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| **Conscientiousness** | | |
| Integrity/Honesty | | Doing the right thing when unsupervised |
| Maturity | | Makes decisions and maintains behaviors conducive to safety of self and others and to training/mission success |
| Motivation | | The internal/external drive to sustain effort towards excellence in assigned tasks and obtain a greater level of achievement than minimum standards |
| Resilience, Persistence | | Ability to maintain composure, positive mental attitude, and regroup/ “bounce back” after failure and/or negative feedback and continue on assigned tasks despite difficulties, mental and physical hardships, or adverse conditions |
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| **High Value Worker Behaviors** | | |
| Work Ethic | | Ability to efficiently and selflessly accomplish objectives regardless of the conditions or environment |
| Ownership of Errors | | Takes “ownership”/admits own mistakes, does not attribute performance failures to others or to the environment |
| Accepts and Integrates Feedback | | Ability to recognize weaknesses within yourself, tolerates failures as learning opportunities, receive and use constructive criticism to improve performance, e.g. “trainable” |
| Pride | | Shows/experiences satisfaction from individual or group achievements with a feeling of self-respect or individual worth |
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| **Instructor Potential** | | |
| Verbal Expression | | The ability to communicate information and ideas in ways others will understand |
| Writing | | Communicating effectively in writing as appropriate for tasking |
| Speech Clarity | | The ability to speak clearly so others can understand you |
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| **Cognitive** | | |
| Intelligence | | Ability to learn and understand or deal with new and challenging time constrained situations; able to “think outside the box” |
| Reading Comprehension | | Ability to read and understand information and ideas |
| Verbal Comprehension | | Ability to listen to and understand information and ideas |
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| **Physiological / Other** | | |
| Manual Dexterity, Strength, and Coordination | | Ability to quickly move your hands, limbs, and body to manipulate or assemble objects, carry approximately 65-80 pounds of pack/equipment over long and often challenging terrain, perform combatives, swimming, and parachutist duties |
| Mechanical Aptitude | | Ability to utilize machines and tools, including their designs, uses, repair, and maintenance |
| Aversions/Phobias | | Ability to tolerate conditions of required training/mission environments; e.g. no extreme aversions or phobias to heights, underwater operations, confined spaces, insects/reptiles |
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| **Applied Intelligence--Performance** | | |
| Problem-Solving | | The ability to identify when something is wrong or is likely to go wrong in environment, student/peer interpersonal interactions, and other field training operations and take steps to prevent or mitigate |
| Multitasking | | The ability to perform and organize multiple tasks while planning future tasks at the same time without degrading the output |
| Time Management | | Managing one's own time and the time of others |
| Adaptability | | “Rigid flexibility;” ability to uphold standards while being flexible to situational demands |
| Judgment/Decision-Making | | Considering the relative costs and benefits of potential actions to choose the most appropriate one |
| Decisiveness | | The ability to choose a course of action within the time constraints of a training situation |
| Inductive Reasoning | | The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events) |
| Deductive Reasoning | | The ability to apply general rules to specific problems to produce answers that make sense |
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| **Applied Intelligence--Awareness** | | |
| Situational Awareness | | Ability to maintain awareness of surroundings, e.g. constant perception/monitoring of self, and the environment |
| Awareness of Capabilities | | Understanding of capabilities of self and peers in challenging situations |
| Assessing | | Assessing and monitoring performance of self and peers to identify excellence or root cause of problems, and make suggestions for improvement |
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| **Leadership** | | |
| Situational Leadership | | The ability to influence/motivate individuals or groups of differing levels of ability through speaking, listening, and directing towards an end goal |
| Appropriate Assertiveness | | The ability to tactfully correct an individual, group, or situation |
| Active Listening | | Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times |
| Confidence | | Believing that you can accomplish tasks |
| Competitive | | Challenges self and others for best performance |
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| **Followership** | | |
| Interpersonal Skills | | Consistently utilizes communication/”people” skills in support of individual/team dynamics and training; e.g. active listening, tone of voice, sense of humor, appropriate leadership/followership |
| Team Oriented | | Creates and participates in a supportive, motivated group/team atmosphere with peers; does ones “fair share” |
| Dependable | | Ability to consistently accomplish tasks in a correct manner |
| Initiative | | Identifies and accomplishes tasks without being told; self-disciplined to independently strive for improvement of skills and mission |
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| Work-Life Balance | Maintains physical and mental health by balancing mission, personal, and family needs | |
| Married or Single with Well-Informed, Supportive Family | Spouse/family members are well informed regarding SERE Specialist training and mission demands | |