapts existing technologies to perform new functions.	0	1	2	3	4	5	0	1	2	3	4

Additional Job Requirements

Please type your response to each item in the corresponding text box. Please do not include any identifying information.

To perform your current job, what formal education, field of study, or schooling do you find most useful?

What previous job or career experience best prepared you to perform well in your current job?
Please provide any additional comments about the talents, skills, and abilities you believe are necessary to perform your job.

THANK YOU

Table A1*Talents: Definitions Used in the Survey of Talent Requirements (STR)*

STR Talent	Definition
Bodily-Kinesthetic	A coordinated, dexterous, hands-on person with a keen body and sensory awareness. Learns through physical activity
Communicator	Precise, efficient, and compelling in both written and spoken word
Cross-Culturally Fluent	Aware of and able to operate across different cultural settings (e.g., organizational, demographic, ethnographic, and generational)
Detail-Focused	Thorough, perceptive, and precise in all matters. Possesses a keen eye and notices everything
Domain Specific Education	Possesses education or a degree in a relevant academic discipline desired by my branch or functional area
Innovative	Creative, inquisitive, and insightful. Easily identifies new solutions and catalyzes change
Inspirational Leader	Motivates teams to work harmoniously and productively towards a common goal
Interdisciplinary	Synthesizes and applies knowledge from multiple disciplines into a coherent overarching perspective
Interpersonal	Skilled in developing appropriate relationships. Able to connect with others to affect positive results
Introspective	Contemplative by nature; self-aware
Logical/Analytical	Uses reason and thinks in terms of cause and effect. Able to deconstruct and solve complex problems
Mentally Tough	Stress tolerant and emotionally mature. Performs well even under extreme psychological duress
Multi-Tasker	Rapidly processes and prioritizes multiple demands simultaneously. Takes appropriate action when multiple things compete for his or her attention
Perceptive	Effectively discerns the deeper meaning or significance of one's observations (e.g., events, people, and communication)
Physically Fit	Physically tough, gritty, and tenacious. Performs well under extreme physiological duress. Committed to a lifestyle of physical fitness
Problem Solver	Able to choose between best practices and unorthodox approaches to reach a solution. Accomplishes the task
Process-Disciplined	Diligently abides by procedures designed to ensure accuracy, effectiveness, and safety
Project Manager	Able to determine requirements, develop work processes, delegate responsibilities, and lead teams to desired outcomes
Prudent Risk-Taker	Acts boldly yet maintains appropriate focus upon personal, Soldier, and unit safety
Spatially Intelligent	Easily perceives, understands, and operates within the multi-dimensional world
Technologically Adept	Understands and effectively uses the latest technologies

Table A2*Skills and Abilities: Domains and Definitions*

Skill and Ability	Domain and Definition
Physical	
Psychomotor Ability	Performs activities that require eye-hand coordination, or coordinating the simultaneous movements of one's limbs
Control Precision	Quickly and repeatedly adjusts the controls of a machine or a vehicle to exact positions
Reaction Time	Quickly responds (with the hand, finger, or foot) to a signal (sound, light, picture) when it appears
Physical Strength	Meets the physical strength demands of Army work (i.e., push, pull, carry, or throw objects; propel oneself)
Physical Endurance	Exerts oneself physically over long periods of time without getting winded or out of breath
Cognitive	
Focus	Mentally processes multiple sources of sensory information/data at the same time while avoiding distractions (e.g., flying a helicopter or commanding an armored vehicle)
Attentiveness	Focuses on the problem or situation and shifts attention between activities when appropriate
Precision	Being attentive to detail and thorough, accurate, and precise in completing a task
Pattern Recognition	Perceives things quickly and accurately, and detects similarities or differences in objects, words, or numbers
Processes Information and Data	Compiles, codes, categorizes, calculates, tabulates, audits, or verifies information or data
Analyze Data or Information	Identifies underlying principles, reasons, or facts by breaking down information or data into separate parts
Spatial Visualization	Mentally visualizes objects and imagines how they would be positioned if moved or rotated in different ways
Spatial Orientation	Knows one's physical location in relation to the environment or knows where other objects are in relation to oneself
Situational Awareness	Perceives what is happening in the immediate environment, and how information, events, and actions will impact current and near-term goals and objectives
Verbal Reasoning	Reasons and draws conclusions based on verbal or written materials
Quantitative Reasoning	Solves problems that involve mathematical concepts or numbers
Interdisciplinary Reasoning	Understands and integrates information from multiple professional disciplines to complete tasks and projects
Analytical Thinking	Analyzes information and uses logic to address work-related issues and problems
Systems Thinking	Conceptualizes and understands relationships and arrangements within and between relevant components and structures
Strategic Thinking	Develops a complex, systems-level understanding of the relationship between his/her Army unit or organization and the broader environment and uses that understanding to envision a desirable future state for the unit/organization
Structured Problem Solving	Analyzes readily obtained information and evaluates results to select the best solution from a set of existing approaches to solve a problem
Unstructured Problem Solving	Identifies complex problems, gathers related information, evaluates information relevance, evaluates the credibility of alternative information sources, and generates alternative solutions
Creative Problem Solving	Develops and utilizes new and creative methods or strategies to accomplish work or achieve goals when established methods and procedures are inapplicable or ineffective
Assessing and Mitigating Harm	Determines the potential for damaging outcomes and takes steps to minimize the risk of harm to self, others, or equipment (e.g., performing cost-benefits analysis; mandating training to mitigate risk, etc.)

Skill and Ability	Domain and Definition
Judgement and Decision Making	Makes decisions based on accurate and appropriate assessment of the costs/benefits and short- and long-term consequences of alternative actions and solutions. Makes timely decisions with incomplete information, while refraining from making hasty decisions in the absence of necessary information
Awareness of Cognitive Biases	Realizes one's personal biases, predispositions, or inclinations in thinking when looking for solutions to problems
Reflective Thinking	Regularly and actively reflects on the connections between new information and existing knowledge
Social and Communication	
Written Communication	Communicates written information and ideas to others in a clear, accurate, concise, grammatically correct, and well-organized manner
Oral Communication	Speaks clearly and effectively in one-on-one and group settings, appropriately using gestures and other forms of nonverbal communication
Intercultural Communication	Communicates effectively with people from different cultures or nationalities
Active Listening	Carefully attends to and understands both the overt and implied meaning of oral communications from others by accurately perceiving the content, context, and tone of the speaker
Encourages Discourse	Promotes discussion and recognizes the importance of considering input from diverse perspectives
Social Sensitivity	Displays diplomacy and tact when interacting with others
Relationship Building	Develops and maintains effective working relationships with others. Understands how to leverage relationships to achieve objectives
Cooperation/Teamwork	Works collaboratively with others to solve problems and achieve group goals and objectives
Conflict Management	Anticipates and takes steps to prevent counterproductive confrontations. Manages and resolves conflicts and disagreements in a constructive manner
Social Perceptiveness	Accurately perceives and understands other people's motives, attitudes, and feelings based on what they do or say, and accurately perceives one's own impact on the behavior of others
Cultural Awareness	Demonstrates acceptance and understanding of individuals from other cultural and social backgrounds, both in the context of the diversity of U.S. Army personnel and interactions with foreign nationals during deployments or when training for deployment
Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	Understands the motivations, methods, and perspectives of two or more agencies, components, organizations, or foreign partners within the context of accomplishing a task, mission, or common effort
Working in Multidisciplinary Contexts	Works alongside or in teams of non-military individuals who possess significant professional expertise very different from one's own
Working with the Public	Works with or among (non-government) U.S. civilians or civilian organizations as part of one's work
Leadership and Management	
Motivating Others	Generates support, involvement, energy, and enthusiasm for the mission among subordinates and others using appropriate influence techniques (e.g., inspiration, role modeling, collaboration, persuasion, mentoring, conflict management, etc.)
Team Building	Assembles a team of people that work together effectively. Identifies and effectively utilizes the appropriate mix of mission-relevant skills. Fosters group identity and cohesion by clearly communicating team goals, and encouraging and rewarding cooperation among team members
Planning and Organizing	Defines the means for achieving the unit or organization goals, establishes priorities, anticipates important or critical events, identifies resource requirements, and assigns responsibility and performance expectations for specific work
Directing and Supervising Others	Assigns subordinates specific tasks, and sets individual goals for work and assignments. Ensures that assignments are clearly understood. Monitors individual subordinate performance and gives appropriate feedback

Skill and Ability	Domain and Definition
Delegating	Appropriately delegates authority and responsibility for decision making and for planning and executing tasks
Training and Developing Others	Determines the training needs of individual subordinates, providing the appropriate level of instruction, guidance, and developmental opportunities. Uses counseling to provide personal and developmental feedback
Coordinating Multiple Groups	Coordinates the efforts of multiple, diverse groups to accomplish a mission
Personal Competence and Expertise	
Adaptability	Rapidly adapts to new information, changing conditions and strategy, or unexpected obstacles, processes, and requirements
Cognitive Flexibility	Willing to entertain new approaches to solving problems. Creates new plans and ideas. Initiates and accepts change and innovation
Tolerating Pressure	Deals calmly and effectively with high-stress or volatile situations
Tolerating Uncertainty	Feels comfortable and excels in unstructured, complex, or rapidly changing work environments
Juggling Competing Demands	Effectively manages the full range of one's work and non-work responsibilities (e.g., setting and prioritizing goals, allocating effort and personal resources, and assessing own performance)
Knowledge of Procedures	Employs appropriate technical procedures or bureaucratic processes to accomplish tasks
Evaluating Compliance	Uses relevant information, knowledge, and individual judgement to determine whether events or processes comply with laws, regulations, or standards
Specialized Expertise	Is an expert in a highly technical or specialized domain (e.g., medicine, engineering, chemistry, explosives). Applies technical expertise to diagnose or solve problems
Financial Management	Uses financial resources effectively to set priorities and accomplish goals
Proficiency with Weapons Systems	Uses weapons systems in training or operational contexts to examine information/data, input information/data, or take action
Inspecting Equipment, Objects, Structures, or Materials	Inspects equipment, objects, structures, or materials to identify the cause of errors, problems, or defects
Mechanically and Technologically Savvy	Possesses deep expertise in how specific machinery, equipment, or technology works. Uses specialized technology effectively or is able to diagnose and correct problems with technology or machines
Expertise with Information Technology	Uses computers and computer systems (including hardware and software) to program, write software, set up functions, create new databases, or develop knowledge management systems
Learning New Technology	Learns how to use and apply advances in technologies or technological systems
Innovating Technology	Creates new technologies or adapts existing technologies to perform new functions

Appendix B

Branch and Functional Area: Talent Importance Ratings in Descending Order of Means

Appendix B

LIST OF TABLES

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TABLE B3. BRANCH: ARMOR (AR) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING ... **B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B4. BRANCH: AVIATION (AV) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING ... **B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B5. BRANCH: CHEMICAL CORPS (CM) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING **B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B6. BRANCH: CYBER (CY) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING ... **B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B7. BRANCH: ENGINEER REGIMENT (EN) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING **B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B8. BRANCH: FIELD ARTILLERY (FA) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING **B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B9. BRANCH: FINANCE MANAGEMENT CORPS (FM) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING **B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B10. BRANCH: INFANTRY (IN) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING ... **B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B11. BRANCH: LOGISTICS (LG) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING **B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B12. BRANCH: MEDICAL SERVICE CORPS (MS) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING..**B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B13. BRANCH: MILITARY INTELLIGENCE (MI) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING..**B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B14. BRANCH: MILITARY POLICE (MP) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING**B-ERROR! BOOKMARK NOT DEFINED.**

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TABLE B16. BRANCH: QUARTERMASTER CORPS (QM) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING..**B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B17. BRANCH: SIGNAL CORPS (SC) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING**B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B18. BRANCH: TRANSPORTATION CORPS (TC) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING..**B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B19. FUNCTIONAL AREA 26: INFORMATION NETWORK ENGINEER (FA26) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING **B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B20. FUNCTIONAL AREA 29: ELECTRONIC WARFARE (FA29) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING **B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B21. FUNCTIONAL AREA 30: INFORMATION OPERATIONS (FA30) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING **B-ERROR! BOOKMARK NOT DEFINED.**

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TABLE B29. FUNCTIONAL AREA 52: NUCLEAR AND COUNTER-PROLIFERATION (FA52) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING..... **B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B30. FUNCTIONAL AREA 57: SIMULATION OPERATIONS (FA57) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING **B-ERROR! BOOKMARK NOT DEFINED.**

TABLE B31. FUNCTIONAL AREA 59: STRATEGIST (FA59) – TALENT ARRANGED IN DESCENDING ORDER BY MEAN IMPORTANCE RATING**B-ERROR! BOOKMARK NOT DEFINED.**

Table B1

Branch: Adjutant General (AG) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	177	3.68	0.51
	4	Detail-Focused	177	3.58	0.62
	9	Interpersonal	177	3.57	0.59
	13	Multi-Tasker	177	3.52	0.71
	18	Project Manager	177	3.33	0.83
	12	Mentally Tough	177	3.29	0.82
	17	Process-Disciplined	177	3.27	0.79
	11	Logical/Analytical	176	3.27	0.74
	16	Problem Solver	177	3.27	0.76
	14	Perceptive	177	3.09	0.90
	7	Inspirational Leader	173	3.05	0.87
MODERATELY IMPORTANT	21	Technologically Adept	177	2.89	0.94
	6	Innovative	177	2.88	0.91
	3	Cross-Culturally Fluent	176	2.81	1.09
	8	Interdisciplinary	177	2.75	0.90
	10	Introspective	176	2.72	0.94
	20	Spatially Intelligent	177	2.55	1.11
	19	Prudent Risk-Taker	177	2.21	1.05
SLIGHTLY TO NOT AT ALL IMPORTANT	5	Domain-Specific Education	177	1.90	1.31
	15	Physically Fit	177	1.75	1.18
	1	Bodily-Kinesthetic	176	1.39	1.18

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B2*Branch: Air Defense (AD) – Talent Arranged in Descending Order by Mean Importance Rating*

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	112	3.52	0.64
	4	Detail-Focused	113	3.39	0.74
	13	Multi-Tasker	112	3.32	0.81
	11	Logical/Analytical	113	3.22	0.80
	9	Interpersonal	113	3.21	0.78
	16	Problem Solver	113	3.12	0.91
	12	Mentally Tough	113	3.12	1.05
	17	Process-Disciplined	113	3.04	0.85
	18	Project Manager	113	3.00	0.88
MODERATELY IMPORTANT	21	Technologically Adept	113	2.84	1.07
	14	Perceptive	113	2.77	0.95
	8	Interdisciplinary	113	2.73	0.95
	7	Inspirational Leader	113	2.70	1.16
	6	Innovative	113	2.69	0.96
	20	Spatially Intelligent	113	2.65	1.13
	10	Introspective	111	2.62	0.94
	3	Cross-Culturally Fluent	113	2.54	1.20
SLIGHTLY TO NOT AT ALL IMPORTANT	19	Prudent Risk-Taker	112	2.17	1.21
	5	Domain-Specific Education	112	1.75	1.38
	15	Physically Fit	113	1.67	1.15
	1	Bodily-Kinesthetic	113	1.30	1.09

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B3*Branch: Armor (AR) – Talent Arranged in Descending Order by Mean Importance Rating*

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	187	3.64	0.54
	16	Problem Solver	187	3.44	0.65
	12	Mentally Tough	187	3.43	0.72
	9	Interpersonal	187	3.43	0.65
	13	Multi-Tasker	186	3.32	0.79
	11	Logical/Analytical	186	3.23	0.70
	4	Detail-Focused	187	3.22	0.75
	18	Project Manager	187	3.13	0.83
	7	Inspirational Leader	186	3.01	0.92
MODERATELY IMPORTANT	14	Perceptive	186	2.93	0.91
	6	Innovative	186	2.88	0.88
	17	Process-Disciplined	187	2.74	0.96
	8	Interdisciplinary	187	2.73	0.94
	20	Spatially Intelligent	187	2.66	1.00
	10	Introspective	187	2.66	0.90
	19	Prudent Risk-Taker	186	2.66	1.03
	3	Cross-Culturally Fluent	186	2.48	1.13
	21	Technologically Adept	187	2.39	0.92
SLIGHTLY TO NOT AT ALL IMPORTANT	15	Physically Fit	187	2.38	1.18
	1	Bodily-Kinesthetic	187	1.87	1.19
	5	Domain-Specific Education	186	1.53	1.25

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B4*Branch: Aviation (AV) – Talent Arranged in Descending Order by Mean Importance Rating*

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	135	3.59	0.65
	13	Multi-Tasker	135	3.36	0.94
	4	Detail-Focused	134	3.30	0.84
	16	Problem Solver	135	3.25	0.83
	11	Logical/Analytical	135	3.21	0.87
	9	Interpersonal	135	3.21	0.81
	12	Mentally Tough	135	3.20	0.96
	18	Project Manager	135	3.07	0.88
MODERATELY IMPORTANT	17	Process-Disciplined	134	2.96	0.98
	14	Perceptive	131	2.92	0.92
	20	Spatially Intelligent	134	2.90	1.22
	7	Inspirational Leader	134	2.81	0.98
	8	Interdisciplinary	135	2.79	0.99
	21	Technologically Adept	135	2.75	0.99
	19	Prudent Risk-Taker	135	2.66	1.20
	6	Innovative	135	2.66	0.96
SLIGHTLY TO NOT AT ALL IMPORTANT	10	Introspective	134	2.51	0.99
	3	Cross-Culturally Fluent	135	2.13	1.14
	5	Domain-Specific Education	135	1.95	1.34
	1	Bodily-Kinesthetic	135	1.90	1.41
	15	Physically Fit	135	1.83	1.16

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B5

Branch: Chemical Corps (CM) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	90	3.52	0.66
	13	Multi-Tasker	90	3.42	0.78
	4	Detail-Focused	90	3.30	0.73
	9	Interpersonal	89	3.19	0.84
	16	Problem Solver	90	3.19	0.86
	12	Mentally Tough	90	3.14	0.87
	18	Project Manager	90	3.02	0.97
	11	Logical/Analytical	90	3.02	0.90
MODERATELY IMPORTANT	17	Process-Disciplined	90	2.90	0.92
	8	Interdisciplinary	90	2.88	1.03
	14	Perceptive	90	2.88	0.90
	6	Innovative	90	2.73	1.04
	7	Inspirational Leader	90	2.72	1.02
	21	Technologically Adept	90	2.60	1.09
	20	Spatially Intelligent	90	2.52	1.18
	10	Introspective	88	2.45	1.09
	3	Cross-Culturally Fluent	89	2.28	1.26
	19	Prudent Risk-Taker	89	2.20	1.15
SLIGHTLY TO NOT AT ALL IMPORTANT	15	Physically Fit	90	1.96	1.17
	5	Domain-Specific Education	90	1.74	1.37
	1	Bodily-Kinesthetic	90	1.42	1.14

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B6*Branch: Cyber (CY) – Talent Arranged in Descending Order by Mean Importance Rating*

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	21	Technologically Adept	38	3.79	0.53
	16	Problem Solver	39	3.64	0.54
	5	Domain-Specific Education	39	3.64	0.71
	2	Communicator	38	3.58	0.64
	11	Logical/Analytical	39	3.51	0.82
	4	Detail-Focused	39	3.49	0.56
	6	Innovative	39	3.31	0.86
	18	Project Manager	39	3.26	0.88
MODERATELY IMPORTANT	13	Multi-Tasker	39	2.97	0.90
	17	Process-Disciplined	39	2.90	0.97
	9	Interpersonal	39	2.90	0.99
	8	Interdisciplinary	39	2.85	1.09
	14	Perceptive	39	2.77	0.87
	12	Mentally Tough	39	2.72	1.05
	20	Spatially Intelligent	39	2.59	1.27
	7	Inspirational Leader	39	2.56	0.97
	19	Prudent Risk-Taker	39	2.44	1.19
	10	Introspective	39	2.41	1.09
3	Cross-Culturally Fluent	39	2.05	1.05	
SLIGHTLY TO NOT AT ALL IMPORTANT	15	Physically Fit	39	0.64	0.96
	1	Bodily-Kinesthetic	39	0.54	0.85

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B7

Branch: Engineer Regiment (EN) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	313	3.64	0.63
	9	Interpersonal	312	3.39	0.79
	16	Problem Solver	312	3.38	0.83
	4	Detail-Focused	313	3.28	0.81
	13	Multi-Tasker	311	3.25	0.90
	18	Project Manager	313	3.21	0.95
	11	Logical/Analytical	312	3.14	0.89
MODERATELY IMPORTANT	12	Mentally Tough	312	2.99	1.07
	14	Perceptive	311	2.90	0.97
	17	Process-Disciplined	313	2.86	1.02
	8	Interdisciplinary	309	2.86	0.99
	6	Innovative	312	2.83	1.01
	7	Inspirational Leader	313	2.75	1.04
	21	Technologically Adept	313	2.53	1.08
	20	Spatially Intelligent	311	2.47	1.13
	3	Cross-Culturally Fluent	312	2.46	1.19
	10	Introspective	311	2.44	1.02
	19	Prudent Risk-Taker	313	2.33	1.15
5	Domain-Specific Education	312	2.04	1.29	
SLIGHTLY TO NOT AT ALL IMPORTANT	15	Physically Fit	313	1.94	1.23
	1	Bodily-Kinesthetic	312	1.50	1.15

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B8

Branch: Field Artillery (FA) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	279	3.58	0.64
	4	Detail-Focused	278	3.42	0.72
	13	Multi-Tasker	279	3.33	0.86
	16	Problem Solver	279	3.32	0.82
	9	Interpersonal	280	3.30	0.80
	12	Mentally Tough	279	3.21	0.93
	11	Logical/Analytical	279	3.17	0.88
	17	Process-Disciplined	280	3.16	0.86
	18	Project Manager	280	3.10	0.89
MODERATELY IMPORTANT	8	Interdisciplinary	280	2.91	0.93
	14	Perceptive	279	2.90	0.97
	6	Innovative	280	2.78	0.93
	20	Spatially Intelligent	280	2.77	1.05
	7	Inspirational Leader	278	2.75	0.99
	21	Technologically Adept	279	2.60	0.97
	19	Prudent Risk-Taker	280	2.46	1.13
	10	Introspective	280	2.41	1.01
	3	Cross-Culturally Fluent	278	2.41	1.17
SLIGHTLY TO NOT AT ALL IMPORTANT	15	Physically Fit	280	2.26	1.22
	5	Domain-Specific Education	279	1.92	1.40
	1	Bodily-Kinesthetic	280	1.71	1.19

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B9

Branch: Finance Management Corps (FM) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	4	Detail-Focused	73	3.63	0.54
	2	Communicator	74	3.58	0.66
	13	Multi-Tasker	74	3.38	0.81
	11	Logical/Analytical	73	3.34	0.71
	9	Interpersonal	74	3.34	0.75
	16	Problem Solver	74	3.27	0.82
	17	Process-Disciplined	73	3.18	0.93
	12	Mentally Tough	74	3.04	0.93
	18	Project Manager	74	3.03	0.89
MODERATELY IMPORTANT	21	Technologically Adept	74	2.88	1.03
	8	Interdisciplinary	74	2.81	0.85
	14	Perceptive	74	2.80	1.01
	6	Innovative	74	2.76	0.96
	7	Inspirational Leader	73	2.73	1.06
	10	Introspective	73	2.49	0.94
	5	Domain-Specific Education	72	2.46	1.22
	3	Cross-Culturally Fluent	74	2.45	1.15
	20	Spatially Intelligent	74	2.39	1.18
SLIGHTLY TO NOT AT ALL IMPORTANT	19	Prudent Risk-Taker	74	1.97	1.13
	15	Physically Fit	73	1.53	1.16
	1	Bodily-Kinesthetic	74	1.04	1.12

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B10*Branch: Infantry (IN) – Talent Arranged in Descending Order by Mean Importance Rating*

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	405	3.66	0.53
	16	Problem Solver	405	3.47	0.66
	9	Interpersonal	404	3.43	0.68
	12	Mentally Tough	404	3.38	0.89
	13	Multi-Tasker	404	3.35	0.77
	4	Detail-Focused	399	3.28	0.72
	11	Logical/Analytical	400	3.20	0.81
	18	Project Manager	402	3.15	0.81
	7	Inspirational Leader	405	3.04	0.99
MODERATELY IMPORTANT	14	Perceptive	404	2.95	0.92
	8	Interdisciplinary	404	2.89	0.90
	15	Physically Fit	405	2.88	1.21
	17	Process-Disciplined	404	2.83	0.94
	6	Innovative	402	2.83	0.94
	19	Prudent Risk-Taker	404	2.81	1.07
	20	Spatially Intelligent	402	2.81	1.03
	10	Introspective	400	2.70	0.98
	3	Cross-Culturally Fluent	404	2.54	1.15
	21	Technologically Adept	404	2.37	1.03
	1	Bodily-Kinesthetic	405	2.31	1.23
SLIGHTLY TO NOT AT ALL IMPORTANT	5	Domain-Specific Education	400	1.58	1.31

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B11*Branch: Logistics (LG) – Talent Arranged in Descending Order by Mean Importance Rating*

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	69	3.72	0.51
	11	Logical/Analytical	69	3.51	0.61
	9	Interpersonal	69	3.46	0.65
	4	Detail-Focused	69	3.46	0.58
	16	Problem Solver	69	3.45	0.65
	13	Multi-Tasker	69	3.45	0.72
	12	Mentally Tough	68	3.38	0.75
	18	Project Manager	69	3.32	0.72
	17	Process-Disciplined	69	3.28	0.70
	8	Interdisciplinary	69	3.20	0.85
	14	Perceptive	69	3.17	0.80
	6	Innovative	69	3.14	0.83
	7	Inspirational Leader	68	3.10	0.96
	MODERATELY IMPORTANT	20	Spatially Intelligent	69	2.99
21		Technologically Adept	69	2.81	0.99
3		Cross-Culturally Fluent	69	2.77	1.11
10		Introspective	69	2.74	0.93
19		Prudent Risk-Taker	69	2.72	0.95
5		Domain-Specific Education	69	2.22	1.27
15		Physically Fit	69	2.04	1.17
SLIGHTLY TO NOT AT ALL IMPORTANT	1	Bodily-Kinesthetic	69	1.46	1.21

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B12

Branch: Medical Service Corps (MS) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	216	3.63	0.60
	9	Interpersonal	216	3.40	0.71
	4	Detail-Focused	215	3.38	0.70
	16	Problem Solver	216	3.28	0.75
	13	Multi-Tasker	216	3.25	0.81
	11	Logical/Analytical	215	3.24	0.75
	18	Project Manager	215	3.15	0.82
	12	Mentally Tough	215	3.12	0.92
	17	Process-Disciplined	216	3.00	0.89
MODERATELY IMPORTANT	8	Interdisciplinary	216	2.96	0.83
	6	Innovative	216	2.91	0.91
	14	Perceptive	215	2.88	0.91
	7	Inspirational Leader	213	2.88	0.97
	3	Cross-Culturally Fluent	215	2.67	1.14
	20	Spatially Intelligent	216	2.65	1.12
	21	Technologically Adept	216	2.59	1.01
	10	Introspective	214	2.56	1.00
	5	Domain-Specific Education	216	2.33	1.29
SLIGHTLY TO NOT AT ALL IMPORTANT	19	Prudent Risk-Taker	216	2.32	1.11
	15	Physically Fit	216	1.82	1.21
	1	Bodily-Kinesthetic	215	1.37	1.20

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B13

Branch: Military Intelligence (MI) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	297	3.71	0.56
	4	Detail-Focused	296	3.36	0.72
	11	Logical/Analytical	296	3.34	0.82
	9	Interpersonal	297	3.31	0.77
	13	Multi-Tasker	297	3.18	0.88
	16	Problem Solver	297	3.17	0.85
	14	Perceptive	297	3.12	0.89
	18	Project Manager	297	3.10	0.89
	12	Mentally Tough	296	3.05	0.93
	8	Interdisciplinary	297	3.03	0.97
MODERATELY IMPORTANT	3	Cross-Culturally Fluent	297	2.95	1.00
	17	Process-Disciplined	296	2.79	0.92
	6	Innovative	297	2.74	1.03
	21	Technologically Adept	296	2.70	0.99
	20	Spatially Intelligent	297	2.67	1.14
	7	Inspirational Leader	297	2.67	1.04
	10	Introspective	297	2.55	0.96
	19	Prudent Risk-Taker	295	2.18	1.11
SLIGHTLY TO NOT AT ALL IMPORTANT	5	Domain-Specific Education	297	1.80	1.27
	15	Physically Fit	296	1.59	1.13
	1	Bodily-Kinesthetic	297	1.06	1.01

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B14

Branch: Military Police (MP) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	131	3.66	0.57
	13	Multi-Tasker	131	3.47	0.71
	12	Mentally Tough	132	3.45	0.77
	9	Interpersonal	132	3.42	0.66
	4	Detail-Focused	132	3.33	0.65
	11	Logical/Analytical	131	3.31	0.72
	16	Problem Solver	132	3.29	0.67
	14	Perceptive	132	3.14	0.82
	18	Project Manager	132	3.06	0.90
	17	Process-Disciplined	132	3.05	0.85
MODERATELY IMPORTANT	7	Inspirational Leader	132	2.93	1.01
	6	Innovative	132	2.84	0.99
	3	Cross-Culturally Fluent	131	2.80	1.02
	8	Interdisciplinary	132	2.77	0.89
	10	Introspective	131	2.58	1.04
	20	Spatially Intelligent	132	2.58	1.04
	19	Prudent Risk-Taker	132	2.53	1.07
	21	Technologically Adept	132	2.42	0.93
	15	Physically Fit	132	2.35	1.14
SLIGHTLY TO NOT AT ALL IMPORTANT	5	Domain-Specific Education	132	1.91	1.27
	1	Bodily-Kinesthetic	131	1.91	1.22

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B15

Branch: Ordnance Corps (OD) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	204	3.56	0.62
	16	Problem Solver	204	3.39	0.74
	4	Detail-Focused	204	3.38	0.74
	9	Interpersonal	204	3.35	0.71
	11	Logical/Analytical	204	3.32	0.71
	13	Multi-Tasker	204	3.25	0.84
	12	Mentally Tough	202	3.16	0.91
	18	Project Manager	204	3.13	0.83
MODERATELY IMPORTANT	6	Innovative	204	2.98	0.94
	7	Inspirational Leader	202	2.90	0.96
	17	Process-Disciplined	204	2.89	0.99
	14	Perceptive	202	2.88	0.92
	8	Interdisciplinary	204	2.84	0.95
	20	Spatially Intelligent	204	2.72	0.99
	10	Introspective	201	2.61	0.89
	19	Prudent Risk-Taker	203	2.59	1.09
	21	Technologically Adept	204	2.58	1.02
	3	Cross-Culturally Fluent	203	2.49	1.10
15	Physically Fit	204	2.10	1.20	
SLIGHTLY TO NOT AT ALL IMPORTANT	5	Domain-Specific Education	203	1.73	1.31
	1	Bodily-Kinesthetic	204	1.68	1.18

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B16

Branch: Quartermaster Corps (QM) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	179	3.62	0.59
	9	Interpersonal	178	3.53	0.72
	16	Problem Solver	179	3.41	0.69
	13	Multi-Tasker	177	3.38	0.80
	18	Project Manager	179	3.36	0.73
	4	Detail-Focused	176	3.36	0.81
	11	Logical/Analytical	178	3.33	0.80
	12	Mentally Tough	178	3.17	0.98
	17	Process-Disciplined	179	3.07	0.86
	14	Perceptive	178	3.03	0.85
	7	Inspirational Leader	177	3.01	0.98
	8	Interdisciplinary	178	3.01	0.91
	MODERATELY IMPORTANT	6	Innovative	178	2.91
20		Spatially Intelligent	179	2.77	1.04
3		Cross-Culturally Fluent	178	2.69	1.18
21		Technologically Adept	179	2.65	0.96
10		Introspective	176	2.64	1.03
19		Prudent Risk-Taker	179	2.50	1.15
15		Physically Fit	179	2.06	1.24
SLIGHTLY TO NOT AT ALL IMPORTANT	5	Domain-Specific Education	179	1.93	1.31
	1	Bodily-Kinesthetic	179	1.58	1.32

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B17*Branch: Signal Corps (SC) – Talent Arranged in Descending Order by Mean Importance Rating*

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	198	3.62	0.53
	16	Problem Solver	199	3.46	0.74
	4	Detail-Focused	198	3.43	0.68
	11	Logical/Analytical	198	3.32	0.79
	18	Project Manager	198	3.31	0.77
	13	Multi-Tasker	199	3.31	0.75
	9	Interpersonal	199	3.29	0.77
	12	Mentally Tough	199	3.25	0.85
	21	Technologically Adept	198	3.12	1.04
	6	Innovative	199	3.04	0.86
	17	Process-Disciplined	199	3.02	0.87
	MODERATELY IMPORTANT	7	Inspirational Leader	198	2.99
14		Perceptive	197	2.94	0.97
8		Interdisciplinary	199	2.86	0.91
20		Spatially Intelligent	199	2.65	1.06
3		Cross-Culturally Fluent	198	2.58	1.20
10		Introspective	198	2.49	1.08
5		Domain-Specific Education	197	2.43	1.17
19		Prudent Risk-Taker	198	2.42	1.14
SLIGHTLY TO NOT AT ALL IMPORTANT	15	Physically Fit	199	2.00	1.28
	1	Bodily-Kinesthetic	199	1.40	1.13

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B18

Branch: Transportation Corps (TC) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	164	3.54	0.66
	9	Interpersonal	164	3.34	0.79
	16	Problem Solver	164	3.33	0.77
	4	Detail-Focused	164	3.28	0.77
	13	Multi-Tasker	164	3.27	0.90
	11	Logical/Analytical	163	3.27	0.86
	18	Project Manager	164	3.16	0.92
	12	Mentally Tough	164	3.07	0.90
MODERATELY IMPORTANT	6	Innovative	162	2.99	1.01
	7	Inspirational Leader	164	2.95	1.04
	8	Interdisciplinary	163	2.94	1.06
	17	Process-Disciplined	164	2.90	0.97
	14	Perceptive	164	2.84	0.94
	3	Cross-Culturally Fluent	164	2.70	1.17
	20	Spatially Intelligent	164	2.58	1.03
	10	Introspective	163	2.58	1.03
	21	Technologically Adept	164	2.48	1.09
SLIGHTLY TO NOT AT ALL IMPORTANT	19	Prudent Risk-Taker	164	2.35	1.18
	15	Physically Fit	164	1.88	1.23
	5	Domain-Specific Education	163	1.69	1.30
	1	Bodily-Kinesthetic	164	1.35	1.17

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B19

Functional Area 26: Information Network Engineer (FA26) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	21	Technologically Adept	71	3.41	0.99
	2	Communicator	71	3.35	0.74
	16	Problem Solver	71	3.34	0.81
	11	Logical/Analytical	71	3.34	0.98
	4	Detail-Focused	70	3.33	0.79
	18	Project Manager	71	3.18	0.96
	13	Multi-Tasker	71	3.10	0.93
	9	Interpersonal	71	3.06	0.81
	5	Domain-Specific Education	70	3.01	1.21
	6	Innovative	71	3.00	0.97
MODERATELY IMPORTANT	12	Mentally Tough	71	2.83	0.94
	14	Perceptive	71	2.75	0.95
	17	Process-Disciplined	71	2.75	1.02
	8	Interdisciplinary	71	2.72	0.93
	7	Inspirational Leader	71	2.46	1.05
	20	Spatially Intelligent	71	2.42	1.19
	10	Introspective	71	2.32	0.97
	3	Cross-Culturally Fluent	71	2.13	1.25
	19	Prudent Risk-Taker	70	2.00	1.05
SLIGHTLY TO NOT AT ALL IMPORTANT	15	Physically Fit	71	1.25	1.05
	1	Bodily-Kinesthetic	71	1.25	1.26

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B20

Functional Area 29: Electronic Warfare (FA29) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	18	3.67	0.49
	13	Multi-Tasker	18	3.44	0.51
	11	Logical/Analytical	18	3.44	0.51
	9	Interpersonal	18	3.44	0.62
	21	Technologically Adept	18	3.44	1.10
	8	Interdisciplinary	18	3.39	0.78
	18	Project Manager	18	3.33	0.59
	20	Spatially Intelligent	18	3.28	0.89
	16	Problem Solver	18	3.22	0.81
	4	Detail-Focused	18	3.22	0.94
	12	Mentally Tough	18	3.22	0.88
	6	Innovative	18	3.11	0.76
MODERATELY IMPORTANT	14	Perceptive	18	2.89	0.96
	17	Process-Disciplined	18	2.89	0.76
	7	Inspirational Leader	18	2.67	1.03
	3	Cross-Culturally Fluent	18	2.67	1.24
	5	Domain-Specific Education	18	2.50	1.42
	10	Introspective	18	2.44	0.98
	19	Prudent Risk-Taker	18	2.22	0.94
SLIGHTLY TO NOT AT ALL IMPORTANT	15	Physically Fit	18	1.61	1.38
	1	Bodily-Kinesthetic	18	1.28	1.18

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B21

Functional Area 30: Information Operations (FA30) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	40	3.72	0.51
	9	Interpersonal	40	3.63	0.67
	6	Innovative	40	3.35	0.77
	8	Interdisciplinary	40	3.28	0.68
	11	Logical/Analytical	40	3.28	0.72
	4	Detail-Focused	40	3.25	0.74
	13	Multi-Tasker	40	3.23	0.80
	3	Cross-Culturally Fluent	40	3.22	0.86
	14	Perceptive	40	3.20	0.85
	16	Problem Solver	40	3.13	0.85
MODERATELY IMPORTANT	18	Project Manager	40	2.97	0.86
	12	Mentally Tough	40	2.95	0.90
	20	Spatially Intelligent	40	2.93	1.00
	10	Introspective	40	2.77	0.95
	17	Process-Disciplined	40	2.72	0.88
	21	Technologically Adept	40	2.55	0.85
	5	Domain-Specific Education	40	2.47	1.22
	7	Inspirational Leader	40	2.42	0.96
	19	Prudent Risk-Taker	39	2.13	1.10
SLIGHTLY TO NOT AT ALL IMPORTANT	15	Physically Fit	40	1.42	0.93
	1	Bodily-Kinesthetic	40	1.00	0.99

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B22

Functional Area 34: Strategic Intelligence (FA34) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	37	3.78	0.42
	11	Logical/Analytical	37	3.49	0.73
	9	Interpersonal	37	3.38	0.64
	8	Interdisciplinary	37	3.24	0.86
	13	Multi-Tasker	37	3.24	0.72
	4	Detail-Focused	37	3.22	0.79
	16	Problem Solver	37	3.19	0.70
	18	Project Manager	37	3.14	0.95
	14	Perceptive	36	3.08	0.87
	3	Cross-Culturally Fluent	37	3.00	0.82
MODERATELY IMPORTANT	17	Process-Disciplined	37	2.95	0.74
	6	Innovative	37	2.86	0.98
	5	Domain-Specific Education	37	2.68	1.11
	21	Technologically Adept	37	2.62	0.86
	12	Mentally Tough	37	2.62	1.06
	7	Inspirational Leader	37	2.62	0.92
	10	Introspective	36	2.47	0.91
	20	Spatially Intelligent	37	2.43	1.24
	19	Prudent Risk-Taker	37	2.00	1.20
SLIGHTLY TO NOT AT ALL IMPORTANT	15	Physically Fit	37	1.16	1.17
	1	Bodily-Kinesthetic	37	0.59	1.07

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B23

Functional Area 40: Space Operations (FA40) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	46	3.59	0.65
	21	Technologically Adept	46	3.54	0.66
	4	Detail-Focused	45	3.44	0.55
	11	Logical/Analytical	46	3.37	0.61
	9	Interpersonal	46	3.26	0.71
	8	Interdisciplinary	46	3.26	0.85
	16	Problem Solver	46	3.24	0.74
	20	Spatially Intelligent	46	3.24	0.87
	6	Innovative	46	3.13	0.86
	18	Project Manager	46	3.00	1.10
	13	Multi-Tasker	45	3.00	0.83
MODERATELY IMPORTANT	17	Process-Disciplined	46	2.93	0.88
	14	Perceptive	45	2.84	0.88
	3	Cross-Culturally Fluent	46	2.76	1.08
	12	Mentally Tough	46	2.72	0.91
	5	Domain-Specific Education	46	2.67	1.35
	7	Inspirational Leader	46	2.67	0.90
	10	Introspective	46	2.35	0.82
SLIGHTLY TO NOT AT ALL IMPORTANT	19	Prudent Risk-Taker	46	1.96	1.05
	15	Physically Fit	46	1.50	1.05
	1	Bodily-Kinesthetic	46	1.22	1.03

