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TRAINING REQUIREMENTS FOR THE GENERAL MILITARY  
SCIENCE CURRICULUM OF THE ARMY ROTC PROGRAM

Theodore R. Powers, et al

George Washington University  
Alexandria, Virginia

December 1967

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Technical Report 67-16

# Training Requirements for the General Military Science Curriculum of the Army ROTC Program

by

Theodore R. Powers, Harry Kotses,  
and Arthur J. DeLuca

HumRRO Division No. 4 (Infantry)

AD 665034

# HumRRO

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HUMAN RESOURCES RESEARCH OFFICE

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HumRRO Division No. 4 (Infantry)  
Fort Benning, Georgia  
The George Washington University  
HUMAN RESOURCES RESEARCH OFFICE

Technical Report 67-16  
Work Unit ROCOM  
Sub-Unit I

The Human Resources Research Office is a nongovernmental agency of The George Washington University. The research reported in this *Technical Report* was conducted under contract with the Department of the Army (DA 44-188-ARO-2). HumRRO's mission for the Department of the Army is to conduct research in the fields of training, motivation, and leadership.

The findings in this report are not to be construed as an official Department of the Army position, unless so designated by other authorized documents.

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DEPARTMENT OF THE ARMY  
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WASHINGTON, D.C. 20310

January 24, 1968

**SUBJECT: Training Requirements for the General Military Science Curriculum of the Army ROTC Program**

**TO: ADMINISTRATOR  
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1. This report describes training requirements that could be used as a basis for improving the Army ROTC General Military Science curriculum, and the steps that were involved in development of these requirements.
2. Background data were obtained from a previous analysis of initial duty assignments of Army ROTC graduates. Common knowledge and skill areas for jobs included in this survey were identified, and their relative importance to job performance determined. Generalized instruction that would be appropriate for the largest number of these ROTC graduates was isolated, and, finally, expanded into training requirements that could be used as a basis for curriculum modification. Two Appendices are included in the report: one presenting specific knowledge and skill areas within ranked descriptive dimensions, and the other listing duty-oriented training requirements for the Army ROTC GMS curriculum.
3. This report will be of interest to those engaged in the training and education of Army ROTC students, and to those interested in the general military training curriculum for junior officers.

**FOR THE CHIEF OF RESEARCH AND DEVELOPMENT:**

*C. J. Canella*  
C. J. CANELLA  
Colonel, GS  
Chief, Behavioral  
Sciences Division

## FOREWORD

This research was performed by the Human Resources Research Office under Work Unit ROCOM, Development of Methods and Techniques for Improving the Output of ROTC.

The initial report in this series was Technical Report 66-16, An Analysis of Initial Active Duty Assignments of Army ROTC Graduates, by Joseph W. Scott, Theodore R. Powers, and Paul Sucansky. That report was based on a survey made in 1964. The information obtained from analyzing the survey results established the basis for the research reported in the present document, dealing with the development of a set of duty-oriented training requirements applicable to the general military science curriculum of the Army ROTC program.

The execution of this work completes all work programmed for Work Unit ROCOM. The research was conducted at HumRRO Division No. 4 (Infantry), Fort Benning, Georgia, where the present Director of Research is Dr. T.O. Jacobs. Dr. Carl J. Lange was Director of Research when the Work Unit was initiated.

Personnel of the U.S. Army Infantry Human Research Unit provided military support for this effort. Those most directly involved were CPT Joseph Scott, SP 4 Marvin Salth, SP 4 Paul Sucansky, SP 4 Henry Weeks, and SP 4 Dennis Jarden. LTC Ferdinand O. Barger, Jr. is Chief of the Unit; LTC T.E. Lawrence was Chief when the Work Unit was initiated.

HumRRO research for the Department of the Army is conducted under Contract DA 44-188-ARO-2 and Army Project 2J024701A712 01, Training, Motivation, Leadership Research.

Meredith P. Crawford  
Director  
Human Resources Research Office

# SUMMARY AND CONCLUSIONS

## Problem

The Army ROTC program is usually thought of as having three inter-related objectives. While the granting of a commission in the military service is the most direct of these objectives and is the terminal step in the process, the program has both an educational function and a training role to fulfill during the student's ROTC years. At the request of the U.S. Continental Army Command, HumRRO instituted research which focused on the training objective of the program. This research was designed to develop materials which could be useful in modifying the general military science (GMS) curriculum to increase training effectiveness.

Current military thinking<sup>1</sup> stresses the importance of the initial duty assignment in the training of those junior officers who have only a two-year obligated tour of active duty. Thus, to serve as reference data for the desired research, the initial duty assignments of Army ROTC graduates had to be identified. The results of that work led to the conclusion that the small number of graduates assigned to even the most frequently occurring of these jobs precluded the possibility of training the GMS student for a specific duty assignment. Rather, the requirement appeared to be for generalized instruction appropriate for the largest possible number of job incumbents.

## Approach

Classical job analysis procedures could not conveniently be used to isolate the common elements of the large number of heterogeneous jobs identified by the analysis of initial duty assignments. Therefore, a unique method of job assessment was developed that involved the use of literature relating to these jobs—detailed job analyses, field manuals, and Military Occupational Specialty descriptors—together with a statistical technique that measured the importance to job performance of individual knowledge and skill areas. Many of these areas were identified through review of the literature sources.

To determine which areas were most appropriate for ROTC instruction, numerical procedures were used to reflect the selection factors of appropriate learning variables and administrative support requirements. For the areas meeting the selection criteria, training requirements were derived by determining the most critical topics within each area that would be suitable for a program of instruction.