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B24

Functional Area 46: Public Affairs (FA46) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	39	3.85	0.43
	9	Interpersonal	39	3.72	0.46
	14	Perceptive	38	3.37	0.63
	3	Cross-Culturally Fluent	39	3.26	0.68
	16	Problem Solver	39	3.26	0.72
	13	Multi-Tasker	39	3.23	0.67
	18	Project Manager	39	3.21	0.80
	12	Mentally Tough	38	3.18	0.80
	4	Detail-Focused	39	3.15	0.67
	6	Innovative	39	3.13	0.61
	21	Technologically Adept	39	3.00	0.76
MODERATELY IMPORTANT	8	Interdisciplinary	39	2.97	0.74
	7	Inspirational Leader	38	2.89	0.73
	10	Introspective	39	2.87	0.95
	11	Logical/Analytical	38	2.82	0.77
	20	Spatially Intelligent	39	2.64	1.04
	19	Prudent Risk-Taker	39	2.59	0.91
	17	Process-Disciplined	39	2.59	0.91
	5	Domain-Specific Education	39	2.08	1.06
SLIGHTLY TO NOT AT ALL IMPORTANT	15	Physically Fit	39	1.85	0.84
	1	Bodily-Kinesthetic	39	1.33	0.98

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B25

Functional Area 48: Foreign Area Officer (FA48) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	82	3.91	0.28
	3	Cross-Culturally Fluent	81	3.80	0.53
	9	Interpersonal	82	3.56	0.65
	14	Perceptive	81	3.36	0.73
	13	Multi-Tasker	82	3.28	0.88
	4	Detail-Focused	82	3.21	0.68
	16	Problem Solver	82	3.13	0.80
	11	Logical/Analytical	82	3.11	0.79
	5	Domain-Specific Education	82	3.05	0.95
	8	Interdisciplinary	82	3.00	0.89
MODERATELY IMPORTANT	12	Mentally Tough	81	2.96	1.02
	18	Project Manager	82	2.94	0.89
	6	Innovative	82	2.91	0.88
	20	Spatially Intelligent	82	2.67	1.20
	10	Introspective	81	2.67	0.91
	17	Process-Disciplined	82	2.65	0.88
	7	Inspirational Leader	81	2.51	1.03
	19	Prudent Risk-Taker	82	2.27	1.16
	21	Technologically Adept	82	2.22	0.83
SLIGHTLY TO NOT AT ALL IMPORTANT	15	Physically Fit	82	1.49	1.06
	1	Bodily-Kinesthetic	82	0.96	0.82

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B26

Functional Area 49: Operations Research/Systems Analysis (FA49) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	11	Logical/Analytical	97	3.77	0.47
	2	Communicator	97	3.63	0.51
	16	Problem Solver	97	3.48	0.66
	4	Detail-Focused	95	3.46	0.68
	5	Domain-Specific Education	97	3.24	0.92
	21	Technologically Adept	97	3.21	0.87
	8	Interdisciplinary	97	3.09	0.75
	6	Innovative	97	3.05	0.82
	18	Project Manager	97	3.03	0.80
MODERATELY IMPORTANT	9	Interpersonal	97	2.97	0.77
	14	Perceptive	96	2.97	0.81
	17	Process-Disciplined	96	2.81	0.81
	13	Multi-Tasker	96	2.76	0.96
	12	Mentally Tough	96	2.48	1.04
	10	Introspective	96	2.48	0.88
	20	Spatially Intelligent	97	2.34	1.16
	3	Cross-Culturally Fluent	97	2.27	1.10
	7	Inspirational Leader	97	2.25	0.99
SLIGHTLY TO NOT AT ALL IMPORTANT	19	Prudent Risk-Taker	97	1.62	0.97
	15	Physically Fit	97	0.93	0.95
	1	Bodily-Kinesthetic	97	0.56	0.92

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B27

Functional Area 50: Force Management (FA50) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	34	3.79	0.48
	16	Problem Solver	34	3.74	0.45
	4	Detail-Focused	34	3.65	0.60
	11	Logical/Analytical	34	3.41	0.78
	13	Multi-Tasker	34	3.38	0.74
	18	Project Manager	34	3.32	0.81
	6	Innovative	34	3.29	0.80
	8	Interdisciplinary	34	3.26	0.86
	17	Process-Disciplined	34	3.21	0.77
MODERATELY IMPORTANT	9	Interpersonal	34	3.18	0.80
	14	Perceptive	34	2.91	1.14
	12	Mentally Tough	34	2.62	1.10
	21	Technologically Adept	34	2.56	1.08
	20	Spatially Intelligent	34	2.41	1.23
	3	Cross-Culturally Fluent	34	2.32	1.20
	7	Inspirational Leader	34	2.29	0.94
	5	Domain-Specific Education	34	2.18	1.29
SLIGHTLY TO NOT AT ALL IMPORTANT	10	Introspective	33	2.15	0.94
	19	Prudent Risk-Taker	34	1.85	1.08
	15	Physically Fit	34	1.15	1.18
	1	Bodily-Kinesthetic	34	0.65	0.98

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B28

Functional Area 51: Acquisition Corps (FA51) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	155	3.74	0.51
	18	Project Manager	155	3.59	0.82
	9	Interpersonal	154	3.46	0.71
	4	Detail-Focused	155	3.45	0.66
	16	Problem Solver	155	3.34	0.71
	13	Multi-Tasker	154	3.33	0.73
	11	Logical/Analytical	154	3.30	0.73
	17	Process-Disciplined	154	3.12	0.86
	8	Interdisciplinary	154	3.05	0.84
MODERATELY IMPORTANT	6	Innovative	155	2.96	0.93
	12	Mentally Tough	154	2.88	0.94
	14	Perceptive	153	2.88	0.89
	7	Inspirational Leader	154	2.86	0.96
	21	Technologically Adept	155	2.85	0.96
	3	Cross-Culturally Fluent	155	2.83	1.06
	5	Domain-Specific Education	154	2.81	1.03
	10	Introspective	153	2.59	0.93
	20	Spatially Intelligent	154	2.55	1.13
SLIGHTLY TO NOT AT ALL IMPORTANT	19	Prudent Risk-Taker	155	2.54	1.11
	15	Physically Fit	155	1.24	1.09
	1	Bodily-Kinesthetic	155	0.94	1.10

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B29

Functional Area 52: Nuclear and Counter-Proliferation (FA52) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	11	Logical/Analytical	44	3.50	0.73
	2	Communicator	45	3.38	0.75
	4	Detail-Focused	45	3.29	0.76
	16	Problem Solver	45	3.20	0.87
	18	Project Manager	45	3.07	1.03
MODERATELY IMPORTANT	9	Interpersonal	45	2.96	0.88
	5	Domain-Specific Education	44	2.95	1.38
	21	Technologically Adept	45	2.91	1.06
	13	Multi-Tasker	45	2.91	0.97
	8	Interdisciplinary	45	2.87	1.04
	6	Innovative	45	2.76	0.93
	14	Perceptive	45	2.71	0.97
	17	Process-Disciplined	45	2.64	1.07
	12	Mentally Tough	45	2.49	1.06
	3	Cross-Culturally Fluent	45	2.40	1.36
	20	Spatially Intelligent	45	2.38	1.25
	10	Introspective	45	2.36	0.93
	7	Inspirational Leader	45	2.24	1.05
	19	Prudent Risk-Taker	45	2.07	0.99
SLIGHTLY TO NOT AT ALL IMPORTANT	15	Physically Fit	45	1.31	1.18
	1	Bodily-Kinesthetic	45	1.09	1.22

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B30

Functional Area 57: Simulation Operations (FA57) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	49	3.69	0.51
	18	Project Manager	49	3.51	0.74
	16	Problem Solver	49	3.49	0.68
	9	Interpersonal	49	3.37	0.64
	13	Multi-Tasker	49	3.33	0.77
	11	Logical/Analytical	49	3.29	0.76
	4	Detail-Focused	48	3.23	0.83
	21	Technologically Adept	49	3.18	0.93
	8	Interdisciplinary	49	3.16	0.83
	6	Innovative	49	3.10	0.94
MODERATELY IMPORTANT	17	Process-Disciplined	49	2.98	1.01
	14	Perceptive	49	2.94	0.88
	12	Mentally Tough	49	2.86	0.94
	7	Inspirational Leader	49	2.67	1.03
	20	Spatially Intelligent	49	2.67	1.07
	10	Introspective	49	2.55	0.87
	5	Domain-Specific Education	49	2.29	1.26
	3	Cross-Culturally Fluent	49	2.29	1.26
19	Prudent Risk-Taker	49	2.24	1.03	
SLIGHTLY TO NOT AT ALL IMPORTANT	15	Physically Fit	49	1.39	1.04
	1	Bodily-Kinesthetic	49	0.84	1.07

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Table B31

Functional Area 59: Strategist (FA59) – Talent Arranged in Descending Order by Mean Importance Rating

Importance Rating	Item #	Talent	<i>n</i>	<i>M</i>	<i>SD</i>
EXTREMELY TO VERY IMPORTANT	2	Communicator	68	3.85	0.50
	8	Interdisciplinary	68	3.43	0.78
	11	Logical/Analytical	68	3.41	0.80
	16	Problem Solver	68	3.40	0.74
	9	Interpersonal	67	3.36	0.77
	14	Perceptive	68	3.31	0.83
	4	Detail-Focused	68	3.21	0.68
	6	Innovative	68	3.09	0.79
	18	Project Manager	68	3.06	0.88
	3	Cross-Culturally Fluent	68	3.04	0.94
	12	Mentally Tough	68	3.01	0.87
	10	Introspective	68	3.00	0.88
	MODERATELY IMPORTANT	13	Multi-Tasker	68	2.87
5		Domain-Specific Education	68	2.65	0.96
7		Inspirational Leader	67	2.61	0.83
17		Process-Disciplined	68	2.53	1.03
20		Spatially Intelligent	67	2.49	1.27
19		Prudent Risk-Taker	68	2.15	1.08
21		Technologically Adept	68	2.03	0.99
SLIGHTLY TO NOT AT ALL IMPORTANT	15	Physically Fit	68	1.21	0.96
	1	Bodily-Kinesthetic	68	0.62	0.81

Note. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of talent importance ratings at the thresholds of Extremely to Very Important, Moderately Important, and Slightly to Not at all Important.

Appendix C

Branch and Functional Area Officers' Skills and Abilities: Frequency and Importance Ratings

Appendix C

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Table C1*All Branches and Functional Areas Officers' Skills and Abilities: Frequency Ratings by Rank*

Skill and Ability	<u>2LT-1LT^a</u>			<u>CPT</u>			<u>MAJ</u>			<u>LTC</u>			<u>Total</u>		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Physical Skills and Abilities															
Physical Endurance	820	2.62	1.47	1,397	2.15	1.54	1,066	1.48	1.46	747	1.63	1.52	4,030	1.97	1.56
Physical Strength	825	2.60	1.46	1,401	2.12	1.50	1,063	1.40	1.43	749	1.49	1.44	4,038	1.91	1.53
Psychomotor Ability	824	2.35	1.40	1,400	2.02	1.53	1,063	1.59	1.60	748	1.51	1.54	4,035	1.88	1.56
Reaction Time	821	1.91	1.49	1,401	1.46	1.48	1,062	1.02	1.40	749	0.94	1.28	4,033	1.34	1.47
Control Precision	826	1.71	1.46	1,402	1.27	1.40	1,063	0.90	1.33	752	0.81	1.22	4,043	1.18	1.40
Cognitive Skills and Abilities															
Verbal Reasoning	828	4.09	0.97	1,399	4.23	0.88	1,067	4.34	0.8	749	4.36	0.74	4,043	4.26	0.86
Analytical Thinking	826	4.09	0.95	1,400	4.21	0.90	1,065	4.26	0.82	750	4.23	0.84	4,041	4.20	0.88
Attentiveness	823	4.26	0.98	1,398	4.14	1.11	1,066	4.02	1.20	750	3.98	1.17	4,037	4.10	1.13
Precision	825	4.18	0.91	1,395	4.08	1.00	1,065	4.02	1.05	747	3.92	0.99	4,032	4.05	1.00
Analyze Data or Information	824	3.78	1.19	1,401	3.93	1.10	1,064	4.00	1.10	750	3.94	1.08	4,039	3.92	1.12
Systems Thinking	827	3.70	1.17	1,402	3.85	1.10	1,065	3.91	1.05	749	3.88	1.04	4,043	3.84	1.09
Situational Awareness	824	3.90	1.15	1,397	3.87	1.16	1,065	3.76	1.24	750	3.79	1.23	4,036	3.83	1.19
Structured Problem Solving	826	3.77	1.10	1,403	3.81	1.09	1,068	3.87	1.03	750	3.85	0.97	4,047	3.82	1.06
Processes Information and Data	825	3.80	1.19	1,404	3.84	1.19	1,063	3.81	1.22	749	3.66	1.25	4,041	3.79	1.21
Interdisciplinary Reasoning	824	3.53	1.20	1,395	3.74	1.08	1,064	3.90	1.02	748	3.83	1.01	4,031	3.76	1.09
Judgement and Decision Making	825	3.82	1.06	1,397	3.73	1.11	1,065	3.62	1.10	748	3.68	1.09	4,035	3.71	1.10
Strategic Thinking	826	3.45	1.27	1,403	3.54	1.23	1,068	3.78	1.16	752	3.86	1.05	4,049	3.64	1.20
Unstructured Problem Solving	828	3.60	1.05	1,401	3.57	1.08	1,065	3.61	1.01	750	3.58	0.96	4,044	3.59	1.04

(continued)

Skill and Ability	<u>2LT-1LT^a</u>			<u>CPT</u>			<u>MAJ</u>			<u>LTC</u>			<u>Total</u>		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Reflective Thinking	823	3.39	1.23	1,399	3.49	1.15	1,064	3.56	1.12	748	3.55	0.99	4,034	3.50	1.13
Creative Problem Solving	826	3.48	1.07	1,402	3.48	1.08	1,063	3.51	1.05	751	3.49	0.99	4,042	3.49	1.05
Awareness of Cognitive Biases	828	3.27	1.30	1,393	3.30	1.26	1,062	3.45	1.17	749	3.48	1.09	4,032	3.37	1.22
Pattern Recognition	826	3.38	1.23	1,402	3.36	1.29	1,066	3.20	1.36	748	3.09	1.35	4,042	3.27	1.31
Quantitative Reasoning	826	3.14	1.33	1,402	3.22	1.36	1,064	3.19	1.40	751	3.11	1.38	4,043	3.17	1.37
Focus	825	3.55	1.55	1,398	3.18	1.80	1,063	2.75	1.96	750	2.71	1.91	4,036	3.05	1.84
Assessing and Mitigating Harm	825	3.15	1.21	1,401	3.04	1.30	1,065	2.74	1.33	750	2.67	1.37	4,041	2.91	1.32
Spatial Orientation	824	2.92	1.49	1,399	2.57	1.58	1,065	2.18	1.62	748	1.95	1.60	4,036	2.42	1.61
Spatial Visualization	826	2.73	1.46	1,397	2.53	1.55	1,064	2.28	1.60	746	2.02	1.56	4,033	2.41	1.56
Social and Communication Skills and Abilities															
Oral Communication	825	4.41	0.80	1,398	4.45	0.75	1,064	4.43	0.76	752	4.46	0.69	4,039	4.44	0.75
Active Listening	827	4.13	0.92	1,394	4.24	0.81	1,062	4.30	0.78	750	4.30	0.75	4,033	4.24	0.82
Cooperation/Teamwork	829	4.21	0.94	1,395	4.24	0.84	1,063	4.29	0.81	749	4.19	0.80	4,036	4.23	0.85
Written Communication	824	4.01	1.00	1,399	4.21	0.89	1,064	4.34	0.83	749	4.32	0.79	4,036	4.22	0.89
Relationship Building	829	4.05	0.99	1,399	4.13	0.88	1,063	4.15	0.90	752	4.10	0.83	4,043	4.11	0.90
Social Sensitivity	826	3.61	1.24	1,393	3.74	1.15	1,063	3.88	1.09	751	3.86	1.02	4,033	3.77	1.13
Encourages Discourse	825	3.57	1.13	1,398	3.73	1.01	1,061	3.83	0.98	752	3.89	0.87	4,036	3.75	1.01
Social Perceptiveness	826	3.58	1.08	1,404	3.55	1.07	1,065	3.56	1.05	749	3.56	0.99	4,044	3.56	1.05
Conflict Management	827	3.48	1.08	1,400	3.39	1.08	1,063	3.16	1.14	749	3.24	1.05	4,039	3.32	1.10
Cultural Awareness	825	2.98	1.39	1,402	3.07	1.36	1,063	3.15	1.38	750	3.19	1.29	4,040	3.09	1.36
Working in Multidisciplinary Contexts	827	2.62	1.50	1,392	2.88	1.55	1,059	3.48	1.39	749	3.43	1.35	4,027	3.09	1.50
Intercultural Communication	827	2.89	1.51	1,400	3.05	1.45	1,065	3.07	1.52	752	3.06	1.42	4,044	3.02	1.48

(continued)

Skill and Ability	<u>2LT-1LT^a</u>			<u>CPT</u>			<u>MAJ</u>			<u>LTC</u>			<u>Total</u>		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	827	2.48	1.52	1,402	2.58	1.54	1,064	3.12	1.46	750	3.14	1.41	4,043	2.80	1.52
Working with the Public	827	2.04	1.57	1,401	2.04	1.57	1,064	2.30	1.67	751	2.23	1.54	4,043	2.14	1.59
Leadership and Management Skills and Abilities															
Planning and Organizing	797	4.07	0.93	1,370	3.96	0.96	1,050	3.81	0.99	739	3.76	0.97	3,956	3.91	0.97
Directing and Supervising Others	795	4.05	1.02	1,370	3.91	1.19	1,050	3.58	1.38	738	3.87	1.22	3,953	3.84	1.23
Delegating	795	4.05	1.03	1,368	3.80	1.19	1,049	3.48	1.34	741	3.72	1.17	3,953	3.75	1.21
Motivating Others	828	3.80	1.11	1,400	3.78	1.14	1,065	3.59	1.17	752	3.79	1.04	4,045	3.73	1.13
Team Building	797	3.54	1.14	1,371	3.55	1.13	1,051	3.41	1.07	741	3.48	1.00	3,960	3.50	1.09
Training and Developing Others	798	3.55	1.13	1,369	3.50	1.22	1,047	3.10	1.29	739	3.35	1.19	3,953	3.38	1.23
Coordinating Multiple Groups	798	3.50	1.23	1,369	3.38	1.24	1,051	3.25	1.23	740	3.25	1.16	3,958	3.35	1.22
Personal Competence and Expertise Skills and Abilities															
Juggling Competing Demands	793	4.16	0.97	1,357	4.07	0.98	1,048	3.99	0.99	740	3.88	0.99	3,938	4.03	0.98
Adaptability	795	4.09	0.95	1,364	3.97	1.01	1,046	3.89	1.01	736	3.74	0.98	3,941	3.93	1.00
Knowledge of Procedures	792	3.91	0.98	1,360	3.91	0.94	1,050	3.88	0.94	737	3.74	0.91	3,939	3.87	0.95
Tolerating Pressure	793	4.02	1.02	1,365	3.82	1.05	1,047	3.71	1.13	739	3.54	1.12	3,944	3.78	1.09
Tolerating Uncertainty	792	3.97	1.07	1,359	3.82	1.08	1,041	3.73	1.12	739	3.56	1.08	3,931	3.78	1.10
Cognitive Flexibility	794	3.86	1.00	1,362	3.77	0.99	1,049	3.75	1.01	739	3.64	0.96	3,944	3.76	0.99
Evaluating Compliance	791	3.54	1.13	1,366	3.50	1.12	1,049	3.39	1.13	739	3.21	1.14	3,945	3.42	1.13
Specialized Expertise	792	2.81	1.62	1,364	2.78	1.64	1,050	2.84	1.70	737	2.62	1.67	3,943	2.77	1.66
Expertise with Information Technology	797	2.68	1.63	1,366	2.82	1.69	1,050	2.69	1.72	738	2.51	1.70	3,951	2.70	1.69

(continued)

Skill and Ability	<u>2LT-1LT^a</u>			<u>CPT</u>			<u>MAJ</u>			<u>LTC</u>			<u>Total</u>		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Learning New Technology	795	2.52	1.43	1,368	2.45	1.46	1,050	2.42	1.47	740	2.16	1.39	3,953	2.40	1.45
Financial Management	790	2.10	1.48	1,357	1.95	1.42	1,049	2.12	1.45	733	2.13	1.37	3,929	2.06	1.43
Mechanically and Technologically Savvy	797	2.47	1.45	1,370	2.11	1.58	1,050	1.76	1.63	738	1.37	1.45	3,955	1.95	1.59
Inspecting Equipment, Objects, Structures, or Materials	790	2.61	1.34	1,357	1.95	1.43	1,048	1.37	1.39	736	1.11	1.26	3,931	1.77	1.47
Innovating Technology	795	1.80	1.58	1,367	1.70	1.63	1,048	1.73	1.67	738	1.51	1.50	3,948	1.69	1.61
Proficiency with Weapons Systems	795	2.19	1.41	1,366	1.65	1.35	1,047	1.20	1.31	736	1.08	1.25	3,944	1.53	1.39

Note. Skills and abilities within each domain are arranged in descending order according to mean of the Total (across ranks). 5 = “Many times each hour to hourly,” 4 = “Every few hours to daily,” 3 = “Every few days to weekly,” 2 = “Every few weeks to monthly,” 1 = “Every few months to yearly,” 0 = “Never.”

^a2LT-1LT includes 57-61 2LTs and 678-713 1LTs.

Table C2*All Branches and Functional Areas Officers' Skills and Abilities: Importance Ratings by Rank*

Skill and Ability	<u>2LT-1LT^a</u>			<u>CPT</u>			<u>MAJ</u>			<u>LTC</u>			<u>Total</u>		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Physical Skills and Abilities															
Physical Endurance	662	2.38	1.18	1,050	2.14	1.20	665	1.76	1.12	495	1.95	1.14	2,872	2.07	1.19
Physical Strength	672	2.24	1.20	1,071	1.95	1.17	658	1.57	1.08	483	1.65	1.12	2,884	1.88	1.17
Reaction Time	590	2.17	1.22	849	1.91	1.23	491	1.64	1.20	337	1.58	1.19	2,267	1.87	1.23
Control Precision	560	1.96	1.22	792	1.78	1.19	440	1.54	1.23	306	1.44	1.15	2,098	1.73	1.21
Psychomotor Ability	660	1.92	1.17	1,057	1.68	1.17	689	1.49	1.14	478	1.44	1.10	2,884	1.65	1.16
Cognitive Skills and Abilities															
Verbal Reasoning	752	3.17	0.82	1,306	3.34	0.76	1,019	3.44	0.73	722	3.45	0.64	3,799	3.35	0.75
Analytical Thinking	749	3.20	0.84	1,309	3.33	0.78	1,016	3.45	0.70	722	3.42	0.68	3,796	3.35	0.76
Attentiveness	741	3.39	0.72	1,288	3.32	0.75	990	3.26	0.75	707	3.23	0.74	3,726	3.30	0.74
Judgement and Decision Making	735	3.26	0.78	1,273	3.21	0.88	1,002	3.16	0.82	704	3.25	0.77	3,714	3.22	0.83
Precision	750	3.26	0.80	1,287	3.20	0.81	998	3.19	0.84	710	3.06	0.84	3,745	3.18	0.82
Focus	695	3.25	0.87	1,124	3.16	0.92	783	3.09	0.95	554	3.02	0.99	3,156	3.14	0.93
Situational Awareness	742	3.20	0.87	1,288	3.12	0.93	989	3.13	0.90	699	3.15	0.86	3,718	3.14	0.90
Structured Problem Solving	738	3.07	0.86	1,303	3.09	0.88	1,016	3.22	0.83	721	3.22	0.79	3,778	3.14	0.85
Analyze Data or Information	744	3.03	0.91	1,299	3.13	0.87	1,010	3.16	0.91	713	3.13	0.83	3,766	3.12	0.88
Unstructured Problem Solving	736	3.04	0.85	1,282	3.07	0.88	1,004	3.19	0.84	717	3.18	0.79	3,739	3.12	0.85
Creative Problem Solving	739	3.03	0.85	1,286	3.05	0.90	1,007	3.15	0.85	714	3.17	0.77	3,746	3.10	0.85
Systems Thinking	741	2.95	0.92	1,294	3.02	0.92	1,008	3.18	0.84	711	3.06	0.88	3,754	3.06	0.90
Strategic Thinking	737	2.82	1.00	1,297	2.93	1.01	1,007	3.24	0.86	723	3.30	0.80	3,764	3.06	0.95
Interdisciplinary Reasoning	735	2.78	0.97	1,296	2.88	0.97	1,009	3.11	0.83	711	3.03	0.86	3,751	2.95	0.92

(continued)

Skill and Ability	<u>2LT-1LT^a</u>			<u>CPT</u>			<u>MAJ</u>			<u>LTC</u>			<u>Total</u>		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Processes Information and Data	739	2.97	0.97	1,295	2.92	1.00	999	2.89	1.06	700	2.69	1.06	3,733	2.88	1.02
Reflective Thinking	717	2.70	0.98	1,270	2.78	0.96	996	2.87	0.92	708	2.90	0.88	3,691	2.81	0.94
Awareness of Cognitive Biases	722	2.57	1.05	1,247	2.69	1.00	994	2.79	0.97	705	2.86	0.88	3,668	2.73	0.98
Assessing and Mitigating Harm	724	2.80	1.04	1,239	2.77	1.06	967	2.54	1.07	666	2.61	1.10	3,596	2.68	1.07
Quantitative Reasoning	725	2.61	1.10	1,264	2.63	1.11	963	2.66	1.14	691	2.55	1.15	3,643	2.62	1.12
Pattern Recognition	730	2.67	1.00	1,252	2.64	1.00	957	2.58	1.01	670	2.46	1.03	3,609	2.60	1.01
Spatial Orientation	697	2.55	1.11	1,133	2.32	1.19	806	2.09	1.15	528	2.03	1.13	3,164	2.26	1.17
Spatial Visualization	685	2.45	1.12	1,139	2.25	1.17	818	2.15	1.16	552	2.02	1.20	3,194	2.23	1.17
Social and Communication Skills and Abilities															
Oral Communication	742	3.50	0.70	1,289	3.55	0.68	1,010	3.63	0.60	720	3.67	0.54	3,761	3.58	0.64
Written Communication	737	3.21	0.84	1,289	3.4	0.76	1,008	3.58	0.66	711	3.59	0.59	3,745	3.45	0.73
Cooperation/Teamwork	742	3.30	0.79	1,280	3.40	0.77	1,006	3.40	0.73	711	3.43	0.65	3,739	3.38	0.74
Relationship Building	738	3.20	0.81	1,286	3.30	0.79	1,005	3.36	0.74	721	3.37	0.69	3,750	3.31	0.77
Active Listening	743	3.19	0.80	1,284	3.25	0.80	1,005	3.33	0.73	719	3.37	0.67	3,751	3.28	0.76
Encourages Discourse	729	2.77	0.92	1,281	2.89	0.93	1,004	2.97	0.87	719	3.02	0.82	3,733	2.92	0.90
Conflict Management	738	2.93	0.93	1,281	2.90	0.91	996	2.81	0.91	711	2.88	0.86	3,726	2.88	0.91
Social Sensitivity	724	2.64	0.99	1,266	2.75	1.01	998	2.87	0.97	716	2.90	0.92	3,704	2.79	0.98
Social Perceptiveness	737	2.70	0.94	1,282	2.76	0.97	1,008	2.80	0.92	715	2.87	0.88	3,742	2.78	0.93
Working in Multidisciplinary Contexts	685	2.48	1.11	1,196	2.60	1.11	973	2.92	0.97	699	2.83	1.02	3,553	2.71	1.07
Intercultural Communication	706	2.48	1.09	1,243	2.59	1.11	962	2.73	1.10	688	2.77	1.05	3,599	2.64	1.10
Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	683	2.33	1.16	1,179	2.46	1.15	961	2.88	1.04	699	2.80	1.07	3,522	2.62	1.13

(continued)

Skill and Ability	<u>2LT-1LT^a</u>			<u>CPT</u>			<u>MAJ</u>			<u>LTC</u>			<u>Total</u>		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Cultural Awareness	710	2.38	1.09	1,252	2.54	1.09	971	2.65	1.04	704	2.69	1.05	3,637	2.56	1.07
Working with the Public	612	2.21	1.20	1,081	2.2	1.18	871	2.42	1.16	630	2.31	1.20	3,194	2.29	1.18
Leadership and Management Skills and Abilities															
Planning and Organizing	736	3.44	0.74	1,278	3.39	0.74	999	3.37	0.74	715	3.37	0.69	3,728	3.39	0.73
Team Building	730	3.13	0.92	1,267	3.20	0.86	997	3.08	0.88	719	3.20	0.80	3,713	3.15	0.87
Directing and Supervising Others	734	3.26	0.83	1,254	3.19	0.89	961	3.03	0.93	706	3.13	0.90	3,655	3.15	0.90
Delegating	730	3.27	0.83	1,252	3.15	0.89	958	2.96	0.93	707	3.02	0.92	3,647	3.10	0.90
Motivating Others	737	3.08	0.94	1,277	3.11	0.94	998	2.93	0.92	715	3.12	0.85	3,727	3.06	0.92
Training and Developing Others	733	3.07	0.92	1,250	3.14	0.93	956	2.87	0.94	702	3.02	0.94	3,641	3.03	0.94
Coordinating Multiple Groups	724	3.06	0.89	1,255	2.99	0.93	977	3.05	0.86	705	2.97	0.86	3,661	3.02	0.89
Personal Competence and Expertise Skills and Abilities															
Adaptability	732	3.4	0.72	1,268	3.36	0.76	996	3.33	0.75	711	3.26	0.76	3,707	3.34	0.75
Juggling Competing Demands	735	3.37	0.75	1,266	3.34	0.76	998	3.29	0.76	714	3.24	0.76	3,713	3.31	0.76
Tolerating Pressure	733	3.38	0.74	1,269	3.28	0.82	999	3.20	0.82	709	3.09	0.88	3,710	3.24	0.82
Tolerating Uncertainty	726	3.31	0.77	1,259	3.25	0.83	988	3.22	0.80	710	3.15	0.83	3,683	3.24	0.81
Cognitive Flexibility	730	3.17	0.78	1,271	3.20	0.79	998	3.25	0.75	716	3.20	0.75	3,715	3.21	0.77
Knowledge of Procedures	734	3.11	0.84	1,271	3.10	0.83	998	3.09	0.84	714	2.98	0.82	3,717	3.08	0.83
Evaluating Compliance	727	2.84	0.94	1,262	2.86	0.97	991	2.72	0.99	702	2.64	1.00	3,682	2.78	0.98
Specialized Expertise	641	2.51	1.17	1,105	2.58	1.19	851	2.64	1.16	597	2.55	1.12	3,194	2.58	1.16
Expertise with Information Technology	631	2.43	1.07	1,119	2.52	1.10	853	2.51	1.11	588	2.32	1.10	3,191	2.46	1.10
Learning New Technology	685	2.38	1.09	1,191	2.39	1.12	912	2.46	1.12	648	2.27	1.06	3,436	2.38	1.10
Innovating Technology	533	2.22	1.14	878	2.32	1.16	665	2.42	1.16	462	2.23	1.12	2,538	2.31	1.15

(continued)

Skill and Ability	<u>2LT-1LT^a</u>			<u>CPT</u>			<u>MAJ</u>			<u>LTC</u>			<u>Total</u>		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Mechanically and Technologically Savvy	658	2.29	1.09	1,028	2.20	1.17	679	2.17	1.15	439	1.95	1.12	2,804	2.17	1.14
Inspecting Equipment, Objects, Structures, or Materials	679	2.46	1.14	1,034	2.13	1.17	647	1.85	1.14	410	1.78	1.10	2,770	2.09	1.17
Financial Management	599	2.06	1.14	1,040	1.97	1.16	827	2.18	1.10	612	2.13	1.05	3,078	2.08	1.12
Proficiency with Weapons Systems	684	2.28	1.25	1,042	2.05	1.23	649	1.68	1.21	426	1.78	1.19	2,801	1.98	1.24

Note Skills and abilities within each domain are arranged in descending order according to mean of the Total (across ranks). 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.”

^a2LT-1LT includes 46-60 2LTs and 486-692 1LTs.

Table C3*Branch Officers' Skills and Abilities: Frequency Ratings*

Skill or Ability	<i>n</i>	<i>M</i>	<i>SD</i>
Many Times Each Hour to Daily			
Oral Communication	3,260	4.45	0.74
Active Listening	3,256	4.25	0.82
Cooperation/Teamwork	3,258	4.24	0.84
Verbal Reasoning	3,263	4.23	0.87
Written Communication	3,257	4.20	0.90
Analytical Thinking	3,264	4.17	0.90
Attentiveness	3,258	4.15	1.09
Relationship Building	3,265	4.13	0.89
Precision	3,253	4.07	0.97
Juggling Competing Demands	3,174	4.05	0.97
Every Few Days to Weekly			
Adaptability	3,175	3.97	0.98
Directing and Supervising Others	3,186	3.95	1.15
Planning and Organizing	3,187	3.95	0.94
Situational Awareness	3,257	3.89	1.15
Analyze Data or Information	3,259	3.89	1.12
Knowledge of Procedures	3,178	3.89	0.93
Delegating	3,186	3.87	1.14
Tolerating Pressure	3,181	3.84	1.07
Tolerating Uncertainty	3,168	3.82	1.08
Motivating Others	3,265	3.80	1.10
Systems Thinking	3,267	3.80	1.10
Process Information and Data	3,264	3.80	1.20
Structured Problem Solving	3,267	3.79	1.07
Social Sensitivity	3,256	3.78	1.12
Cognitive Flexibility	3,178	3.76	0.98
Judgement and Decision Making	3,256	3.75	1.08
Encourages Discourse	3,259	3.75	1.01
Interdisciplinary Reasoning	3,254	3.71	1.10
Social Perceptiveness	3,266	3.60	1.03
Strategic Thinking	3,268	3.57	1.20
Unstructured Problem Solving	3,263	3.57	1.04
Team Building	3,191	3.55	1.08
Training and Developing Others	3,187	3.49	1.18
Reflective Thinking	3,257	3.48	1.13
Evaluating Compliance	3,179	3.48	1.10
Creative Problem Solving	3,263	3.47	1.05
Coordinating Multiple Groups	3,191	3.40	1.20
Conflict Management	3,262	3.38	1.08
Awareness of Cognitive Biases	3,253	3.36	1.22
Pattern Recognition	3,263	3.30	1.30
Focus	3,261	3.18	1.79
Quantitative Reasoning	3,263	3.16	1.35
Cultural Awareness	3,263	3.10	1.34
Intercultural Communication	3,265	3.04	1.46
Every Few Weeks to Monthly			
Assessing and Mitigating Harm	3,260	2.99	1.29
Working in Multidisciplinary Contexts	3,252	2.94	1.51

(continued)

Skill or Ability	<i>n</i>	<i>M</i>	<i>SD</i>
Specialized Expertise	3,178	2.71	1.65
Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	3,263	2.68	1.52
Expertise with IT	3,184	2.66	1.68
Spatial Orientation	3,257	2.56	1.57
Spatial Visualization	3,256	2.47	1.55
Learning New Technology	3,185	2.37	1.43
Physical Endurance	3,253	2.19	1.54
Physical Strength	3,260	2.14	1.52
Working with the Public	3,263	2.08	1.56
Financial Management	3,166	2.06	1.43
Psychomotor Ability	3,257	2.03	1.53
Mechanically and Technologically Savvy	3,186	2.00	1.56
Every Few Months to Never			
Inspecting Equipment, Objects, Structures, or Materials	3,163	1.93	1.45
Proficiency with Weapons Systems	3,178	1.67	1.39
Innovating Technology	3,181	1.64	1.58
Reaction Time	3,255	1.47	1.49
Control Precision	3,265	1.29	1.41

Note. Rank ordered by mean. 5 = “Many times each hour to hourly,” 4 = “Every few hours to daily,” 3 = “Every few days to weekly,” 2 = “Every few weeks to monthly,” 1 = “Every few months to yearly,” 0 = “Never.”

Table C4*Branch Officers' Skills and Abilities: Importance Ratings*

Skill or Ability	<i>n</i>	<i>M</i>	<i>SD</i>
Extremely to Very Important			
Oral Communication	3,020	3.57	0.65
Planning and Organizing	2,998	3.41	0.72
Written Communication	3,008	3.41	0.75
Cooperation/Teamwork	3,001	3.40	0.73
Adaptability	2,977	3.36	0.74
Verbal Reasoning	3,053	3.34	0.75
Juggling Competing Demands	2,985	3.34	0.75
Attentiveness	3,001	3.33	0.74
Relationship Building	3,010	3.32	0.76
Analytical Thinking	3,055	3.32	0.77
Tolerating Pressure	2,981	3.29	0.80
Active Listening	3,013	3.29	0.76
Tolerating Uncertainty	2,956	3.26	0.80
Judgement and Decision Making	2,981	3.24	0.82
Directing and Supervising Others	2,955	3.22	0.87
Team Building	2,985	3.20	0.85
Cognitive Flexibility	2,984	3.20	0.77
Precision	3,016	3.19	0.82
Situational Awareness	3,002	3.19	0.87
Delegating	2,949	3.18	0.87
Focus	2,622	3.17	0.92
Motivating Others	2,994	3.12	0.90
Structured Problem Solving	3,035	3.11	0.85
Training and Developing Others	2,948	3.11	0.91
Analyze Data or Information	3,025	3.10	0.88
Unstructured Problem Solving	3,000	3.09	0.85
Knowledge of Procedures	2,991	3.09	0.82
Creative Problem Solving	3,005	3.08	0.85
Coordinating Multiple Groups	2,951	3.03	0.89
Systems Thinking	3,021	3.02	0.90
Moderately Important			
Strategic Thinking	3,026	2.99	0.96
Conflict Management	2,997	2.92	0.89
Encourages Discourse	2,997	2.90	0.89
Interdisciplinary Reasoning	3,015	2.90	0.93
Process Information and Data	3,006	2.87	1.02
Evaluating Compliance	2,966	2.83	0.95
Social Sensitivity	2,975	2.79	0.97
Social Perceptiveness	3,006	2.79	0.92
Reflective Thinking	2,965	2.79	0.95
Assessing and Mitigating Harm	2,900	2.75	1.05
Awareness of Cognitive Biases	2,947	2.71	0.99
Intercultural Communication	2,901	2.63	1.08
Working in Multidisciplinary Contexts	2,830	2.62	1.08
Pattern Recognition	2,911	2.60	1.01
Quantitative Reasoning	2,936	2.60	1.11
Cultural Awareness	2,925	2.56	1.06
Specialized Expertise	2,549	2.53	1.16
Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	2,808	2.52	1.14

(continued)

Skill or Ability	<i>n</i>	<i>M</i>	<i>SD</i>
Expertise with IT	2,571	2.42	1.09
Spatial Orientation	2,630	2.34	1.15
Learning New Technology	2,770	2.33	1.10
Spatial Visualization	2,615	2.27	1.16
Working with the Public	2,552	2.25	1.17
Innovating Technology	2,033	2.22	1.14
Physical Endurance	2,464	2.16	1.18
Mechanically and Technologically Savvy	2,325	2.15	1.13
Inspecting Equipment, Objects, Structures, or Materials	2,370	2.15	1.17
Financial Management	2,476	2.05	1.12
Proficiency with Weapons Systems	2,415	2.04	1.24
Slightly to Not at All Important			
Physical Strength	2,490	1.96	1.17
Reaction Time	1,985	1.91	1.23
Control Precision	1,842	1.77	1.21
Psychomotor Ability	2,458	1.70	1.17

Note. Rank ordered by mean. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Note that, if an officer rated the frequency of a skill and ability at 0 (“Never”), they automatically skipped the importance rating question for that skill and ability; hence, the overall sample for importance ratings is smaller.

Table C5*Functional Area Officers' Skills and Abilities: Frequency Ratings*

Skill or Ability	<i>n</i>	<i>M</i>	<i>SD</i>
Many Times Each Hour to Daily			
Oral Communication	779	4.37	0.78
Verbal Reasoning	780	4.34	0.82
Analytical Thinking	777	4.33	0.81
Written Communication	779	4.32	0.84
Cooperation/Teamwork	778	4.22	0.86
Active Listening	777	4.21	0.83
Relationship Building	778	4.04	0.95
Analyze Data or Information	780	4.04	1.08
Systems Thinking	776	4.01	1.04
Every Few Days to Weekly			
Precision	779	3.97	1.08
Structured Problem Solving	780	3.97	0.98
Interdisciplinary Reasoning	777	3.95	1.01
Strategic Thinking	781	3.94	1.12
Attentiveness	779	3.92	1.24
Knowledge of Procedures	761	3.81	1.00
Encourages Discourse	777	3.78	1.00
Adaptability	766	3.76	1.05
Process Information and Data	777	3.76	1.23
Cognitive Flexibility	766	3.73	1.03
Social Sensitivity	777	3.73	1.19
Planning and Organizing	769	3.72	1.06
Working in Multidisciplinary Contexts	775	3.70	1.29
Unstructured Problem Solving	781	3.69	1.00
Tolerating Uncertainty	763	3.62	1.16
Juggling Competing Demands	763	3.62	1.16
Situational Awareness	779	3.60	1.34
Creative Problem Solving	779	3.58	1.06
Reflective Thinking	777	3.56	1.15
Tolerating Pressure	763	3.54	1.15
Judgement and Decision Making	779	3.53	1.15
Motivating Others	780	3.44	1.20
Social Perceptiveness	778	3.42	1.11
Awareness of Cognitive Biases	779	3.38	1.22
Directing and Supervising Others	767	3.38	1.44
Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	780	3.31	1.43
Team Building	769	3.28	1.14
Delegating	767	3.25	1.39
Quantitative Reasoning	780	3.22	1.44
Evaluating Compliance	766	3.21	1.25
Pattern Recognition	779	3.17	1.35
Coordinating Multiple Groups	767	3.12	1.28
Cultural Awareness	777	3.06	1.43
Conflict Management	777	3.06	1.15
Specialized Expertise	765	3.06	1.69
Every Few Weeks to Monthly			
Intercultural Communication	779	2.94	1.54
Training and Developing Others	766	2.90	1.34

(continued)

Skill or Ability	<i>n</i>	<i>M</i>	<i>SD</i>
Expertise with IT	767	2.85	1.74
Assessing and Mitigating Harm	781	2.58	1.37
Learning New Technology	768	2.54	1.51
Focus	775	2.53	1.96
Working with the Public	780	2.39	1.70
Spatial Visualization	777	2.16	1.60
Financial Management	763	2.06	1.46
Every Few Months to Never			
Innovating Technology	767	1.91	1.71
Spatial Orientation	779	1.86	1.64
Mechanically and Technologically Savvy	769	1.76	1.70
Psychomotor Ability	778	1.25	1.51
Inspecting Equipment, Objects, Structures, or Materials	768	1.11	1.34
Physical Endurance	777	1.08	1.30
Physical Strength	778	0.98	1.22
Proficiency with Weapons Systems	766	0.96	1.27
Reaction Time	778	0.79	1.29
Control Precision	778	0.71	1.25

Note. Rank ordered by mean. 5 = “Many times each hour to hourly,” 4 = “Every few hours to daily,” 3 = “Every few days to weekly,” 2 = “Every few weeks to monthly,” 1 = “Every few months to yearly,” 0 = “Never.”

Table C6*Functional Area Officers' Skills and Abilities: Importance Ratings*

Skill or Ability	<i>n</i>	<i>M</i>	<i>SD</i>
Extremely to Very Important			
Oral Communication	741	3.63	0.62
Written Communication	737	3.62	0.64
Analytical Thinking	741	3.49	0.69
Verbal Reasoning	746	3.42	0.75
Strategic Thinking	738	3.35	0.84
Planning and Organizing	730	3.31	0.77
Cooperation/Teamwork	738	3.30	0.78
Adaptability	730	3.27	0.77
Active Listening	738	3.27	0.78
Structured Problem Solving	743	3.27	0.83
Relationship Building	740	3.26	0.80
Cognitive Flexibility	731	3.26	0.78
Unstructured Problem Solving	739	3.23	0.83
Juggling Competing Demands	728	3.22	0.79
Analyze Data or Information	741	3.22	0.89
Systems Thinking	733	3.22	0.85
Attentiveness	725	3.20	0.75
Precision	729	3.18	0.84
Creative Problem Solving	741	3.16	0.86
Interdisciplinary Reasoning	736	3.15	0.83
Tolerating Uncertainty	727	3.14	0.84
Judgement and Decision Making	733	3.11	0.86
Tolerating Pressure	729	3.05	0.89
Working in Multidisciplinary Contexts	723	3.05	0.95
Knowledge of Procedures	726	3.03	0.87
Moderately Important			
Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	714	2.98	1.01
Focus	534	2.97	0.99
Situational Awareness	716	2.97	0.98
Coordinating Multiple Groups	710	2.97	0.87
Encourages Discourse	736	2.96	0.90
Team Building	728	2.95	0.92
Reflective Thinking	726	2.92	0.92
Process Information and Data	727	2.90	1.05
Directing and Supervising Others	700	2.84	0.96
Awareness of Cognitive Biases	721	2.80	0.97
Motivating Others	733	2.79	0.95
Specialized Expertise	645	2.78	1.17
Social Sensitivity	729	2.78	1.04
Delegating	698	2.76	0.94
Social Perceptiveness	736	2.73	0.97
Quantitative Reasoning	707	2.72	1.18
Training and Developing Others	693	2.70	0.98
Intercultural Communication	698	2.68	1.15
Conflict Management	729	2.68	0.96
Innovating Technology	505	2.65	1.13
Expertise with IT	620	2.64	1.12
Learning New Technology	666	2.63	1.08
Pattern Recognition	698	2.59	1.02

(continued)

Skill or Ability	<i>n</i>	<i>M</i>	<i>SD</i>
Cultural Awareness	712	2.57	1.11
Evaluating Compliance	716	2.57	1.06
Working with the Public	642	2.44	1.22
Assessing and Mitigating Harm	696	2.39	1.12
Mechanically and Technologically Savvy	479	2.29	1.20
Financial Management	602	2.16	1.13
Spatial Visualization	579	2.04	1.19

Slightly to Not at All Important

Spatial Orientation	534	1.89	1.19
Inspecting Equipment, Objects, Structures, or Materials	400	1.79	1.13
Proficiency with Weapons Systems	386	1.57	1.20
Physical Endurance	408	1.57	1.09
Reaction Time	282	1.56	1.20
Control Precision	256	1.45	1.20
Physical Strength	394	1.38	1.06
Psychomotor Ability	426	1.34	1.08

Note. Rank ordered by mean. 4 = “Extremely important,” 3 = “Very important,” 2 = “Moderately important,” 1 = “Slightly important,” 0 = “Not at all important.” Note that, if an officer rated the frequency of a skill and ability at 0 (“Never”), they automatically skipped the importance rating question for that skill and ability; hence, the overall sample for importance ratings is smaller.

Appendix D

Branch and Functional Area: Skill and Ability F-I Composite Scores in Descending Order of Means

Appendix D

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Table D1

Branch: Adjutant General (AG) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	160	16.47	4.01	176	4.45	0.74	160	3.65	0.55
	28	Written Communication	155	16.08	4.54	173	4.41	0.80	155	3.59	0.62
	35	Cooperation-Teamwork	161	15.49	4.53	177	4.34	0.76	161	3.52	0.66
	31	Active Listening	159	15.40	4.59	175	4.37	0.75	158	3.47	0.67
	8	Precision	164	15.36	5.20	177	4.40	0.92	162	3.43	0.77
	34	Relationship Building	160	15.18	4.54	176	4.25	0.82	160	3.51	0.64
	15	Verbal Reasoning	166	14.93	4.53	177	4.34	0.77	165	3.39	0.67
	7	Attentiveness	165	14.58	5.25	175	4.19	1.08	161	3.42	0.67
	45	Directing and Supervising Others	158	14.14	5.24	168	4.10	1.03	156	3.37	0.74
	18	Analytical Thinking	165	14.13	4.85	177	4.16	0.96	165	3.35	0.70
	54	Knowledge of Procedures	158	14.11	4.95	169	4.09	0.93	158	3.37	0.72
	44	Planning and Organizing	160	13.97	4.98	170	3.98	0.96	159	3.43	0.70
	53	Juggling Competing Demands	157	13.92	5.08	168	4.02	0.92	157	3.37	0.74
	11	Analyze Data or Information	165	13.74	5.46	177	4.16	1.05	163	3.21	0.78
	42	Motivating Others	163	13.73	5.32	177	3.99	0.97	163	3.30	0.77
	10	Processes Information and Data	166	13.66	5.72	177	4.23	1.07	163	3.13	0.94
	49	Adaptability	159	13.47	4.97	170	4.01	0.87	159	3.30	0.82
	46	Delegating	160	13.34	5.36	170	3.99	0.98	159	3.23	0.85
	51	Tolerating Pressure	158	13.11	5.38	170	3.83	1.03	158	3.29	0.81
	33	Social Sensitivity	162	12.85	5.46	177	3.98	1.02	162	3.13	0.90
	43	Team Building	161	12.58	5.11	171	3.70	1.01	161	3.29	0.76
	21	Structured Problem Solving	165	12.50	5.50	177	3.75	1.13	163	3.21	0.75
	55	Evaluating Compliance	159	12.45	5.56	170	3.78	1.05	159	3.18	0.87
	52	Tolerating Uncertainty	157	12.29	5.71	169	3.66	1.13	155	3.23	0.85
	50	Cognitive Flexibility	160	12.14	4.93	170	3.71	0.96	160	3.20	0.81
	14	Situational Awareness	164	12.04	6.13	176	3.73	1.33	157	3.09	0.91
MODERATE	32	Encourages Discourse	160	11.79	5.32	177	3.79	0.96	160	3.00	0.89

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	37	Social Perceptiveness	163	11.77	5.54	177	3.77	1.04	162	3.00	0.91
	25	Judgement and Decision Making	158	11.66	5.40	175	3.52	1.21	157	3.19	0.75
	19	Systems Thinking	166	11.55	5.73	177	3.73	1.23	162	2.99	0.90
	47	Training and Developing Others	160	11.44	5.43	171	3.55	1.06	160	3.09	0.87
	27	Reflective Thinking	159	11.36	5.32	177	3.74	0.98	158	2.94	0.89
	22	Unstructured Problem Solving	159	11.21	5.34	176	3.56	1.11	156	3.04	0.79
	20	Strategic Thinking	164	11.04	5.87	175	3.47	1.30	161	2.99	0.92
	23	Creative Problem Solving	159	11.00	5.47	176	3.45	1.13	159	3.06	0.86
	36	Conflict Management	163	10.93	5.32	177	3.42	1.07	163	3.06	0.86
	38	Cultural Awareness	163	10.59	6.27	177	3.45	1.33	158	2.87	1.01
	17	Interdisciplinary Reasoning	164	10.51	5.50	177	3.60	1.17	161	2.81	0.95
	26	Awareness of Cognitive Biases	160	10.42	5.93	176	3.41	1.30	154	2.88	0.91
	30	Intercultural Communication	161	10.35	6.70	177	3.37	1.52	152	2.88	1.07
	16	Quantitative Reasoning	166	9.75	6.03	177	3.37	1.38	160	2.75	1.03
	48	Coordinating Multiple Groups	161	9.43	5.45	171	3.05	1.21	158	2.91	0.94
	9	Pattern Recognition	166	9.37	6.01	177	3.45	1.39	156	2.61	1.06
	6	Focus	170	8.91	7.68	177	2.77	2.00	129	3.05	1.04
	61	Expertise with Information Technology Working in	162	8.24	6.96	171	2.81	1.78	134	2.70	1.07
	40	Multidisciplinary Contexts	161	8.10	6.48	176	2.78	1.62	141	2.69	1.05
	56	Specialized Expertise	160	7.89	7.12	168	2.58	1.87	121	2.83	1.11
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	162	7.79	6.60	177	2.66	1.63	138	2.66	1.08
	41	Working with the Public	163	7.15	7.02	177	2.47	1.76	136	2.60	1.19
	62	Learning New Technology	163	6.83	6.08	171	2.46	1.55	144	2.57	1.09
	24	Assessing and Mitigating Harm	161	6.34	5.96	177	2.27	1.47	139	2.45	1.12
	57	Financial Management	163	4.94	5.52	169	1.93	1.52	123	2.28	1.15
	63	Innovating Technology	162	4.93	5.85	170	1.81	1.60	109	2.50	1.06

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	13	Spatial Orientation	164	4.42	5.48	176	1.90	1.62	119	2.01	1.17
	1	Psychomotor Ability	165	4.23	5.49	175	2.04	1.75	120	1.74	1.21
	12	Spatial Visualization	165	4.08	5.33	177	1.84	1.59	117	1.97	1.21
LOW	60	Mechanically and Technologically Savvy	163	3.95	5.35	171	1.62	1.56	108	2.20	1.19
	4	Physical Strength	166	3.46	4.76	176	1.69	1.55	115	1.65	1.20
	5	Physical Endurance	167	3.46	4.88	176	1.61	1.53	111	1.78	1.18
	59	Inspecting Equipment, Objects, Structures, or Materials	161	3.36	4.83	168	1.47	1.35	111	1.97	1.25
	58	Proficiency with Weapons Systems	165	2.96	4.77	171	1.31	1.33	118	1.83	1.29
	3	Reaction Time	169	2.26	4.30	174	1.13	1.45	86	1.64	1.16
	2	Control Precision	172	1.73	3.56	177	0.97	1.34	81	1.51	1.13

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D2

Branch: Air Defense (AD) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	107	15.47	4.97	113	4.20	0.95	106	3.57	0.70
	35	Cooperation-Teamwork	106	14.04	5.16	112	4.05	1.03	105	3.37	0.71
	7	Attentiveness	107	13.65	5.49	112	4.02	1.07	106	3.29	0.83
	8	Precision	105	13.56	5.07	111	4.02	1.08	103	3.27	0.74
	28	Written Communication	107	13.53	5.34	113	3.91	1.00	106	3.29	0.82
	15	Verbal Reasoning	108	13.47	5.19	113	4.02	1.07	107	3.21	0.79
	31	Active Listening	107	13.28	4.95	113	3.96	1.02	105	3.29	0.76
	18	Analytical Thinking	107	13.20	5.26	112	3.96	1.08	105	3.24	0.78
	34	Relationship Building	106	13.08	5.00	113	3.88	1.09	105	3.28	0.69
	44	Planning and Organizing	107	13.05	5.07	110	3.75	1.02	104	3.40	0.73
	53	Juggling Competing Demands	106	13.03	5.58	109	3.84	1.11	104	3.27	0.79
	49	Adaptability	107	12.97	5.27	110	3.75	1.12	105	3.32	0.77
	14	Situational Awareness	107	12.77	5.53	112	3.81	1.16	106	3.25	0.81
	45	Directing and Supervising Others	105	12.68	5.99	109	3.73	1.28	100	3.27	0.83
	51	Tolerating Pressure	105	12.47	5.73	108	3.69	1.19	102	3.26	0.81
	46	Delegating	107	12.40	5.69	110	3.68	1.24	102	3.25	0.78
	11	Analyze Data or Information	108	12.31	5.69	113	3.71	1.22	105	3.17	0.84
	54	Knowledge of Procedures	106	12.29	5.00	109	3.72	1.01	105	3.22	0.78
50	Cognitive Flexibility	106	12.14	4.89	109	3.71	0.96	105	3.18	0.79	
MODERATE	52	Tolerating Uncertainty	106	11.85	5.65	109	3.70	1.11	105	3.07	0.88
	21	Structured Problem Solving	108	11.84	5.40	113	3.65	1.08	107	3.06	0.87
	25	Judgement and Decision Making	106	11.79	5.77	112	3.44	1.28	102	3.26	0.83
	42	Motivating Others	108	11.69	5.85	113	3.54	1.25	104	3.15	0.87
	20	Strategic Thinking	108	11.69	5.83	113	3.49	1.26	105	3.13	0.87
	47	Training and Developing Others	107	11.59	5.77	110	3.51	1.22	103	3.16	0.86
	10	Processes Information and Data	107	11.58	6.03	112	3.71	1.23	105	2.96	1.02

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	19	Systems Thinking	107	11.41	5.38	113	3.60	1.12	104	3.07	0.82
	43	Team Building	107	11.09	5.14	110	3.39	1.08	104	3.13	0.86
	48	Coordinating Multiple Groups	107	10.80	5.09	110	3.25	1.10	104	3.20	0.79
	32	Encourages Discourse	106	10.68	5.33	112	3.51	1.11	103	2.89	0.85
	22	Unstructured Problem Solving	107	10.48	5.15	112	3.29	1.10	105	3.03	0.78
	33	Social Sensitivity	108	10.45	5.86	113	3.55	1.26	105	2.78	0.95
	17	Interdisciplinary Reasoning	106	10.28	5.52	112	3.49	1.21	103	2.79	0.97
	23	Creative Problem Solving	106	10.25	4.99	113	3.20	1.04	104	3.02	0.82
	6	Focus	110	10.13	7.40	113	3.00	1.87	89	3.20	0.93
	27	Reflective Thinking	106	9.84	5.42	112	3.25	1.23	103	2.84	0.92
	37	Social Perceptiveness	107	9.79	5.15	113	3.42	1.06	105	2.75	0.93
	55	Evaluating Compliance	107	9.76	5.23	110	3.35	1.00	106	2.78	1.00
	36	Conflict Management	107	9.55	5.15	112	3.08	1.19	104	2.95	0.84
	26	Awareness of Cognitive Biases	104	9.02	5.67	111	3.08	1.25	100	2.67	1.03
	40	Working in Multidisciplinary Contexts	106	8.90	6.25	112	2.91	1.37	102	2.73	1.10
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	107	8.86	6.16	113	2.87	1.39	100	2.80	1.06
	9	Pattern Recognition	107	8.58	5.66	113	3.20	1.30	102	2.46	1.08
	38	Cultural Awareness	108	8.31	5.69	113	2.88	1.29	104	2.59	1.01
	30	Intercultural Communication	107	8.29	6.14	113	2.82	1.40	101	2.65	1.16
	24	Assessing and Mitigating Harm	108	8.25	5.58	113	2.76	1.28	103	2.72	0.97
	56	Specialized Expertise	105	8.12	6.36	110	2.94	1.42	97	2.55	1.22
	16	Quantitative Reasoning	109	7.65	5.92	113	2.92	1.43	100	2.40	1.11
	58	Proficiency with Weapons Systems	108	7.19	6.75	110	2.32	1.59	96	2.66	1.25
	12	Spatial Visualization	111	6.79	5.92	113	2.71	1.55	95	2.33	1.16
	13	Spatial Orientation	109	6.73	5.95	113	2.75	1.57	95	2.25	1.13
	61	Expertise with Information Technology	108	6.45	5.92	110	2.45	1.49	96	2.32	1.10
	62	Learning New Technology	107	6.21	6.06	110	2.22	1.49	93	2.46	1.15

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	60	Mechanically and Technologically Savvy	108	5.83	6.48	110	2.08	1.69	83	2.40	1.20
	41	Working with the Public	110	5.37	6.12	112	2.01	1.52	93	2.19	1.24
	59	Inspecting Equipment, Objects, Structures, or Materials	107	5.24	5.42	110	2.02	1.55	82	2.29	1.15
	63	Innovating Technology	108	4.16	5.33	110	1.57	1.51	72	2.29	1.09
	3	Reaction Time	109	4.10	5.50	112	1.66	1.56	74	2.12	1.32
LOW	1	Psychomotor Ability	109	3.68	4.85	112	1.85	1.44	83	1.63	1.19
	5	Physical Endurance	111	3.36	4.31	113	1.66	1.45	81	1.64	1.06
	57	Financial Management	108	3.22	3.59	110	1.66	1.26	84	1.76	0.91
	2	Control Precision	111	2.99	4.69	113	1.34	1.45	66	1.86	1.33
	4	Physical Strength	110	2.75	3.87	113	1.58	1.43	79	1.43	0.97

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D3

Branch: Armor (AR) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	176	16.70	3.92	187	4.53	0.71	175	3.67	0.52
	35	Cooperation-Teamwork	174	15.39	4.25	186	4.33	0.74	173	3.54	0.60
	7	Attentiveness	180	14.81	4.83	187	4.28	0.92	179	3.39	0.67
	34	Relationship Building	175	14.75	4.45	187	4.26	0.77	174	3.43	0.67
	15	Verbal Reasoning	180	14.48	4.64	187	4.23	0.80	179	3.37	0.73
	31	Active Listening	175	14.27	4.88	186	4.28	0.77	175	3.27	0.78
	45	Directing and Supervising Others	172	14.24	5.38	183	4.16	0.99	171	3.33	0.84
	44	Planning and Organizing	173	14.20	4.69	183	4.03	0.86	173	3.47	0.70
	53	Juggling Competing Demands	174	14.13	5.15	183	4.13	0.97	172	3.35	0.70
	14	Situational Awareness	179	14.11	5.32	186	4.05	1.01	177	3.41	0.75
	49	Adaptability	170	14.04	5.19	181	4.07	0.99	168	3.38	0.75
	46	Delegating	172	13.95	5.24	183	4.10	1.00	170	3.32	0.82
	18	Analytical Thinking	180	13.83	5.04	187	4.19	0.86	180	3.22	0.79
	51	Tolerating Pressure	173	13.81	5.44	182	3.95	1.05	172	3.39	0.77
	52	Tolerating Uncertainty	173	13.56	5.39	183	3.92	1.07	171	3.38	0.71
	42	Motivating Others	175	13.32	5.33	187	4.01	0.95	174	3.24	0.85
	28	Written Communication	176	13.27	5.00	187	4.01	0.93	176	3.23	0.78
	8	Precision	179	13.11	4.67	186	4.09	0.79	179	3.13	0.76
	25	Judgement and Decision Making	174	13.09	5.15	185	3.89	0.97	172	3.29	0.80
	50	Cognitive Flexibility	174	12.89	4.94	183	3.93	0.86	174	3.21	0.78
	43	Team Building	173	12.67	5.08	183	3.75	0.97	172	3.28	0.78
	21	Structured Problem Solving	179	12.25	5.48	187	3.76	1.07	178	3.13	0.83
	6	Focus	179	12.03	6.35	187	3.55	1.51	168	3.27	0.86
	47	Training and Developing Others	173	12.02	5.54	183	3.70	1.03	173	3.10	0.99
	11	Analyze Data or Information	179	12.02	5.82	186	3.81	1.15	177	2.98	0.92
	MODERATE	22	Unstructured Problem Solving	176	11.99	5.23	187	3.60	0.99	174	3.23

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	54	Knowledge of Procedures	174	11.90	5.07	183	3.85	0.92	173	3.01	0.83
	19	Systems Thinking	180	11.76	5.63	187	3.78	1.08	178	2.96	0.96
	32	Encourages Discourse	175	11.52	5.06	187	3.81	0.95	172	2.92	0.85
	23	Creative Problem Solving	176	11.42	5.19	187	3.47	1.01	175	3.18	0.84
	33	Social Sensitivity	175	10.97	5.46	187	3.84	1.10	172	2.74	0.94
	20	Strategic Thinking	179	10.92	5.82	186	3.53	1.19	175	2.93	0.97
	48	Coordinating Multiple Groups	173	10.86	5.47	183	3.53	1.16	171	2.98	0.82
	37	Social Perceptiveness	176	10.84	4.99	187	3.73	0.92	174	2.84	0.88
	10	Processes Information and Data	179	10.75	6.10	185	3.62	1.27	175	2.79	1.05
	36	Conflict Management	176	10.74	5.02	187	3.52	1.03	173	2.97	0.81
	26	Awareness of Cognitive Biases	176	10.16	5.58	187	3.49	1.15	173	2.74	0.93
	27	Reflective Thinking	175	10.04	5.23	186	3.44	1.08	173	2.76	0.94
	17	Interdisciplinary Reasoning	177	9.94	5.24	184	3.50	1.15	174	2.72	0.90
	24	Assessing and Mitigating Harm	175	9.67	5.34	187	3.20	1.14	172	2.87	0.95
	55	Evaluating Compliance	175	9.49	5.23	183	3.30	1.08	171	2.73	0.94
	9	Pattern Recognition	179	9.03	5.19	185	3.28	1.19	172	2.59	0.92
	30	Intercultural Communication	176	8.85	6.09	187	3.06	1.39	168	2.64	1.05
	38	Cultural Awareness	175	8.81	5.88	187	3.13	1.33	169	2.57	1.03
	13	Spatial Orientation	178	8.25	6.18	185	2.98	1.39	167	2.55	1.12
	16	Quantitative Reasoning	179	7.86	5.65	187	2.98	1.32	171	2.42	1.07
	5	Physical Endurance	181	7.28	5.62	187	2.76	1.48	156	2.47	1.08
	61	Expertise with Information Technology	175	6.82	6.12	183	2.70	1.60	154	2.23	1.09
	12	Spatial Visualization	180	6.76	5.66	185	2.55	1.44	161	2.40	1.15
	40	Working in Multidisciplinary Contexts	177	6.67	5.95	187	2.44	1.48	163	2.37	1.10
	4	Physical Strength	177	6.58	5.51	185	2.69	1.44	157	2.20	1.17
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	177	6.33	5.94	186	2.37	1.44	163	2.26	1.15

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	59	Inspecting Equipment, Objects, Structures, or Materials	175	5.94	5.78	183	2.26	1.45	149	2.34	1.14
	62	Learning New Technology	175	5.87	5.28	183	2.34	1.30	164	2.21	1.12
	58	Proficiency with Weapons Systems	174	5.79	5.75	183	2.09	1.42	149	2.46	1.15
	56	Specialized Expertise	176	5.71	5.82	183	2.38	1.55	144	2.14	1.17
	60	Mechanically and Technologically Savvy	174	5.16	5.43	183	2.08	1.46	140	2.23	1.06
	1	Psychomotor Ability	181	4.91	4.95	187	2.20	1.39	158	1.92	1.15
	3	Reaction Time	181	4.61	5.09	187	1.84	1.46	134	2.25	1.19
	41	Working with the Public	178	4.54	5.34	187	1.84	1.44	146	2.06	1.15
	2	Control Precision	181	4.14	4.91	187	1.73	1.43	129	2.12	1.20
	57	Financial Management	175	4.07	4.54	181	1.87	1.31	146	1.87	1.05
LOW	63	Innovating Technology	177	3.59	5.37	182	1.52	1.56	115	1.98	1.26

Note Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D4

Branch: Aviation (AV) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	121	15.84	4.82	133	4.46	0.82	120	3.48	0.71
	53	Juggling Competing Demands	120	14.72	5.21	131	4.15	1.06	118	3.45	0.71
	35	Cooperation-Teamwork	121	14.71	5.02	135	4.30	0.87	120	3.33	0.79
	49	Adaptability	121	14.12	5.51	133	4.02	1.13	118	3.41	0.72
	44	Planning and Organizing	121	13.85	5.16	133	3.96	0.97	119	3.40	0.81
	7	Attentiveness	126	13.72	5.89	135	3.96	1.27	120	3.36	0.75
	25	Judgement and Decision Making	123	13.64	5.59	135	3.91	1.08	122	3.31	0.87
	31	Active Listening	122	13.64	5.15	135	4.20	0.90	121	3.15	0.77
	28	Written Communication	123	13.55	5.98	135	4.06	1.10	120	3.18	0.94
	51	Tolerating Pressure	121	13.52	5.89	132	3.86	1.22	118	3.35	0.83
	54	Knowledge of Procedures	121	13.49	4.92	132	3.98	0.93	119	3.29	0.73
	18	Analytical Thinking	123	13.42	5.05	134	4.04	0.89	121	3.24	0.77
	14	Situational Awareness	122	13.25	5.95	135	3.84	1.25	117	3.31	0.84
	52	Tolerating Uncertainty	119	13.18	5.97	132	3.85	1.18	117	3.26	0.89
	34	Relationship Building	123	13.18	5.19	135	4.02	1.05	120	3.18	0.82
	15	Verbal Reasoning	124	13.13	5.16	135	4.03	0.99	122	3.16	0.77
	45	Directing and Supervising Others	122	13.12	5.84	133	3.89	1.19	118	3.24	0.87
	8	Precision	121	13.11	5.98	132	3.88	1.22	116	3.26	0.86
	46	Delegating	122	12.66	5.78	133	3.83	1.20	116	3.20	0.84
	50	Cognitive Flexibility	121	12.26	5.24	132	3.67	1.07	119	3.23	0.81
42	Motivating Others	122	12.10	5.65	134	3.75	1.16	120	3.08	0.84	
MODERATE	43	Team Building	121	11.80	5.32	133	3.59	1.03	120	3.16	0.84
	22	Unstructured Problem Solving	123	11.41	5.54	135	3.56	1.08	122	3.02	0.92
	21	Structured Problem Solving	124	11.38	5.64	134	3.73	1.10	120	2.94	0.86
	47	Training and Developing Others	120	11.31	5.57	132	3.42	1.22	116	3.18	0.78
	19	Systems Thinking	124	11.27	5.55	135	3.79	1.09	121	2.88	0.95

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	11	Analyze Data or Information	124	11.25	5.87	135	3.71	1.20	119	2.93	0.89
	48	Coordinating Multiple Groups	122	11.19	6.01	133	3.52	1.25	117	3.02	0.86
	6	Focus	128	11.02	7.09	135	3.19	1.71	108	3.39	0.85
	10	Processes Information and Data	123	10.79	5.94	135	3.70	1.20	119	2.78	0.99
	24	Assessing and Mitigating Harm	124	10.65	5.91	135	3.33	1.27	118	3.02	0.96
	20	Strategic Thinking	125	10.55	5.95	135	3.50	1.27	121	2.84	0.96
	32	Encourages Discourse	122	10.54	5.39	134	3.61	1.16	120	2.77	0.84
	23	Creative Problem Solving	123	10.52	5.25	135	3.39	1.02	122	2.90	0.91
	17	Interdisciplinary Reasoning	124	10.40	5.50	135	3.67	1.11	122	2.70	0.92
	55	Evaluating Compliance	121	10.38	5.23	132	3.43	1.06	118	2.89	0.94
	36	Conflict Management	122	10.19	5.48	135	3.37	1.12	119	2.87	0.88
	37	Social Perceptiveness	123	9.76	5.29	135	3.50	1.13	119	2.68	0.85
	33	Social Sensitivity	122	9.52	5.72	134	3.59	1.23	118	2.51	1.04
	13	Spatial Orientation	126	9.42	7.04	135	2.88	1.69	103	3.08	1.05
	27	Reflective Thinking	124	9.24	5.53	135	3.24	1.26	121	2.63	0.94
	56	Specialized Expertise	121	9.03	7.14	131	2.92	1.67	104	2.77	1.16
	26	Awareness of Cognitive Biases	123	9.03	5.36	134	3.31	1.23	119	2.59	0.94
	9	Pattern Recognition	125	8.99	6.04	135	3.19	1.37	115	2.62	0.98
	12	Spatial Visualization	126	8.75	6.85	135	2.84	1.63	106	2.83	1.17
	16	Quantitative Reasoning	123	7.98	5.52	134	3.19	1.26	117	2.35	1.02
	1	Psychomotor Ability	127	7.73	6.89	134	2.57	1.67	104	2.71	1.25
	2	Control Precision	128	7.58	7.04	135	2.39	1.75	94	2.98	1.14
	40	Working in Multidisciplinary Contexts	123	7.51	6.13	135	2.78	1.51	116	2.41	1.07
	3	Reaction Time	127	7.48	6.85	135	2.41	1.73	95	2.93	1.12
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	122	7.31	6.32	134	2.66	1.39	116	2.38	1.17
	38	Cultural Awareness	122	7.07	5.92	135	2.80	1.31	117	2.25	1.11
	61	Expertise with Information Technology	123	6.77	6.65	132	2.58	1.75	100	2.33	1.09

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	60	Mechanically and Technologically Savvy	123	6.76	6.38	132	2.41	1.68	95	2.53	1.06
	30	Intercultural Communication	122	6.45	6.07	134	2.50	1.48	112	2.22	1.14
	62	Learning New Technology	121	6.24	5.83	132	2.34	1.41	110	2.31	1.06
	59	Inspecting Equipment, Objects, Structures, or Materials	122	5.36	5.97	132	1.94	1.56	89	2.44	1.19
	57	Financial Management	119	4.37	4.71	131	2.03	1.30	101	1.80	1.02
	41	Working with the Public	124	4.36	5.10	135	1.93	1.48	102	1.99	1.08
	5	Physical Endurance	126	4.22	4.34	135	2.03	1.39	100	1.91	1.02
	58	Proficiency with Weapons Systems	122	4.11	5.07	131	1.65	1.29	99	2.17	1.20
LOW	4	Physical Strength	126	3.50	3.81	135	1.89	1.29	101	1.66	1.00
	63	Innovating Technology	126	3.23	4.81	131	1.39	1.45	76	2.00	1.06

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D5

Branch: Chemical Corps (CM) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating			
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	
HIGH	29	Oral Communication	86	15.90	4.68	90	4.59	0.62	86	3.42	0.79	
	28	Written Communication	84	14.77	4.97	89	4.36	0.74	84	3.33	0.84	
	15	Verbal Reasoning	85	14.47	4.71	88	4.36	0.70	85	3.27	0.81	
	53	Juggling Competing Demands	86	14.45	5.21	87	4.20	0.91	86	3.36	0.73	
	44	Planning and Organizing	85	14.39	4.70	86	4.13	0.82	85	3.44	0.70	
	35	Cooperation-Teamwork	85	14.09	5.05	90	4.21	0.79	85	3.25	0.82	
	31	Active Listening	86	14.07	4.49	90	4.37	0.64	86	3.19	0.79	
	18	Analytical Thinking	87	14.05	4.97	90	4.24	0.84	87	3.25	0.75	
	52	Tolerating Uncertainty	82	13.93	5.16	84	4.11	0.88	82	3.29	0.73	
	49	Adaptability	86	13.88	5.21	87	4.13	0.89	86	3.29	0.84	
	7	Attentiveness	87	13.86	5.27	90	4.26	0.87	86	3.21	0.87	
	51	Tolerating Pressure	86	13.77	5.13	87	4.11	0.88	86	3.27	0.74	
	8	Precision	84	13.62	5.34	89	4.20	1.00	82	3.17	0.86	
	34	Relationship Building	86	13.44	4.72	90	4.04	0.79	86	3.24	0.77	
	50	Cognitive Flexibility	83	12.73	5.03	85	3.91	0.88	83	3.18	0.78	
	54	Knowledge of Procedures	86	12.49	5.43	87	3.99	0.96	86	3.03	0.89	
	MODERATE	21	Structured Problem Solving	86	12.40	5.41	90	3.97	0.99	86	2.99	0.89
		11	Analyze Data or Information	87	12.36	5.58	90	3.91	1.16	85	3.07	0.87
14		Situational Awareness	86	12.03	5.95	90	3.79	1.15	84	3.02	0.97	
10		Processes Information and Data	86	11.85	5.58	90	4.00	1.15	84	2.87	0.94	
19		Systems Thinking	86	11.71	5.52	89	3.90	1.04	85	2.91	0.91	
23		Creative Problem Solving	84	11.64	5.29	88	3.68	0.90	84	3.05	0.90	
17		Interdisciplinary Reasoning	87	11.48	5.40	90	3.86	1.09	86	2.91	0.88	
22		Unstructured Problem Solving	85	11.46	5.58	89	3.71	0.99	85	2.98	0.95	
20	Strategic Thinking	86	11.41	6.23	90	3.74	1.20	86	2.81	1.02		
6	Focus	88	11.26	6.97	90	3.43	1.70	77	3.18	0.93		

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	25	Judgement and Decision Making	84	11.25	5.40	88	3.59	1.07	83	3.02	0.92
	42	Motivating Others	86	11.13	5.86	90	3.67	1.08	86	2.85	1.05
	32	Encourages Discourse	86	11.01	5.80	90	3.76	1.09	86	2.76	0.98
	45	Directing and Supervising Others	86	10.98	6.16	87	3.59	1.33	84	2.86	1.03
	46	Delegating	84	10.88	5.99	85	3.54	1.32	82	2.87	0.93
	37	Social Perceptiveness	85	10.75	5.34	90	3.69	1.11	84	2.77	0.99
	27	Reflective Thinking	84	10.61	5.67	89	3.64	1.22	83	2.72	0.97
	36	Conflict Management	86	10.60	5.58	90	3.52	1.07	86	2.83	1.00
	33	Social Sensitivity	86	10.59	5.93	90	3.63	1.18	85	2.72	1.04
	43	Team Building	86	10.55	5.75	87	3.34	1.12	86	2.95	1.00
	55	Evaluating Compliance	83	10.54	5.75	84	3.57	1.14	83	2.77	1.00
	47	Training and Developing Others	85	10.31	6.05	87	3.24	1.27	84	2.93	1.02
	48	Coordinating Multiple Groups	86	10.15	6.01	87	3.34	1.26	84	2.85	1.00
	9	Pattern Recognition	85	9.88	5.90	90	3.42	1.22	82	2.73	0.99
	26	Awareness of Cognitive Biases	85	9.53	6.04	89	3.36	1.35	83	2.57	1.08
	24	Assessing and Mitigating Harm	84	9.35	5.69	89	3.22	1.17	83	2.66	1.07
	16	Quantitative Reasoning	86	9.17	5.89	89	3.38	1.31	84	2.51	1.07
	40	Working in Multidisciplinary Contexts	87	9.11	6.73	90	3.10	1.61	80	2.74	1.09
	56	Specialized Expertise	86	9.02	6.78	87	3.02	1.56	77	2.73	1.17
	30	Intercultural Communication	86	8.88	6.75	90	3.08	1.52	81	2.54	1.22
	38	Cultural Awareness	85	8.36	6.22	89	3.06	1.44	82	2.41	1.16
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	86	8.21	6.66	90	2.89	1.58	79	2.48	1.10
	61	Expertise with Information Technology	86	7.30	6.54	87	2.79	1.68	73	2.33	1.18
	12	Spatial Visualization	87	6.54	6.20	90	2.52	1.48	76	2.24	1.33
	13	Spatial Orientation	87	6.38	5.74	90	2.50	1.45	77	2.27	1.29
	62	Learning New Technology	86	5.64	5.63	87	2.17	1.49	73	2.27	1.22

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	60	Mechanically and Technologically Savvy	86	5.24	5.26	87	2.17	1.42	76	2.12	1.18
	59	Inspecting Equipment, Objects, Structures, or Materials	86	5.15	5.03	87	2.05	1.38	74	2.18	1.20
	5	Physical Endurance	86	4.88	5.07	89	2.13	1.40	73	1.97	1.18
	41	Working with the Public	85	4.87	5.60	88	1.87	1.51	67	2.28	1.07
	57	Financial Management	85	4.48	4.77	86	2.01	1.40	69	1.93	1.17
	63	Innovating Technology	87	4.18	5.42	87	1.66	1.57	58	2.16	1.14
	4	Physical Strength	87	4.10	4.76	90	1.99	1.32	76	1.67	1.20
LOW	1	Psychomotor Ability	87	3.45	4.13	90	1.90	1.35	71	1.59	1.12
	58	Proficiency with Weapons Systems	85	3.13	4.08	87	1.52	1.22	72	1.78	1.36
	3	Reaction Time	87	2.66	3.98	90	1.29	1.33	55	1.76	1.12
	2	Control Precision	88	2.36	4.00	90	1.27	1.35	54	1.50	1.09

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D6

Branch: Cyber (CY) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	18	Analytical Thinking	37	16.22	4.18	38	4.47	0.76	37	3.59	0.60
	19	Systems Thinking	37	16.14	4.37	39	4.51	0.79	37	3.54	0.61
	62	Learning New Technology	36	15.94	5.99	39	4.28	1.17	36	3.50	0.94
	11	Analyze Data or Information	38	15.92	5.01	39	4.41	0.88	38	3.53	0.76
	61	Expertise with Information Technology	37	15.89	6.49	39	4.31	1.28	36	3.53	0.91
	56	Specialized Expertise	36	14.94	6.57	39	4.18	1.32	35	3.37	1.03
	8	Precision	38	14.82	5.17	39	4.31	0.89	38	3.34	0.78
	10	Processes Information and Data	38	14.66	5.67	39	4.49	1.00	37	3.22	0.92
	22	Unstructured Problem Solving	38	14.16	5.24	39	4.15	0.81	38	3.32	0.84
	23	Creative Problem Solving	38	13.89	5.22	39	4.00	0.86	38	3.37	0.82
	63	Innovating Technology	37	13.81	7.24	39	3.95	1.50	35	3.29	1.07
	7	Attentiveness	37	13.78	5.00	39	4.28	0.94	37	3.16	0.76
	28	Written Communication	38	13.76	4.76	39	4.08	0.77	38	3.26	0.76
	52	Tolerating Uncertainty	37	13.73	5.61	39	4.26	0.88	37	3.14	0.95
	49	Adaptability	37	13.59	4.88	39	4.05	0.89	37	3.30	0.85
	21	Structured Problem Solving	38	13.39	6.37	39	3.87	1.34	37	3.30	0.85
	50	Cognitive Flexibility	37	13.38	4.63	39	4.03	0.87	37	3.24	0.68
	53	Juggling Competing Demands	37	13.32	4.46	39	4.18	0.72	37	3.19	0.88
	29	Oral Communication	38	13.32	5.40	39	4.28	0.79	38	3.00	0.93
	44	Planning and Organizing	37	12.92	4.80	39	3.74	0.94	37	3.35	0.79
	35	Cooperation-Teamwork	38	12.84	4.96	39	4.15	1.04	37	3.03	0.76
	16	Quantitative Reasoning	38	12.68	5.86	39	3.87	1.15	37	3.11	0.88
	9	Pattern Recognition	38	12.39	5.90	39	4.00	1.12	37	3.00	0.88
	20	Strategic Thinking	38	12.32	5.29	39	3.79	1.13	38	3.08	0.82
	15	Verbal Reasoning	38	12.24	5.09	39	4.08	0.93	38	2.95	0.90
	17	Interdisciplinary Reasoning	38	12.16	5.80	39	3.85	1.04	38	3.00	0.90