## Results

A final list contained 70 knowledge and skill areas considered to be appropriate for ROTC instruction. To serve as additional guidance to the curriculum planner, information was developed on the amount of curriculum emphasis that should be placed on the individual knowledge and skill areas and on each of the dimensions encompassing these areas.

## Conclusions

(1) The analysis of initial duty assignments of Army ROTC graduates was found to be an effective source of background data for the development of training requirements that may be useful in modifying the GMS curriculum.

<sup>1</sup>Report of the Department of the Army Board to Review Army Officer Schools, Office of the Chief of Staff, Department of the Army, Washington, February 1966.

(2) These training requirements indicate the need for some degree of branch immaterial preparation for most initial duty assignments of Army ROTC graduates, to serve as a broad foundation upon which subsequent instruction can easily be built.

(3) The general methodology developed by this research may be applicable to similar situations. If there is a requirement to modify a curriculum that offers general military training, and if graduates of this curriculum are assigned a large variety of jobs, then training requirements can be generated by:

- (a) Identifying and analyzing the initial job assignments of the course graduates.
- (b) Identifying the common knowledge and skill areas for the jobs included in the survey.
- (c) Determining the relative importance to job performance of these common knowledge and skill areas.
- (d) Developing the knowledge and skill areas into training requirements that can be used as a basis for curriculum modification.

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**Training Requirements for the  
General Military Science Curriculum  
of the Army ROTC Program**

## INTRODUCTION

### Military Problem

It was not until the era of World War I that the United States realized the importance of having a reservoir of militarily trained officers available for immediate emergency duty. This realization was a stimulus to the passage of the National Defense Act of 1916, which included the provisions for the Reserve Officers Training Corps (ROTC). To maintain the reserve forces and active-duty forces at appropriate levels, and to reflect changing doctrine in weapons and equipment, this basic Act has been revised, extended, and revitalized to incorporate our experiences in World War I, World War II, Korea, and Vietnam.

Although it produced only 135 officers in 1920, the Army ROTC program has been significantly expanded into a massive educational and training system that currently enrolls more than 170,000 students in its Senior Division.

Despite the size and importance of the ROTC program, very little research has been done to determine its relative effectiveness as a source of junior officers, or to improve its effectiveness with regard to training methods, training literature used to support the program, or training content, which is the foundation for the officer's further training and educational experiences.

As an initial step in gathering information on ROTC, the U.S. Continental Army Command (USCONARC) requested that HumRRO conduct research toward improving the qualitative and quantitative output of the program. The research was begun as an Exploratory Study and later continued as Work Unit ROCOM.

### Research Problem

The obvious and terminal objective of the ROTC program is to commission a junior officer in the military service. This is a direct function of two other objectives: (1) the education of a student in the program through four years of primarily academic endeavor, which is of major interest to the educators; (2) the training of a student for an Army commission through the acquisition of military knowledge and skills, which is of major interest to the military administrators of the Army ROTC program.

Within the framework of the ROTC program just described, HumRRO was requested by USCONARC to develop material that would be useful in modifying the general military science (GMS) curriculum. This curriculum offers the student a general background of information which enables him to be commissioned in any one of 14 branches of the Army, and is taught in over 85% of the schools having an Army ROTC unit. The objective of the research would thus focus on the training function of the ROTC program and, to the extent that the training function is to be served in ROTC, information for modifying the GMS curriculum could be drawn from the results of the ROCOM research.

Further, USCONARC requested that the material to be developed have immediate usefulness to the junior officer. This reflected current military

thinking, which was supported by recent U.S. Army officer review boards,<sup>1</sup> that at the junior officer level, and in those programs in which the majority of graduates have only a two-year obligated tour of active duty, the training presented should be primarily directed toward the initial duty assignments.<sup>2</sup>

The use of initial duty assignments as a focus for the research made it necessary to identify the specific requirements that those assignments placed on the junior officer. Only through knowledge of these requirements would it be possible to specify what the training aspects of the GMS curriculum should include.

The usual method for the identification and development of effective training encompasses the following seven-step process:

- (1) Analysis of the military system.
- (2) Analysis of the particular job or jobs.
- (3) Specification of requirements by identification of knowledges and skills.
- (4) Determination of training objectives.
- (5) Construction of the training program.
- (6) Development of job proficiency measures.
- (7) Evaluation of training program.

Since the primary objective of the research was to determine the general requirements of initial duty assignments, the effort of Work Unit ROCOM comprised only the first three steps of this process.

### Background

The initial research investigation, which has been previously reported,<sup>3</sup> involved the identification and analysis of initial active duty assignments of Army ROTC graduates. Aside from a substantial amount of administrative information that had not previously been compiled about ROTC officers' initial tours of duty, the survey revealed that at least 520 principal duties, 165 major additional duties, and 164 different Military Occupational Specialty (MOS) codes<sup>4</sup> may be assigned to ROTC graduates during their first duty tours.

Initially, the goal of the ROCOM research had been stated in terms of the development of "training objectives." A training objective is usually thought of as specifying (a) content, (b) conditions existing during demonstration of content, and (c) standards that should be met after acquisition of content. The survey on initial duty assignments yielded the desired information on content, but did not deal with material on conditions and standards. It therefore appeared that the term "training requirements" would be more appropriate than "training objectives" for the material that was being developed from the survey data. The

<sup>1</sup>*Basic Officer Courses: Report of a Board of Officers*, USCONARC, Fort Monroe, Va., December 1963. *Report of the Department of the Army Board to Review Army Officer Schools*, Office of the Chief of Staff, Department of the Army, Washington, February 1966.