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	34	Relationship Building	38	11.87	4.98	39	3.92	1.04	37	2.92	0.86
	45	Directing and Supervising Others	37	11.70	5.85	39	3.85	1.20	37	2.89	0.91
	25	Judgement and Decision Making	38	11.34	5.33	39	3.69	1.13	37	2.97	0.93
	6	Focus	37	11.32	7.58	39	3.46	1.82	32	3.16	1.02
	51	Tolerating Pressure	37	11.24	6.18	39	3.77	1.06	37	2.78	1.00
	31	Active Listening	36	11.14	5.12	37	3.92	0.86	36	2.69	0.82
	42	Motivating Others	38	11.13	5.65	39	3.72	1.02	38	2.79	0.87
	40	Working in Multidisciplinary Contexts	38	11.05	5.90	39	3.64	1.14	38	2.89	0.95
	47	Training and Developing Others	37	10.97	5.78	39	3.54	1.17	36	2.97	0.97
	60	Mechanically and Technologically Savvy	37	10.95	7.18	39	3.59	1.63	33	2.91	1.21
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	38	10.84	5.74	39	3.44	1.25	38	3.00	0.96
	46	Delegating	37	10.76	5.40	39	3.67	1.15	36	2.81	0.86
	54	Knowledge of Procedures	37	10.70	5.74	39	3.77	1.01	37	2.68	1.08
	14	Situational Awareness	38	10.16	6.41	39	3.46	1.43	37	2.73	1.10
	48	Coordinating Multiple Groups	37	10.11	4.51	39	3.51	1.00	37	2.76	0.83
	43	Team Building	37	9.89	5.17	39	3.28	1.15	36	2.86	0.93
	55	Evaluating Compliance	37	9.08	5.50	39	3.21	1.06	37	2.57	1.04
	27	Reflective Thinking	38	8.89	6.10	39	3.23	1.33	37	2.46	1.14
	32	Encourages Discourse	38	8.84	5.80	39	3.21	1.17	38	2.50	1.11
	36	Conflict Management	38	8.37	5.37	39	3.10	1.12	37	2.51	0.96
	37	Social Perceptiveness	38	7.95	4.90	39	3.15	1.20	37	2.32	0.94
	33	Social Sensitivity	38	7.39	5.24	39	3.05	1.38	37	2.27	0.99
	26	Awareness of Cognitive Biases	38	7.34	5.97	39	2.72	1.50	36	2.39	1.15
	24	Assessing and Mitigating Harm	38	6.92	5.69	39	2.67	1.42	36	2.28	1.14
	30	Intercultural Communication	38	5.13	5.73	39	2.21	1.45	34	1.88	1.15
	38	Cultural Awareness	38	4.89	4.20	39	2.21	1.20	36	1.94	1.07
	12	Spatial Visualization	39	4.72	5.28	39	1.95	1.45	31	2.13	1.15

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	58	Proficiency with Weapons Systems	39	4.64	6.17	39	1.82	1.73	25	2.16	1.40
	13	Spatial Orientation	37	3.49	4.54	38	1.76	1.44	29	1.76	1.24
	41	Working with the Public	38	3.47	4.86	39	1.62	1.48	29	1.72	1.22
LOW	59	Inspecting Equipment, Objects, Structures, or Materials	37	3.27	5.20	38	1.39	1.57	22	1.86	0.99
	57	Financial Management	37	2.00	2.86	39	1.13	1.08	23	1.57	0.84
	1	Psychomotor Ability	38	1.47	3.55	38	0.84	1.39	16	1.19	1.22
	3	Reaction Time	39	1.28	3.30	39	0.69	1.17	14	--	--
	2	Control Precision	39	1.28	3.32	39	0.85	1.35	16	1.13	1.26
	5	Physical Endurance	39	1.23	3.49	39	0.72	1.07	18	1.11	1.13
	4	Physical Strength	39	0.74	3.20	39	0.51	0.88	16	0.81	1.05

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. -- = Not Reported; the number of participants was insufficient for analysis ($n < 15$). Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D7

Branch: Engineer Regiment (EN) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	296	15.97	4.56	312	4.42	0.80	294	3.58	0.66
	28	Written Communication	295	14.78	4.95	312	4.21	0.90	293	3.45	0.71
	15	Verbal Reasoning	299	14.50	4.90	313	4.20	0.89	296	3.40	0.73
	18	Analytical Thinking	300	14.05	5.10	313	4.12	0.96	296	3.33	0.79
	31	Active Listening	293	14.00	5.02	310	4.22	0.91	291	3.24	0.78
	35	Cooperation-Teamwork	297	13.98	5.22	312	4.11	1.00	291	3.34	0.76
	53	Juggling Competing Demands	293	13.74	5.47	305	4.06	1.06	290	3.30	0.81
	7	Attentiveness	296	13.60	5.62	312	4.10	1.19	289	3.22	0.82
	34	Relationship Building	297	13.57	5.41	312	4.05	1.05	291	3.28	0.82
	44	Planning and Organizing	294	13.27	5.00	305	3.88	1.00	290	3.37	0.75
	49	Adaptability	295	13.26	5.27	306	3.91	1.07	291	3.31	0.76
	8	Precision	298	12.75	5.37	312	4.06	0.93	296	3.02	0.91
	25	Judgement and Decision Making	292	12.44	5.28	311	3.74	1.07	286	3.24	0.83
	45	Directing and Supervising Others	295	12.42	6.20	306	3.76	1.24	286	3.12	0.99
	51	Tolerating Pressure	293	12.31	5.81	305	3.68	1.18	287	3.21	0.85
	52	Tolerating Uncertainty	290	12.29	5.67	302	3.71	1.13	286	3.20	0.86
46	Delegating	294	12.13	6.01	305	3.69	1.24	283	3.13	0.94	
14	Situational Awareness	299	12.10	5.81	311	3.77	1.24	288	3.08	0.91	
MODERATE	11	Analyze Data or Information	296	11.85	5.73	311	3.80	1.14	291	3.00	0.99
	19	Systems Thinking	300	11.84	5.75	313	3.79	1.16	291	3.00	0.92
	50	Cognitive Flexibility	294	11.75	5.39	305	3.67	1.10	289	3.09	0.85
	21	Structured Problem Solving	301	11.69	5.52	313	3.68	1.15	294	3.08	0.87
	54	Knowledge of Procedures	293	11.63	5.17	304	3.87	0.96	290	2.93	0.87
	22	Unstructured Problem Solving	296	11.38	5.28	312	3.56	1.08	291	3.09	0.90
	42	Motivating Others	298	11.29	5.92	313	3.64	1.19	288	2.96	1.02
	17	Interdisciplinary Reasoning	297	11.24	5.52	309	3.68	1.11	289	2.94	0.94

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	10	Processes Information and Data	299	10.90	6.21	313	3.71	1.28	290	2.77	1.07
	23	Creative Problem Solving	297	10.80	5.27	313	3.41	1.08	293	3.02	0.93
	43	Team Building	294	10.76	5.69	305	3.36	1.18	284	3.06	0.95
	32	Encourages Discourse	297	10.68	5.40	311	3.64	1.09	291	2.80	0.92
	47	Training and Developing Others	294	10.26	6.04	304	3.19	1.33	278	3.03	0.96
	6	Focus	299	10.22	7.28	311	3.11	1.85	251	3.16	0.89
	48	Coordinating Multiple Groups	295	10.21	5.72	306	3.32	1.23	285	2.94	0.94
	20	Strategic Thinking	301	10.19	5.97	313	3.37	1.30	288	2.86	1.03
	33	Social Sensitivity	294	10.13	5.59	310	3.68	1.18	285	2.64	0.99
	36	Conflict Management	296	9.80	5.29	313	3.26	1.11	289	2.88	0.95
	37	Social Perceptiveness	295	9.80	5.26	312	3.49	1.05	291	2.67	0.96
	55	Evaluating Compliance	293	9.45	5.42	304	3.39	1.11	288	2.64	1.04
	26	Awareness of Cognitive Biases	295	9.32	5.32	312	3.33	1.17	286	2.64	0.98
	27	Reflective Thinking	295	9.16	5.57	313	3.33	1.21	285	2.61	1.03
	16	Quantitative Reasoning	299	9.15	6.19	311	3.21	1.31	285	2.64	1.11
	24	Assessing and Mitigating Harm	297	8.62	5.44	312	2.95	1.22	285	2.74	1.03
	40	Working in Multidisciplinary Contexts	296	8.08	6.26	311	2.89	1.52	278	2.50	1.11
	9	Pattern Recognition	297	8.07	5.73	310	3.12	1.37	275	2.40	1.04
	30	Intercultural Communication	295	8.03	6.01	312	2.93	1.45	278	2.48	1.06
	38	Cultural Awareness	295	7.42	5.70	312	2.84	1.32	278	2.38	1.06
	56	Specialized Expertise	294	6.97	5.99	303	2.64	1.55	257	2.39	1.13
	61	Expertise with Information Technology	296	6.76	5.81	306	2.72	1.60	258	2.28	1.02
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	299	6.11	5.81	312	2.40	1.44	274	2.23	1.14
	12	Spatial Visualization	299	5.87	5.37	312	2.54	1.46	260	2.07	1.13
	13	Spatial Orientation	302	5.82	5.23	313	2.55	1.48	258	2.12	1.10
	41	Working with the Public	298	5.50	5.82	313	2.15	1.51	262	2.22	1.14
	62	Learning New Technology	297	5.38	4.97	306	2.27	1.33	269	2.11	1.11

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	5	Physical Endurance	298	5.24	5.02	312	2.26	1.47	243	2.07	1.12
	60	Mechanically and Technologically Savvy	295	4.67	5.07	305	2.04	1.46	234	2.03	1.12
	57	Financial Management	296	4.40	4.52	305	2.02	1.30	251	1.90	1.05
	4	Physical Strength	302	4.38	4.36	313	2.14	1.43	245	1.87	1.03
	59	Inspecting Equipment, Objects, Structures, or Materials	294	4.37	4.65	304	1.86	1.34	233	2.09	1.16
LOW	63	Innovating Technology	298	3.34	4.49	305	1.47	1.40	198	1.99	1.14
	1	Psychomotor Ability	298	3.32	4.26	310	1.95	1.44	238	1.40	1.06
	58	Proficiency with Weapons Systems	295	2.67	3.76	303	1.30	1.16	211	1.77	1.15
	3	Reaction Time	300	2.54	4.13	311	1.41	1.40	194	1.52	1.11
	2	Control Precision	303	2.14	3.67	313	1.22	1.31	178	1.47	1.06

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D8

Branch: Field Artillery (FA) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	255	16.05	4.44	278	4.46	0.73	255	3.54	0.68
	35	Cooperation-Teamwork	254	14.45	4.98	279	4.22	0.84	252	3.35	0.81
	7	Attentiveness	260	14.20	5.28	278	4.18	1.08	256	3.30	0.76
	34	Relationship Building	254	13.80	5.15	278	4.12	0.91	252	3.25	0.83
	31	Active Listening	255	13.79	5.09	279	4.18	0.84	255	3.20	0.83
	28	Written Communication	257	13.79	5.17	280	4.06	0.95	254	3.29	0.80
	53	Juggling Competing Demands	255	13.76	5.13	271	4.03	0.96	254	3.33	0.77
	44	Planning and Organizing	256	13.61	4.75	272	3.97	0.87	256	3.34	0.79
	18	Analytical Thinking	262	13.55	5.09	280	4.09	0.95	260	3.22	0.81
	49	Adaptability	254	13.54	5.14	271	3.92	0.95	253	3.35	0.76
	15	Verbal Reasoning	261	13.43	5.19	279	4.11	0.95	259	3.18	0.83
	8	Precision	259	13.37	4.80	277	4.06	0.90	258	3.19	0.76
	51	Tolerating Pressure	256	13.34	5.49	272	3.85	1.06	255	3.34	0.78
	14	Situational Awareness	261	13.19	6.00	279	4.02	1.12	257	3.16	0.92
	52	Tolerating Uncertainty	253	13.10	5.47	270	3.87	1.03	252	3.26	0.81
	45	Directing and Supervising Others	256	12.76	6.01	273	3.89	1.17	252	3.10	0.96
	25	Judgement and Decision Making	256	12.74	5.31	279	3.80	0.99	254	3.22	0.91
	54	Knowledge of Procedures	255	12.48	5.00	271	3.87	0.93	255	3.10	0.83
	11	Analyze Data or Information	263	12.12	5.50	280	3.81	1.13	259	3.07	0.85
	46	Delegating	257	12.08	5.82	272	3.77	1.17	253	3.01	0.94
MODERATE	19	Systems Thinking	261	11.97	5.41	279	3.83	1.08	256	3.00	0.88
	50	Cognitive Flexibility	256	11.89	5.02	272	3.72	0.96	253	3.12	0.79
	42	Motivating Others	254	11.85	5.92	277	3.70	1.15	250	3.04	0.99
	21	Structured Problem Solving	262	11.68	5.13	280	3.75	0.98	260	3.00	0.84
	43	Team Building	258	11.59	5.32	273	3.52	1.08	253	3.15	0.92
	6	Focus	263	11.37	6.66	279	3.47	1.58	240	3.15	0.87

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	10	Processes Information and Data	261	11.20	5.73	280	3.75	1.14	258	2.83	1.02
	47	Training and Developing Others	256	11.17	5.88	272	3.48	1.18	250	3.02	1.01
	17	Interdisciplinary Reasoning	262	11.10	5.85	279	3.72	1.15	256	2.82	1.00
	48	Coordinating Multiple Groups	257	10.89	5.59	273	3.42	1.20	250	3.03	0.90
	20	Strategic Thinking	261	10.80	5.99	279	3.51	1.23	256	2.89	0.98
	32	Encourages Discourse	255	10.74	5.30	278	3.68	1.04	253	2.78	0.93
	22	Unstructured Problem Solving	256	10.73	4.84	280	3.50	1.04	254	2.94	0.81
	23	Creative Problem Solving	256	10.72	5.00	279	3.47	1.06	255	2.96	0.80
	33	Social Sensitivity	257	10.26	5.70	280	3.75	1.12	253	2.62	1.05
	27	Reflective Thinking	257	9.66	5.53	280	3.40	1.16	251	2.68	0.96
	55	Evaluating Compliance	252	9.65	5.58	271	3.41	1.10	250	2.65	0.99
	24	Assessing and Mitigating Harm	256	9.60	6.07	279	3.13	1.29	246	2.81	1.07
	37	Social Perceptiveness	256	9.57	5.43	279	3.46	1.12	252	2.60	0.99
	36	Conflict Management	253	9.55	5.15	277	3.27	1.07	248	2.79	0.92
	16	Quantitative Reasoning	261	9.15	5.88	279	3.18	1.26	253	2.64	1.04
	26	Awareness of Cognitive Biases	256	8.84	5.87	280	3.20	1.30	244	2.57	1.03
	30	Intercultural Communication	257	8.37	6.37	280	2.94	1.47	247	2.50	1.17
	9	Pattern Recognition	261	8.15	5.54	278	3.09	1.32	249	2.42	1.01
	38	Cultural Awareness	252	8.05	6.21	275	2.96	1.42	241	2.39	1.15
	13	Spatial Orientation	264	7.58	6.49	279	2.78	1.58	236	2.44	1.13
	56	Specialized Expertise	260	7.49	6.35	272	2.74	1.61	220	2.53	1.16
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	260	7.40	6.75	279	2.59	1.61	234	2.42	1.18
	40	Working in Multidisciplinary Contexts	256	7.17	6.34	277	2.61	1.60	224	2.39	1.12
	12	Spatial Visualization	265	6.96	6.03	279	2.58	1.54	228	2.43	1.12
	5	Physical Endurance	265	6.31	5.35	278	2.41	1.45	222	2.36	1.12
	61	Expertise with Information Technology	258	6.26	5.83	271	2.50	1.61	216	2.27	1.06

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	62	Learning New Technology	261	6.16	5.48	273	2.41	1.39	239	2.28	1.08
	4	Physical Strength	264	5.81	5.33	280	2.33	1.48	217	2.21	1.13
	58	Proficiency with Weapons Systems	257	5.72	5.81	270	2.25	1.48	227	2.17	1.18
	59	Inspecting Equipment, Objects, Structures, or Materials	257	5.61	5.54	270	2.23	1.48	210	2.23	1.16
	60	Mechanically and Technologically Savvy	261	5.05	5.00	273	2.20	1.47	214	2.07	1.05
	41	Working with the Public	261	4.56	5.82	279	1.83	1.55	200	2.06	1.21
	1	Psychomotor Ability	266	4.06	4.61	279	2.09	1.48	211	1.69	1.05
	57	Financial Management	258	4.03	5.09	270	1.85	1.43	199	1.83	1.12
LOW	63	Innovating Technology	264	3.91	5.11	273	1.62	1.51	181	2.12	1.13
	3	Reaction Time	267	3.52	5.00	279	1.48	1.45	174	1.99	1.22
	2	Control Precision	271	3.03	4.60	280	1.41	1.41	172	1.78	1.15

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D9

Branch: Finance Management Corps (FM) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	57	Financial Management	64	16.39	5.61	69	4.41	1.13	63	3.62	0.68
	11	Analyze Data or Information	67	14.94	4.78	73	4.41	0.80	67	3.34	0.75
	29	Oral Communication	65	14.85	5.54	73	4.27	0.84	65	3.37	0.93
	18	Analytical Thinking	68	14.78	4.96	74	4.27	0.83	68	3.38	0.79
	10	Processes Information and Data	68	14.59	5.18	74	4.41	0.83	68	3.22	0.84
	28	Written Communication	66	14.55	5.01	74	4.28	0.84	66	3.35	0.83
	16	Quantitative Reasoning	67	14.33	5.72	73	4.18	1.02	67	3.31	0.89
	35	Cooperation-Teamwork	65	14.17	4.78	74	4.12	0.88	65	3.31	0.81
	8	Precision	66	14.12	5.58	74	4.12	1.15	65	3.31	0.81
	15	Verbal Reasoning	68	13.82	4.94	74	4.24	0.89	68	3.19	0.74
	54	Knowledge of Procedures	66	13.67	4.75	71	3.97	0.99	65	3.43	0.66
	53	Juggling Competing Demands	65	13.29	5.27	70	3.89	1.12	63	3.38	0.73
	34	Relationship Building	66	13.03	5.08	74	4.01	0.82	66	3.18	0.84
	31	Active Listening	66	12.94	5.35	74	4.09	0.89	66	3.08	0.92
	19	Systems Thinking	67	12.90	5.47	74	3.99	0.97	67	3.07	0.93
	55	Evaluating Compliance	65	12.86	5.31	71	3.80	1.08	64	3.33	0.76
	21	Structured Problem Solving	67	12.66	5.60	73	3.84	1.17	66	3.14	0.84
49	Adaptability	65	12.03	5.23	70	3.73	1.08	64	3.11	0.74	
7	Attentiveness	68	12.00	5.91	74	3.76	1.45	63	3.19	0.72	
MODERATE	51	Tolerating Pressure	66	11.56	5.89	71	3.65	1.23	64	3.06	0.87
	42	Motivating Others	66	11.56	6.03	74	3.68	1.21	64	2.97	0.91
	52	Tolerating Uncertainty	66	11.47	5.71	71	3.56	1.20	65	3.11	0.87
	44	Planning and Organizing	65	11.42	5.09	70	3.50	1.09	64	3.13	0.79
	20	Strategic Thinking	68	11.37	5.60	74	3.65	1.14	68	2.93	0.92
	50	Cognitive Flexibility	66	11.36	5.10	71	3.51	1.01	65	3.14	0.73
	17	Interdisciplinary Reasoning	68	11.12	5.17	74	3.81	0.93	68	2.82	0.88

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	45	Directing and Supervising Others	66	10.98	5.82	71	3.54	1.41	61	3.02	0.81
	14	Situational Awareness	68	10.81	4.64	74	3.78	0.97	68	2.81	0.85
	43	Team Building	66	10.77	4.90	71	3.32	1.07	65	3.09	0.76
	46	Delegating	67	10.64	6.20	71	3.46	1.41	62	2.94	0.94
	25	Judgement and Decision Making	66	10.58	5.23	74	3.45	1.05	65	3.00	0.88
	32	Encourages Discourse	65	10.42	5.00	74	3.64	0.93	64	2.77	0.96
	23	Creative Problem Solving	66	10.35	5.53	74	3.26	1.18	65	2.95	0.96
	33	Social Sensitivity	65	10.25	5.81	73	3.64	1.22	63	2.67	1.02
	22	Unstructured Problem Solving	66	10.21	5.12	74	3.35	1.10	66	2.83	0.94
	56	Specialized Expertise	68	10.19	6.39	71	3.44	1.43	63	2.81	1.06
	47	Training and Developing Others	66	9.97	5.39	71	3.15	1.24	64	3.02	0.75
	9	Pattern Recognition	68	9.18	5.28	74	3.51	1.27	66	2.48	0.98
	27	Reflective Thinking	65	9.11	4.60	74	3.35	1.03	63	2.67	0.86
	37	Social Perceptiveness	65	9.11	4.93	74	3.42	0.92	65	2.55	0.97
	40	Working in Multidisciplinary Contexts	65	8.91	6.42	72	3.22	1.52	60	2.65	1.09
	30	Intercultural Communication	68	8.88	6.24	74	3.16	1.39	65	2.52	1.08
	61	Expertise with Information Technology	69	8.70	6.15	71	2.96	1.58	60	2.72	0.92
	36	Conflict Management	66	8.56	4.98	74	3.03	1.06	66	2.68	0.91
	48	Coordinating Multiple Groups	67	8.34	5.55	71	2.83	1.30	64	2.78	0.93
	38	Cultural Awareness	66	8.23	5.51	74	3.04	1.31	64	2.42	0.96
	26	Awareness of Cognitive Biases	66	7.86	4.77	74	3.12	1.11	66	2.39	0.93
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	68	7.84	6.15	74	2.72	1.45	65	2.49	1.06
	62	Learning New Technology	68	7.51	5.68	71	2.66	1.38	64	2.58	1.02
	6	Focus	71	7.38	6.92	74	2.45	1.92	51	2.92	1.11
	24	Assessing and Mitigating Harm	66	6.76	5.54	74	2.66	1.41	62	2.32	1.05
	41	Working with the Public	67	6.67	6.65	74	2.39	1.72	57	2.46	1.13

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	63	Innovating Technology	68	5.51	5.63	71	2.08	1.56	54	2.31	1.04
	60	Mechanically and Technologically Savvy	68	4.13	5.21	71	1.79	1.55	52	1.96	1.17
LOW	12	Spatial Visualization	70	3.61	5.06	74	1.81	1.58	51	1.73	1.18
	13	Spatial Orientation	71	3.34	4.70	74	1.59	1.49	48	1.77	1.04
	59	Inspecting Equipment, Objects, Structures, or Materials	68	3.26	4.34	71	1.51	1.29	53	1.92	1.25
	5	Physical Endurance	67	3.07	4.53	72	1.44	1.35	45	1.67	1.21
	1	Psychomotor Ability	71	3.07	5.00	74	1.43	1.54	46	1.59	1.27
	58	Proficiency with Weapons Systems	65	2.57	4.21	70	1.20	1.17	48	1.71	1.34
	4	Physical Strength	70	2.50	4.02	74	1.34	1.31	46	1.46	1.21
	3	Reaction Time	72	1.89	3.43	74	0.95	1.20	35	1.60	1.24
2	Control Precision	73	1.38	3.14	74	0.78	1.22	29	1.34	1.29	

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D10

Branch: Infantry (IN) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	371	16.69	4.27	405	4.57	0.71	370	3.59	0.64
	35	Cooperation-Teamwork	369	15.14	4.52	405	4.30	0.83	368	3.45	0.70
	7	Attentiveness	372	14.98	4.94	403	4.35	0.89	370	3.39	0.73
	44	Planning and Organizing	368	14.67	4.54	388	4.12	0.88	366	3.50	0.68
	15	Verbal Reasoning	373	14.50	4.95	403	4.31	0.85	371	3.30	0.79
	31	Active Listening	368	14.46	4.59	402	4.31	0.78	367	3.29	0.73
	34	Relationship Building	368	14.36	4.88	404	4.18	0.88	365	3.36	0.73
	53	Juggling Competing Demands	366	14.16	5.12	387	4.11	0.96	363	3.34	0.76
	45	Directing and Supervising Others	368	14.07	5.44	388	4.09	1.06	363	3.34	0.81
	49	Adaptability	365	14.02	4.98	386	4.03	0.93	362	3.40	0.75
	14	Situational Awareness	368	13.86	5.50	402	4.10	1.08	363	3.30	0.81
	18	Analytical Thinking	370	13.81	5.13	402	4.15	0.91	369	3.22	0.82
	28	Written Communication	368	13.81	5.19	404	4.07	0.96	365	3.27	0.81
	46	Delegating	368	13.80	5.54	387	4.05	1.05	362	3.30	0.86
	51	Tolerating Pressure	367	13.79	5.27	387	3.99	0.99	365	3.36	0.80
	25	Judgement and Decision Making	368	13.69	5.06	403	3.93	1.02	365	3.40	0.71
	42	Motivating Others	370	13.60	5.56	404	4.01	1.02	366	3.27	0.87
	52	Tolerating Uncertainty	367	13.40	5.39	387	3.92	1.03	363	3.31	0.81
	43	Team Building	368	12.91	5.10	388	3.71	1.06	362	3.39	0.75
	8	Precision	371	12.87	5.10	404	4.03	0.93	369	3.09	0.83
	47	Training and Developing Others	368	12.65	5.51	388	3.73	1.09	364	3.26	0.89
	6	Focus	372	12.65	6.53	403	3.73	1.50	348	3.31	0.85
	50	Cognitive Flexibility	366	12.62	5.10	386	3.85	1.00	361	3.19	0.78
	32	Encourages Discourse	370	12.05	5.10	404	3.89	0.99	364	2.99	0.82
	48	Coordinating Multiple Groups	368	12.01	5.55	388	3.64	1.18	357	3.20	0.81
	MODERATE	21	Structured Problem Solving	374	11.95	5.51	405	3.83	1.04	370	3.01

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	19	Systems Thinking	373	11.72	5.62	404	3.78	1.09	368	2.97	0.91
	54	Knowledge of Procedures	367	11.66	4.99	387	3.82	0.94	365	2.95	0.82
	22	Unstructured Problem Solving	372	11.55	5.31	405	3.58	1.05	366	3.10	0.84
	23	Creative Problem Solving	372	11.43	5.28	405	3.52	1.05	367	3.11	0.83
	11	Analyze Data or Information	372	11.33	5.53	403	3.73	1.13	371	2.89	0.93
	36	Conflict Management	370	11.16	5.15	403	3.54	1.04	367	3.01	0.82
	37	Social Perceptiveness	369	11.00	5.09	403	3.70	0.98	366	2.86	0.90
	17	Interdisciplinary Reasoning	370	10.88	5.66	405	3.68	1.11	367	2.79	0.99
	33	Social Sensitivity	365	10.84	5.59	401	3.74	1.10	361	2.73	0.98
	20	Strategic Thinking	372	10.82	6.04	404	3.50	1.21	365	2.88	1.06
	24	Assessing and Mitigating Harm	368	10.23	5.71	403	3.25	1.17	357	2.98	0.97
	55	Evaluating Compliance	368	10.13	5.29	388	3.46	1.08	363	2.79	0.90
	27	Reflective Thinking	368	10.05	5.46	403	3.41	1.17	360	2.80	0.94
	26	Awareness of Cognitive Biases	371	10.04	5.56	405	3.41	1.16	365	2.76	0.94
	10	Processes Information and Data	375	9.96	5.84	404	3.55	1.24	366	2.62	1.05
	5	Physical Endurance	370	9.65	6.39	401	3.07	1.45	335	2.91	1.11
	9	Pattern Recognition	370	9.36	5.32	405	3.36	1.18	360	2.62	0.95
	13	Spatial Orientation	372	8.75	5.89	403	3.08	1.38	351	2.62	1.08
	4	Physical Strength	376	8.65	6.27	405	3.01	1.47	340	2.64	1.12
	38	Cultural Awareness	372	8.62	5.85	405	3.12	1.33	363	2.52	1.07
	30	Intercultural Communication	375	8.42	6.28	405	2.94	1.47	359	2.58	1.07
	16	Quantitative Reasoning	377	8.29	6.02	405	3.08	1.28	364	2.42	1.19
	40	Working in Multidisciplinary Contexts	377	7.40	6.08	404	2.69	1.45	351	2.46	1.10
	12	Spatial Visualization	374	7.22	5.59	404	2.79	1.37	348	2.36	1.10
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	377	6.75	6.16	404	2.50	1.51	344	2.35	1.12
	58	Proficiency with Weapons Systems	366	6.57	5.89	387	2.31	1.44	326	2.54	1.19
	56	Specialized Expertise	366	6.27	6.01	386	2.47	1.60	307	2.27	1.16

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	61	Expertise with Information Technology	369	6.19	5.84	386	2.47	1.63	308	2.24	1.08
	1	Psychomotor Ability	375	5.96	5.04	404	2.59	1.37	339	2.05	1.05
	59	Inspecting Equipment, Objects, Structures, or Materials	362	5.92	5.37	382	2.34	1.40	313	2.28	1.09
	62	Learning New Technology	366	5.66	5.20	386	2.25	1.35	338	2.21	1.06
	3	Reaction Time	377	5.05	5.04	403	2.01	1.44	296	2.30	1.09
	41	Working with the Public	378	5.03	5.60	404	1.96	1.45	319	2.17	1.15
	60	Mechanically and Technologically Savvy	368	4.74	4.97	387	2.13	1.44	303	2.03	1.08
	57	Financial Management	364	4.49	4.89	384	2.03	1.35	303	1.94	1.13
LOW	63	Innovating Technology	375	3.75	5.19	386	1.53	1.52	244	2.12	1.12
	2	Control Precision	379	3.46	4.28	404	1.59	1.38	271	1.94	1.07

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D11

Branch: Logistics (LG) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	64	16.13	4.48	68	4.40	0.78	64	3.63	0.65
	28	Written Communication	65	15.78	4.49	69	4.39	0.77	65	3.55	0.59
	35	Cooperation-Teamwork	65	15.51	4.89	69	4.33	0.87	65	3.52	0.73
	18	Analytical Thinking	67	15.19	4.41	69	4.26	0.76	67	3.54	0.66
	34	Relationship Building	65	15.00	4.46	69	4.28	0.76	65	3.48	0.69
	15	Verbal Reasoning	64	14.94	4.77	68	4.35	0.75	64	3.39	0.77
	31	Active Listening	65	14.62	4.74	69	4.22	0.74	65	3.40	0.72
	44	Planning and Organizing	65	14.49	4.46	69	4.03	0.80	65	3.55	0.61
	11	Analyze Data or Information	66	14.08	4.54	68	4.10	0.76	66	3.36	0.67
	49	Adaptability	63	13.95	5.03	68	4.09	0.93	63	3.33	0.78
	53	Juggling Competing Demands	64	13.81	4.90	69	4.04	0.90	64	3.38	0.72
	21	Structured Problem Solving	67	13.73	4.52	69	3.99	0.83	67	3.39	0.70
	45	Directing and Supervising Others	65	13.71	5.73	69	4.01	1.17	64	3.31	0.81
	7	Attentiveness	68	13.71	5.82	69	3.88	1.37	63	3.48	0.59
	14	Situational Awareness	66	13.47	5.68	68	3.91	1.12	65	3.34	0.91
	51	Tolerating Pressure	64	13.42	4.99	69	4.00	0.92	64	3.30	0.75
	19	Systems Thinking	67	13.40	4.76	69	3.99	0.87	67	3.31	0.74
	54	Knowledge of Procedures	63	13.35	4.81	69	3.88	0.93	63	3.35	0.70
	8	Precision	67	13.34	4.96	69	4.04	0.93	67	3.24	0.85
	20	Strategic Thinking	67	13.21	5.22	69	3.93	0.94	67	3.27	0.85
	46	Delegating	65	13.18	5.61	69	3.99	1.06	65	3.18	0.88
	25	Judgement and Decision Making	64	13.03	5.05	68	3.85	1.04	64	3.33	0.80
	52	Tolerating Uncertainty	62	12.95	5.64	67	3.79	1.17	61	3.33	0.77
	50	Cognitive Flexibility	63	12.84	4.74	68	3.81	0.92	63	3.32	0.69
	42	Motivating Others	66	12.80	6.24	69	3.74	1.22	64	3.31	0.97
	10	Processes Information and Data	67	12.76	5.03	69	4.01	0.92	67	3.07	0.88

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	17	Interdisciplinary Reasoning	67	12.72	5.33	69	3.90	0.99	67	3.16	0.81
	43	Team Building	65	12.57	5.02	69	3.65	0.98	65	3.35	0.78
	33	Social Sensitivity	65	12.35	5.48	69	3.96	1.05	64	3.05	0.92
MODERATE	32	Encourages Discourse	65	11.94	5.23	69	3.81	0.93	64	3.06	0.91
	47	Training and Developing Others	64	11.69	5.34	69	3.57	1.12	63	3.19	0.90
	22	Unstructured Problem Solving	65	11.68	4.92	69	3.64	0.95	65	3.15	0.80
	48	Coordinating Multiple Groups	65	11.66	5.12	69	3.57	1.17	63	3.25	0.67
	37	Social Perceptiveness	65	11.46	5.53	68	3.66	1.05	64	3.02	0.92
	55	Evaluating Compliance	64	11.41	5.75	69	3.58	1.06	63	3.05	0.92
	36	Conflict Management	66	11.38	5.13	69	3.62	1.03	65	3.05	0.87
	23	Creative Problem Solving	65	11.20	4.93	69	3.52	0.99	65	3.11	0.89
	16	Quantitative Reasoning	67	10.96	5.65	69	3.42	1.16	67	2.94	0.95
	27	Reflective Thinking	65	10.75	4.97	69	3.49	1.04	64	3.02	0.83
	40	Working in Multidisciplinary Contexts	65	10.48	6.75	68	3.26	1.57	60	3.02	0.98
	6	Focus	68	10.46	6.87	69	3.14	1.78	57	3.30	0.80
	24	Assessing and Mitigating Harm	65	10.15	5.40	69	3.13	1.20	64	3.05	0.92
	38	Cultural Awareness	66	9.98	5.96	69	3.20	1.28	65	2.88	0.99
	30	Intercultural Communication	65	9.69	6.39	69	3.19	1.42	63	2.81	1.12
	56	Specialized Expertise	63	9.68	6.82	68	3.09	1.58	57	2.93	1.08
	26	Awareness of Cognitive Biases	64	9.45	5.34	68	3.28	1.18	63	2.78	0.94
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	66	9.26	6.68	69	2.91	1.56	61	2.90	0.96
	61	Expertise with Information Technology	65	8.37	6.34	69	2.94	1.71	55	2.71	0.98
	9	Pattern Recognition	67	8.34	5.48	69	3.07	1.39	62	2.60	0.91
	62	Learning New Technology	65	7.42	5.99	69	2.58	1.52	59	2.56	0.99
	57	Financial Management	63	6.94	5.99	67	2.49	1.40	56	2.43	1.19
	12	Spatial Visualization	68	6.91	5.75	69	2.48	1.47	57	2.51	1.17
	41	Working with the Public	66	6.86	6.94	69	2.32	1.65	57	2.56	1.25

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	13	Spatial Orientation	67	6.78	6.03	68	2.41	1.67	53	2.55	1.08
	60	Mechanically and Technologically Savvy	66	5.88	5.99	69	2.14	1.60	54	2.43	1.07
	59	Inspecting Equipment, Objects, Structures, or Materials	64	5.86	6.03	67	2.09	1.59	49	2.57	0.98
	63	Innovating Technology	65	5.58	6.02	69	1.96	1.68	48	2.52	1.05
	5	Physical Endurance	69	5.23	5.40	69	2.01	1.52	53	2.30	1.03
	4	Physical Strength	69	5.07	5.24	69	2.16	1.48	55	2.05	1.15
	58	Proficiency with Weapons Systems	66	5.03	5.95	69	1.84	1.57	48	2.46	1.11
LOW	1	Psychomotor Ability	68	4.19	5.34	69	1.94	1.57	53	1.83	1.14
	3	Reaction Time	68	3.01	4.44	69	1.29	1.36	43	2.02	1.12
	2	Control Precision	69	2.71	4.33	69	1.20	1.39	40	1.95	1.08

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D12

Branch: Medical Service Corps (MS) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	195	16.21	4.13	214	4.46	0.68	195	3.59	0.59
	28	Written Communication	196	15.71	4.70	213	4.35	0.83	195	3.55	0.68
	15	Verbal Reasoning	200	14.86	4.94	214	4.27	0.93	199	3.40	0.73
	35	Cooperation-Teamwork	195	14.76	4.81	213	4.24	0.77	195	3.41	0.78
	31	Active Listening	197	14.61	4.70	215	4.25	0.76	197	3.36	0.75
	18	Analytical Thinking	202	14.40	4.85	216	4.19	0.86	201	3.36	0.74
	34	Relationship Building	198	14.30	4.58	215	4.17	0.73	198	3.35	0.76
	53	Juggling Competing Demands	196	14.01	5.00	212	4.05	0.95	196	3.38	0.72
	49	Adaptability	197	13.80	4.87	212	3.98	0.92	196	3.39	0.70
	44	Planning and Organizing	196	13.65	4.71	211	3.88	0.93	195	3.45	0.64
	7	Attentiveness	201	13.62	5.28	215	4.05	1.14	195	3.30	0.71
	45	Directing and Supervising Others	196	13.62	5.29	212	4.01	1.04	192	3.31	0.77
	8	Precision	197	13.59	5.02	212	4.09	1.01	193	3.26	0.74
	46	Delegating	196	13.43	5.13	212	3.97	1.00	192	3.30	0.75
	51	Tolerating Pressure	196	13.30	5.07	213	3.85	1.04	193	3.35	0.70
	11	Analyze Data or Information	199	12.89	5.40	215	3.96	1.08	197	3.14	0.81
	50	Cognitive Flexibility	197	12.88	4.74	213	3.77	1.00	197	3.29	0.72
	25	Judgement and Decision Making	195	12.76	4.97	214	3.84	1.00	194	3.25	0.76
	21	Structured Problem Solving	200	12.70	5.30	215	3.84	1.02	199	3.21	0.86
	14	Situational Awareness	200	12.59	5.64	215	3.82	1.13	197	3.18	0.87
54	Knowledge of Procedures	196	12.49	5.16	213	3.99	0.88	195	3.05	0.85	
52	Tolerating Uncertainty	194	12.48	5.34	212	3.76	1.05	192	3.21	0.79	
19	Systems Thinking	201	12.27	5.62	215	3.81	1.09	199	3.11	0.91	
42	Motivating Others	199	12.20	5.41	216	3.78	0.99	198	3.10	0.87	
10	Processes Information and Data	200	12.01	5.74	215	3.92	1.11	197	2.93	0.96	
MODERATE	20	Strategic Thinking	202	11.72	5.91	216	3.57	1.17	200	3.09	0.98

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	22	Unstructured Problem Solving	197	11.72	5.21	214	3.58	1.03	194	3.16	0.82
	17	Interdisciplinary Reasoning	198	11.65	5.70	215	3.72	1.16	194	3.02	0.91
	33	Social Sensitivity	197	11.57	5.20	215	3.84	1.02	196	2.90	0.92
	43	Team Building	196	11.43	5.29	211	3.41	1.08	195	3.23	0.83
	23	Creative Problem Solving	196	11.39	5.26	214	3.49	1.07	194	3.12	0.82
	47	Training and Developing Others	195	11.30	5.20	211	3.48	1.07	195	3.10	0.86
	32	Encourages Discourse	197	11.24	5.11	215	3.71	0.91	196	2.90	0.94
	36	Conflict Management	197	10.88	5.39	214	3.43	1.10	193	3.02	0.88
	48	Coordinating Multiple Groups	196	10.56	5.36	212	3.40	1.16	192	2.97	0.90
	37	Social Perceptiveness	199	10.51	4.84	216	3.57	0.96	197	2.83	0.90
	27	Reflective Thinking	195	10.33	5.32	212	3.57	1.08	192	2.74	0.97
	55	Evaluating Compliance	197	10.33	5.73	213	3.51	1.14	196	2.77	1.03
	40	Working in Multidisciplinary Contexts	197	10.08	6.27	215	3.32	1.45	186	2.83	1.00
	16	Quantitative Reasoning	203	9.68	6.24	216	3.28	1.34	194	2.76	1.07
	30	Intercultural Communication	197	9.51	6.23	215	3.16	1.43	190	2.73	1.00
	26	Awareness of Cognitive Biases	196	9.42	5.13	213	3.33	1.17	190	2.66	0.98
	6	Focus	205	9.26	7.03	215	2.90	1.88	162	3.07	0.96
	24	Assessing and Mitigating Harm	195	8.87	5.50	211	2.98	1.24	188	2.77	1.05
	38	Cultural Awareness	199	8.78	5.63	215	3.11	1.32	188	2.63	1.02
	56	Specialized Expertise	198	8.69	6.62	213	3.04	1.63	171	2.67	1.10
	9	Pattern Recognition	200	8.68	5.22	214	3.28	1.26	190	2.50	0.97
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	199	7.96	6.24	216	2.76	1.47	180	2.61	1.14
	41	Working with the Public	199	6.90	6.19	215	2.39	1.59	171	2.56	1.07
	61	Expertise with Information Technology	200	6.76	6.16	213	2.60	1.67	170	2.34	1.07
	57	Financial Management	199	6.57	5.91	213	2.48	1.51	170	2.39	1.11
	13	Spatial Orientation	202	5.75	5.84	214	2.27	1.56	167	2.20	1.21
	62	Learning New Technology	198	5.72	5.34	213	2.27	1.43	180	2.22	1.07

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	12	Spatial Visualization	202	5.47	5.69	213	2.20	1.60	161	2.21	1.19
	1	Psychomotor Ability	204	4.24	5.74	215	2.07	1.67	157	1.61	1.22
	63	Innovating Technology	200	4.01	5.36	212	1.60	1.56	130	2.26	1.11
LOW	5	Physical Endurance	206	3.96	4.72	214	1.77	1.49	148	1.88	1.11
	60	Mechanically and Technologically Savvy	201	3.88	5.18	212	1.72	1.60	133	2.08	1.12
	4	Physical Strength	204	3.84	4.63	214	1.84	1.46	156	1.69	1.11
	59	Inspecting Equipment, Objects, Structures, or Materials	201	3.60	4.55	212	1.63	1.43	142	1.97	1.16
	3	Reaction Time	208	3.00	5.26	215	1.32	1.58	114	1.76	1.26
	2	Control Precision	207	2.63	4.89	214	1.17	1.51	103	1.79	1.23
	58	Proficiency with Weapons Systems	202	1.99	3.49	211	1.08	1.17	130	1.54	1.24

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D13

Branch: Military Intelligence (MI) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	280	16.28	4.22	297	4.41	0.77	279	3.66	0.62
	28	Written Communication	278	15.99	4.70	296	4.38	0.81	278	3.59	0.69
	18	Analytical Thinking	280	15.60	4.58	297	4.38	0.75	280	3.52	0.69
	15	Verbal Reasoning	279	15.43	4.58	296	4.32	0.84	277	3.52	0.67
	35	Cooperation-Teamwork	279	14.70	4.83	296	4.29	0.78	279	3.37	0.77
	31	Active Listening	280	14.66	4.52	297	4.27	0.75	280	3.38	0.71
	34	Relationship Building	279	14.02	4.89	297	4.13	0.84	279	3.30	0.77
	11	Analyze Data or Information	279	13.92	5.37	296	4.11	1.02	277	3.31	0.84
	7	Attentiveness	276	13.90	5.15	294	4.15	1.04	269	3.29	0.73
	53	Juggling Competing Demands	277	13.80	4.93	293	4.03	0.95	277	3.32	0.70
	49	Adaptability	276	13.64	4.97	292	3.93	0.97	274	3.39	0.70
	45	Directing and Supervising Others	277	13.36	5.52	292	4.02	1.08	274	3.20	0.84
	44	Planning and Organizing	278	13.15	5.04	294	3.84	0.98	276	3.33	0.76
	8	Precision	281	13.14	5.14	297	4.04	0.99	277	3.19	0.80
	14	Situational Awareness	278	13.11	5.58	296	3.94	1.11	273	3.25	0.84
	52	Tolerating Uncertainty	276	12.92	5.44	292	3.80	1.07	274	3.28	0.76
	51	Tolerating Pressure	275	12.89	5.54	291	3.82	1.04	274	3.24	0.81
	50	Cognitive Flexibility	278	12.70	4.73	293	3.76	0.97	276	3.32	0.68
	17	Interdisciplinary Reasoning	277	12.65	5.15	294	3.92	0.96	277	3.12	0.82
	46	Delegating	277	12.42	5.75	293	3.88	1.09	273	3.07	0.95
	21	Structured Problem Solving	279	12.22	5.57	297	3.77	1.12	275	3.12	0.88
	20	Strategic Thinking	280	12.22	5.75	297	3.71	1.15	278	3.14	0.89
	42	Motivating Others	278	12.21	5.56	296	3.76	1.08	275	3.10	0.91
	32	Encourages Discourse	280	12.11	5.10	297	3.84	0.94	280	3.02	0.87
	MODERATE	10	Processes Information and Data	276	11.95	6.00	296	3.84	1.18	270	2.99
25		Judgement and Decision Making	276	11.91	5.59	296	3.66	1.09	274	3.14	0.87

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	54	Knowledge of Procedures	275	11.89	5.22	292	3.82	0.95	273	3.00	0.86
	22	Unstructured Problem Solving	277	11.80	5.16	295	3.67	1.02	275	3.12	0.84
	19	Systems Thinking	280	11.59	5.57	297	3.76	1.07	276	2.96	0.91
	27	Reflective Thinking	277	11.53	5.38	296	3.69	1.03	276	2.99	0.92
	26	Awareness of Cognitive Biases	276	11.39	5.66	294	3.70	1.06	274	2.93	0.97
	33	Social Sensitivity	277	11.39	5.21	294	3.90	1.01	275	2.81	0.92
	43	Team Building	278	11.27	5.33	294	3.51	1.04	276	3.07	0.90
	37	Social Perceptiveness	280	11.16	4.92	297	3.70	0.95	280	2.89	0.88
	47	Training and Developing Others	277	11.08	5.83	294	3.48	1.20	269	3.03	0.92
	23	Creative Problem Solving	277	11.07	5.17	296	3.47	1.09	273	3.10	0.82
	9	Pattern Recognition	279	10.92	6.28	297	3.54	1.36	264	2.93	1.03
	48	Coordinating Multiple Groups	277	10.35	5.69	293	3.32	1.21	273	2.94	0.96
	55	Evaluating Compliance	275	10.23	5.61	291	3.44	1.13	269	2.82	0.92
	40	Working in Multidisciplinary Contexts	277	10.04	6.49	294	3.26	1.47	266	2.85	1.06
	36	Conflict Management	277	9.93	5.39	296	3.32	1.05	277	2.82	0.96
	6	Focus	280	9.61	7.17	296	3.04	1.91	222	3.12	0.92
	38	Cultural Awareness	279	9.49	5.83	297	3.23	1.28	270	2.70	1.04
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	278	9.48	6.79	295	3.07	1.50	265	2.73	1.18
	30	Intercultural Communication	279	8.91	6.03	295	3.00	1.43	268	2.70	1.03
	16	Quantitative Reasoning	282	7.38	6.29	296	2.76	1.51	252	2.40	1.19
	24	Assessing and Mitigating Harm	278	7.28	5.75	296	2.70	1.37	257	2.46	1.10
	61	Expertise with Information Technology	276	6.72	6.10	292	2.59	1.65	227	2.43	1.08
	56	Specialized Expertise	278	6.60	6.42	294	2.43	1.67	219	2.47	1.12
	12	Spatial Visualization	277	6.40	6.32	295	2.47	1.70	220	2.36	1.21
	13	Spatial Orientation	279	6.11	6.20	296	2.44	1.73	216	2.31	1.17
	62	Learning New Technology	276	5.69	5.18	293	2.29	1.32	254	2.26	1.05
	41	Working with the Public	280	4.32	5.48	295	1.83	1.54	220	1.96	1.21

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F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
LOW	63	Innovating Technology	280	3.41	5.11	293	1.42	1.52	167	2.11	1.12
	5	Physical Endurance	281	3.39	4.32	295	1.66	1.42	200	1.75	1.07
	60	Mechanically and Technologically Savvy	276	3.37	4.77	291	1.56	1.45	187	1.88	1.12
	57	Financial Management	279	3.33	4.49	290	1.63	1.32	209	1.67	1.12
	59	Inspecting Equipment, Objects, Structures, or Materials	275	3.04	4.32	289	1.46	1.33	190	1.74	1.16
	4	Physical Strength	283	2.71	3.86	295	1.51	1.36	198	1.44	1.04
	58	Proficiency with Weapons Systems	278	2.51	3.91	293	1.24	1.16	204	1.64	1.16
	1	Psychomotor Ability	282	2.05	3.35	296	1.43	1.38	192	1.13	0.96
	3	Reaction Time	285	1.42	2.98	296	0.94	1.20	141	1.28	1.02
	2	Control Precision	287	1.24	2.81	296	0.78	1.13	123	1.35	1.05

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D14

Branch: Military Police (MP) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	123	16.36	4.00	132	4.52	0.65	123	3.59	0.58
	28	Written Communication	123	15.81	4.34	132	4.40	0.78	123	3.54	0.63
	15	Verbal Reasoning	123	14.98	4.45	132	4.29	0.82	123	3.42	0.68
	35	Cooperation-Teamwork	122	14.93	4.68	131	4.31	0.81	121	3.43	0.66
	31	Active Listening	120	14.78	4.32	131	4.27	0.81	120	3.38	0.65
	7	Attentiveness	124	14.37	5.08	132	4.23	1.03	121	3.35	0.72
	44	Planning and Organizing	121	13.84	4.68	127	3.98	0.94	121	3.42	0.66
	34	Relationship Building	122	13.75	4.71	132	4.10	0.86	122	3.29	0.71
	14	Situational Awareness	120	13.48	5.42	129	3.95	1.08	118	3.31	0.85
	8	Precision	122	13.42	4.75	131	4.15	0.89	121	3.14	0.78
	49	Adaptability	121	13.41	5.29	127	3.92	1.00	121	3.35	0.73
	18	Analytical Thinking	123	13.28	5.10	132	4.05	0.89	123	3.18	0.84
	51	Tolerating Pressure	122	13.12	5.30	127	3.84	1.03	121	3.31	0.73
	53	Juggling Competing Demands	123	13.07	5.37	128	3.93	1.04	122	3.25	0.77
	45	Directing and Supervising Others	123	13.03	5.79	128	3.97	1.20	119	3.18	0.87
	25	Judgement and Decision Making	122	12.70	5.56	132	3.79	1.11	120	3.25	0.81
	46	Delegating	123	12.54	5.51	128	3.85	1.12	121	3.15	0.83
	52	Tolerating Uncertainty	123	12.35	5.51	128	3.71	1.12	120	3.22	0.77
42	Motivating Others	124	12.28	5.51	132	3.86	1.09	121	3.09	0.88	
MODERATE	33	Social Sensitivity	123	11.96	5.32	132	3.87	1.12	120	2.97	0.84
	43	Team Building	123	11.86	5.54	128	3.59	1.04	122	3.15	0.87
	54	Knowledge of Procedures	122	11.84	4.81	127	3.83	0.90	122	3.02	0.81
	50	Cognitive Flexibility	121	11.83	5.30	126	3.72	1.08	119	3.08	0.81
	21	Structured Problem Solving	124	11.55	5.43	132	3.61	1.14	122	3.07	0.85
	36	Conflict Management	122	11.39	5.29	132	3.60	1.07	121	3.07	0.83
	37	Social Perceptiveness	124	11.06	5.48	132	3.68	1.12	120	2.88	0.88
	11	Analyze Data or Information	122	10.99	5.81	131	3.63	1.27	118	2.85	0.96

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	32	Encourages Discourse	121	10.96	5.07	131	3.70	1.04	120	2.83	0.89
	22	Unstructured Problem Solving	123	10.78	5.14	132	3.48	1.08	121	3.04	0.83
	27	Reflective Thinking	124	10.74	5.01	132	3.58	1.07	121	2.88	0.81
	47	Training and Developing Others	122	10.72	5.64	128	3.34	1.20	118	3.08	0.84
	20	Strategic Thinking	124	10.69	5.89	132	3.44	1.29	120	2.95	0.93
	23	Creative Problem Solving	123	10.58	5.08	132	3.30	1.08	121	3.11	0.78
	26	Awareness of Cognitive Biases	123	10.50	5.85	132	3.42	1.33	118	2.86	0.95
	48	Coordinating Multiple Groups	122	10.39	5.75	127	3.28	1.23	120	3.00	0.89
	6	Focus	125	10.17	6.81	132	3.06	1.75	106	3.25	0.84
	24	Assessing and Mitigating Harm	123	10.06	5.80	132	3.27	1.24	119	2.88	0.93
	55	Evaluating Compliance	123	10.05	5.25	128	3.48	1.03	122	2.75	0.95
	10	Processes Information and Data	125	10.02	6.16	132	3.49	1.35	122	2.63	1.04
	17	Interdisciplinary Reasoning	122	9.80	5.25	131	3.45	1.18	121	2.68	0.93
	19	Systems Thinking	122	9.77	5.65	132	3.43	1.20	119	2.65	1.04
	38	Cultural Awareness	121	9.50	5.74	132	3.27	1.33	116	2.72	0.95
	9	Pattern Recognition	124	8.90	5.65	132	3.24	1.30	119	2.53	1.03
	30	Intercultural Communication Working in	123	8.89	5.62	132	3.05	1.42	119	2.70	0.99
	40	Multidisciplinary Contexts	123	8.14	6.05	131	3.02	1.55	113	2.53	1.07
	41	Working with the Public	123	7.44	6.77	132	2.61	1.62	110	2.49	1.21
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	125	7.19	6.70	132	2.52	1.61	111	2.43	1.16
	5	Physical Endurance	125	6.66	5.58	132	2.61	1.41	114	2.23	1.14
	16	Quantitative Reasoning	123	6.59	5.66	132	2.53	1.41	113	2.27	1.16
	13	Spatial Orientation	122	6.32	5.32	131	2.38	1.50	104	2.44	1.02
	4	Physical Strength	124	6.06	5.44	131	2.47	1.43	111	2.19	1.08
	56	Specialized Expertise	123	5.68	5.90	128	2.33	1.66	95	2.20	1.19
	61	Expertise with Information Technology	121	5.39	5.86	127	2.23	1.77	91	2.10	1.01
12	Spatial Visualization	125	5.35	5.07	132	2.27	1.54	100	2.14	1.08	

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	1	Psychomotor Ability	124	4.94	5.23	132	2.23	1.52	105	1.89	1.20
	57	Financial Management	121	4.84	4.76	126	2.02	1.36	100	2.13	0.99
	59	Inspecting Equipment, Objects, Structures, or Materials	123	4.79	5.51	127	1.99	1.43	100	2.02	1.26
	62	Learning New Technology	124	4.77	5.58	127	1.98	1.49	106	1.96	1.09
	58	Proficiency with Weapons Systems	123	4.68	5.08	127	1.87	1.32	108	2.15	1.24
	3	Reaction Time	125	4.51	5.77	131	1.74	1.54	91	2.16	1.34
LOW	60	Mechanically and Technologically Savvy	124	3.42	4.83	128	1.59	1.48	84	1.74	1.11
	63	Innovating Technology	125	3.18	5.12	127	1.28	1.52	68	2.06	1.12
	2	Control Precision	129	2.86	4.31	132	1.33	1.33	83	1.78	1.28

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D15

Branch: Ordnance Corps (OD) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	187	15.73	4.26	203	4.37	0.76	187	3.55	0.62
	28	Written Communication	186	14.65	4.71	202	4.20	0.84	186	3.41	0.71
	15	Verbal Reasoning	191	14.59	5.00	204	4.21	0.96	189	3.37	0.76
	7	Attentiveness	190	14.42	5.27	203	4.11	1.13	186	3.42	0.69
	35	Cooperation-Teamwork	186	14.41	4.72	203	4.15	0.83	186	3.38	0.69
	53	Juggling Competing Demands	186	14.37	5.06	197	4.12	0.90	186	3.38	0.76
	18	Analytical Thinking	190	14.32	5.17	203	4.16	0.91	189	3.32	0.79
	31	Active Listening	186	14.02	4.69	203	4.21	0.87	186	3.22	0.74
	49	Adaptability	185	13.81	4.88	197	3.97	0.95	185	3.38	0.70
	44	Planning and Organizing	188	13.81	4.96	199	3.96	1.00	187	3.37	0.72
	52	Tolerating Uncertainty	189	13.53	5.48	199	3.92	1.09	186	3.31	0.77
	34	Relationship Building	188	13.46	4.94	204	4.00	0.87	188	3.26	0.74
	8	Precision	187	13.37	5.08	203	4.08	0.87	186	3.18	0.89
	45	Directing and Supervising Others	189	13.26	5.74	199	3.98	1.19	188	3.12	0.93
	51	Tolerating Pressure	189	13.18	5.33	199	3.83	1.09	187	3.30	0.78
	25	Judgement and Decision Making	189	13.04	5.29	204	3.74	1.10	187	3.32	0.75
	11	Analyze Data or Information	189	12.98	5.71	202	3.92	1.10	187	3.17	0.87
	46	Delegating	189	12.94	5.71	199	3.87	1.13	185	3.19	0.89
	54	Knowledge of Procedures	187	12.70	4.69	198	3.92	0.81	187	3.14	0.77
	42	Motivating Others	188	12.61	5.92	204	3.74	1.13	186	3.15	0.88
	14	Situational Awareness	190	12.55	5.73	204	3.80	1.19	185	3.16	0.79
	21	Structured Problem Solving	187	12.48	5.47	202	3.76	1.05	186	3.16	0.84
	50	Cognitive Flexibility	187	12.46	4.81	199	3.79	0.97	185	3.21	0.75
43	Team Building	189	12.31	5.49	199	3.59	1.07	189	3.23	0.86	
10	Processes Information and Data	191	12.01	6.20	204	3.82	1.24	187	2.99	0.99	
MODERATE	19	Systems Thinking	191	11.99	5.60	203	3.80	1.09	188	3.03	0.86

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	22	Unstructured Problem Solving	188	11.93	5.29	203	3.55	1.10	185	3.22	0.79
	23	Creative Problem Solving	189	11.80	5.31	204	3.50	1.06	188	3.22	0.84
	17	Interdisciplinary Reasoning	191	11.76	5.49	204	3.79	1.03	190	2.95	0.90
	47	Training and Developing Others	188	11.71	5.57	199	3.53	1.19	183	3.14	0.88
	20	Strategic Thinking	192	11.43	5.86	204	3.59	1.17	189	2.98	0.99
	32	Encourages Discourse	188	11.42	4.88	203	3.73	0.92	188	2.92	0.87
	48	Coordinating Multiple Groups	188	11.26	5.52	199	3.47	1.12	185	3.09	0.86
	33	Social Sensitivity	186	11.18	5.74	203	3.67	1.16	185	2.86	0.96
	55	Evaluating Compliance	188	10.69	5.44	199	3.54	1.10	187	2.80	0.94
	36	Conflict Management	188	10.19	5.11	203	3.30	1.07	187	2.90	0.86
	27	Reflective Thinking	186	10.11	5.49	203	3.43	1.12	183	2.77	0.97
	16	Quantitative Reasoning	190	10.03	6.09	204	3.32	1.31	183	2.75	1.05
	37	Social Perceptiveness	189	9.87	5.21	204	3.45	1.08	187	2.70	0.92
	6	Focus	192	9.86	7.50	201	3.00	1.88	153	3.20	0.96
	9	Pattern Recognition	190	9.67	5.58	204	3.32	1.30	179	2.77	0.96
	26	Awareness of Cognitive Biases	188	9.40	5.73	202	3.23	1.26	183	2.66	1.02
	24	Assessing and Mitigating Harm	190	9.37	6.02	204	3.00	1.27	184	2.83	1.08
	30	Intercultural Communication	189	9.15	6.21	203	3.11	1.38	182	2.66	1.11
	38	Cultural Awareness	188	8.69	5.75	204	3.03	1.27	183	2.57	1.09
	40	Working in Multidisciplinary Contexts	191	8.37	5.92	204	2.94	1.45	178	2.63	1.05
	56	Specialized Expertise	193	8.17	6.74	199	2.79	1.69	159	2.65	1.13
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	192	7.82	6.13	203	2.67	1.53	171	2.65	1.07
	61	Expertise with Information Technology	191	6.90	6.27	199	2.58	1.69	155	2.40	1.11
	62	Learning New Technology	190	6.61	5.84	199	2.41	1.48	175	2.32	1.10
	13	Spatial Orientation	193	6.41	5.52	203	2.50	1.46	169	2.29	1.07
	12	Spatial Visualization	194	6.32	5.82	203	2.41	1.60	163	2.32	1.07
	41	Working with the Public	191	5.87	5.87	204	2.14	1.57	157	2.39	1.09

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	5	Physical Endurance	190	5.74	5.27	201	2.27	1.49	153	2.28	1.14
	4	Physical Strength	191	5.53	5.26	202	2.28	1.50	159	2.12	1.10
	57	Financial Management	188	5.40	4.96	199	2.21	1.36	161	2.17	1.03
	60	Mechanically and Technologically Savvy	192	4.95	5.38	199	2.02	1.61	141	2.17	1.09
	59	Inspecting Equipment, Objects, Structures, or Materials	190	4.71	5.06	198	1.94	1.41	153	2.08	1.19
	1	Psychomotor Ability	193	4.59	5.18	203	2.10	1.51	158	1.78	1.17
	63	Innovating Technology	195	4.12	5.35	199	1.61	1.59	126	2.25	1.16
LOW	58	Proficiency with Weapons Systems	193	3.53	4.20	199	1.55	1.21	158	1.92	1.13
	3	Reaction Time	193	3.05	4.30	201	1.36	1.42	123	1.87	1.14
	2	Control Precision	195	2.67	3.97	201	1.29	1.33	121	1.70	1.25

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D16

Branch: Quartermaster Corps (QM) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	167	16.21	4.27	177	4.46	0.71	167	3.58	0.60
	35	Cooperation-Teamwork	165	15.16	4.55	176	4.27	0.77	165	3.50	0.67
	31	Active Listening	167	15.09	4.63	177	4.34	0.78	167	3.40	0.69
	34	Relationship Building	166	15.01	4.49	177	4.28	0.75	166	3.45	0.67
	28	Written Communication	167	14.77	4.64	177	4.18	0.81	167	3.46	0.64
	15	Verbal Reasoning	172	14.61	4.24	179	4.28	0.71	172	3.37	0.68
	18	Analytical Thinking	171	14.54	4.66	179	4.20	0.85	170	3.41	0.72
	7	Attentiveness	170	14.22	5.48	179	4.18	1.07	167	3.34	0.77
	44	Planning and Organizing	169	14.14	5.05	176	3.95	1.01	168	3.48	0.68
	49	Adaptability	167	14.04	5.31	174	3.97	1.04	166	3.44	0.70
	53	Juggling Competing Demands	167	13.98	4.93	174	4.03	0.89	167	3.38	0.71
	14	Situational Awareness	171	13.44	5.51	178	3.96	1.05	171	3.26	0.84
	45	Directing and Supervising Others	168	13.43	5.82	175	3.92	1.16	163	3.30	0.80
	8	Precision	170	13.36	5.25	177	4.06	1.01	169	3.22	0.83
	21	Structured Problem Solving	171	13.17	4.84	178	3.91	0.95	170	3.26	0.72
	52	Tolerating Uncertainty	166	13.05	5.37	174	3.78	1.11	165	3.33	0.72
	46	Delegating	168	13.02	5.88	176	3.83	1.25	161	3.27	0.80
	11	Analyze Data or Information	170	12.88	5.51	178	3.93	1.12	168	3.14	0.82
	51	Tolerating Pressure	168	12.79	5.24	175	3.79	0.97	168	3.27	0.84
	25	Judgement and Decision Making	168	12.74	5.46	178	3.75	1.08	166	3.25	0.84
	42	Motivating Others	167	12.74	5.70	177	3.85	1.04	166	3.16	0.88
	50	Cognitive Flexibility	168	12.69	4.91	175	3.74	1.00	167	3.29	0.72
	54	Knowledge of Procedures	168	12.65	5.09	175	3.90	0.98	168	3.14	0.82
	33	Social Sensitivity	164	12.65	5.19	177	4.02	0.98	163	3.03	0.88
	32	Encourages Discourse	167	12.49	5.28	177	3.89	0.97	166	3.05	0.89
	19	Systems Thinking	171	12.47	5.35	179	3.81	1.03	169	3.16	0.83
	43	Team Building	169	12.42	5.53	176	3.64	1.12	167	3.28	0.81

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	20	Strategic Thinking	172	12.04	5.41	179	3.69	1.05	171	3.13	0.89
	10	Processes Information and Data	168	11.82	5.69	177	3.85	1.09	166	2.95	1.02
	17	Interdisciplinary Reasoning	172	11.82	5.47	179	3.75	1.11	169	3.03	0.87
	47	Training and Developing Others	168	11.79	5.84	176	3.52	1.23	164	3.21	0.85
	23	Creative Problem Solving	168	11.60	5.07	178	3.51	0.96	168	3.15	0.85
	22	Unstructured Problem Solving	168	11.55	5.06	178	3.55	0.98	167	3.10	0.87
	37	Social Perceptiveness	168	11.49	5.18	178	3.69	0.92	168	2.96	0.88
	48	Coordinating Multiple Groups	168	11.18	5.56	176	3.48	1.20	164	3.12	0.85
	27	Reflective Thinking	165	11.13	5.11	176	3.62	0.98	164	2.95	0.89
	55	Evaluating Compliance	168	10.96	5.41	175	3.52	1.07	167	2.97	0.89
	36	Conflict Management	167	10.80	5.07	178	3.43	1.00	167	3.04	0.86
	26	Awareness of Cognitive Biases	168	10.70	5.23	176	3.58	1.03	167	2.85	0.94
	38	Cultural Awareness	168	10.62	6.11	178	3.48	1.22	167	2.81	1.00
	30	Intercultural Communication	169	10.53	6.36	177	3.40	1.39	163	2.86	1.04
	6	Focus	171	10.37	7.20	178	3.14	1.81	147	3.14	0.94
	16	Quantitative Reasoning	171	9.95	5.76	178	3.39	1.24	165	2.77	1.03
	24	Assessing and Mitigating Harm	167	9.66	6.04	178	3.08	1.29	162	2.86	1.04
	9	Pattern Recognition	172	9.47	5.91	179	3.33	1.37	161	2.69	1.04
	40	Working in Multidisciplinary Contexts	167	8.72	6.22	177	3.07	1.42	157	2.59	1.09
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	168	8.35	6.12	178	2.83	1.42	159	2.64	1.14
	56	Specialized Expertise	168	7.29	6.50	175	2.54	1.70	135	2.56	1.16
	12	Spatial Visualization	172	6.90	6.24	177	2.67	1.57	146	2.35	1.15
	13	Spatial Orientation	173	6.68	6.07	179	2.60	1.58	150	2.31	1.12
	61	Expertise with Information Technology	170	6.66	6.07	175	2.51	1.66	141	2.41	1.06
	41	Working with the Public	169	6.17	6.23	178	2.27	1.55	148	2.36	1.23
	62	Learning New Technology	170	5.75	5.51	175	2.19	1.39	153	2.29	1.13

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	5	Physical Endurance	172	5.67	6.00	178	2.35	1.57	146	2.03	1.26
	57	Financial Management	168	5.60	5.07	174	2.25	1.41	144	2.23	1.00
	4	Physical Strength	171	5.45	5.93	177	2.29	1.58	146	1.92	1.22
	59	Inspecting Equipment, Objects, Structures, or Materials	170	4.78	5.25	175	1.91	1.45	136	2.18	1.12
	60	Mechanically and Technologically Savvy	170	4.72	5.43	176	1.89	1.50	131	2.17	1.12
	63	Innovating Technology	169	4.01	5.20	174	1.56	1.55	108	2.21	1.12
LOW	1	Psychomotor Ability	172	3.98	5.10	178	1.97	1.57	137	1.58	1.14
	58	Proficiency with Weapons Systems	172	3.77	4.81	176	1.57	1.34	135	1.99	1.14
	3	Reaction Time	170	3.36	5.20	176	1.47	1.53	108	1.80	1.26
	2	Control Precision	173	2.27	4.10	178	1.21	1.40	96	1.57	1.20

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D17

Branch: Signal Corps (SC) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	185	16.10	4.31	199	4.46	0.65	185	3.55	0.62
	31	Active Listening	187	14.59	4.71	199	4.33	0.77	187	3.30	0.72
	35	Cooperation-Teamwork	184	14.57	4.70	198	4.21	0.84	184	3.41	0.67
	28	Written Communication	187	14.55	5.01	199	4.23	0.90	187	3.37	0.73
	18	Analytical Thinking	188	14.33	4.84	198	4.15	0.92	188	3.38	0.69
	15	Verbal Reasoning	189	14.16	4.77	198	4.17	0.86	188	3.34	0.72
	44	Planning and Organizing	184	14.00	4.63	195	4.02	0.89	184	3.43	0.67
	46	Delegating	183	13.84	5.25	194	4.04	0.98	181	3.33	0.76
	34	Relationship Building	188	13.76	5.17	199	4.09	0.94	187	3.30	0.72
	45	Directing and Supervising Others	182	13.74	5.38	194	4.08	1.01	181	3.29	0.78
	53	Juggling Competing Demands	182	13.64	5.07	192	4.04	0.96	180	3.31	0.77
	7	Attentiveness	188	13.57	5.67	197	4.03	1.12	185	3.28	0.77
	49	Adaptability	181	13.46	5.11	192	3.95	0.96	180	3.33	0.71
	19	Systems Thinking	189	13.32	5.54	198	3.98	1.05	187	3.22	0.88
	8	Precision	191	12.70	5.47	199	3.94	1.10	187	3.13	0.83
	21	Structured Problem Solving	190	12.68	5.45	199	3.90	1.07	187	3.17	0.81
	42	Motivating Others	187	12.68	5.41	199	3.92	1.07	183	3.18	0.80
	54	Knowledge of Procedures	182	12.60	4.79	192	3.84	0.89	181	3.20	0.77
	25	Judgement and Decision Making	187	12.45	5.16	199	3.76	1.06	186	3.22	0.73
	11	Analyze Data or Information	191	12.39	5.69	199	3.78	1.22	188	3.14	0.82
52	Tolerating Uncertainty	179	12.31	5.00	191	3.75	1.00	177	3.21	0.82	
51	Tolerating Pressure	184	12.29	5.11	194	3.68	1.07	181	3.25	0.76	
50	Cognitive Flexibility	184	12.07	4.95	194	3.72	0.93	184	3.14	0.74	
43	Team Building	184	12.04	5.02	196	3.59	1.04	182	3.29	0.75	
MODERATE	20	Strategic Thinking	190	11.93	5.67	199	3.70	1.11	189	3.07	0.92
	14	Situational Awareness	191	11.82	5.96	199	3.75	1.20	189	3.02	0.97

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	47	Training and Developing Others	183	11.72	5.32	193	3.59	1.08	181	3.17	0.84
	10	Processes Information and Data	191	11.66	6.11	199	3.74	1.28	185	2.95	0.96
	61	Expertise with Information Technology	186	11.46	7.06	194	3.49	1.68	169	3.10	0.94
	22	Unstructured Problem Solving	188	11.39	5.03	199	3.56	0.94	186	3.12	0.84
	17	Interdisciplinary Reasoning	189	11.34	5.60	198	3.72	1.06	186	2.95	0.97
	23	Creative Problem Solving	186	11.24	5.09	198	3.50	1.02	186	3.10	0.79
	32	Encourages Discourse	186	11.23	5.37	199	3.76	1.05	184	2.86	0.88
	48	Coordinating Multiple Groups	184	11.03	5.72	194	3.40	1.21	182	3.05	0.96
	33	Social Sensitivity	188	10.93	5.88	199	3.72	1.20	184	2.79	0.92
	55	Evaluating Compliance	182	10.85	5.30	192	3.49	1.15	178	3.01	0.82
	36	Conflict Management	187	10.25	5.06	199	3.40	1.05	186	2.90	0.84
	37	Social Perceptiveness	186	10.07	5.30	198	3.57	1.07	185	2.70	0.92
	27	Reflective Thinking	186	10.07	5.35	198	3.50	1.15	182	2.74	0.95
	6	Focus	193	9.61	7.00	199	3.06	1.74	165	2.99	0.98
	40	Working in Multidisciplinary Contexts	185	9.53	6.49	196	3.18	1.52	174	2.72	1.01
	62	Learning New Technology	184	9.42	6.22	194	3.01	1.47	173	2.95	0.94
	26	Awareness of Cognitive Biases	187	9.27	5.97	198	3.28	1.32	181	2.60	1.07
	30	Intercultural Communication	189	9.02	6.40	199	3.12	1.51	179	2.66	1.05
	56	Specialized Expertise	184	8.71	6.54	192	3.02	1.59	164	2.66	1.08
	9	Pattern Recognition	190	8.55	5.42	198	3.25	1.27	181	2.47	0.96
	16	Quantitative Reasoning	190	8.52	6.32	197	3.07	1.46	180	2.50	1.11
	24	Assessing and Mitigating Harm	187	8.40	5.47	198	2.91	1.23	180	2.67	1.05
	38	Cultural Awareness	189	8.37	6.26	198	3.05	1.46	180	2.47	1.07
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	188	8.15	6.40	199	2.79	1.53	174	2.59	1.08
	60	Mechanically and Technologically Savvy	185	7.74	6.69	194	2.58	1.67	154	2.71	1.12
	63	Innovating Technology	185	6.94	6.55	194	2.44	1.72	149	2.65	1.05

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	59	Inspecting Equipment, Objects, Structures, or Materials	183	5.62	5.45	193	2.12	1.50	148	2.37	1.07
	41	Working with the Public	189	5.33	5.82	198	2.11	1.59	155	2.17	1.13
	13	Spatial Orientation	189	5.21	5.37	198	2.23	1.50	160	2.02	1.15
	12	Spatial Visualization	190	5.17	5.10	197	2.26	1.44	167	1.98	1.09
	57	Financial Management	185	4.83	5.16	194	1.97	1.40	151	2.12	1.13
	4	Physical Strength	188	4.51	5.07	199	2.09	1.37	162	1.83	1.16
	5	Physical Endurance	191	4.44	5.13	199	1.99	1.43	157	1.94	1.16
LOW	1	Psychomotor Ability	190	3.41	4.73	198	1.87	1.43	157	1.44	1.12
	58	Proficiency with Weapons Systems	184	3.28	4.71	193	1.47	1.29	147	1.78	1.23
	3	Reaction Time	192	2.86	4.83	199	1.36	1.49	119	1.71	1.24
	2	Control Precision	194	2.45	4.41	199	1.20	1.39	110	1.61	1.22

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D18

Branch: Transportation Corps (TC) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	151	16.40	4.18	164	4.47	0.71	151	3.62	0.59
	28	Written Communication	150	15.19	5.02	163	4.23	0.90	150	3.49	0.73
	35	Cooperation-Teamwork	150	15.07	5.10	163	4.27	0.85	149	3.45	0.76
	15	Verbal Reasoning	151	14.78	4.69	164	4.30	0.71	151	3.36	0.73
	34	Relationship Building	151	14.60	5.11	164	4.23	0.88	149	3.38	0.78
	31	Active Listening	151	14.54	4.98	164	4.30	0.79	151	3.29	0.76
	18	Analytical Thinking	149	14.28	5.06	163	4.18	0.81	149	3.27	0.84
	7	Attentiveness	151	14.07	5.34	164	4.07	1.14	148	3.36	0.72
	44	Planning and Organizing	149	13.96	4.72	160	3.96	0.91	149	3.42	0.68
	49	Adaptability	149	13.89	5.16	160	4.01	0.92	149	3.36	0.79
	53	Juggling Competing Demands	149	13.72	5.40	159	4.05	1.03	149	3.28	0.81
	8	Precision	150	13.53	5.35	164	3.99	1.01	148	3.28	0.82
	45	Directing and Supervising Others	149	13.29	5.60	160	3.88	1.15	146	3.26	0.81
	51	Tolerating Pressure	150	13.15	5.58	160	3.85	1.09	149	3.28	0.81
	11	Analyze Data or Information	150	13.09	5.21	163	3.99	1.01	149	3.15	0.86
	52	Tolerating Uncertainty	148	13.07	5.28	159	3.85	1.01	148	3.28	0.77
	21	Structured Problem Solving	151	12.81	5.53	164	3.82	1.10	148	3.21	0.86
	46	Delegating	149	12.80	5.84	160	3.79	1.20	146	3.18	0.85
	54	Knowledge of Procedures	150	12.51	4.91	160	3.91	0.91	149	3.11	0.77
	50	Cognitive Flexibility	148	12.37	4.76	158	3.78	0.91	147	3.18	0.78
	33	Social Sensitivity	149	12.26	5.65	163	4.02	1.01	147	2.93	0.94
	14	Situational Awareness	151	12.25	5.67	164	3.83	1.08	150	3.09	0.83
	20	Strategic Thinking	150	12.21	5.91	164	3.69	1.22	149	3.13	0.91
25	Judgement and Decision Making	151	12.08	5.78	164	3.68	1.21	147	3.16	0.84	
19	Systems Thinking	150	12.03	5.48	164	3.76	1.13	147	3.04	0.83	
MODERATE	42	Motivating Others	151	11.98	5.62	164	3.72	1.14	148	3.08	0.86
	32	Encourages Discourse	149	11.95	5.13	162	3.81	0.94	148	3.03	0.88

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	17	Interdisciplinary Reasoning	147	11.90	5.48	160	3.80	0.98	147	2.96	0.95
	43	Team Building	148	11.80	5.49	158	3.47	1.12	146	3.23	0.83
	10	Processes Information and Data	149	11.63	5.96	163	3.83	1.15	147	2.86	1.01
	22	Unstructured Problem Solving	151	11.44	5.38	164	3.58	1.06	150	3.02	0.90
	23	Creative Problem Solving	150	11.38	5.28	163	3.52	1.04	148	3.06	0.85
	48	Coordinating Multiple Groups	148	11.24	5.81	160	3.44	1.24	145	3.08	0.90
	47	Training and Developing Others	150	10.95	5.74	160	3.37	1.17	147	3.03	0.98
	37	Social Perceptiveness	151	10.89	5.38	164	3.62	1.05	150	2.88	0.89
	55	Evaluating Compliance	148	10.68	5.45	160	3.48	1.13	145	2.90	0.90
	27	Reflective Thinking	150	10.51	5.41	163	3.58	1.09	149	2.81	0.91
	36	Conflict Management	151	10.49	5.18	164	3.38	1.07	149	2.97	0.89
	30	Intercultural Communication	150	10.19	6.48	164	3.34	1.49	140	2.84	1.00
	38	Cultural Awareness	150	9.79	6.30	164	3.35	1.36	144	2.69	1.03
	26	Awareness of Cognitive Biases	149	9.71	5.91	163	3.34	1.24	145	2.70	1.01
	16	Quantitative Reasoning	152	9.71	6.21	164	3.26	1.27	144	2.79	1.12
	40	Working in Multidisciplinary Contexts	151	9.44	6.30	164	3.03	1.42	143	2.87	1.02
	6	Focus	153	9.20	7.61	163	2.83	1.94	117	3.11	0.95
	9	Pattern Recognition	151	8.93	5.77	164	3.24	1.28	141	2.62	1.08
	24	Assessing and Mitigating Harm	151	8.47	6.00	164	2.96	1.29	145	2.61	1.07
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	151	8.28	6.57	163	2.74	1.54	136	2.72	1.13
	56	Specialized Expertise	151	7.25	6.75	159	2.55	1.70	124	2.48	1.19
	61	Expertise with Information Technology	152	6.47	6.26	159	2.45	1.64	128	2.34	1.12
	13	Spatial Orientation	149	6.35	5.94	162	2.59	1.62	128	2.21	1.11
	12	Spatial Visualization	149	5.95	5.71	162	2.51	1.51	128	2.12	1.15
	62	Learning New Technology	151	5.80	5.53	157	2.22	1.40	140	2.24	1.10
	41	Working with the Public	151	5.55	5.95	164	2.08	1.54	123	2.37	1.15