<sup>2</sup>In this report, there is frequent mention of "initial duty assignments," "initial duties," "principal duties," and "jobs." No distinctions are drawn among these terms.

<sup>3</sup>Scott, Joseph W., Powers, Theodore R., and Sucansky, Paul. *An Analysis of Initial Active Duty Assignments of Army ROTC Graduates*, HUMRRO Technical Report 66-16, October 1966.

<sup>4</sup>Principal duty: the primary job held by an officer, which should occupy a majority of his duty time.

Major additional duty: a secondary job held by an officer, which should occupy only a small part of his time. Some officers are assigned several major additional duties.

Military Occupational Specialty (MOS) code: a number assigned to an officer, used in classifying positions in organizational tables and identifying individuals qualified to perform in these positions. MOS numbers usually indicate broad categories and many different, but related, principal duties may be performed under any one MOS category.

analyses described in this report therefore are stated in terms of training requirements.

The major results of the survey disclosed a significant problem for further research in that the wide variety of initial duty assignments precluded the possibility of training ROTC students for a particular job, thus preventing the establishment of training requirements that would be oriented toward a single job. The problem was approached by analyzing the results of the job survey for significant patterns in work assignment. Since the principal duties and major additional duties were found to have similar structures, the research was focused on only the principal duties of the initial duty assignments. From the analysis, seven general factors were derived that encompassed jobs held by over 83% of the officers in the survey. These are as follows: (a) Tactical Unit Command, (b) Nontactical Unit Command, (c) Supply, (d) Communications, (e) Maintenance, (f) Training and Training Center Operations, and (g) Administrative and Personnel. These general factors, which were arbitrarily labeled Essential Training Dimensions (ETD), are indicative of appropriate general (branch immaterial) background training for the majority of ROTC students.

With the establishment of the ETD, there still remained the major problem of identifying the specific knowledges and skills that would be suitable training for the ROTC student. The present document reports the results of that work and the subsequent development of these knowledge and skill areas into training requirements that were judged applicable to the GMS curriculum of the Army ROTC program.

## METHOD

### Theoretical Considerations

Although job analysis procedures have long been utilized by military and industrial organizations, the usual situation involved identification of the requirements for a single job or a small group of closely related jobs. Formal job-analysis procedures were specifically designed to observe a job in detail and, through a relatively lengthy process, to identify all the knowledges and skills necessary for effective performance of that job.

The results of the initial duty assignment survey generated a different type of problem. Here, an analysis needed to be conducted on a very large number of heterogeneous jobs simultaneously, with the objective of sorting out the common aspects of these jobs. This problem necessitated developing a new type of approach in order to identify specific knowledge and skill areas.

### Job Analysis Procedure

The job analysis procedure that was developed in Work Unit ROCOM began with the utilization of written materials that identified and discussed the knowledges and skills required for various types of jobs. A preliminary survey had established that there was a sufficiently large body of literature for each job, or group of jobs, so that knowledges and skills could be identified by using these sources.

A total of 19 different types of material was eventually used, with up to 14 contributing to the analysis of each job. This material ranged from detailed job analyses—previously conducted by HumRRO or other research organizations—to more general job assessment literature such as Department of the Army field manuals and MOS descriptors.

Although the literature was useful for identifying the knowledges and skills required for a particular job, it usually did not establish the relative importance of individual knowledge and skill areas, nor did it indicate the frequency with which a job was assigned to ROTC officers.

To acquire this information, a system was developed that considered the knowledge and skill areas from two viewpoints: their frequency of appearance within the literature, and their relationship to the distribution of jobs that had been identified in the initial duty assignment survey.

Specifically, as many job descriptions as possible were collected for a given job. As this was accomplished, it became evident that no two job descriptions were exactly alike in their identification of specific knowledge and skill areas, as any particular area might be mentioned in one source but not in another.

To develop an appropriate weighting procedure that would demonstrate the difference in importance to job performance of the knowledge and skill areas, it was hypothesized that areas of prime importance would be the ones appearing in the largest number of sources, while the areas of lesser importance would probably not be as commonly identified. Thus, when the sources were analyzed, a specific knowledge or skill area received a weight equal to the sum of all sources in which it was mentioned. The primary purpose, however, was not to derive weighted knowledge and skill areas for a particular job, but for all jobs included under a particular training dimension, or ETD. Therefore, as the next step, each job was assigned a weight that depended upon the percentage of individuals performing that job within an ETD. The result of these calculations was called the simple index weight, which is illustrated in Table 1.

**Table 1**  
**Determination of Simple Index Weights<sup>a</sup>**

Knowledge and Skill Area	Job Description <sup>b</sup>	Simple Index Weight
<b>Tactical Unit Command (N = 899)</b>		
<b>1. Infantry Platoon Leader (N = 229)</b>		
Job Descriptions:	1 2 3 4 5 6 7 8	
a. Small-Unit Tactics	X X X X X X X X	$8/8 \times 229/899 = .2643$
b. Land Navigation	X X X X X X X X	$8/8 \times 229/899 = .2643$
c. Bridge Construction	X	$1/8 \times 229/899 = .0030$
d. - - - -		
<b>2. Armor Platoon Leader (N = 161)</b>		
Job Descriptions:	1 2 3 4 5 6	
a. Small-Unit Tactics	X X X X X X	$6/6 \times 161/899 = .1867$
b. Military Justice	X X X X X	$5/6 \times 161/899 = .1564$
c. Civil Affairs	X	$1/6 \times 161/899 = .0313$
d. - - - -		
<b>3. IFC Platoon Leader (N = 10)</b>		
Job Descriptions:	1 2 3	
a. Equipment Maintenance	X X X	$3/3 \times 10/899 = .0114$
b. Combat Intelligence	X X	$2/3 \times 10/899 = .0076$
c. - - - -		

<sup>a</sup>The knowledges, skills, and simple index weights in this table are examples and do not necessarily reflect specific data of the survey.