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	57	Financial Management	149	5.43	5.14	159	2.19	1.39	123	2.28	1.03
	59	Inspecting Equipment, Objects, Structures, or Materials	150	4.12	5.11	157	1.74	1.39	116	2.03	1.24
	5	Physical Endurance	150	4.11	5.08	163	1.84	1.50	109	1.94	1.11
	4	Physical Strength	152	4.03	5.22	163	1.85	1.52	111	1.79	1.13
LOW	63	Innovating Technology	156	3.92	5.47	159	1.49	1.57	95	2.27	1.17
	60	Mechanically and Technologically Savvy	153	3.60	4.96	159	1.55	1.44	103	1.99	1.14
	1	Psychomotor Ability	153	3.41	4.92	163	1.80	1.52	113	1.50	1.15
	58	Proficiency with Weapons Systems	152	2.93	4.43	159	1.38	1.25	114	1.78	1.13
	3	Reaction Time	156	2.35	4.79	164	1.15	1.39	89	1.47	1.23
	2	Control Precision	158	2.04	4.34	164	0.98	1.32	76	1.55	1.25

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D19

Functional Area 26: Information Network Engineer (FA26) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	61	Expertise with Information Technology	65	15.17	6.67	71	4.13	1.45	61	3.52	0.81
	18	Analytical Thinking	65	15.03	4.97	69	4.33	0.82	65	3.37	0.78
	19	Systems Thinking	68	14.75	5.35	71	4.21	0.92	67	3.42	0.76
	29	Oral Communication	65	14.48	4.90	71	4.30	0.78	65	3.32	0.77
	53	Juggling Competing Demands	64	14.36	5.21	70	4.17	0.99	63	3.41	0.75
	28	Written Communication	64	13.95	5.41	71	4.14	0.98	64	3.28	0.84
	15	Verbal Reasoning	68	13.63	5.41	71	4.23	0.87	68	3.12	0.92
	35	Cooperation-Teamwork	65	13.60	5.17	71	4.23	0.93	65	3.12	0.86
	21	Structured Problem Solving	68	13.28	5.57	71	3.99	1.04	68	3.21	0.96
	56	Specialized Expertise	64	13.27	6.45	70	3.90	1.35	61	3.26	0.83
	11	Analyze Data or Information	68	13.25	5.77	71	4.07	1.13	67	3.13	0.85
	54	Knowledge of Procedures	62	13.03	5.19	68	4.00	1.01	61	3.18	0.79
	8	Precision	68	12.90	6.02	71	3.94	1.22	65	3.20	0.89
	31	Active Listening	65	12.86	5.37	71	4.07	0.99	65	3.03	0.87
	52	Tolerating Uncertainty	63	12.84	6.27	70	3.93	1.18	62	3.15	0.90
	50	Cognitive Flexibility	64	12.83	5.41	70	3.83	1.06	63	3.25	0.72
	44	Planning and Organizing	64	12.78	5.36	71	3.82	1.02	63	3.29	0.87
	7	Attentiveness	67	12.76	5.69	71	4.07	1.21	65	3.08	0.87
	49	Adaptability	65	12.57	5.67	71	3.80	1.21	64	3.19	0.83
	10	Processes Information and Data	68	12.51	5.88	71	4.04	1.11	67	3.00	0.97
	51	Tolerating Pressure	63	12.44	5.93	70	3.86	1.11	62	3.08	0.96
	34	Relationship Building	65	12.08	5.42	71	3.93	0.98	65	2.94	0.90
62	Learning New Technology	65	12.03	6.87	71	3.51	1.51	61	3.21	0.97	
22	Unstructured Problem Solving	65	12.03	5.06	71	3.75	0.95	65	3.14	0.95	
MODERATE	17	Interdisciplinary Reasoning	68	11.97	5.74	71	3.82	1.10	67	3.00	0.97
	45	Directing and Supervising Others	65	11.71	6.45	71	3.77	1.40	60	2.98	0.91

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	23	Creative Problem Solving	65	11.42	5.63	71	3.68	1.07	65	2.98	0.99
	20	Strategic Thinking	69	11.28	6.60	71	3.58	1.35	65	3.05	1.07
	60	Mechanically and Technologically Savvy	66	11.23	7.32	71	3.35	1.64	60	3.05	1.11
	46	Delegating	65	10.92	6.21	71	3.61	1.43	60	2.90	0.88
	25	Judgement and Decision Making	66	10.88	5.88	71	3.49	1.22	64	2.92	1.07
	42	Motivating Others	65	10.62	5.81	71	3.70	1.16	64	2.75	0.96
	16	Quantitative Reasoning	67	10.58	6.67	70	3.44	1.39	64	2.81	1.11
	32	Encourages Discourse	65	10.51	5.54	71	3.61	1.09	64	2.78	1.02
	40	Working in Multidisciplinary Contexts	65	10.37	6.32	70	3.49	1.38	63	2.84	0.97
	27	Reflective Thinking	64	10.31	6.37	71	3.51	1.33	61	2.77	1.06
	55	Evaluating Compliance	64	10.13	5.77	70	3.57	1.11	64	2.66	1.03
	63	Innovating Technology	64	10.12	7.09	71	3.07	1.67	56	3.13	0.94
	43	Team Building	64	9.91	5.74	71	3.24	1.24	61	2.98	0.85
	33	Social Sensitivity	64	9.70	6.29	71	3.69	1.33	61	2.46	1.12
	14	Situational Awareness	68	9.68	6.43	71	3.30	1.47	63	2.81	1.11
	48	Coordinating Multiple Groups	66	9.48	5.52	71	3.18	1.32	62	2.90	0.76
	37	Social Perceptiveness	64	9.03	5.19	71	3.42	1.08	64	2.55	0.96
	36	Conflict Management	64	9.03	5.15	70	3.30	1.04	64	2.66	0.93
	9	Pattern Recognition	67	8.82	6.18	71	3.28	1.39	63	2.48	1.03
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	66	8.61	6.17	71	3.13	1.35	63	2.54	1.12
	47	Training and Developing Others	65	8.45	5.57	71	3.03	1.29	60	2.68	0.93
	26	Awareness of Cognitive Biases	63	8.24	6.27	70	3.07	1.29	61	2.41	1.13
	6	Focus	67	7.88	6.93	70	2.67	1.93	50	2.98	1.10
	30	Intercultural Communication	65	7.17	6.61	71	2.63	1.62	58	2.40	1.24
	38	Cultural Awareness	65	6.94	6.21	71	2.93	1.45	62	2.23	1.17
	24	Assessing and Mitigating Harm	65	6.63	5.12	71	2.70	1.38	60	2.32	1.00
	41	Working with the Public	66	5.41	6.20	71	2.13	1.68	51	2.27	1.17

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	12	Spatial Visualization	67	4.85	5.76	70	2.19	1.75	48	1.98	1.23
	59	Inspecting Equipment, Objects, Structures, or Materials	68	4.60	5.59	71	1.83	1.57	47	2.19	1.04
	57	Financial Management	65	4.42	4.15	71	2.04	1.22	56	2.04	1.06
LOW	13	Spatial Orientation	68	3.96	5.66	71	1.87	1.73	45	1.78	1.22
	1	Psychomotor Ability	68	2.78	5.19	71	1.39	1.73	36	1.58	1.25
	58	Proficiency with Weapons Systems	68	2.26	4.56	71	1.17	1.42	39	1.51	1.14
	5	Physical Endurance	67	2.03	3.56	71	1.14	1.32	35	1.49	1.17
	3	Reaction Time	68	1.99	3.84	71	1.06	1.48	27	1.70	1.17
	4	Physical Strength	68	1.93	3.22	71	1.23	1.33	40	1.35	1.03
	2	Control Precision	68	1.74	4.20	71	0.93	1.53	23	1.61	1.20

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D20

Functional Area 29: Electronic Warfare (FA29) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	16	16.31	5.55	18	4.39	0.92	16	3.63	0.81
	28	Written Communication	17	16.00	4.27	18	4.39	0.70	17	3.59	0.62
	18	Analytical Thinking	17	14.76	5.21	18	4.33	0.91	17	3.29	0.85
	34	Relationship Building	16	14.38	5.28	18	4.22	1.00	16	3.38	0.72
	53	Juggling Competing Demands	16	14.13	5.41	17	4.00	1.12	16	3.50	0.63
	49	Adaptability	16	14.06	5.25	17	3.94	0.83	16	3.44	0.89
	44	Planning and Organizing	16	13.63	4.81	17	3.88	0.86	16	3.44	0.51
	31	Active Listening	16	13.50	4.97	18	4.06	0.94	16	3.25	0.68
	19	Systems Thinking	17	13.41	5.36	18	4.06	1.06	17	3.24	0.66
	35	Cooperation-Teamwork	16	13.38	5.62	18	4.06	1.00	16	3.25	0.86
	15	Verbal Reasoning	17	13.35	6.17	18	4.11	0.96	17	3.06	0.97
	20	Strategic Thinking	17	13.29	5.49	18	4.06	0.87	17	3.18	0.81
	17	Interdisciplinary Reasoning	17	13.24	5.36	18	4.00	0.97	17	3.24	0.75
	51	Tolerating Pressure	16	12.94	4.86	17	3.88	0.99	16	3.31	0.70
	54	Knowledge of Procedures	16	12.81	4.45	17	3.76	0.83	16	3.31	0.70
	11	Analyze Data or Information	17	12.65	5.34	18	3.89	0.90	17	3.18	0.88
	52	Tolerating Uncertainty	16	12.63	5.21	17	3.94	0.97	16	3.13	0.81
	50	Cognitive Flexibility	16	12.56	4.80	17	3.59	0.87	16	3.38	0.72
	45	Directing and Supervising Others	16	12.44	5.57	17	3.88	1.17	16	3.06	0.85
	21	Structured Problem Solving	17	12.29	5.64	18	3.83	0.92	17	3.06	0.90
8	Precision	17	12.24	6.50	18	3.83	1.15	17	3.00	1.22	
32	Encourages Discourse	15	12.20	6.98	18	3.61	1.33	15	3.00	1.00	
47	Training and Developing Others	16	12.19	5.24	17	3.65	1.00	16	3.25	0.77	
46	Delegating	16	12.13	4.44	17	3.88	0.86	16	3.06	0.68	
MODERATE	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	16	11.75	5.98	18	3.50	1.34	15	3.20	0.77

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	25	Judgement and Decision Making	16	11.62	5.92	18	3.44	1.34	16	3.06	1.00
	7	Attentiveness	17	11.53	6.53	18	3.50	1.34	16	3.13	0.96
	14	Situational Awareness	17	11.35	6.22	18	3.83	1.04	17	2.82	1.01
	43	Team Building	16	11.31	6.17	17	3.47	1.23	16	3.06	0.85
	23	Creative Problem Solving	17	10.94	5.33	18	3.56	1.04	17	3.00	0.87
	40	Working in Multidisciplinary Contexts	16	10.81	7.48	18	3.33	1.46	16	2.75	1.29
	62	Learning New Technology	17	10.59	6.67	17	3.00	1.54	16	3.37	0.81
	22	Unstructured Problem Solving	17	10.59	5.76	18	3.50	1.04	17	2.88	1.05
	10	Processes Information and Data	17	10.41	5.90	18	3.56	1.15	17	2.82	0.95
	56	Specialized Expertise	17	10.29	7.73	17	2.76	1.86	14	--	--
	42	Motivating Others	16	10.25	6.08	18	3.44	1.20	16	2.75	1.06
	61	Expertise with Information Technology	17	10.24	6.83	17	3.12	1.69	15	3.20	1.08
	48	Coordinating Multiple Groups	16	10.19	5.69	17	3.29	1.10	16	2.88	1.09
	55	Evaluating Compliance	16	10.19	6.00	17	3.18	1.33	16	2.88	1.15
	16	Quantitative Reasoning	17	10.06	6.30	18	3.28	1.36	17	2.71	1.05
	27	Reflective Thinking	17	9.94	6.03	18	3.17	1.29	17	2.94	0.83
	36	Conflict Management	16	9.69	6.44	18	3.33	1.19	16	2.69	1.08
	33	Social Sensitivity	17	9.59	6.93	18	3.28	1.45	16	2.63	1.09
	63	Innovating Technology	17	9.41	6.77	17	2.76	1.64	15	3.20	0.94
	37	Social Perceptiveness	16	9.31	6.49	18	3.11	1.41	16	2.50	1.15
	30	Intercultural Communication	16	9.19	8.16	18	2.83	1.82	15	2.60	1.30
	9	Pattern Recognition	17	8.53	5.49	18	3.11	1.41	16	2.63	0.96
	26	Awareness of Cognitive Biases	17	8.24	5.76	18	3.11	1.37	17	2.47	1.01
	13	Spatial Orientation	17	8.18	6.91	18	2.83	1.76	15	2.53	1.06
	38	Cultural Awareness	16	8.13	7.73	17	2.88	1.58	15	2.27	1.39
	6	Focus	17	8.12	6.65	18	2.56	1.65	14	--	--
	60	Mechanically and Technologically Savvy	17	8.00	6.23	17	2.59	1.46	16	2.88	1.31
	24	Assessing and Mitigating Harm	17	7.65	6.09	18	2.83	1.15	17	2.35	1.27

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	12	Spatial Visualization	16	7.44	6.09	18	2.61	1.29	15	2.60	1.12
	58	Proficiency with Weapons Systems	17	5.88	6.37	17	2.12	1.58	15	2.27	1.33
	41	Working with the Public	16	5.56	6.21	18	2.00	1.64	13	--	--
	4	Physical Strength	18	5.11	6.59	18	1.83	1.65	13	--	--
	5	Physical Endurance	18	5.00	6.42	18	1.89	1.60	14	--	--
	1	Psychomotor Ability	18	4.33	5.98	18	1.89	1.64	15	1.67	1.18
	59	Inspecting Equipment, Objects, Structures, or Materials	17	4.29	5.70	17	1.65	1.58	12	--	--
	57	Financial Management	17	4.12	5.68	17	1.71	1.61	12	--	--
LOW	3	Reaction Time	18	3.56	5.52	18	1.39	1.65	11	--	--
	2	Control Precision	18	2.78	5.17	18	1.11	1.49	9	--	--

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. -- = Not Reported; the number of participants was insufficient for analysis ($n < 15$). Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D21

Functional Area 30: Information Operations (FA30) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	39	17.10	3.48	40	4.60	0.71	39	3.72	0.46
	28	Written Communication	38	16.92	4.08	39	4.44	0.82	38	3.79	0.41
	31	Active Listening	37	15.70	4.89	38	4.53	0.83	37	3.41	0.69
	15	Verbal Reasoning	39	15.33	5.35	40	4.27	0.99	39	3.51	0.72
	34	Relationship Building	39	15.05	3.43	40	4.43	0.64	39	3.38	0.59
	35	Cooperation-Teamwork	39	14.95	4.15	40	4.48	0.68	39	3.31	0.69
	18	Analytical Thinking	39	14.90	4.39	40	4.20	0.76	39	3.51	0.60
	20	Strategic Thinking	39	14.56	5.51	40	4.13	1.09	39	3.44	0.82
	44	Planning and Organizing	38	14.00	5.48	39	3.92	1.09	38	3.47	0.80
	49	Adaptability	38	13.95	4.90	39	3.97	0.96	38	3.47	0.65
	50	Cognitive Flexibility	37	13.95	5.38	39	4.03	1.01	37	3.38	0.79
	21	Structured Problem Solving	39	13.90	5.50	40	4.13	0.94	39	3.28	0.89
	17	Interdisciplinary Reasoning	38	13.71	5.00	39	4.13	0.86	38	3.29	0.80
	11	Analyze Data or Information	38	13.71	5.49	39	4.21	0.80	38	3.18	1.04
	23	Creative Problem Solving	38	13.66	5.41	40	3.95	1.01	38	3.34	0.81
	14	Situational Awareness	39	13.54	5.97	40	4.00	1.04	39	3.21	0.92
	33	Social Sensitivity	39	13.33	4.84	40	4.07	1.00	39	3.15	0.74
	22	Unstructured Problem Solving	39	13.28	5.28	40	3.85	0.95	39	3.31	0.83
	53	Juggling Competing Demands	37	13.14	4.96	38	4.00	1.01	37	3.19	0.74
	40	Working in Multidisciplinary Contexts	39	13.03	5.60	40	4.00	0.96	39	3.13	0.86
	19	Systems Thinking	38	13.00	5.76	39	4.00	1.03	38	3.18	0.90
	7	Attentiveness	40	12.95	6.27	40	3.80	1.44	37	3.30	0.74
	32	Encourages Discourse	39	12.79	4.63	40	4.00	1.01	39	3.10	0.68
	51	Tolerating Pressure	37	12.65	5.34	38	3.71	1.21	37	3.32	0.75
	52	Tolerating Uncertainty	37	12.14	5.16	38	3.61	1.10	36	3.28	0.78
	8	Precision	39	12.00	5.60	40	3.85	1.27	37	3.03	0.83

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	43	Team Building	38	11.95	5.27	39	3.64	0.93	38	3.18	0.90
	54	Knowledge of Procedures	38	11.68	4.92	39	3.92	0.96	38	2.95	0.84
	38	Cultural Awareness	39	11.46	5.09	40	3.72	0.99	39	2.95	0.86
	27	Reflective Thinking	38	11.34	5.22	39	3.69	0.98	38	2.95	0.93
	25	Judgement and Decision Making	39	11.23	5.29	40	3.57	0.98	39	3.03	0.84
	42	Motivating Others	39	11.21	5.58	40	3.80	1.11	39	2.77	0.90
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	39	11.08	6.58	40	3.43	1.47	37	3.00	1.03
	37	Social Perceptiveness	39	11.08	4.78	40	3.63	1.05	39	2.92	0.90
	10	Processes Information and Data	39	11.05	6.16	40	3.78	1.14	39	2.72	1.15
	26	Awareness of Cognitive Biases	39	10.95	6.38	40	3.60	1.37	37	2.89	0.91
	47	Training and Developing Others	38	10.82	5.77	39	3.33	1.30	37	3.08	0.80
	45	Directing and Supervising Others	38	10.82	6.53	39	3.44	1.60	33	3.03	0.81
	48	Coordinating Multiple Groups	38	10.76	4.87	39	3.21	1.20	37	3.30	0.57
	30	Intercultural Communication	39	10.23	5.04	40	3.18	1.20	39	3.08	0.87
	46	Delegating	37	9.43	5.88	39	3.21	1.47	33	2.88	0.82
	9	Pattern Recognition	39	9.33	5.47	40	3.35	1.31	36	2.69	0.98
	36	Conflict Management	39	9.00	4.59	40	3.13	1.02	39	2.72	0.86
	55	Evaluating Compliance	36	8.92	5.16	38	3.16	1.20	36	2.69	0.92
	6	Focus	40	8.63	7.20	40	2.72	1.96	30	3.00	0.95
	41	Working with the Public	39	7.13	5.87	40	2.47	1.45	35	2.57	0.98
	56	Specialized Expertise	37	6.89	7.02	38	2.61	1.78	31	2.29	1.35
	16	Quantitative Reasoning	39	6.85	6.00	40	2.65	1.44	35	2.34	1.11
	24	Assessing and Mitigating Harm	38	6.63	5.38	40	2.65	1.41	35	2.34	1.08
	61	Expertise with Information Technology	38	5.55	5.41	39	2.31	1.76	28	2.21	1.07
	12	Spatial Visualization	37	4.95	6.14	39	2.10	1.82	26	1.92	1.16
	62	Learning New Technology	38	4.84	5.23	39	1.87	1.34	32	2.25	1.16
LOW	13	Spatial Orientation	39	4.00	5.39	40	1.88	1.71	27	1.78	1.09

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
LOW	63	Innovating Technology	38	3.92	5.40	39	1.31	1.56	19	2.68	0.95
	5	Physical Endurance	40	3.10	4.03	40	1.53	1.55	25	1.92	1.00
	57	Financial Management	38	2.84	3.62	39	1.51	1.19	29	1.62	1.15
	60	Mechanically and Technologically Savvy	38	1.82	3.76	39	0.85	1.23	15	1.80	1.26
	1	Psychomotor Ability	40	1.80	3.06	40	1.25	1.24	27	1.15	0.95
	4	Physical Strength	40	1.73	3.01	40	1.13	1.34	21	1.29	0.96
	59	Inspecting Equipment, Objects, Structures, or Materials	38	1.34	2.35	39	0.87	1.00	20	1.35	1.09
	3	Reaction Time	40	1.25	3.12	40	0.72	1.18	15	1.33	1.05
	58	Proficiency with Weapons Systems	38	1.11	1.91	39	0.74	0.82	21	1.48	1.21
	2	Control Precision	40	0.75	2.15	40	0.58	0.93	15	1.00	1.00

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D22

Functional Area 34: Strategic Intelligence (FA34) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	28	Written Communication	34	17.50	3.43	37	4.49	0.69	34	3.82	0.46
	18	Analytical Thinking	34	17.47	3.68	37	4.62	0.64	34	3.74	0.51
	20	Strategic Thinking	34	17.38	3.49	37	4.51	0.69	34	3.82	0.39
	29	Oral Communication	34	17.29	2.83	37	4.43	0.60	34	3.88	0.33
	15	Verbal Reasoning	34	16.68	3.67	37	4.57	0.65	34	3.62	0.55
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	34	15.62	5.08	37	4.32	1.08	33	3.61	0.61
	11	Analyze Data or Information	34	15.15	5.65	37	4.14	1.00	34	3.47	0.71
	35	Cooperation-Teamwork	34	14.94	4.25	37	4.32	0.71	34	3.38	0.65
	21	Structured Problem Solving	34	14.94	4.60	37	4.30	0.81	34	3.41	0.66
	40	Working in Multidisciplinary Contexts	34	14.71	4.69	37	4.38	0.89	34	3.32	0.81
	26	Awareness of Cognitive Biases	34	14.35	4.56	37	4.03	0.76	34	3.47	0.71
	31	Active Listening	34	14.09	3.79	37	4.19	0.57	34	3.32	0.59
	32	Encourages Discourse	34	14.06	4.96	37	4.24	0.68	34	3.24	0.82
	53	Juggling Competing Demands	32	13.97	4.62	35	4.09	0.82	32	3.31	0.69
	34	Relationship Building	34	13.94	4.87	37	4.14	0.71	34	3.26	0.75
	17	Interdisciplinary Reasoning	34	13.79	4.71	37	4.05	0.88	34	3.32	0.81
	49	Adaptability	33	13.48	4.85	36	3.94	0.95	33	3.30	0.73
	19	Systems Thinking	33	13.48	5.35	36	4.00	1.29	32	3.19	0.74
	7	Attentiveness	35	13.17	6.18	37	4.00	1.39	33	3.15	0.80
	52	Tolerating Uncertainty	33	13.15	4.91	36	3.89	0.98	33	3.24	0.71
	50	Cognitive Flexibility	32	13.13	5.15	36	4.00	0.89	32	3.25	0.76
	51	Tolerating Pressure	33	12.85	5.52	36	3.75	1.11	32	3.31	0.69
	22	Unstructured Problem Solving	34	12.71	4.46	37	3.97	0.73	34	3.18	0.76
	14	Situational Awareness	34	12.50	6.26	37	3.76	1.23	34	3.09	1.00

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	27	Reflective Thinking	34	12.50	5.52	37	3.92	0.95	34	3.03	0.83
	45	Directing and Supervising Others	33	12.42	6.04	36	3.86	1.20	33	2.94	1.00
	44	Planning and Organizing	33	12.42	4.50	36	3.78	0.93	33	3.21	0.70
	8	Precision	35	12.40	5.02	37	3.76	1.19	33	3.27	0.67
	25	Judgement and Decision Making	34	12.00	5.25	37	3.59	1.07	34	3.24	0.74
MODERATE	48	Coordinating Multiple Groups	33	11.97	4.87	36	3.64	0.93	33	3.18	0.73
	23	Creative Problem Solving	34	11.88	5.45	37	3.81	0.94	34	3.00	0.89
	54	Knowledge of Procedures	33	11.82	5.20	36	3.81	0.98	33	3.00	0.79
	42	Motivating Others	34	11.50	5.74	37	3.76	0.93	34	2.88	0.91
	46	Delegating	33	11.33	6.44	36	3.69	1.28	32	2.81	1.03
	33	Social Sensitivity	34	11.32	5.14	37	3.97	0.83	34	2.79	0.91
	10	Processes Information and Data	35	10.80	6.34	37	3.49	1.64	31	3.03	0.84
	37	Social Perceptiveness	33	10.76	5.07	36	3.67	0.89	33	2.88	0.93
	43	Team Building	33	10.42	6.04	36	3.44	1.16	33	2.82	0.88
	47	Training and Developing Others	32	10.16	5.85	35	3.34	1.37	30	2.87	0.94
	30	Intercultural Communication	34	9.68	6.19	37	3.11	1.29	34	2.79	0.91
	36	Conflict Management	34	9.38	5.86	37	3.27	1.15	34	2.62	1.04
	38	Cultural Awareness	34	9.29	6.26	37	3.22	1.18	34	2.68	1.04
	9	Pattern Recognition	34	9.24	5.74	36	3.06	1.45	30	2.90	0.88
	55	Evaluating Compliance	33	8.39	6.39	36	3.08	1.36	32	2.44	1.11
	6	Focus	35	7.91	8.01	37	2.54	2.14	22	2.95	1.13
	16	Quantitative Reasoning	35	7.29	6.53	37	2.70	1.75	29	2.48	1.18
	61	Expertise with Information Technology	34	6.94	5.59	37	2.62	1.72	27	2.41	0.93
	24	Assessing and Mitigating Harm	34	6.62	6.94	37	2.24	1.67	27	2.44	1.25
62	Learning New Technology	34	6.47	5.26	37	2.30	1.45	30	2.53	0.90	
56	Specialized Expertise	34	6.06	7.18	36	2.28	1.92	25	2.12	1.33	
12	Spatial Visualization	34	4.71	6.19	37	1.84	1.62	25	2.16	1.31	
LOW	41	Working with the Public	35	4.00	6.29	37	1.70	1.47	29	1.66	1.37
	63	Innovating Technology	35	3.63	5.90	37	1.22	1.53	17	2.41	1.42

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
LOW	13	Spatial Orientation	34	3.26	5.66	37	1.27	1.54	18	2.06	1.43
	57	Financial Management	34	3.06	3.98	37	1.54	1.17	25	1.72	0.94
	60	Mechanically and Technologically Savvy	36	2.33	4.52	37	1.08	1.53	14	--	--
	5	Physical Endurance	35	2.11	4.94	37	0.84	1.46	13	--	--
	4	Physical Strength	35	1.60	4.41	36	0.61	1.32	9	--	--
	58	Proficiency with Weapons Systems	35	1.31	3.90	37	0.57	1.12	10	--	--
	1	Psychomotor Ability	36	1.28	3.77	37	0.70	1.29	13	--	--
	59	Inspecting Equipment, Objects, Structures, or Materials	37	1.27	4.58	37	0.41	1.19	6	--	--
	3	Reaction Time	37	1.24	4.15	37	0.49	1.24	8	--	--
	2	Control Precision	37	0.84	3.43	37	0.38	1.01	7	--	--

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. -- = Not Reported; the number of participants was insufficient for analysis ($n < 15$). Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D23

Functional Area 40: Space Operation (FA40) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	44	15.39	4.79	46	4.35	0.85	44	3.50	0.70
	35	Cooperation-Teamwork	44	14.91	5.24	46	4.33	0.84	44	3.34	0.78
	15	Verbal Reasoning	44	14.27	4.90	46	4.13	0.91	44	3.39	0.72
	18	Analytical Thinking	43	14.26	4.78	45	4.18	0.98	43	3.37	0.69
	28	Written Communication	44	14.20	4.95	46	4.15	0.82	44	3.36	0.81
	8	Precision	44	14.07	4.59	46	4.09	0.78	44	3.41	0.69
	34	Relationship Building	44	13.82	5.28	46	4.11	0.82	44	3.27	0.85
	31	Active Listening	44	13.75	4.72	46	4.26	0.80	44	3.18	0.72
	7	Attentiveness	44	13.23	5.59	46	3.93	1.12	44	3.25	0.78
	19	Systems Thinking	43	13.09	5.38	45	3.91	1.10	43	3.23	0.81
	54	Knowledge of Procedures	42	13.07	5.16	45	3.91	0.97	42	3.29	0.74
	20	Strategic Thinking	44	13.07	5.97	46	3.89	1.16	43	3.33	0.92
	11	Analyze Data or Information	44	12.91	5.93	46	3.93	1.14	44	3.07	1.09
	14	Situational Awareness	43	12.77	6.12	45	3.89	1.25	42	3.24	0.91
	21	Structured Problem Solving	44	12.68	5.59	46	3.89	0.97	44	3.16	0.94
	40	Working in Multidisciplinary Contexts	43	12.60	6.16	45	3.67	1.30	43	3.23	0.84
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	44	12.41	5.87	46	3.65	1.16	44	3.32	0.86
	56	Specialized Expertise	43	12.35	6.96	46	3.70	1.40	41	3.20	1.01
	17	Interdisciplinary Reasoning	43	12.26	5.82	46	3.76	1.20	42	3.19	0.83
49	Adaptability	42	12.17	5.94	46	3.61	1.27	42	3.33	0.82	
MODERATE	53	Juggling Competing Demands	43	11.58	5.39	46	3.65	1.14	43	3.07	0.67
	50	Cognitive Flexibility	43	11.44	5.56	46	3.48	1.11	43	3.14	0.89
	10	Processes Information and Data	44	11.23	6.33	46	3.63	1.18	44	2.86	1.21
	22	Unstructured Problem Solving	44	11.09	6.26	46	3.41	1.27	43	3.05	0.87

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	52	Tolerating Uncertainty	43	11.00	5.92	46	3.48	1.26	42	3.00	0.80
	44	Planning and Organizing	43	10.86	6.08	46	3.37	1.34	41	3.10	0.83
	45	Directing and Supervising Others	43	10.79	6.27	46	3.37	1.39	42	2.98	0.87
	61	Expertise with Information Technology	43	10.72	7.29	46	3.24	1.74	36	3.11	1.01
	25	Judgement and Decision Making	44	10.70	5.66	46	3.33	1.28	42	3.14	0.75
	32	Encourages Discourse	43	10.67	5.55	45	3.80	1.08	43	2.65	0.97
	23	Creative Problem Solving	44	10.61	6.28	46	3.28	1.28	44	2.98	0.88
	51	Tolerating Pressure	42	10.40	5.65	45	3.40	1.23	42	2.90	0.82
	62	Learning New Technology	42	10.29	6.52	45	3.09	1.52	39	3.18	0.85
	33	Social Sensitivity	44	10.14	6.11	46	3.67	1.21	44	2.59	1.02
	42	Motivating Others	44	9.84	5.62	46	3.37	1.27	44	2.77	0.94
	43	Team Building	43	9.79	5.88	46	3.20	1.20	42	2.90	0.93
	55	Evaluating Compliance	43	9.70	5.65	46	3.35	1.25	42	2.81	0.92
	16	Quantitative Reasoning	44	9.55	6.50	46	3.13	1.45	40	2.85	1.08
	27	Reflective Thinking	44	9.50	5.50	46	3.30	1.19	44	2.70	0.90
	48	Coordinating Multiple Groups	43	9.47	6.11	46	2.87	1.42	40	3.13	0.88
	47	Training and Developing Others	43	9.47	5.96	46	3.13	1.33	42	2.90	0.82
	46	Delegating	43	9.44	6.20	46	3.15	1.37	41	2.78	0.91
	37	Social Perceptiveness	44	9.00	5.19	46	3.35	1.06	44	2.52	0.95
	9	Pattern Recognition	43	8.98	6.43	46	3.02	1.42	40	2.67	1.00
	6	Focus	44	8.70	6.76	45	2.69	1.88	33	3.18	0.85
	60	Mechanically and Technologically Savvy	43	8.37	7.46	46	2.76	1.84	35	2.80	1.16
	36	Conflict Management	44	8.23	5.33	46	3.11	1.23	44	2.48	1.00
	63	Innovating Technology	44	8.11	7.49	46	2.61	1.78	37	2.76	1.14
	26	Awareness of Cognitive Biases	44	7.68	5.35	46	2.93	1.37	42	2.40	0.89
	30	Intercultural Communication	44	7.48	6.63	46	2.80	1.64	41	2.37	1.09
	38	Cultural Awareness	44	6.64	4.86	46	2.91	1.35	44	2.14	0.93
	MODERATE	24	Assessing and Mitigating Harm	43	6.21	4.62	46	2.46	1.24	41	2.27
12		Spatial Visualization	44	5.95	6.25	46	2.39	1.67	37	2.19	1.05

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	13	Spatial Orientation	44	5.50	5.35	46	2.35	1.59	37	2.14	1.03
	58	Proficiency with Weapons Systems	44	4.77	6.29	46	1.70	1.53	33	2.24	1.25
	41	Working with the Public	44	4.59	6.41	46	1.83	1.74	33	2.03	1.26
	59	Inspecting Equipment, Objects, Structures, or Materials	45	4.07	5.71	46	1.70	1.52	32	2.00	1.22
LOW	1	Psychomotor Ability	44	2.48	3.63	46	1.52	1.41	30	1.47	0.82
	57	Financial Management	45	2.20	2.70	46	1.35	1.20	30	1.57	0.86
	3	Reaction Time	44	2.16	4.49	46	1.04	1.30	23	1.74	1.18
	4	Physical Strength	44	1.77	2.45	46	1.20	1.17	28	1.39	0.63
	2	Control Precision	45	1.53	3.45	46	0.83	1.16	19	1.53	0.96
	5	Physical Endurance	44	1.52	2.34	46	1.02	1.13	24	1.42	0.72

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D24

Functional Area 46: Public Affairs (FA46) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	28	Written Communication	35	18.14	2.92	39	4.62	0.59	35	3.86	0.36
	29	Oral Communication	36	17.64	3.47	39	4.54	0.72	36	3.81	0.40
	31	Active Listening	36	16.67	3.54	39	4.51	0.56	36	3.64	0.54
	15	Verbal Reasoning	35	16.57	3.63	39	4.49	0.60	35	3.66	0.59
	33	Social Sensitivity	36	15.94	4.47	39	4.31	0.80	36	3.56	0.65
	34	Relationship Building	36	15.69	4.36	39	4.26	0.72	36	3.61	0.64
	20	Strategic Thinking	36	15.42	4.22	39	4.13	0.80	36	3.67	0.59
	35	Cooperation-Teamwork	36	15.36	4.16	39	4.23	0.78	36	3.56	0.61
	49	Adaptability	34	14.50	4.47	37	4.03	0.93	34	3.50	0.62
	41	Working with the Public	36	14.39	5.94	39	3.79	1.34	36	3.64	0.72
	37	Social Perceptiveness	36	14.36	4.47	39	4.00	0.76	36	3.50	0.74
	8	Precision	36	14.33	4.52	39	4.21	0.66	36	3.33	0.76
	14	Situational Awareness	36	14.19	4.83	39	4.13	1.13	35	3.40	0.60
	32	Encourages Discourse	36	14.03	4.60	39	4.03	0.90	36	3.36	0.64
	44	Planning and Organizing	36	13.94	4.48	38	3.84	0.86	36	3.53	0.70
	7	Attentiveness	36	13.92	4.81	39	4.10	1.02	35	3.29	0.67
	38	Cultural Awareness	36	13.75	5.17	39	3.85	1.16	36	3.36	0.76
	18	Analytical Thinking	36	13.72	4.46	39	4.15	0.74	36	3.28	0.74
	53	Juggling Competing Demands	35	13.63	4.84	38	3.97	0.91	35	3.31	0.76
	26	Awareness of Cognitive Biases	35	13.23	5.96	39	3.74	1.12	35	3.23	0.97
	30	Intercultural Communication	36	13.17	5.81	39	3.59	1.33	36	3.39	0.73
	52	Tolerating Uncertainty	36	13.11	5.49	38	3.58	1.15	36	3.44	0.81
	27	Reflective Thinking	35	13.06	5.14	39	3.97	0.84	35	3.14	0.88
	21	Structured Problem Solving	36	12.94	4.62	39	3.82	0.88	36	3.28	0.70
	50	Cognitive Flexibility	36	12.92	4.79	38	3.82	1.09	36	3.28	0.66
	42	Motivating Others	36	12.89	5.11	39	3.85	1.04	36	3.25	0.73
	51	Tolerating Pressure	37	12.86	5.16	38	3.58	1.15	36	3.47	0.74

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	25	Judgement and Decision Making	35	12.80	5.56	39	3.59	1.12	35	3.34	0.84
	45	Directing and Supervising Others	36	12.78	4.86	38	3.84	1.08	36	3.14	0.72
	17	Interdisciplinary Reasoning	36	12.33	4.53	39	3.90	0.79	36	3.11	0.75
	11	Analyze Data or Information	36	12.00	4.62	39	3.74	0.97	36	3.11	0.67
MODERATE	46	Delegating	36	11.94	4.54	38	3.74	1.11	36	2.97	0.81
	40	Working in Multidisciplinary Contexts	36	11.92	4.85	39	3.51	1.19	36	3.25	0.60
	23	Creative Problem Solving	35	11.83	4.71	39	3.54	1.00	35	3.20	0.83
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	36	11.53	6.06	39	3.38	1.41	36	3.11	0.92
	43	Team Building	36	11.28	4.55	38	3.42	1.03	36	3.14	0.68
	22	Unstructured Problem Solving	35	11.17	5.09	39	3.62	1.07	35	3.00	0.91
	47	Training and Developing Others	36	10.33	4.44	38	3.39	1.13	36	2.92	0.73
	54	Knowledge of Procedures	36	10.17	4.56	38	3.55	0.98	36	2.81	0.82
	36	Conflict Management	36	9.94	4.80	39	3.08	1.04	36	3.06	0.95
	19	Systems Thinking	35	9.69	5.71	38	3.18	1.33	33	2.94	0.93
	48	Coordinating Multiple Groups	36	9.50	4.94	38	2.97	1.22	36	3.00	0.79
	9	Pattern Recognition	36	9.14	5.80	39	3.38	1.27	35	2.54	1.20
	10	Processes Information and Data	36	9.08	5.06	39	3.38	1.14	35	2.60	0.98
	55	Evaluating Compliance	36	8.97	4.96	38	3.11	1.01	36	2.64	1.02
	6	Focus	36	7.94	6.68	39	2.67	1.92	28	2.79	0.83
	24	Assessing and Mitigating Harm	35	7.37	5.83	39	2.72	1.15	35	2.40	1.33
	56	Specialized Expertise	38	7.05	6.27	38	2.66	1.63	31	2.48	1.31
61	Expertise with Information Technology	36	5.47	5.72	38	2.16	1.59	29	2.31	1.17	
62	Learning New Technology	36	5.17	3.75	38	2.05	1.04	32	2.44	0.98	
12	Spatial Visualization	35	4.26	4.23	39	2.28	1.43	30	1.83	1.09	
LOW	57	Financial Management	36	3.78	3.99	37	1.78	1.20	31	1.87	0.96
	5	Physical Endurance	37	3.68	4.14	39	1.85	1.35	31	1.77	1.12

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
LOW	13	Spatial Orientation	34	3.65	4.13	37	1.95	1.31	28	1.75	1.17
	16	Quantitative Reasoning	36	3.47	4.01	39	2.00	1.24	32	1.53	1.14
	1	Psychomotor Ability	37	3.16	4.42	39	1.59	1.53	28	1.61	1.07
	63	Innovating Technology	36	3.08	3.40	38	1.24	1.08	24	2.33	1.05
	4	Physical Strength	36	2.28	2.97	38	1.42	1.08	29	1.45	0.99
	60	Mechanically and Technologically Savvy	36	1.81	2.78	38	1.08	1.05	22	1.55	1.06
	3	Reaction Time	37	1.43	2.34	39	0.95	1.10	20	1.50	1.24
	59	Inspecting Equipment, Objects, Structures, or Materials	37	1.24	1.88	38	0.89	0.92	22	1.41	1.05
	2	Control Precision	37	1.19	1.87	39	0.95	1.21	19	1.26	1.15
	58	Proficiency with Weapons Systems	36	1.00	1.26	37	0.73	0.61	24	1.33	0.87