<sup>b</sup>The numbers identify the job descriptions found for each job. "X" indicates that a particular knowledge and skill area was mentioned in a particular job description.

The following is an example of how simple index weights were determined on an Essential Training Dimension for several knowledge and skill areas and three different jobs. The ETD used in this illustration is Tactical Unit Command. A total of 899 junior officers were assigned to the jobs in this ETD. The three jobs selected for analysis and the number of officers found in each job are: Infantry Platoon Leader, 229, Armor Platoon Leader, 161, and Integrated Fire Control (IFC) Platoon Leader, 10.

The number of job descriptions found for each job ranged from eight for Infantry Platoon Leader to three for IFC Platoon Leader. Using these basic data, the simple index weights were then computed.

First, the appropriate knowledge and skill areas (e.g., Small-Unit Tactics) were identified from the job descriptions. Next, it was recorded (by an "X" in the present example) when a source mentioned this specific area. Finally, the total number of mentions was multiplied by the ratio of the number of officers doing that particular job within the ETD.

For the job of Infantry Platoon Leader, the knowledge and skill area of Small-Unit Tactics was mentioned in all eight sources and thus received a weight of  $\frac{8}{899}$ . This was multiplied by the ratio of the number of officers doing that job (229) to the total number of jobs on the ETD (899). This gave a simple index weight of .2643 for that particular knowledge and skill area.

However, this knowledge and skill area appeared in other jobs within an ETD, such as Armor Platoon Leader. Thus, all simple index weights that had been identified for Small-Unit Tactics were eventually summed to give the final index weight, which could vary from zero (not mentioned in any description) to one (mentioned in every description and for all individuals). This procedure was repeated for all knowledge and skill areas within an ETD, so that a final ranking could be obtained for all knowledge and skill areas embraced by a single ETD.

The completion of this phase of the research resulted in a ranked list of knowledge and skill areas for each ETD, weighted on importance to training by an index reflecting relative frequency of appearance in the training literature, relative frequency of occurrence within an ETD, and relative frequency of assignment of ROTC graduates to these jobs in their initial tours of duty.

### Selection of Knowledge and Skill Areas

After the final index weights had been established for all of the knowledge and skill areas, there remained the task of identifying those areas that would be appropriate for inclusion in ROTC instruction.<sup>1</sup> The selection criteria included the two general topics: required administrative support and learning variables (particularly the probability of long-term retention).

Administrative Support. Most colleges and universities with ROTC units have very limited facilities with regard to terrain, cadre, large-caliber weapons, and heavy equipment—ranges for outdoor live-firing problems for large-caliber weapons, for example, are almost nonexistent within the college environment. It was decided therefore that only knowledge or skill areas that could be effectively taught without substantial administrative support would be included in the academic section of ROTC instruction. These areas would have to be covered either in the officer branch basic courses (C-20), or possibly during on-the-job training after assignment to a unit.

<sup>1</sup>Specifically, this covers instruction in only the Senior Division (MS I through MS IV and any summer camps).

To determine whether specific knowledge and skill areas required support within or beyond the capability of ROTC units, the support requirements for each area were identified, primarily from data provided by the United States Army Infantry School (USAIS),<sup>1</sup> but in a few cases by examining Army Subject Schedules.

Using the support data acquired from the USAIS, all knowledge and skill areas were judged on support requirements. It was decided that support needs would be viewed as excessive if they included:

- (1) Ten or more active Army troops.
- (2) An outdoor firing range or more than 100 meters of terrain.
- (3) Vehicles larger than one ton, large-caliber weapons and ammunition, tactical aircraft, or special personal gear.

Learning Variables. The second general criterion for selection included three factors. The knowledge and skill areas were (a) judged for their learning and retention characteristics, (b) judged for their relevance to college-oriented military instruction, and (c) categorized according to their standings on the lists of the previously established index weights.

The learning and retention factor was based on the following rationale. Since some instruction presented in the early part of college would not be used by the student for several years, the material taught in ROTC should have a high retention rate. Material that is based on general principles (concept learning) is known to have a higher retention rate than material consisting of detailed independent parts that are memorized in sequence (rote learning). Similarly, overlearned material (that which is assimilated beyond the point of minimum acquisition) tends to have a higher retention rate than material practiced only minimally.

Therefore, these two learning variables—concept or rote learning, and the possibility of overlearning—were considered in relation to the knowledge and skill areas. The areas consisting of general principles (e.g., Small-Unit Tactics) were deemed more desirable for inclusion in the ROTC program than those containing small, detailed sections (e.g., completion and disposition of personnel records). Naturally, those areas with a potential for being overlearned were judged favorably. The judgments on these two variables were combined so that the numerical value for the learning and retention factor was either one (concept and/or overlearning possible) or zero (rote and/or overlearning doubtful).

The second learning variable factor for assessment was whether the various knowledge and skill areas were appropriate for the college environment. Considerations here involved the question of general interest for the college student in relating this topic to other instruction he might receive. For example, under this system the knowledge and skill area of Military Justice received a "Yes" vote on the assumption that discussions of legal topics would have aspects common to other academic subjects, while the knowledge and skill area of Packaging and Marking of Shipments received a "No" vote since its orientation was so narrow that it would probably not be of interest to, nor have applicability for, the usual college student. Since for some knowledge and skill areas it proved difficult to make a definite "Yes" or "No" judgment, an intermediate category of "Possibly" was added. The rating values assigned were: "Yes," 2; "Possibly," 1; and "No," 0.

<sup>1</sup>The Troop Support Card (USAIS) and the Terrain Support Card (USAIS) give data specifying in detail (a) the number of troops, (b) the amount and kinds of equipment, and (c) the range or terrain requirements for various courses of instruction.

The last factor considered was an objective one and involved identifying which knowledge and skill areas, as ranked by their final index weights, appeared in the top, middle, or bottom third of the ETD. Values assigned were 2, 1, and 0, respectively.

On all three criteria in which subjective judgments were necessary (i.e., concept/rote learning, overlearning, and relevance), three judges made the assessments. There was about 90% agreement among the judges, but in cases of differences of opinion the numerical assignment was made by majority vote. A typical rating sheet for selected knowledge and skill areas is presented as Table 2.

**Table 2**  
**Assessment of Knowledge and Skill Areas**

Knowledge and Skill Area	Physical Requirements		Learning and Retention Factors			Relevance Judgment Yes = 2 Possibly = 1 No = 0	Index Weight Top 1/3 = 2 Middle 1/3 = 1 Bottom 1/3 = 0	Combined Value	Where Used, Based on Combined Value			
	Terrain or Troops Req. = A Not Req. = 0	Equipment Req. = B Not Req. = 0	I	II	Sum of I & II 1 or 2 = 1 0 = 0				In Class Only	In Class and Camp	In Camp Only	Not Used
			Concept = 1 Rote = 0	Overlearn = 1 Overlearn Doubtful = 0								
Small-Unit Tactics	A	B	1	1	1	2	2	5AB		X		
Military Justice	0	0	1	0	1	2	0	3	X			
Personnel Requisitions	0	0	0	0	0	0	0	0				X

\*Because of the physical requirements, some aspects of the knowledge and skill area are most appropriate for presentation at a summer camp.

After a knowledge and skill area was assessed on the various criteria, a combined value was determined for each area, with the following application:

<u>Combined Value</u>	<u>Where Used</u>
3, 4, or 5	Used in Class Only
3A and/or B, 4A and/or B, 5A and/or B	Used in Class and Camp
2A and/or B	Used in Camp Only
0, 1, or 2	Not Used in ROTC Instruction
0, A and/or B, and 1A and/or B	Not Used in ROTC Instruction

For example, in Table 2 it can be seen that Small-Unit Tactics received a combined value of 5AB, which places it in the "Used in Class and Camp" category. This rating indicates that the student should be taught the critical knowledges of Small-Unit Tactics in class and should be required to practice the critical knowledges, skills, and procedures at camp.

Similarly, Military Justice received a combined value of 3; thus, instruction in this area should normally take place entirely in the classroom. On the other hand, Personnel Requisitions, which had a combined value of 0, would not be presented at all in ROTC instruction. This is not to say that it is not an important area for some officers. A low rating in this scoring system merely indicates that this knowledge and skill area does not apply widely to a large number of job incumbents, and thus, for maximum efficiency, instruction in this area should take place other than in the ROTC system.

When all assessments had been applied to the knowledge and skill areas, and those areas for which the combined value indicated "Not Used" had been dropped from further consideration, 70 knowledge and skill areas remained that were judged suitable for inclusion in the ROTC program. This final list served as the basis for the development of training requirements which is discussed later in the paper.

### Ranking of Knowledge and Skill Areas

Since the number of suitable knowledge and skill areas was so large, it was judged highly probable that not all areas could be adequately covered in the limited amount of time allocated to the GMS curriculum. Therefore, as an aid to the curriculum planner, an importance rank was determined for each of the knowledge and skill areas.

This was accomplished by putting all areas contained on the final list into an order corresponding to the previously obtained index weights. This order was then transformed into percentile rankings and the obtained distribution was arbitrarily divided every 10 percentile points into 10 categories of importance. Knowledge and skill areas in the 90-to-99 percentile were labeled "Category 1 - Most Important." These knowledge and skill areas, together with their importance rankings, are contained in Appendix A.

The index weights of the knowledge and skill areas were also used in another manner. By taking the mean of the index weights for each knowledge and skill area included under each ETD, a relative ranking of ETDs was established. These rankings, which are shown in Table 3, should enable curriculum planners to identify those general dimensions that are of greatest importance to most ROTC graduates, and thus to more efficiently proportion the time devoted to various subjects in the program of instruction.

### Development of Training Requirements

The terminal step in the research process involved using the final list of 70 knowledge and skill areas as the basis for development of training requirements.

First, a specific knowledge and skill area was selected and existing instructional materials<sup>1</sup> that discussed this area were identified. From this analysis a general outline of important topics within the specific knowledge and skill

Table 3

#### **Ranking of Essential Training Dimensions**

Rank	Essential Training Dimension
1	Tactical Unit Command
2	Supply
3	Nontactical Unit Command
4	Training and Training Center Operations
5	Communications
6	Maintenance
7	Administrative and Personnel

<sup>1</sup>These materials included Army Subject Schedules, field manuals, technical manuals, service school publications and similar sources. Some of these sources had been previously used in the identification of specific knowledge and skill areas.

area was developed. The identification of the important topics was usually made by the source material. However, if these topics were not apparent from the literature, expert opinion on particular subjects was obtained from the Infantry School.