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D25

Functional Area 48: Foreign Area Officer (FA48) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	28	Written Communication	79	18.09	3.10	82	4.65	0.57	79	3.86	0.38
	29	Oral Communication	79	17.20	3.52	82	4.51	0.63	79	3.78	0.44
	20	Strategic Thinking	79	16.46	4.43	82	4.41	0.78	79	3.68	0.57
	38	Cultural Awareness	78	16.31	4.42	81	4.32	0.83	78	3.76	0.59
	15	Verbal Reasoning	79	16.28	3.97	82	4.59	0.59	79	3.53	0.62
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	79	16.22	4.68	82	4.41	0.77	79	3.61	0.69
	34	Relationship Building	79	15.99	4.43	82	4.33	0.80	79	3.66	0.57
	18	Analytical Thinking	77	15.74	4.39	81	4.41	0.72	77	3.53	0.66
	33	Social Sensitivity	79	15.71	4.74	82	4.34	0.80	79	3.58	0.67
	30	Intercultural Communication	79	15.65	5.15	82	4.06	1.08	79	3.76	0.62
	31	Active Listening	79	15.41	4.43	82	4.30	0.70	79	3.53	0.66
	40	Working in Multidisciplinary Contexts	79	14.94	5.02	82	4.30	0.86	79	3.39	0.74
	35	Cooperation-Teamwork	79	14.85	4.91	82	4.33	0.86	79	3.34	0.70
	53	Juggling Competing Demands	78	14.10	5.41	82	4.07	0.95	78	3.35	0.75
	17	Interdisciplinary Reasoning	79	13.96	5.16	82	4.11	0.93	79	3.33	0.78
	14	Situational Awareness	79	13.63	6.00	82	4.00	1.18	77	3.31	0.98
	52	Tolerating Uncertainty	79	13.53	5.64	82	3.82	1.11	79	3.37	0.75
	37	Social Perceptiveness	79	13.30	5.11	82	3.91	0.88	79	3.30	0.79
	49	Adaptability	79	13.20	5.02	82	3.77	0.93	79	3.41	0.73
	32	Encourages Discourse	79	12.95	5.13	82	3.94	0.89	79	3.20	0.79
	7	Attentiveness	78	12.87	5.23	81	3.96	1.11	77	3.19	0.74
	25	Judgement and Decision Making	79	12.82	5.22	82	3.78	0.98	79	3.28	0.82
	44	Planning and Organizing	79	12.81	4.85	82	3.80	0.95	79	3.27	0.69
11	Analyze Data or Information	79	12.59	6.15	82	4.02	1.10	79	2.96	1.01	

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	21	Structured Problem Solving	79	12.54	5.07	82	3.95	0.77	79	3.11	0.91
	22	Unstructured Problem Solving	79	12.54	4.81	82	3.85	0.85	79	3.20	0.84
	51	Tolerating Pressure	79	12.51	5.89	82	3.63	1.15	79	3.24	0.89
	8	Precision	77	12.36	5.44	81	3.98	1.05	77	2.97	0.89
	50	Cognitive Flexibility	79	12.32	5.39	82	3.73	0.99	79	3.16	0.82
MODERATE	54	Knowledge of Procedures	78	11.85	5.13	82	3.80	0.95	78	3.01	0.85
	23	Creative Problem Solving	79	11.66	5.65	82	3.59	1.05	79	3.08	0.97
	26	Awareness of Cognitive Biases	79	11.53	5.15	82	3.62	1.00	79	3.04	0.85
	27	Reflective Thinking	79	11.33	5.40	82	3.70	1.06	79	2.91	0.87
	19	Systems Thinking	79	11.22	5.66	82	3.76	1.05	78	2.85	0.95
	10	Processes Information and Data	78	10.27	6.20	81	3.69	1.21	77	2.62	1.11
	42	Motivating Others	79	10.23	6.13	82	3.46	1.16	78	2.68	1.01
	36	Conflict Management	78	9.73	5.40	81	3.22	1.12	78	2.83	0.89
	43	Team Building	79	9.54	5.54	82	3.15	1.18	77	2.81	0.99
	45	Directing and Supervising Others	81	9.49	6.47	82	3.17	1.62	74	2.74	1.01
	46	Delegating	80	9.24	6.47	82	3.09	1.50	74	2.69	1.07
	55	Evaluating Compliance	76	9.08	5.94	82	3.24	1.17	76	2.55	1.10
	48	Coordinating Multiple Groups	79	9.08	5.59	82	3.09	1.24	77	2.75	0.96
	9	Pattern Recognition	78	9.01	5.64	81	3.25	1.26	77	2.57	1.06
	41	Working with the Public	80	8.34	6.92	82	2.68	1.68	71	2.72	1.14
	56	Specialized Expertise	80	8.24	7.52	82	2.67	1.83	63	2.76	1.25
	47	Training and Developing Others	78	8.00	5.71	81	2.81	1.40	72	2.58	1.02
	6	Focus	79	7.81	7.22	81	2.52	1.88	58	2.90	1.10
	24	Assessing and Mitigating Harm	79	7.10	5.74	82	2.68	1.31	77	2.30	1.21
	16	Quantitative Reasoning	79	6.61	6.07	82	2.63	1.52	72	2.08	1.18
	57	Financial Management	78	5.09	5.00	81	2.16	1.33	69	2.09	1.08
	13	Spatial Orientation	80	4.70	5.44	82	2.04	1.54	64	1.95	1.17
	12	Spatial Visualization	80	4.14	5.11	82	1.93	1.47	61	1.80	1.19
61	Expertise with Information Technology	81	4.02	4.90	82	2.05	1.60	60	1.68	1.11	

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
Low	62	Learning New Technology	80	3.75	4.32	82	1.84	1.32	67	1.73	0.99
	1	Psychomotor Ability	79	2.29	4.23	82	1.37	1.48	51	1.20	1.10
	5	Physical Endurance	81	2.25	3.50	82	1.21	1.24	55	1.55	1.07
	63	Innovating Technology	82	2.00	4.06	82	0.99	1.37	35	1.69	1.16
	59	Inspecting Equipment, Objects, Structures, or Materials	80	1.97	3.44	81	1.04	1.19	44	1.59	0.97
	60	Mechanically and Technologically Savvy	82	1.71	3.64	82	0.87	1.20	37	1.65	0.98
	4	Physical Strength	81	1.70	3.30	82	0.99	1.18	47	1.36	1.05
	3	Reaction Time	80	1.56	3.46	81	0.83	1.21	33	1.42	1.17
	2	Control Precision	81	1.33	3.27	82	0.77	1.19	32	1.28	1.08
	58	Proficiency with Weapons Systems	79	1.14	2.79	81	0.67	0.96	35	1.43	1.04

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D26

Functional Area 49: Operations Research/Systems Analysis (FA49) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	18	Analytical Thinking	95	16.40	4.00	97	4.47	0.65	95	3.66	0.65
	11	Analyze Data or Information	95	16.14	4.62	97	4.37	0.88	94	3.67	0.63
	16	Quantitative Reasoning	95	15.33	4.93	97	4.21	0.88	95	3.57	0.75
	10	Processes Information and Data	94	15.13	5.25	97	4.28	0.97	93	3.47	0.73
	19	Systems Thinking	95	14.84	4.65	97	4.23	0.80	95	3.46	0.70
	29	Oral Communication	95	14.27	4.99	97	3.99	0.96	95	3.52	0.67
	28	Written Communication	94	13.64	4.87	97	3.87	0.93	94	3.47	0.73
	8	Precision	93	13.55	5.03	97	4.03	0.99	92	3.30	0.79
	21	Structured Problem Solving	95	13.54	4.90	97	3.95	0.95	95	3.38	0.75
	15	Verbal Reasoning	95	12.99	5.23	97	4.02	0.84	95	3.14	0.83
	35	Cooperation-Teamwork	95	12.05	5.07	97	3.89	0.91	95	3.02	0.84
	7	Attentiveness	94	12.01	4.97	97	3.75	1.16	91	3.14	0.62
MODERATE	22	Unstructured Problem Solving	95	11.95	5.11	97	3.58	0.99	94	3.26	0.84
	61	Expertise with Information Technology	95	11.69	6.70	96	3.58	1.37	94	3.03	1.04
	23	Creative Problem Solving	95	11.66	4.82	97	3.52	0.97	95	3.23	0.78
	17	Interdisciplinary Reasoning	95	11.54	4.98	97	3.80	0.92	95	2.96	0.86
	20	Strategic Thinking	95	11.39	5.54	97	3.65	1.05	94	3.00	0.89
	31	Active Listening	94	11.29	5.03	97	3.77	0.92	94	2.91	0.89
	50	Cognitive Flexibility	94	10.94	5.10	95	3.45	1.02	94	3.10	0.86
	34	Relationship Building	94	10.68	5.26	96	3.51	1.06	94	2.90	0.84
	9	Pattern Recognition	95	10.55	5.64	97	3.53	1.28	90	2.88	0.88
	44	Planning and Organizing	95	10.51	5.56	96	3.25	1.11	94	3.07	0.95
	53	Juggling Competing Demands	95	10.12	5.43	96	3.51	1.18	95	2.75	0.92
	56	Specialized Expertise	94	10.04	6.01	95	3.34	1.36	89	2.87	0.97
49	Adaptability	95	9.69	5.08	96	3.24	1.14	95	2.86	0.85	
27	Reflective Thinking	93	9.40	5.41	95	3.31	1.12	91	2.70	1.02	

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	54	Knowledge of Procedures	95	9.31	4.81	96	3.44	1.05	94	2.63	0.84
	14	Situational Awareness	93	9.19	5.53	96	3.29	1.27	89	2.63	0.97
	62	Learning New Technology	94	9.11	6.07	96	2.84	1.42	89	2.98	0.93
	32	Encourages Discourse	95	8.93	4.99	97	3.38	1.01	95	2.54	0.93
	26	Awareness of Cognitive Biases	95	8.92	5.55	97	3.14	1.16	94	2.66	1.03
	25	Judgement and Decision Making	95	8.80	5.23	97	3.02	1.22	94	2.76	0.90
	52	Tolerating Uncertainty	95	8.71	5.13	96	3.03	1.23	94	2.71	0.91
	43	Team Building	95	8.03	5.30	96	2.96	1.21	93	2.56	1.02
	40	Working in Multidisciplinary Contexts	93	7.98	5.73	96	3.09	1.42	89	2.43	1.02
	51	Tolerating Pressure	95	7.93	5.05	96	2.92	1.24	94	2.54	0.95
	45	Directing and Supervising Others	95	7.33	6.10	96	2.75	1.55	87	2.36	1.01
	33	Social Sensitivity	95	7.32	5.28	97	3.05	1.21	92	2.20	1.04
	42	Motivating Others	96	7.25	5.21	97	2.77	1.26	91	2.41	0.95
	6	Focus	96	7.04	7.19	97	2.28	2.02	61	2.93	1.05
	46	Delegating	95	6.99	6.04	96	2.63	1.52	87	2.34	1.03
	48	Coordinating Multiple Groups	95	6.89	5.00	96	2.60	1.25	88	2.50	0.96
	63	Innovating Technology	94	6.84	6.30	95	2.25	1.60	77	2.78	1.00
	12	Spatial Visualization	95	6.47	6.17	97	2.60	1.68	78	2.27	1.15
	37	Social Perceptiveness	95	6.44	4.69	97	2.76	1.13	95	2.16	0.96
	47	Training and Developing Others	94	6.32	5.72	96	2.36	1.42	87	2.36	1.10
	55	Evaluating Compliance	95	5.86	5.25	96	2.54	1.34	88	2.06	1.04
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	94	5.82	5.27	96	2.36	1.38	88	2.24	1.09
	30	Intercultural Communication	95	5.57	5.66	97	2.27	1.57	84	2.08	1.09
	24	Assessing and Mitigating Harm	95	5.45	4.99	97	2.26	1.26	89	2.13	1.12
	36	Conflict Management	95	5.35	4.02	97	2.41	1.11	91	2.10	0.93
	38	Cultural Awareness	95	4.68	4.81	97	2.21	1.44	84	1.88	1.02
	60	Mechanically and Technologically Savvy	95	4.19	5.63	96	1.69	1.70	60	2.17	1.18

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	13	Spatial Orientation	97	4.02	5.33	97	1.84	1.74	64	1.86	1.15
	41	Working with the Public	96	3.18	4.63	97	1.51	1.47	70	1.77	1.02
LOW	57	Financial Management	92	3.12	4.23	93	1.53	1.26	70	1.73	0.99
	1	Psychomotor Ability	97	1.55	3.44	97	1.01	1.55	41	1.20	1.03
	5	Physical Endurance	97	1.23	3.21	97	0.65	1.13	34	1.41	1.18
	4	Physical Strength	97	1.07	3.15	97	0.63	1.10	34	1.18	1.17
	59	Inspecting Equipment, Objects, Structures, or Materials	95	1.06	2.99	96	0.60	1.10	32	1.50	1.24
	3	Reaction Time	97	0.99	3.32	97	0.47	1.11	23	1.43	1.20
	2	Control Precision	97	0.93	3.31	97	0.53	1.27	22	1.45	1.37
	58	Proficiency with Weapons Systems	94	0.74	2.54	95	0.65	1.16	35	0.97	1.10

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D27

Functional Area 50: Force Management (FA50) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	28	Written Communication	32	16.59	4.22	34	4.32	0.81	32	3.75	0.44
	29	Oral Communication	31	16.48	4.06	34	4.29	0.76	31	3.74	0.44
	15	Verbal Reasoning	32	15.81	4.73	34	4.29	0.80	32	3.59	0.71
	54	Knowledge of Procedures	30	15.43	4.46	32	4.19	0.93	30	3.60	0.56
	20	Strategic Thinking	31	15.23	4.87	34	4.09	1.16	30	3.67	0.48
	35	Cooperation-Teamwork	32	15.12	4.17	34	4.24	0.74	32	3.50	0.57
	18	Analytical Thinking	32	14.78	4.72	34	4.09	1.03	32	3.50	0.62
	31	Active Listening	32	14.53	4.63	34	4.26	0.71	32	3.31	0.69
	11	Analyze Data or Information	32	14.50	5.69	34	4.15	1.18	32	3.31	0.86
	8	Precision	32	14.28	5.28	34	4.09	1.14	31	3.48	0.57
	21	Structured Problem Solving	32	14.28	4.84	34	4.15	0.82	32	3.41	0.76
	53	Juggling Competing Demands	31	14.10	4.24	33	3.94	0.86	31	3.45	0.57
	19	Systems Thinking	32	13.69	4.80	34	4.03	1.00	32	3.25	0.80
	22	Unstructured Problem Solving	32	13.69	4.65	34	3.94	0.85	32	3.47	0.80
	34	Relationship Building	32	13.59	4.01	34	4.06	0.69	32	3.28	0.63
	23	Creative Problem Solving	32	13.50	5.09	34	3.76	1.10	32	3.44	0.84
	44	Planning and Organizing	31	13.32	5.11	33	3.79	1.02	31	3.35	0.61
	50	Cognitive Flexibility	31	13.06	5.77	33	3.61	1.32	29	3.52	0.57
	49	Adaptability	31	12.94	5.28	33	3.85	1.00	31	3.29	0.78
	10	Processes Information and Data	32	12.75	6.44	34	3.91	1.26	31	3.06	1.15
7	Attentiveness	32	12.56	6.77	34	3.56	1.62	30	3.47	0.51	
52	Tolerating Uncertainty	31	12.13	5.68	33	3.67	0.99	31	3.13	0.85	
MODERATE	51	Tolerating Pressure	31	11.84	5.03	32	3.66	0.97	31	3.16	0.73
	17	Interdisciplinary Reasoning	32	11.56	5.05	34	3.74	1.19	32	3.06	0.76
	25	Judgement and Decision Making	32	10.81	5.38	34	3.38	1.23	31	3.13	0.72
	14	Situational Awareness	32	10.59	6.47	34	3.29	1.59	30	3.00	0.87

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	27	Reflective Thinking	32	10.06	5.41	34	3.26	1.21	31	2.90	0.87
	40	Working in Multidisciplinary Contexts	30	10.03	6.64	33	3.24	1.44	28	2.79	1.17
	32	Encourages Discourse	32	9.84	4.83	34	3.41	0.82	32	2.78	1.01
	16	Quantitative Reasoning	32	9.75	6.81	34	3.15	1.50	30	2.80	1.32
	43	Team Building	31	9.55	4.92	33	3.09	1.16	31	2.97	0.71
	36	Conflict Management	32	9.47	5.39	34	3.00	1.23	31	2.97	0.95
	55	Evaluating Compliance	31	9.26	5.78	33	3.30	1.29	31	2.58	1.06
	48	Coordinating Multiple Groups	31	9.16	5.92	33	2.85	1.48	28	3.04	0.84
	6	Focus	31	8.87	8.08	33	2.70	2.04	22	3.27	0.98
	33	Social Sensitivity	32	8.78	5.52	34	3.32	1.22	31	2.45	1.18
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	33	8.61	6.81	34	2.79	1.59	31	2.71	1.04
	56	Specialized Expertise	31	8.58	7.24	33	2.73	1.74	26	2.85	1.16
	37	Social Perceptiveness	32	8.37	4.48	34	3.06	1.04	32	2.59	0.98
	45	Directing and Supervising Others	31	8.29	6.24	33	2.85	1.46	28	2.64	0.95
	26	Awareness of Cognitive Biases	32	8.25	5.22	34	2.97	1.24	30	2.63	0.93
	61	Expertise with Information Technology	30	8.03	5.56	32	2.87	1.64	25	2.68	0.90
	42	Motivating Others	32	7.94	5.40	34	2.76	1.30	30	2.67	0.88
	46	Delegating	30	7.63	5.37	33	2.82	1.42	27	2.59	0.75
	47	Training and Developing Others	31	7.45	4.97	33	2.67	1.29	28	2.64	0.83
	9	Pattern Recognition	32	6.94	5.03	34	2.79	1.34	30	2.30	1.02
24	Assessing and Mitigating Harm	32	6.12	6.31	34	2.32	1.55	29	2.17	1.28	
62	Learning New Technology	31	6.00	5.62	33	2.15	1.58	25	2.60	0.91	
30	Intercultural Communication	32	5.78	6.04	34	2.32	1.51	28	2.07	1.25	
38	Cultural Awareness	32	5.56	5.07	33	2.36	1.39	28	2.11	1.20	
57	Financial Management	33	5.18	5.58	33	1.91	1.68	24	2.38	0.97	
LOW	63	Innovating Technology	31	3.65	5.48	33	1.39	1.64	17	2.47	1.23
	60	Mechanically and Technologically Savvy	32	2.63	3.77	33	1.27	1.46	18	1.83	0.86

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
Low	12	Spatial Visualization	32	2.62	3.46	34	1.68	1.57	21	1.38	1.12
	41	Working with the Public	33	2.12	2.51	34	1.44	1.42	24	1.50	0.83
	13	Spatial Orientation	34	2.00	3.46	34	1.29	1.62	18	1.28	1.27
	5	Physical Endurance	31	1.10	2.65	32	0.69	1.03	12	--	--
	1	Psychomotor Ability	33	1.00	2.40	34	0.68	1.17	12	--	--
	58	Proficiency with Weapons Systems	32	0.84	1.63	33	0.61	0.83	14	--	--
	3	Reaction Time	33	0.76	2.33	33	0.42	1.15	6	--	--
	59	Inspecting Equipment, Objects, Structures, or Materials	33	0.73	1.57	33	0.61	0.93	13	--	--
	4	Physical Strength	33	0.70	1.72	34	0.65	0.98	12	--	--
	2	Control Precision	34	0.35	1.07	34	0.29	0.94	5	--	--

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. -- = Not Reported; the number of participants was insufficient for analysis ($n < 15$). Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D28

Functional Area 51: Acquisition Corps (FA51) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	146	16.66	4.11	154	4.53	0.65	146	3.64	0.62
	28	Written Communication	144	16.25	3.90	154	4.46	0.65	144	3.62	0.59
	15	Verbal Reasoning	147	16.04	4.22	155	4.50	0.71	147	3.52	0.62
	35	Cooperation-Teamwork	143	15.34	4.83	154	4.38	0.77	143	3.43	0.76
	18	Analytical Thinking	147	15.10	4.59	155	4.34	0.78	147	3.41	0.66
	31	Active Listening	145	14.96	4.52	154	4.40	0.69	145	3.36	0.73
	34	Relationship Building	145	14.57	5.06	154	4.20	0.88	145	3.40	0.73
	53	Juggling Competing Demands	144	14.10	4.87	150	4.07	0.94	144	3.37	0.71
	19	Systems Thinking	147	13.90	5.36	155	4.12	0.95	145	3.28	0.80
	11	Analyze Data or Information	147	13.48	5.26	155	4.03	1.09	146	3.23	0.76
	54	Knowledge of Procedures	142	13.47	5.02	149	4.01	0.92	142	3.25	0.81
	8	Precision	145	13.41	5.60	154	4.05	1.16	142	3.24	0.82
	21	Structured Problem Solving	146	13.39	5.37	154	3.96	1.02	144	3.28	0.75
	49	Adaptability	142	13.39	4.84	150	3.97	0.94	142	3.32	0.70
	40	Working in Multidisciplinary Contexts	145	13.29	5.72	153	4.03	1.15	144	3.19	0.87
	7	Attentiveness	147	13.27	5.44	154	3.95	1.34	142	3.29	0.69
	44	Planning and Organizing	144	13.26	5.04	152	3.82	1.02	143	3.38	0.63
	25	Judgement and Decision Making	147	12.94	4.86	155	3.85	0.97	147	3.26	0.74
	17	Interdisciplinary Reasoning	145	12.94	5.38	153	4.01	1.00	143	3.13	0.81
	42	Motivating Others	145	12.74	5.40	154	3.88	1.01	145	3.17	0.80
	50	Cognitive Flexibility	145	12.59	4.78	151	3.81	0.94	145	3.22	0.72
	45	Directing and Supervising Others	145	12.59	5.78	151	3.85	1.19	142	3.11	0.88
	32	Encourages Discourse	145	12.57	5.06	154	3.95	0.96	145	3.10	0.78
	20	Strategic Thinking	147	12.53	5.56	155	3.74	1.14	145	3.23	0.79
	43	Team Building	145	12.46	5.10	152	3.64	0.99	145	3.30	0.79

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	22	Unstructured Problem Solving	147	12.31	4.83	155	3.71	0.99	146	3.25	0.70
	10	Processes Information and Data	145	12.15	5.75	154	3.84	1.23	142	3.04	0.88
MODERATE	51	Tolerating Pressure	144	11.93	4.93	150	3.70	1.00	144	3.11	0.79
	52	Tolerating Uncertainty	144	11.91	5.02	149	3.68	1.07	144	3.14	0.75
	48	Coordinating Multiple Groups	145	11.85	5.24	151	3.54	1.17	142	3.22	0.76
	46	Delegating	144	11.75	5.46	150	3.69	1.18	140	3.06	0.81
	55	Evaluating Compliance	144	11.74	5.22	151	3.72	1.00	144	3.05	0.86
	33	Social Sensitivity	142	11.68	5.77	152	3.91	1.04	142	2.87	0.94
	41	Working with the Public	146	11.55	6.72	154	3.47	1.49	141	3.09	0.95
	23	Creative Problem Solving	147	11.48	5.23	155	3.54	1.11	147	3.13	0.78
	16	Quantitative Reasoning	145	11.46	6.08	155	3.62	1.26	141	2.96	0.99
	27	Reflective Thinking	146	10.97	5.62	154	3.59	1.14	143	2.92	0.86
	36	Conflict Management	146	10.82	4.97	155	3.46	1.00	146	3.02	0.82
	37	Social Perceptiveness	145	10.73	5.10	153	3.62	0.97	145	2.83	0.87
	57	Financial Management	143	10.71	6.13	150	3.33	1.29	138	2.98	0.98
	14	Situational Awareness	147	10.60	5.98	155	3.50	1.41	140	2.91	0.93
	56	Specialized Expertise	145	10.23	6.42	151	3.36	1.46	134	2.83	1.08
	26	Awareness of Cognitive Biases	145	10.17	5.44	154	3.44	1.19	140	2.83	0.87
	30	Intercultural Communication	144	9.22	6.46	154	3.10	1.51	139	2.69	1.04
	47	Training and Developing Others	141	9.09	5.34	151	2.97	1.22	136	2.85	0.93
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	146	9.04	5.92	155	2.99	1.38	137	2.82	0.90
	38	Cultural Awareness	147	9.00	6.22	155	3.07	1.41	141	2.61	1.01
	24	Assessing and Mitigating Harm	147	8.72	5.75	155	2.92	1.36	141	2.75	0.96
	62	Learning New Technology	146	8.45	5.74	151	2.87	1.40	139	2.72	0.95
	9	Pattern Recognition	147	8.30	5.45	155	3.06	1.34	137	2.54	0.99
	6	Focus	149	8.00	6.96	154	2.55	1.99	107	3.06	0.86
	61	Expertise with Information Technology	145	7.28	5.88	150	2.69	1.67	120	2.55	0.93
	63	Innovating Technology	144	7.06	6.60	150	2.33	1.71	110	2.78	1.04

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	60	Mechanically and Technologically Savvy	146	5.45	5.52	151	2.09	1.59	111	2.34	1.02
	12	Spatial Visualization	148	4.93	5.47	154	2.08	1.55	115	2.09	1.16
	13	Spatial Orientation	148	4.28	5.30	155	1.91	1.62	110	1.97	1.20
LOW	59	Inspecting Equipment, Objects, Structures, or Materials	145	3.33	4.46	151	1.51	1.37	102	1.90	1.12
	58	Proficiency with Weapons Systems	146	3.21	5.04	151	1.39	1.51	89	1.83	1.23
	1	Psychomotor Ability	149	2.56	4.41	154	1.41	1.56	92	1.45	1.16
	5	Physical Endurance	150	1.89	3.50	155	1.05	1.22	84	1.49	1.14
	3	Reaction Time	151	1.87	4.24	155	0.88	1.36	61	1.69	1.26
	4	Physical Strength	149	1.71	3.36	155	0.95	1.17	79	1.49	1.12
	2	Control Precision	151	1.70	4.09	155	0.82	1.33	56	1.66	1.27

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D29

Functional Area 52: Nuclear and Counter-Proliferation (FA52) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	18	Analytical Thinking	45	14.56	6.05	45	4.13	1.14	44	3.39	0.97
	28	Written Communication	45	14.40	6.05	45	3.96	1.28	43	3.51	0.74
	29	Oral Communication	45	14.18	6.02	45	4.09	1.10	44	3.32	0.88
	15	Verbal Reasoning	45	13.64	6.13	45	4.09	1.31	44	3.18	0.87
	11	Analyze Data or Information	45	12.47	6.52	45	3.73	1.29	43	3.14	1.06
	17	Interdisciplinary Reasoning	44	12.07	6.42	44	3.59	1.45	41	3.17	0.89
	56	Specialized Expertise	45	12.00	7.93	45	3.49	1.74	41	3.17	1.09
	31	Active Listening	45	12.00	6.42	45	3.80	1.22	44	2.93	1.04
MODERATE	21	Structured Problem Solving	45	11.93	6.64	45	3.53	1.41	43	3.14	1.04
	44	Planning and Organizing	45	11.82	6.26	45	3.60	1.19	44	3.07	0.97
	19	Systems Thinking	44	11.75	6.80	44	3.73	1.39	42	2.95	1.10
	7	Attentiveness	45	11.60	5.69	45	3.89	1.09	45	2.87	1.01
	16	Quantitative Reasoning	45	11.29	7.33	45	3.49	1.42	43	2.93	1.22
	35	Cooperation-Teamwork	44	11.23	6.17	45	3.64	1.21	44	2.82	1.04
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	45	11.20	6.38	45	3.40	1.36	44	3.05	1.01
	20	Strategic Thinking	45	11.16	6.50	45	3.40	1.42	43	3.02	1.03
	40	Working in Multidisciplinary Contexts	45	11.00	5.80	45	3.47	1.24	44	2.95	1.06
	50	Cognitive Flexibility	45	10.89	5.82	45	3.31	1.24	44	3.09	0.98
	8	Precision	45	10.89	5.77	45	3.73	0.99	45	2.76	1.03
	10	Processes Information and Data	44	10.82	6.90	44	3.57	1.32	43	2.74	1.29
	22	Unstructured Problem Solving	45	10.80	5.86	45	3.42	1.22	43	2.95	1.05
	53	Juggling Competing Demands	45	10.56	6.23	45	3.47	1.32	43	2.84	1.04
49	Adaptability	45	10.31	5.81	45	3.27	1.16	44	2.95	1.01	
54	Knowledge of Procedures	45	10.31	6.28	45	3.53	1.24	44	2.68	1.14	

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	34	Relationship Building	45	10.04	6.36	45	3.31	1.33	44	2.73	1.02
	23	Creative Problem Solving	45	9.96	6.04	45	3.27	1.25	44	2.77	1.05
	25	Judgement and Decision Making	44	9.89	5.78	45	3.18	1.39	41	2.95	0.89
	52	Tolerating Uncertainty	43	9.42	6.41	44	3.16	1.45	41	2.68	1.08
	32	Encourages Discourse	45	9.04	5.90	45	3.24	1.28	43	2.58	1.03
	14	Situational Awareness	44	8.91	6.13	45	3.16	1.40	41	2.63	1.02
	48	Coordinating Multiple Groups	45	8.24	5.58	45	2.78	1.33	42	2.71	0.92
	43	Team Building	45	8.13	5.40	45	2.93	1.23	43	2.53	1.01
	45	Directing and Supervising Others	44	8.02	6.65	45	2.84	1.51	41	2.46	1.12
	51	Tolerating Pressure	45	7.91	6.00	45	2.84	1.30	44	2.45	1.13
	42	Motivating Others	45	7.91	5.95	45	2.89	1.34	43	2.44	1.01
	27	Reflective Thinking	45	7.73	5.28	45	2.80	1.42	41	2.61	0.89
	61	Expertise with Information Technology	45	7.67	6.69	45	2.82	1.70	38	2.42	1.13
	47	Training and Developing Others	45	7.51	5.95	45	2.67	1.33	42	2.52	1.09
	33	Social Sensitivity	45	7.33	6.20	45	2.93	1.44	43	2.14	1.10
	9	Pattern Recognition	45	7.13	5.72	45	2.80	1.44	40	2.35	1.10
	46	Delegating	45	7.07	5.54	45	2.73	1.32	43	2.23	1.04
	26	Awareness of Cognitive Biases	45	7.00	5.36	45	2.62	1.40	39	2.44	0.99
	55	Evaluating Compliance	44	6.89	5.58	45	2.73	1.29	41	2.22	1.13
	6	Focus	44	6.82	7.15	44	2.27	2.00	28	2.93	1.09
	62	Learning New Technology	45	6.80	6.17	45	2.44	1.44	41	2.41	1.12
	37	Social Perceptiveness	45	6.69	5.48	45	2.76	1.43	41	2.17	1.00
	24	Assessing and Mitigating Harm	45	6.44	4.95	45	2.47	1.34	42	2.36	1.03
	38	Cultural Awareness	44	5.61	5.38	44	2.32	1.36	41	2.02	1.06
	12	Spatial Visualization	45	5.60	5.71	45	2.38	1.45	39	2.05	1.26
	36	Conflict Management	45	5.60	4.39	45	2.36	1.23	41	2.15	0.85
	60	Mechanically and Technologically Savvy	45	5.40	6.10	45	2.07	1.67	33	2.27	1.21
	41	Working with the Public	45	5.18	5.91	45	1.98	1.42	39	2.08	1.29
	30	Intercultural Communication	44	5.07	5.13	45	2.16	1.36	39	2.10	1.07

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	63	Innovating Technology	45	4.96	5.21	45	1.82	1.54	32	2.47	1.02
	13	Spatial Orientation	45	4.38	5.66	45	1.84	1.58	34	1.94	1.15
	57	Financial Management	45	4.07	4.89	45	1.89	1.35	36	1.81	1.12
LOW	59	Inspecting Equipment, Objects, Structures, or Materials	45	3.20	4.86	45	1.42	1.44	28	1.86	1.08
	5	Physical Endurance	44	2.98	4.88	44	1.27	1.53	24	1.83	1.17
	4	Physical Strength	44	2.66	3.92	44	1.34	1.40	28	1.57	1.26
	1	Psychomotor Ability	44	2.16	3.69	44	1.32	1.47	27	1.30	1.07
	2	Control Precision	44	2.02	3.84	44	1.02	1.30	21	1.52	1.36
	3	Reaction Time	44	1.91	3.77	44	0.98	1.39	20	1.55	1.15
	58	Proficiency with Weapons Systems	45	1.11	3.05	45	0.87	1.20	24	1.08	0.88

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D30

Functional Area 57: Simulation Operations (FA57) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	29	Oral Communication	47	16.70	4.00	48	4.50	0.62	47	3.66	0.56
	35	Cooperation-Teamwork	46	15.54	4.76	47	4.30	0.78	46	3.52	0.69
	28	Written Communication	48	15.02	5.39	49	4.16	0.96	48	3.50	0.71
	44	Planning and Organizing	48	14.44	5.04	49	4.00	1.08	48	3.58	0.61
	18	Analytical Thinking	48	14.38	4.89	49	4.22	0.96	47	3.36	0.64
	19	Systems Thinking	47	14.19	5.52	49	4.24	0.99	46	3.28	0.83
	31	Active Listening	47	14.17	4.63	48	4.15	0.80	47	3.36	0.70
	34	Relationship Building	47	14.09	4.75	48	4.08	0.94	47	3.36	0.82
	53	Juggling Competing Demands	46	13.87	4.61	49	4.08	0.84	46	3.35	0.71
	21	Structured Problem Solving	48	13.85	5.24	49	4.02	1.07	47	3.36	0.70
	15	Verbal Reasoning	48	13.79	5.04	49	4.20	0.82	48	3.23	0.83
	49	Adaptability	48	13.56	4.94	49	3.84	1.07	47	3.49	0.59
	7	Attentiveness	48	13.38	5.51	49	4.12	1.20	47	3.19	0.74
	54	Knowledge of Procedures	48	13.25	4.49	49	4.04	0.79	48	3.19	0.82
	50	Cognitive Flexibility	48	13.08	5.40	49	3.76	0.97	48	3.35	0.79
	25	Judgement and Decision Making	47	12.91	5.76	48	3.81	1.08	47	3.21	0.95
	23	Creative Problem Solving	47	12.68	4.95	48	3.67	0.91	47	3.34	0.79
	32	Encourages Discourse	46	12.52	5.72	47	3.85	0.96	46	3.07	1.00
	20	Strategic Thinking	48	12.33	5.82	49	3.73	1.15	48	3.10	0.93
	11	Analyze Data or Information	48	12.21	6.26	49	3.86	1.32	46	3.07	1.04
17	Interdisciplinary Reasoning	48	12.06	5.59	49	4.00	0.98	47	2.91	0.95	
22	Unstructured Problem Solving	48	12.04	5.56	49	3.55	1.14	47	3.26	0.82	
14	Situational Awareness	48	12.02	6.41	49	3.73	1.25	47	3.06	1.01	
MODERATE	8	Precision	48	11.92	5.82	49	3.80	1.26	47	2.98	0.94
	52	Tolerating Uncertainty	48	11.69	5.08	49	3.55	1.10	48	3.23	0.78
	51	Tolerating Pressure	47	11.51	5.52	49	3.55	1.04	47	3.09	0.86

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	27	Reflective Thinking	47	11.49	5.25	49	3.53	1.02	47	3.09	0.88
	45	Directing and Supervising Others	48	11.31	5.11	49	3.63	1.17	47	2.98	0.82
	48	Coordinating Multiple Groups	47	11.26	5.71	48	3.33	1.37	45	3.20	0.87
	43	Team Building	48	10.96	5.23	49	3.43	1.00	48	3.10	0.88
	46	Delegating	48	10.69	5.48	49	3.43	1.31	46	2.93	0.85
	10	Processes Information and Data	47	10.57	6.17	48	3.58	1.25	46	2.72	1.07
	61	Expertise with Information Technology	48	10.56	6.81	49	3.33	1.55	44	3.00	0.99
	42	Motivating Others	48	10.52	5.36	49	3.43	1.12	48	2.88	0.84
	40	Working in Multidisciplinary Contexts	48	10.40	6.44	49	3.14	1.61	44	3.14	0.88
	47	Training and Developing Others	48	9.94	5.42	49	3.18	1.29	45	3.00	0.90
	33	Social Sensitivity	47	9.83	5.93	48	3.56	1.27	47	2.53	1.06
	37	Social Perceptiveness	48	9.58	5.26	49	3.27	1.09	47	2.74	0.97
	26	Awareness of Cognitive Biases	48	9.58	5.21	49	3.43	1.08	48	2.65	0.93
	56	Specialized Expertise	48	9.42	6.80	49	3.08	1.75	42	2.76	1.01
	62	Learning New Technology	48	9.40	6.14	49	2.90	1.48	45	3.00	1.02
	36	Conflict Management	48	9.29	5.49	49	3.00	1.21	46	2.91	0.94
	55	Evaluating Compliance	48	9.04	5.46	49	3.39	1.20	47	2.49	1.00
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	48	8.87	5.74	49	2.73	1.43	42	3.05	0.94
	16	Quantitative Reasoning	48	8.25	6.50	49	2.96	1.38	45	2.44	1.24
	63	Innovating Technology	48	7.77	6.99	49	2.31	1.71	37	3.00	1.11
	30	Intercultural Communication	47	7.57	6.25	48	2.90	1.48	44	2.30	1.19
	9	Pattern Recognition	47	7.40	6.11	49	2.84	1.53	42	2.31	1.20
	38	Cultural Awareness	48	7.38	5.38	49	2.82	1.29	46	2.33	1.01
	6	Focus	48	7.10	7.37	49	2.35	2.07	32	2.87	1.10
	60	Mechanically and Technologically Savvy	48	6.27	6.31	49	2.14	1.66	37	2.54	1.19
	24	Assessing and Mitigating Harm	48	5.73	5.96	49	2.33	1.46	43	2.07	1.20

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MODERATE	57	Financial Management	47	5.70	5.17	49	2.10	1.36	38	2.50	1.03
	41	Working with the Public	48	5.29	5.67	49	2.22	1.64	42	2.14	1.12
	12	Spatial Visualization	49	4.94	5.47	49	2.22	1.58	38	2.00	1.29
LOW	13	Spatial Orientation	49	3.86	4.90	49	2.08	1.61	38	1.63	1.22
	1	Psychomotor Ability	47	2.53	4.56	48	1.46	1.68	27	1.30	1.17
	59	Inspecting Equipment, Objects, Structures, or Materials	48	2.19	3.50	49	1.20	1.27	30	1.63	1.13
	5	Physical Endurance	48	1.71	2.92	48	1.10	1.36	25	1.24	0.78
	3	Reaction Time	48	1.67	4.01	49	0.94	1.43	20	1.25	1.29
	2	Control Precision	47	1.43	3.56	47	0.74	1.36	14	--	--
	58	Proficiency with Weapons Systems	49	1.39	2.60	49	0.80	1.00	24	1.50	1.18
	4	Physical Strength	49	1.04	1.61	49	0.88	0.99	27	1.04	0.76

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. -- = Not Reported; the number of participants was insufficient for analysis ($n < 15$). Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Table D31

Functional Area 59: Strategist (FA59) – Skill and Ability Arranged in Descending Order by Mean F-I Composite Scores

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	20	Strategic Thinking	65	17.78	3.62	68	4.59	0.63	65	3.85	0.44
	28	Written Communication	65	17.60	3.76	68	4.53	0.68	65	3.85	0.48
	15	Verbal Reasoning	64	17.59	3.24	67	4.61	0.52	64	3.80	0.48
	18	Analytical Thinking	65	16.95	3.28	68	4.47	0.59	65	3.77	0.46
	29	Oral Communication	65	16.94	3.70	68	4.37	0.69	65	3.83	0.42
	31	Active Listening	65	15.14	3.99	68	4.37	0.64	65	3.42	0.61
	50	Cognitive Flexibility	65	14.91	4.09	65	4.06	0.81	65	3.63	0.52
	17	Interdisciplinary Reasoning	65	14.68	4.29	68	4.22	0.75	65	3.43	0.64
	35	Cooperation-Teamwork	65	14.58	4.04	68	4.25	0.74	65	3.40	0.63
	52	Tolerating Uncertainty	65	14.49	4.54	65	4.00	0.90	65	3.55	0.56
	27	Reflective Thinking	65	14.40	4.94	68	4.19	0.78	65	3.35	0.82
	22	Unstructured Problem Solving	65	13.94	4.25	68	3.76	0.88	65	3.66	0.51
	34	Relationship Building	65	13.86	4.55	68	4.10	0.81	65	3.32	0.66
	21	Structured Problem Solving	65	13.86	5.09	68	4.06	0.84	65	3.29	0.82
	19	Systems Thinking	65	13.82	5.14	68	4.12	0.82	65	3.25	0.85
	49	Adaptability	65	13.71	4.29	65	3.95	0.80	65	3.42	0.58
	39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	65	13.66	5.72	68	3.88	1.19	65	3.37	0.80
	53	Juggling Competing Demands	65	13.63	4.46	65	4.06	0.79	65	3.29	0.63
	44	Planning and Organizing	64	13.42	5.00	65	3.77	1.03	64	3.47	0.71
	51	Tolerating Pressure	65	13.09	5.39	65	3.83	0.96	65	3.28	0.76
	26	Awareness of Cognitive Biases	65	13.09	4.94	68	3.97	0.85	65	3.18	0.79
	23	Creative Problem Solving	64	13.08	4.58	67	3.63	0.92	64	3.52	0.62
	11	Analyze Data or Information	65	12.98	5.37	68	3.97	1.04	65	3.15	0.92
	32	Encourages Discourse	65	12.92	4.54	68	3.96	0.72	65	3.17	0.78
	8	Precision	65	12.86	4.41	68	3.96	0.92	63	3.21	0.65

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
HIGH	7	Attentiveness	65	12.86	5.24	68	3.91	1.18	63	3.21	0.65
	40	Working in Multidisciplinary Contexts	65	12.38	5.54	68	3.79	1.18	64	3.13	0.93
MODERATE	33	Social Sensitivity	65	11.80	4.98	68	3.91	1.06	65	2.94	0.81
	25	Judgement and Decision Making	65	11.23	5.36	67	3.43	1.13	64	3.13	0.79
	14	Situational Awareness	65	10.63	6.26	68	3.54	1.40	62	2.87	0.97
	37	Social Perceptiveness	65	10.62	5.13	68	3.59	1.05	65	2.83	0.84
	54	Knowledge of Procedures	65	10.57	5.42	65	3.54	1.03	64	2.84	0.98
	48	Coordinating Multiple Groups	65	9.17	5.41	65	2.94	1.20	64	2.95	0.84
	43	Team Building	65	9.17	5.05	65	3.00	1.06	65	2.88	0.93
	9	Pattern Recognition	65	9.08	5.19	68	3.28	1.21	62	2.63	0.94
	38	Cultural Awareness	66	8.95	5.63	68	3.13	1.34	64	2.67	0.87
	30	Intercultural Communication	66	8.86	6.38	68	2.88	1.46	62	2.79	1.07
	42	Motivating Others	65	8.85	5.28	68	3.19	1.04	65	2.58	0.97
	10	Processes Information and Data	65	8.45	5.86	68	3.26	1.29	62	2.39	1.15
	45	Directing and Supervising Others	64	8.06	5.62	64	2.81	1.31	61	2.64	0.95
	6	Focus	67	7.90	7.10	68	2.60	1.96	49	2.84	1.01
	46	Delegating	65	7.88	5.00	65	2.86	1.18	63	2.60	0.87
	36	Conflict Management	63	7.87	4.69	66	2.92	1.06	63	2.56	0.91
	16	Quantitative Reasoning	66	7.39	5.61	68	2.79	1.14	64	2.38	1.12
	24	Assessing and Mitigating Harm	65	6.97	5.74	68	2.51	1.44	60	2.52	1.05
	55	Evaluating Compliance	65	6.48	5.43	65	2.78	1.26	63	2.08	1.11
	47	Training and Developing Others	65	6.25	5.20	65	2.46	1.30	62	2.23	1.00
	41	Working with the Public	66	5.39	6.15	68	2.00	1.55	58	2.19	1.21
	12	Spatial Visualization	65	4.60	5.68	67	1.84	1.61	46	2.07	1.22
	56	Specialized Expertise	65	4.49	5.72	65	1.97	1.72	47	1.89	1.29
61	Expertise with Information Technology	65	4.32	5.52	65	1.92	1.87	43	1.95	1.05	
LOW	62	Learning New Technology	65	3.25	4.20	65	1.46	1.20	50	1.86	1.01
	13	Spatial Orientation	66	3.12	5.10	68	1.38	1.59	36	1.83	1.30

(continued)

F-I Composite Score Criticality	Item #	Skill and Ability	F-I Composite Score			Frequency Rating			Importance Rating		
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
LOW	57	Financial Management	65	2.75	4.09	65	1.35	1.27	44	1.73	1.09
	63	Innovating Technology	65	1.89	4.02	65	0.82	1.24	29	1.79	1.18
	5	Physical Endurance	67	1.49	2.56	68	0.87	1.13	32	1.53	0.98
	60	Mechanically and Technologically Savvy	65	1.20	3.37	65	0.63	1.17	21	1.43	1.25
	58	Proficiency with Weapons Systems	65	1.17	3.46	65	0.58	1.07	23	1.30	1.26
	1	Psychomotor Ability	67	0.93	2.34	68	0.76	1.20	27	0.96	0.85
	59	Inspecting Equipment, Objects, Structures, or Materials	65	0.92	3.46	65	0.35	0.98	12	--	--
	4	Physical Strength	67	0.88	2.18	68	0.75	1.15	27	0.96	0.94
	3	Reaction Time	67	0.57	1.83	68	0.44	0.98	15	1.13	0.99
	2	Control Precision	68	0.38	1.33	68	0.38	0.88	14	--	--

Note. Frequency-importance (F-I) composite scores were computed for each skill and ability by multiplying the frequency (0 = "Never" to 5 = "Many times each hour to hourly") by importance ratings (0 = "Not at all important" to 4 = "Extremely important") and range from 0 to 20. High criticality mean F-I composite scores of 12 to 20 indicate the skills and abilities that officers said were both frequently performed (at least every few days to weekly) on the job and very/extremely important. Low criticality mean F-I composite scores of 0 to 4 indicate that the skill and ability was low in frequency, low in importance or low in frequency and importance. Note that, if an officer rated the frequency of a skill and ability at 0 ("Never"), they automatically skipped the importance rating question for that skill and ability, and were subsequently assigned an F-I composite score of 0; hence, the overall sample for importance ratings is smaller than that of frequency ratings or F-I composite scores. -- = Not Reported; the number of participants was insufficient for analysis ($n < 15$). Rounding may affect the value of reported means by 0.01 and, therefore, the categorization of F-I composite scores at the thresholds of High, Medium, and Low criticality.