The collected material was next developed into a specific training requirement format consisting of two parts. The stem of the training requirement identified a specific knowledge and skill area (e.g., Land Navigation—instruction will be given on—). The amplification under the stem identifies the important topics making up the knowledge and skill area (e.g., Grid Coordinates, Topographic Symbols). In this way the curriculum planner can identify the major areas that can be included in the GMS curriculum and can use the topical breakdown under the areas to help prepare the Army Training Programs that support the courses of instruction. The training requirements developed by this research are presented in Appendix B.

## DISCUSSION

The Army ROTC program is a large instructional system enrolling over 170,000 students annually in its Senior Division. Graduates of the GMS curriculum of this program may serve in any one of 14 branches of the Army and may receive a wide variety of job assignments. In fact, an analysis of initial duty assignments established that the range of possible assignments was so extensive, and the jobs were so heterogeneous, that it was unrealistic to train the GMS student for specific duty assignment.

In response to the problem posed by this finding, the ROCOM research team developed a procedure for grouping those jobs having relatively uniform objectives and, through numerical procedures, identifying the common elements of these jobs. These common elements, which consist of knowledge and skill areas, constitute the basic material from which training requirements were derived.

The training requirements thus identified can be used by the curriculum planner<sup>1</sup> as a basis for modification of the GMS curriculum. As such, these requirements offer the GMS student general background training that will be applicable to the widest possible range of initial duty assignments. Thus, this approach not only presents the GMS student with material that will be immediately useful to him in his first tour of duty, but also supplies general information upon which subsequent instruction can easily be developed.

The methodology presented here may be relevant to the identification of training requirements in similar situations. If there is a requirement to modify a curriculum that offers only general background military training, then the isolation of common job elements would seem to be an appropriate method for determining training needs. If, however, a training program offers specific instruction for a single-duty assignment, then other job assessment procedures should probably be utilized. In either case, it is suggested that a systematic analysis of the job, or jobs, is a primary step in the design of effective training.

<sup>1</sup>Several specific ways in which the curriculum planner can use the training requirements are described in Appendix B.

## **APPENDICES**

## Appendix A

### A RANKING OF ESSENTIAL TRAINING DIMENSIONS AND SPECIFIC KNOWLEDGE AND SKILL AREAS

The seven Essential Training Dimensions (ETDs) that were developed by the research are shown in this Appendix, together with the knowledge and skill areas that are embraced by each dimension. To serve as a guide for those involved in curriculum planning, the ETDs are presented in ranked order as determined by the quantitative analysis of initial active duty assignments of Army ROTC graduates. However, although the ETDs are ranked from "Most Important" (Tactical Unit Command) to "Least Important" (Administration), there may not necessarily be practical differences in regard to importance between adjacent ETDs.

This general ranking procedure has also been carried out for the specific knowledge and skill areas that are included under each ETD. These areas have been subdivided into 10 categories of merit (from Category 1, Most Important, to Category 10, Least Important). Although differences between categories should be considered important, there are no significant differences between knowledge and skill areas within any one category.

Specific knowledge and skill areas may not appear in all 10 categories under any one ETD. This happens because the relative order of merit of the ETDs is based primarily on the index weights of the individual knowledge and skill areas subsumed under them. Thus the most important ETD has knowledges and skills in the higher-ranked categories, while the lower-ranked ETDs are represented, in general, by the less important knowledge and skill areas.

It should be noted that the general long-range Army forecast in regard to manpower production and utilization, force structure and training, and strategic conditions of the world situation was taken into consideration during the analysis. The rankings of a few of the knowledge and skill areas would probably change (either to be elevated or depressed), if the immediate world situation alone were considered. However, since the Army ROTC program is a two- or four-year course of instruction that requires substantial lead time for curriculum manipulation, it was felt that the material to be generated should take a more general approach than that which would be dictated if current conditions alone were used for reference.

Table A-1  
Essential Training Dimensions

Category	Tactical Unit Command	Supply	Non-tactical Unit Command	Training and Training Center Operations	Communications	Maintenance	Administrative and Personnel
1	Small-Unit Tactics Leadership in Military Units Weapons Knowledge and Employment Combat Intelligence Land Navigation and Aerial Photography	None	Transportation	None	None	None	None
2	Camouflage Field Fortifications	Systems of Supply Classes of Supply Accounting	None	Training Schedules Conferences	None	None	None
3	CBR Operations	None	None	Personnel Tests Examinations and Writs Training Programs Instructional Problems Training Aids	Preventive Maintenance	None	None
4	Counterinsurgency Doctrine First Aid	Supply Inspections	None	Instructor-Led Discussion	Equipment Operations Communications Facilities	Maintenance Records	Personnel Actions
5	None	None	Activities of Provost Marshal	None	Communications Networks	None	Changes in Grades Special Service Activities Separations Awards and Decorations Procurement
6	None	None	None	Demonstrations Class Discipline	None	Maintenance Responsibilities Maintenance Inspections	Personnel Testing Requisitions Leaves of Absence
7	None	None	None	None	Communications Security	Ground Vehicular Maintenance Nomenclature and Characteristics of Army Ground Vehicles Material Readiness	Administration of Records Casualty Reporting Publications Management
8	None	None	Utilization of Civilian Personnel Mess Records Unit Messing	None	None	None	Data Processing System for Reports and Statistics Reproduction Service Prisoner of War Records
9	None	None	Civil Affairs	Cadre System Development	None	None	Military Pay Office Space and Quarters Use of Classified Documents Personal Affairs Graves Registration Procedures Efficiency Reports
10	None	None	Military Justice Troop Information and Public Relations Accident Reporting	Supervision	None	None	Administration and Uses of the Morning Report Army General Education System Preparation of Personnel Rosters

## Appendix B

### DUTY-ORIENTED TRAINING REQUIREMENTS DEVELOPED FOR THE GMS CURRICULUM OF THE ARMY ROTC PROGRAM

In Appendix A, a number of specific knowledge and skill areas were grouped into seven descriptive dimensions. In this Appendix, these same areas have been analyzed and expanded into a set of duty-oriented training requirements applicable to the GMS curriculum of the Army ROTC program.

The training requirements consist of specific subject matter for a particular course of instruction. Many of these requirements are not highly specific in regard to subject matter. They are meant to serve as a guide to Army Training Program (ATP) preparation that requires a level of detail with only a general orientation. They were not prepared to serve as the basis for lesson plans, as developmental work of this type was beyond the scope of the research.

The major objective of this investigation was to identify a set of requirements that would be of the greatest relevance to the widest possible range of job incumbents who were ROTC graduates. Many of the requirements in the list that was developed can be considered to be branch immaterial in nature.

Many of the requirements are subdivided into "In Class" and "In Camp" categories. In most cases, this reflects a desire to have the important knowledges taught in the classroom, while the practicing of skills and procedures should be carried out at a summer camp where the necessary facilities, personnel, and equipment can be provided.

The curriculum planner can use these requirements to decide what should be included in a program of instruction by consulting the rankings of both the knowledge and skill areas and the ETDs. Since all training programs have only a limited amount of time in which to present instructional material, some discrimination must be made as to which material will be included. By utilizing the information generated by this research (for example, by teaching only those knowledge and skill areas that are identified as Category 1), a valid determination can be made as to which subject matter is most appropriate for presentation to the GMS ROTC student.

Once the general outline of a program of instruction has been established, the specific amount of time allocated to each subject must be determined. Since this question was beyond the province of the present research, no specific hourly breakdown of subject matter was attempted. However, the curriculum planner can obtain general guidance by consulting the amplification of each knowledge and skill area to determine how extensively the subject matter should be covered in ROTC instruction.

Finally, the rankings of individual ETDs can be taken into account in planning a curriculum. For example, it would seem desirable that more curriculum time should be allocated to those subjects that are included in the highest-ranked ETD—Tactical Unit Command—than to those subjects that are embraced by the lowest-ranking dimension—Administrative and Personnel. This procedure would thus define an appropriate direction for an entire program of instruction.

**ESSENTIAL TRAINING DIMENSION**  
**Tactical Unit Command Training Requirements**

**SMALL-UNIT TACTICS**

Instruction will be given on—

(In Class)

- I. The rifle squad and the weapons squad to include:
  1. Mission
  2. Capabilities
  3. Organization
  4. The duties of the squad personnel
- II. The rifle squad and the weapons squad in an attack to include:
  1. Preparation for the attack
  2. Planning the attack
  3. Conduct of the attack
- III. The rifle squad and the weapons squad in the defense to include:
  1. Planning the defense
  2. Organization of the defense
  3. Conduct of the defense
- IV. The rifle platoon to include:
  1. Mission
  2. Capabilities
  3. Characteristics
  4. Organization
- V. Troop-leading steps, estimates, and orders to include:
  1. The squad
  2. The platoon
  3. The company
- VI. Combat formations and battle drill and methods of control to include:
  1. The squad
  2. The platoon
    - a. Dismounted
    - b. Mounted
- VII. The rifle platoon in the attack (including limited visibility) to include:
  1. Employment
  2. Preparation for the attack
  3. Plan of attack
  4. Conduct of the attack
  5. Mounted attack
- VIII. The rifle platoon in the defense (including limited visibility) to include:
  1. Employment
  2. Planning the defense
  3. Preparation for the defense
  4. Conduct of the defense
  5. Reserve rifle platoon
  6. Relief in place
- IX. The rifle platoon in security missions to include:
  1. The advance party
  2. The combat outpost
  3. Others

- X. The rifle platoon in retrograde operations to include:
  - 1. Night withdrawal
  - 2. Daylight withdrawal
- XI. The weapons platoon to include:
  - 1. Mission
  - 2. Organization
  - 3. Method of employment
- XII. The weapons platoon in the attack and defense to include:
  - 1. Actions of platoon headquarters
  - 2. Actions of antitank section
  - 3. Actions of 81-mm mortar section
- XIII. The battalion reconnaissance platoon to include:
  - 1. Mission
  - 2. Organization
  - 3. Conduct in the attack
  - 4. Conduct in defense
  - 5. Conduct in retrograde
- XIV. The heavy mortar platoon to include:
  - 1. Mission
  - 2. Organization
  - 3. Conduct in the attack
  - 4. Conduct in defense
  - 5. Conduct in retrograde
- XV. The antitank platoon to include:
  - 1. Mission
  - 2. Organization
  - 3. Conduct in the attack
  - 4. Conduct in defense
  - 5. Conduct in retrograde
- XVI. The communication platoon to include:
  - 1. Mission
  - 2. Organization
  - 3. Conduct in tactical operations
- XVII. The ground surveillance section of the battalion to include:
  - 1. Mission
  - 2. Organization
  - 3. Conduct in tactical operations
- XVIII. The Davy Crockett section to include:
  - 1. Mission
  - 2. Organization
  - 3. Conduct in tactical operations
- XIX. The rifle company in the infantry battalion to include:
  - 1. Mission
  - 2. Organization
  - 3. Characteristics
  - 4. Capabilities
  - 5. Employment in attack and defense
- XX. The rifle company:
  - 1. As an infantry tank team
  - 2. In an airmobile operation
  - 3. As a mechanized unit
  - 4. In a night attack