Appendix E

Branch and Functional Area: Talent Ratings Color-Coded by Importance

Appendix E

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Table E1

Branch: Talent Ratings Color-Coded by Importance

#	Talent	AD	AG	AR	AV	CM	CY	EN	FA	FM	IN	MI	MP	MS	OD	QM	SC	TC	LG	
1	Bodily-Kinesthetic	1.30	1.39	1.87	1.90	1.42	0.54	1.50	1.71	1.04	2.31	1.06	1.91	1.37	1.68	1.58	1.40	1.35	1.46	
2	Communicator	3.52	3.68	3.64	3.59	3.52	3.58	3.64	3.58	3.58	3.66	3.71	3.66	3.63	3.56	3.62	3.62	3.54	3.72	
3	Cross-Culturally Fluent	2.54	2.81	2.48	2.13	2.28	2.05	2.46	2.41	2.45	2.54	2.95	2.80	2.67	2.49	2.69	2.58	2.70	2.77	
4	Detail-Focused	3.39	3.58	3.22	3.30	3.30	3.49	3.28	3.42	3.63	3.28	3.36	3.33	3.38	3.38	3.36	3.43	3.28	3.46	
5	Domain-Specific	1.75	1.90	1.53	1.95	1.74	3.64	2.04	1.92	2.46	1.58	1.80	1.91	2.33	1.73	1.93	2.43	1.69	2.22	
6	Innovative	2.69	2.88	2.88	2.66	2.73	3.31	2.83	2.78	2.76	2.83	2.74	2.84	2.91	2.98	2.91	3.04	2.99	3.14	
7	Inspirational Leader	2.70	3.05	3.01	2.81	2.72	2.56	2.75	2.75	2.73	3.04	2.67	2.93	2.88	2.90	3.01	2.99	2.95	3.10	
8	Interdisciplinary	2.73	2.75	2.73	2.79	2.88	2.85	2.86	2.91	2.81	2.89	3.03	2.77	2.96	2.84	3.01	2.86	2.94	3.20	
9	Interpersonal	3.21	3.57	3.43	3.21	3.19	2.90	3.39	3.30	3.34	3.43	3.31	3.42	3.40	3.35	3.53	3.29	3.34	3.46	
10	Introspective	2.62	2.72	2.66	2.51	2.45	2.41	2.44	2.41	2.49	2.70	2.55	2.58	2.56	2.61	2.64	2.49	2.58	2.74	
11	Logical/Analytical	3.22	3.27	3.23	3.21	3.02	3.51	3.14	3.17	3.34	3.20	3.34	3.31	3.24	3.32	3.33	3.32	3.27	3.51	
12	Mentally Tough	3.12	3.29	3.43	3.20	3.14	2.72	2.99	3.21	3.04	3.38	3.05	3.45	3.12	3.16	3.17	3.25	3.07	3.38	
13	Multi-Tasker	3.32	3.52	3.32	3.36	3.42	2.97	3.25	3.33	3.38	3.35	3.18	3.47	3.25	3.25	3.38	3.31	3.27	3.45	
14	Perceptive	2.77	3.09	2.93	2.92	2.88	2.77	2.90	2.90	2.80	2.95	3.12	3.14	2.88	2.88	3.03	2.94	2.84	3.17	
15	Physically Fit	1.67	1.75	2.38	1.83	1.96	0.64	1.94	2.26	1.53	2.88	1.59	2.35	1.82	2.10	2.06	2.00	1.88	2.04	
16	Problem Solver	3.12	3.27	3.44	3.25	3.19	3.64	3.38	3.32	3.27	3.47	3.17	3.29	3.28	3.39	3.41	3.46	3.33	3.45	
17	Process Disciplined	3.04	3.27	2.74	2.96	2.90	2.90	2.86	3.16	3.18	2.83	2.79	3.05	3.00	2.89	3.07	3.02	2.90	3.28	
18	Project Manager	3.00	3.33	3.13	3.07	3.02	3.26	3.21	3.10	3.03	3.15	3.10	3.06	3.15	3.13	3.36	3.31	3.16	3.32	
19	Prudent Risk Taker	2.17	2.21	2.66	2.66	2.20	2.44	2.33	2.46	1.97	2.81	2.18	2.53	2.32	2.59	2.50	2.42	2.35	2.72	
20	Spatially Intelligent	2.65	2.55	2.66	2.90	2.52	2.59	2.47	2.77	2.39	2.81	2.67	2.58	2.65	2.72	2.77	2.65	2.58	2.99	
21	Technologically Adept	2.84	2.89	2.39	2.75	2.60	3.79	2.53	2.60	2.88	2.37	2.70	2.42	2.59	2.58	2.65	3.12	2.48	2.81	
		Survey respondents said talent was <i>extremely to very important</i> (mean = 4.00 – 3.00)																		
		Survey respondents said talent was <i>moderately important</i> (mean = 2.99 – 2.00)																		
		Survey respondents said talent was <i>slightly to not at all important</i> (mean = 1.99 – 0)																		
#.##		Bolded numbers: 50% or more of survey respondents ranked talent 1st-6th in importance to job performance																		

Table E2

Functional Area: Talent Ratings Color-Coded by Importance

#	Talent	FA26	FA29	FA30	FA34	FA40	FA46	FA48	FA49	FA50	FA51	FA52	FA57	FA59	
1	Bodily-Kinesthetic	1.25	1.28	1.00	0.59	1.22	1.33	0.96	0.56	0.65	0.94	1.09	0.84	0.62	
2	Communicator	3.35	3.67	3.73	3.78	3.59	3.85	3.91	3.63	3.79	3.74	3.38	3.69	3.85	
3	Cross-Culturally Fluent	2.13	2.67	3.23	3.00	2.76	3.26	3.80	2.27	2.32	2.83	2.40	2.29	3.04	
4	Detail-Focused	3.33	3.22	3.25	3.22	3.44	3.15	3.21	3.46	3.65	3.45	3.29	3.23	3.21	
5	Domain-Specific Education	3.01	2.50	2.48	2.68	2.67	2.08	3.05	3.24	2.18	2.81	2.95	2.29	2.65	
6	Innovative	3.00	3.11	3.35	2.86	3.13	3.13	2.91	3.05	3.29	2.96	2.76	3.10	3.09	
7	Inspirational Leader	2.46	2.67	2.43	2.62	2.67	2.89	2.51	2.25	2.29	2.86	2.24	2.67	2.61	
8	Interdisciplinary	2.72	3.39	3.28	3.24	3.26	2.97	3.00	3.09	3.26	3.05	2.87	3.16	3.43	
9	Interpersonal	3.06	3.44	3.63	3.38	3.26	3.72	3.56	2.97	3.18	3.46	2.96	3.37	3.36	
10	Introspective	2.32	2.44	2.78	2.47	2.35	2.87	2.67	2.48	2.15	2.59	2.36	2.55	3.00	
11	Logical/Analytical	3.34	3.44	3.28	3.49	3.37	2.82	3.11	3.77	3.41	3.30	3.50	3.29	3.41	
12	Mentally Tough	2.83	3.22	2.95	2.62	2.72	3.18	2.96	2.48	2.62	2.88	2.49	2.86	3.01	
13	Multi-Tasker	3.10	3.44	3.23	3.24	3.00	3.23	3.28	2.76	3.38	3.33	2.91	3.33	2.87	
14	Perceptive	2.75	2.89	3.20	3.08	2.84	3.37	3.36	2.97	2.91	2.88	2.71	2.94	3.31	
15	Physically Fit	1.25	1.61	1.43	1.16	1.50	1.85	1.49	0.93	1.15	1.24	1.31	1.39	1.21	
16	Problem Solver	3.34	3.22	3.13	3.19	3.24	3.26	3.13	3.48	3.74	3.34	3.20	3.49	3.40	
17	Process Disciplined	2.75	2.89	2.73	2.95	2.93	2.59	2.65	2.81	3.21	3.12	2.64	2.98	2.53	
18	Project Manager	3.18	3.33	2.98	3.14	3.00	3.21	2.94	3.03	3.32	3.59	3.07	3.51	3.06	
19	Prudent Risk Taker	2.00	2.22	2.13	2.00	1.96	2.59	2.27	1.62	1.85	2.54	2.07	2.24	2.15	
20	Spatially Intelligent	2.42	3.28	2.93	2.43	3.24	2.64	2.67	2.34	2.41	2.55	2.38	2.67	2.49	
21	Technologically Adept	3.41	3.44	2.55	2.62	3.54	3.00	2.22	3.21	2.56	2.85	2.91	3.18	2.03	
		Survey respondents said talent was <i>extremely to very important</i> (mean = 4.00 – 3.00)													
		Survey respondents said talent was <i>moderately important</i> (mean = 2.99 – 2.00)													
		Survey respondents said talent was <i>slightly to not at all important</i> (mean = 1.99 – 0)													
#.##		Bolded numbers: 50% or more of survey respondents ranked talent 1st-6th in importance to job performance													

Appendix F

Branch and Functional Area: Skills and Abilities Color-Coded by Criticality

Appendix F

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Table F1

Branch: Skill and Abilities Color-Coded by Criticality

#	Skill or Ability	AD	AG	AR	AV	CM	CY	EN	FA	FM	IN	MI	MP	MS	OD	QM	SC	TC	LG
I. Physical																			
1	Psychomotor Ability	3.68	4.23	4.91	7.73	3.45	1.47	3.32	4.06	3.07	5.96	2.05	4.94	4.24	4.59	3.98	3.41	3.41	4.19
2	Control Precision	2.99	1.73	4.14	7.58	2.36	1.28	2.14	3.03	1.38	3.46	1.24	2.86	2.63	2.67	2.27	2.45	2.04	2.71
3	Reaction Time	4.10	2.26	4.61	7.48	2.66	1.28	2.54	3.52	1.89	5.05	1.42	4.51	3.00	3.05	3.36	2.86	2.35	3.01
4	Physical Strength	2.75	3.46	6.58	3.50	4.10	0.74	4.38	5.81	2.50	8.65	2.71	6.06	3.84	5.53	5.45	4.51	4.03	5.07
5	Physical Endurance	3.36	3.46	7.28	4.22	4.88	1.23	5.24	6.31	3.07	9.65	3.39	6.66	3.96	5.74	5.67	4.44	4.11	5.23
II. Cognitive																			
6	Focus	10.13	8.91	12.03	11.02	11.26	11.32	10.22	11.37	7.38	12.65	9.61	10.17	9.26	9.86	10.37	9.61	9.20	10.46
7	Attentiveness	13.65	14.58	14.81	13.72	13.86	13.78	13.60	14.20	12.00	14.98	13.90	14.37	13.62	14.42	14.22	13.57	14.07	13.71
8	Precision	13.56	15.36	13.11	13.11	13.62	14.82	12.75	13.37	14.12	12.87	13.14	13.42	13.59	13.37	13.36	12.70	13.53	13.34
9	Pattern Recognition	8.58	9.37	9.03	8.99	9.88	12.39	8.07	8.15	9.18	9.36	10.92	8.90	8.68	9.67	9.47	8.55	8.93	8.34
10	Processes Information and Data	11.58	13.66	10.75	10.79	11.85	14.66	10.90	11.20	14.59	9.96	11.95	10.02	12.01	12.01	11.82	11.66	11.63	12.76
11	Analyze Data or Information	12.31	13.74	12.02	11.25	12.36	15.92	11.85	12.12	14.94	11.33	13.92	10.99	12.89	12.98	12.88	12.39	13.09	14.08
12	Spatial Visualization	6.79	4.08	6.76	8.75	6.54	4.72	5.87	6.96	3.61	7.22	6.40	5.35	5.47	6.32	6.90	5.17	5.95	6.91
13	Spatial Orientation	6.73	4.42	8.25	9.42	6.38	3.49	5.82	7.58	3.34	8.75	6.11	6.32	5.75	6.41	6.68	5.21	6.35	6.78
14	Situational Awareness	12.77	12.04	14.11	13.25	12.03	10.16	12.10	13.19	10.81	13.86	13.11	13.48	12.59	12.55	13.44	11.82	12.25	13.47
15	Verbal Reasoning	13.47	14.93	14.48	13.13	14.47	12.24	14.50	13.43	13.82	14.50	15.43	14.98	14.86	14.59	14.61	14.16	14.78	14.94
16	Quantitative Reasoning	7.65	9.75	7.86	7.98	9.17	12.68	9.15	9.15	14.33	8.29	7.38	6.59	9.68	10.03	9.95	8.52	9.71	10.96
17	Interdisciplinary Reasoning	10.28	10.51	9.94	10.40	11.48	12.16	11.24	11.10	11.12	10.88	12.65	9.80	11.65	11.76	11.82	11.34	11.90	12.72
18	Analytical Thinking	13.20	14.13	13.83	13.42	14.05	16.22	14.05	13.55	14.78	13.81	15.60	13.28	14.40	14.32	14.54	14.33	14.28	15.19
19	Systems Thinking	11.41	11.55	11.76	11.27	11.71	16.14	11.84	11.97	12.90	11.72	11.59	9.77	12.27	11.99	12.47	13.32	12.03	13.40
20	Strategic Thinking	11.69	11.04	10.92	10.55	11.41	12.32	10.19	10.80	11.37	10.82	12.22	10.69	11.72	11.43	12.04	11.93	12.21	13.21
21	Structured Problem Solving	11.84	12.50	12.25	11.38	12.40	13.39	11.69	11.68	12.66	11.95	12.22	11.55	12.70	12.48	13.17	12.68	12.81	13.73
<div style="display: flex; justify-content: space-between; align-items: center;"> High Criticality (Frequency-Importance composite score 12.00-20.00). Survey respondents said skill or ability was used at least <i>weekly</i> and was <i>extremely important</i>; OR the skill or ability was used at least <i>daily</i> and was <i>very/extremely important</i>. Moderate Criticality (Frequency-Importance composite scores 4.01-11.99) Low Criticality (Frequency-Importance composite scores 0-4.00) </div>																			

#	Skill or Ability	AD	AG	AR	AV	CM	CY	EN	FA	FM	IN	MI	MP	MS	OD	QM	SC	TC	LG
II. Cognitive (cont.)																			
22	Unstructured Problem Solving	10.48	11.21	11.99	11.41	11.46	14.16	11.38	10.73	10.21	11.55	11.80	10.78	11.72	11.93	11.55	11.39	11.44	11.68
23	Creative Problem Solving	10.25	11.00	11.42	10.52	11.64	13.89	10.80	10.72	10.35	11.43	11.07	10.58	11.39	11.80	11.60	11.24	11.38	11.20
24	Assessing and Mitigating Harm	8.25	6.34	9.67	10.65	9.35	6.92	8.62	9.60	6.76	10.23	7.28	10.06	8.87	9.37	9.66	8.40	8.47	10.15
25	Judgement and Decision Making	11.79	11.66	13.09	13.64	11.25	11.34	12.44	12.74	10.58	13.69	11.91	12.70	12.76	13.04	12.74	12.45	12.08	13.03
26	Awareness of Cognitive Biases	9.02	10.42	10.16	9.03	9.53	7.34	9.32	8.84	7.86	10.04	11.39	10.50	9.42	9.40	10.70	9.27	9.71	9.45
27	Reflective Thinking	9.84	11.36	10.04	9.24	10.61	8.89	9.16	9.66	9.11	10.05	11.53	10.74	10.33	10.11	11.13	10.07	10.51	10.75
III. Social and Communication																			
28	Written Communication	13.53	16.08	13.27	13.55	14.77	13.76	14.78	13.79	14.55	13.81	15.99	15.81	15.71	14.65	14.77	14.55	15.19	15.78
29	Oral Communication	15.47	16.48	16.70	15.84	15.90	13.32	15.97	16.05	14.85	16.69	16.28	16.36	16.21	15.73	16.21	16.10	16.40	16.13
30	Intercultural Communication	8.29	10.35	8.85	6.45	8.88	5.13	8.03	8.37	8.88	8.42	8.91	8.89	9.51	9.15	10.53	9.02	10.19	9.69
31	Active Listening	13.28	15.40	14.27	13.64	14.07	11.14	14.00	13.79	12.94	14.46	14.66	14.78	14.61	14.02	15.09	14.59	14.54	14.62
32	Encourages Discourse	10.68	11.79	11.52	10.54	11.01	8.84	10.68	10.74	10.42	12.05	12.11	10.96	11.24	11.42	12.49	11.23	11.95	11.94
33	Social Sensitivity	10.45	12.85	10.97	9.52	10.59	7.39	10.13	10.26	10.25	10.84	11.39	11.96	11.57	11.18	12.65	10.93	12.26	12.35
34	Relationship Building	13.08	15.18	14.75	13.18	13.44	11.87	13.57	13.80	13.03	14.36	14.02	13.75	14.30	13.46	15.01	13.76	14.60	15.00
35	Cooperation/Teamwork	14.04	15.49	15.39	14.71	14.09	12.84	13.98	14.45	14.17	15.14	14.70	14.93	14.76	14.41	15.16	14.57	15.07	15.51
36	Conflict Management	9.55	10.93	10.74	10.19	10.60	8.37	9.80	9.55	8.56	11.16	9.93	11.39	10.88	10.19	10.80	10.25	10.49	11.38
37	Social Perceptiveness	9.79	11.77	10.84	9.76	10.75	7.95	9.80	9.57	9.11	11.00	11.16	11.06	10.51	9.87	11.49	10.07	10.89	11.46
38	Cultural Awareness	8.31	10.59	8.81	7.07	8.36	4.89	7.42	8.05	8.23	8.62	9.49	9.50	8.78	8.69	10.62	8.37	9.79	9.98
39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	8.86	7.79	6.33	7.31	8.21	10.84	6.11	7.40	7.84	6.75	9.48	7.19	7.96	7.82	8.35	8.15	8.28	9.26
40	Working in Multidisciplinary Contexts	8.90	8.10	6.67	7.51	9.11	11.05	8.08	7.17	8.91	7.40	10.04	8.14	10.08	8.37	8.72	9.53	9.44	10.48
41	Working with the Public	5.37	7.15	4.54	4.36	4.87	3.47	5.50	4.56	6.67	5.03	4.32	7.44	6.90	5.87	6.17	5.33	5.55	6.86
	High Criticality (Frequency-Importance composite score 12.00-20.00). Survey respondents said skill or ability was used at least <i>weekly</i> and was <i>extremely important</i> ; OR the skill or ability was used at least <i>daily</i> and was <i>very/extremely important</i> .																		
	Moderate Criticality (Frequency-Importance composite scores 4.01-11.99)																		
	Low Criticality (Frequency-Importance composite scores 0-4.00)																		

#	Skill or Ability	AD	AG	AR	AV	CM	CY	EN	FA	FM	IN	MI	MP	MS	OD	QM	SC	TC	LG
IV. Leadership and Management																			
42	Motivating Others	11.69	13.73	13.32	12.10	11.13	11.13	11.29	11.85	11.56	13.60	12.21	12.28	12.20	12.61	12.74	12.68	11.98	12.80
43	Team Building	11.09	12.58	12.67	11.80	10.55	9.89	10.76	11.59	10.77	12.91	11.27	11.86	11.43	12.31	12.42	12.04	11.80	12.57
44	Planning and Organizing	13.05	13.98	14.20	13.85	14.39	12.92	13.27	13.61	11.42	14.67	13.15	13.84	13.65	13.81	14.14	14.00	13.96	14.49
45	Directing and Supervising Others	12.68	14.14	14.24	13.12	10.98	11.70	12.42	12.76	10.98	14.07	13.36	13.03	13.62	13.26	13.43	13.74	13.29	13.71
46	Delegating	12.40	13.34	13.95	12.66	10.88	10.76	12.13	12.08	10.64	13.80	12.42	12.54	13.43	12.94	13.02	13.84	12.80	13.18
47	Training and Developing Others	11.59	11.44	12.02	11.31	10.31	10.97	10.26	11.17	9.97	12.65	11.08	10.72	11.30	11.71	11.79	11.72	10.95	11.69
48	Coordinating Multiple Groups	10.80	9.43	10.86	11.19	10.15	10.11	10.21	10.89	8.34	12.01	10.35	10.39	10.56	11.26	11.18	11.03	11.24	11.66
V. Personal Competence and Expertise																			
49	Adaptability	12.97	13.47	14.04	14.12	13.88	13.59	13.26	13.54	12.03	14.02	13.64	13.41	13.80	13.81	14.04	13.46	13.89	13.95
50	Cognitive Flexibility	12.14	12.14	12.89	12.26	12.73	13.38	11.75	11.89	11.36	12.62	12.70	11.83	12.88	12.46	12.69	12.07	12.37	12.84
51	Tolerating Pressure	12.47	13.11	13.81	13.52	13.77	11.24	12.31	13.34	11.56	13.79	12.89	13.12	13.30	13.18	12.79	12.29	13.15	13.42
52	Tolerating Uncertainty	11.85	12.29	13.56	13.18	13.93	13.73	12.29	13.10	11.47	13.40	12.92	12.35	12.48	13.53	13.05	12.31	13.07	12.95
53	Juggling Competing Demands	13.03	13.92	14.13	14.72	14.45	13.32	13.74	13.76	13.29	14.16	13.80	13.07	14.01	14.37	13.98	13.64	13.72	13.81
54	Knowledge of Procedures	12.29	14.11	11.90	13.49	12.49	10.70	11.63	12.48	13.67	11.66	11.89	11.84	12.49	12.70	12.65	12.60	12.51	13.35
55	Evaluating Compliance	9.76	12.45	9.49	10.38	10.54	9.08	9.45	9.65	12.86	10.13	10.23	10.05	10.33	10.69	10.96	10.85	10.68	11.41
56	Specialized Expertise	8.12	7.89	5.71	9.03	9.02	14.94	6.97	7.49	10.19	6.27	6.60	5.68	8.69	8.17	7.29	8.71	7.25	9.68
57	Financial Management	3.22	4.94	4.07	4.37	4.48	2.00	4.40	4.03	16.39	4.49	3.33	4.84	6.57	5.40	5.60	4.83	5.43	6.94
58	Proficiency with Weapons Systems	7.19	2.96	5.79	4.11	3.13	4.64	2.67	5.72	2.57	6.57	2.51	4.68	1.99	3.53	3.77	3.28	2.93	5.03
59	Inspecting Equipment, Objects, Structures, or Materials	5.24	3.36	5.94	5.36	5.15	3.27	4.37	5.61	3.26	5.92	3.04	4.79	3.60	4.71	4.78	5.62	4.12	5.86
60	Mechanically and Technologically Savvy	5.83	3.95	5.16	6.76	5.24	10.95	4.67	5.05	4.13	4.74	3.37	3.42	3.88	4.95	4.72	7.74	3.60	5.88
61	Expertise with Information Technology	6.45	8.24	6.82	6.77	7.30	15.89	6.76	6.26	8.70	6.19	6.72	5.39	6.76	6.90	6.66	11.46	6.47	8.37
62	Learning New Technology	6.21	6.83	5.87	6.24	5.64	15.94	5.38	6.16	7.51	5.66	5.69	4.77	5.72	6.61	5.75	9.42	5.80	7.42
63	Innovating Technology	4.16	4.93	3.59	3.23	4.18	13.81	3.34	3.91	5.51	3.75	3.41	3.18	4.02	4.12	4.01	6.94	3.92	5.58
	High Criticality (Frequency-Importance composite score 12.00-20.00). Survey respondents said skill or ability was used at least <i>weekly</i> and was <i>extremely important</i> ; OR the skill or ability was used at least <i>daily</i> and was <i>very/extremely important</i> .																		
	Moderate Criticality (Frequency-Importance composite scores 4.01-11.99)																		
	Low Criticality (Frequency-Importance composite scores 0-4.00)																		

Table F2

Functional Area: Skill and Abilities Color-Coded by Criticality

#	Skill or Ability	FA26	FA29	FA30	FA34	FA40	FA46	FA48	FA49	FA50	FA51	FA52	FA57	FA59
I. Physical														
1	Psychomotor Ability	2.78	4.33	1.80	1.28	2.48	3.16	2.29	1.55	1.00	2.56	2.16	2.53	0.93
2	Control Precision	1.74	2.78	0.75	0.84	1.53	1.19	1.33	0.93	0.35	1.70	2.02	1.43	0.38
3	Reaction Time	1.99	3.56	1.25	1.24	2.16	1.43	1.56	0.99	0.76	1.87	1.91	1.67	0.57
4	Physical Strength	1.93	5.11	1.73	1.60	1.77	2.28	1.70	1.07	0.70	1.71	2.66	1.04	0.88
5	Physical Endurance	2.03	5.00	3.10	2.11	1.52	3.68	2.25	1.23	1.10	1.89	2.98	1.71	1.49
II. Cognitive														
6	Focus	7.88	8.12	8.63	7.91	8.70	7.94	7.81	7.04	8.87	8.00	6.82	7.10	7.90
7	Attentiveness	12.76	11.53	12.95	13.17	13.23	13.92	12.87	12.01	12.56	13.27	11.60	13.38	12.86
8	Precision	12.90	12.24	12.00	12.40	14.07	14.33	12.36	13.55	14.28	13.41	10.89	11.92	12.86
9	Pattern Recognition	8.82	8.53	9.33	9.24	8.98	9.14	9.01	10.55	6.94	8.30	7.13	7.40	9.08
10	Processes Information and Data	12.51	10.41	11.05	10.80	11.23	9.08	10.27	15.13	12.75	12.15	10.82	10.57	8.45
11	Analyze Data or Information	13.25	12.65	13.71	15.15	12.91	12.00	12.59	16.14	14.50	13.48	12.47	12.21	12.98
12	Spatial Visualization	4.85	7.44	4.95	4.71	5.95	4.26	4.14	6.47	2.63	4.93	5.60	4.94	4.60
13	Spatial Orientation	3.96	8.18	4.00	3.26	5.50	3.65	4.70	4.02	2.00	4.28	4.38	3.86	3.12
14	Situational Awareness	9.68	11.35	13.54	12.50	12.77	14.19	13.63	9.19	10.59	10.60	8.91	12.02	10.63
15	Verbal Reasoning	13.63	13.35	15.33	16.68	14.27	16.57	16.28	12.99	15.81	16.04	13.64	13.79	17.59
16	Quantitative Reasoning	10.58	10.06	6.85	7.29	9.55	3.47	6.61	15.33	9.75	11.46	11.29	8.25	7.39
17	Interdisciplinary Reasoning	11.97	13.24	13.71	13.79	12.26	12.33	13.96	11.54	11.56	12.94	12.07	12.06	14.68
18	Analytical Thinking	15.03	14.76	14.90	17.47	14.26	13.72	15.74	16.40	14.78	15.10	14.56	14.38	16.95
19	Systems Thinking	14.75	13.41	13.00	13.48	13.09	9.69	11.22	14.84	13.69	13.90	11.75	14.19	13.82
20	Strategic Thinking	11.28	13.29	14.56	17.38	13.07	15.42	16.46	11.39	15.23	12.53	11.16	12.33	17.78
21	Structured Problem Solving	13.28	12.29	13.90	14.94	12.68	12.94	12.54	13.54	14.28	13.39	11.93	13.85	13.86
	High Criticality (Frequency-Importance composite score 12.00-20.00). Survey respondents said skill or ability was used at least <i>weekly</i> and was <i>extremely important</i> ; OR the skill or ability was used at least <i>daily</i> and was <i>very/extremely important</i> .													
	Moderate Criticality (Frequency-Importance composite scores 4.01-11.99)													
	Low Criticality (Frequency-Importance composite scores 0-4.00)													

#	Skill or Ability	FA26	FA29	FA30	FA34	FA40	FA46	FA48	FA49	FA50	FA51	FA52	FA57	FA59
II. Cognitive (cont.)														
22	Unstructured Problem Solving	12.03	10.59	13.28	12.71	11.09	11.17	12.54	11.95	13.69	12.31	10.80	12.04	13.94
23	Creative Problem Solving	11.42	10.94	13.66	11.88	10.61	11.83	11.66	11.66	13.50	11.48	9.96	12.68	13.08
24	Assessing and Mitigating Harm	6.63	7.65	6.63	6.62	6.21	7.37	7.10	5.45	6.13	8.72	6.44	5.73	6.97
25	Judgement and Decision Making	10.88	11.63	11.23	12.00	10.70	12.80	12.82	8.80	10.81	12.94	9.89	12.91	11.23
26	Awareness of Cognitive Biases	8.24	8.24	10.95	14.35	7.68	13.23	11.53	8.92	8.25	10.17	7.00	9.58	13.09
27	Reflective Thinking	10.31	9.94	11.34	12.50	9.50	13.06	11.33	9.40	10.06	10.97	7.73	11.49	14.40
III. Social and Communication														
28	Written Communication	13.95	16.00	16.92	17.50	14.20	18.14	18.09	13.64	16.59	16.25	14.40	15.02	17.60
29	Oral Communication	14.48	16.31	17.10	17.29	15.39	17.64	17.20	14.27	16.48	16.66	14.18	16.70	16.94
30	Intercultural Communication	7.17	9.19	10.23	9.68	7.48	13.17	15.65	5.57	5.78	9.22	5.07	7.57	8.86
31	Active Listening	12.86	13.50	15.70	14.09	13.75	16.67	15.41	11.29	14.53	14.96	12.00	14.17	15.14
32	Encourages Discourse	10.51	12.20	12.79	14.06	10.67	14.03	12.95	8.93	9.84	12.57	9.04	12.52	12.92
33	Social Sensitivity	9.70	9.59	13.33	11.32	10.14	15.94	15.71	7.32	8.78	11.68	7.33	9.83	11.80
34	Relationship Building	12.08	14.38	15.05	13.94	13.82	15.69	15.99	10.68	13.59	14.57	10.04	14.09	13.86
35	Cooperation/Teamwork	13.60	13.38	14.95	14.94	14.91	15.36	14.85	12.05	15.13	15.34	11.23	15.54	14.58
36	Conflict Management	9.03	9.69	9.00	9.38	8.23	9.94	9.73	5.35	9.47	10.82	5.60	9.29	7.87
37	Social Perceptiveness	9.03	9.31	11.08	10.76	9.00	14.36	13.30	6.44	8.38	10.73	6.69	9.58	10.62
38	Cultural Awareness	6.94	8.13	11.46	9.29	6.64	13.75	16.31	4.68	5.56	9.00	5.61	7.38	8.95
39	Joint, Interagency, Intergovernmental, and Multinational (JIIM) Perspective	8.61	11.75	11.08	15.62	12.41	11.53	16.22	5.82	8.61	9.04	11.20	8.88	13.66
40	Working in Multidisciplinary Contexts	10.37	10.81	13.03	14.71	12.60	11.92	14.94	7.98	10.03	13.29	11.00	10.40	12.38
41	Working with the Public	5.41	5.56	7.13	4.00	4.59	14.39	8.34	3.18	2.12	11.55	5.18	5.29	5.39
	High Criticality (Frequency-Importance composite score 12.00-20.00). Survey respondents said skill or ability was used at least <i>weekly</i> and was <i>extremely important</i> ; OR the skill or ability was used at least <i>daily</i> and was <i>very/extremely important</i> .													
	Moderate Criticality (Frequency-Importance composite scores 4.01-11.99)													
	Low Criticality (Frequency-Importance composite scores 0-4.00)													

#	Skill or Ability	FA26	FA29	FA30	FA34	FA40	FA46	FA48	FA49	FA50	FA51	FA52	FA57	FA59
IV. Leadership and Management														
42	Motivating Others	10.62	10.25	11.21	11.50	9.84	12.89	10.23	7.25	7.94	12.74	7.91	10.52	8.85
43	Team Building	9.91	11.31	11.95	10.42	9.79	11.28	9.54	8.03	9.55	12.46	8.13	10.96	9.17
44	Planning and Organizing	12.78	13.63	14.00	12.42	10.86	13.94	12.81	10.51	13.32	13.26	11.82	14.44	13.42
45	Directing and Supervising Others	11.71	12.44	10.82	12.42	10.79	12.78	9.49	7.33	8.29	12.59	8.02	11.31	8.06
46	Delegating	10.92	12.13	9.43	11.33	9.44	11.94	9.24	6.99	7.63	11.75	7.07	10.69	7.88
47	Training and Developing Others	8.45	12.19	10.82	10.16	9.47	10.33	8.00	6.32	7.45	9.09	7.51	9.94	6.25
48	Coordinating Multiple Groups	9.48	10.19	10.76	11.97	9.47	9.50	9.08	6.89	9.16	11.85	8.24	11.26	9.17
V. Personal Competence and Expertise														
49	Adaptability	12.57	14.06	13.95	13.48	12.17	14.50	13.20	9.69	12.94	13.39	10.31	13.56	13.71
50	Cognitive Flexibility	12.83	12.56	13.95	13.13	11.44	12.92	12.32	10.94	13.06	12.59	10.89	13.08	14.91
51	Tolerating Pressure	12.44	12.94	12.65	12.85	10.40	12.86	12.51	7.93	11.84	11.93	7.91	11.51	13.09
52	Tolerating Uncertainty	12.84	12.63	12.14	13.15	11.00	13.11	13.53	8.71	12.13	11.91	9.42	11.69	14.49
53	Juggling Competing Demands	14.36	14.13	13.14	13.97	11.58	13.63	14.10	10.12	14.10	14.10	10.56	13.87	13.63
54	Knowledge of Procedures	13.03	12.81	11.68	11.82	13.07	10.17	11.85	9.31	15.43	13.47	10.31	13.25	10.57
55	Evaluating Compliance	10.13	10.19	8.92	8.39	9.70	8.97	9.08	5.86	9.26	11.74	6.89	9.04	6.48
56	Specialized Expertise	13.27	10.29	6.89	6.06	12.35	7.05	8.24	10.04	8.58	10.23	12.00	9.42	4.49
57	Financial Management	4.42	4.12	2.84	3.06	2.20	3.78	5.09	3.12	5.18	10.71	4.07	5.70	2.75
58	Proficiency with Weapons Systems	2.26	5.88	1.11	1.31	4.77	1.00	1.14	0.74	0.84	3.21	1.11	1.39	1.17
59	Inspecting Equipment, Objects, Structures, or Materials	4.60	4.29	1.34	1.27	4.07	1.24	1.98	1.06	0.73	3.33	3.20	2.19	0.92
60	Mechanically and Technologically Savvy	11.23	8.00	1.82	2.33	8.37	1.81	1.71	4.19	2.63	5.45	5.40	6.27	1.20
61	Expertise with Information Technology	15.17	10.24	5.55	6.94	10.72	5.47	4.02	11.69	8.03	7.28	7.67	10.56	4.32
62	Learning New Technology	12.03	10.59	4.84	6.47	10.29	5.17	3.75	9.11	6.00	8.45	6.80	9.40	3.25
63	Innovating Technology	10.13	9.41	3.92	3.63	8.11	3.08	2.00	6.84	3.65	7.06	4.96	7.77	1.89
	High Criticality (Frequency-Importance composite score 12.00-20.00). Survey respondents said skill or ability was used at least <i>weekly</i> and was <i>extremely important</i> ; OR the skill or ability was used at least <i>daily</i> and was <i>very/extremely important</i> .													
	Moderate Criticality (Frequency-Importance composite scores 4.01-11.99)													
	Low Criticality (Frequency-Importance composite scores 0-4.00)													