5. As the advance guard
6. In guerrilla and counter guerrilla operations
- XXI. Fire planning and coordination to include:
  1. Planning terms
  2. Consideration in fire planning
  3. Fire planning in the attack
  4. Fire planning in the defense
  5. Principles of fire support coordination
- XXII. The organization of patrols to include:
  1. The reconnaissance patrol
  2. The combat patrol
- XXIII. The techniques of patrolling to include:
  1. Planning the patrol
  2. Conduct of the patrol
    - a. Actions on enemy contact
    - b. Actions at danger areas
    - c. Actions at the objective
- XXIV. The rifle, mechanized, airmobile, and airborne battalions to include:
  1. Mission
  2. Organization
  3. Characteristics
  4. Capabilities

(In Camp)

- XXV. Techniques of Small-Unit Tactics will be practiced in tactical exercises.

## LEADERSHIP IN MILITARY UNITS

Instruction will be given on—

(In Class)

- I. The functions of the leader:
  1. The differences between emergent-leader and appointed-leader groups
    - a. The differing demands placed on the leader by different type groups
    - b. The differences in interactive behavior expected of group members in different type groups
  2. The functions of the leader in appointed-leader groups
    - a. Communication of organizational requirements and standards to subordinates
    - b. Indication of optimum methods for accomplishing established goals
    - c. Checking quality of subordinates' performance and reacting appropriately
      - (1) Recognition and know-how to reward effective performance appropriately and fairly
      - (2) Discriminating between motivational failure and ability failure
      - (3) Taking appropriate and fair corrective action as the result of ineffective performance

- d. Integration of subordinate leaders into effective cooperative, mission-oriented team relationships
  - e. Recognition and handling of disruptive influences that would otherwise disrupt individual and/or unit performance
  - f. Securing for subordinates and unit the most favorable organizational recognition and/or privileges warranted by unit and individual performance
  - g. Securing the loyalty of subordinates to the organization as a whole, to include the accomplishment of assigned missions
- II. The role of the leader in maintaining morale and esprit de corps:
- 1. The customs and courtesies of the service
  - 2. The relationship between morale and esprit de corps and between individual and unit performance
  - 3. The typical reactions of subordinates (and self) to problems or problem situations
  - 4. The motivation of subordinates (and self) to include reasons why individuals have high motivation to perform effectively
    - a. Career motivation and the reasons why an individual elects the Army as a career
    - b. The nature of rewards and/or recognition valued by subordinates
    - c. The relationship between balance of positive and negative incentives (rewards and punishment) used to motivate performance and morale and esprit de corps
    - d. The need for negative incentives as motivators under certain conditions or for individuals for whom positive incentives (rewards) are not effective
    - e. The need for, and value of, strong interpersonal relationships in maintaining among members of a unit the willingness to enter combat and perform effectively
    - f. The value of strong interpersonal relationships and identification with unit (esprit) as a means of relieving the fear and/or anxieties produced by combat
  - 5. The need for development of strong interpersonal ties within his unit and techniques that can be used for this purpose
  - 6. The relationship between leader behavior and motivation to perform effectively, both in garrison and in combat
  - 7. The relationship between leader behavior and morale and esprit de corps
- III. The identification, diagnosis, and solution of problems that arise within small- and intermediate-size military units:
- 1. The recognition and classification of probable kinds of problems
    - a. Problems arising from organizational aspects of the unit
      - (1) Problems of inequitable distribution of responsibility
      - (2) Failure of leader or subordinate leaders to delegate authority commensurate with responsibility
      - (3) Failure of leader or subordinate leaders to recognize effective performance appropriately
      - (4) Failure of leader or subordinate leaders to correct ineffective performance promptly and appropriately
      - (5) Failure of leader or subordinate leaders to develop atmosphere of mutual respect and trust among themselves and between themselves and their subordinates

- (6) Failure in communication between leader and subordinate leaders and among subordinate leaders
- (7) Failure of leader or subordinate leaders to supervise properly, e.g., to oversupervise
- (8) Failure to distribute desirable and undesirable duties equitably among the members of the unit
- b. Problems arising from outside the duty environment
  - (1) Personal problems resulting from inadequate personal funds or mismanagement; family discord; behavioral problems, e.g., alcoholism; and catastrophic misfortunes, e.g., sickness or death
  - (2) Excessive hardships occasioned by needs of service which can be alleviated by helping organizations
- c. Problems arising from basic personality maladjustments
- 2. The identification of factors contributing to problems
  - a. Factors that are likely to be involved in any single problem
  - b. Techniques for obtaining information relevant to the problem from
    - (1) The man or men involved
    - (2) The remainder of the unit (as required and in a manner that does not jeopardize standing within the unit of involved persons)
    - (3) Personal observation (as required)
- 3. Assignment of relative importance to factors identified
  - a. Which factors are likely to be most important
  - b. Determination from information acquired extent to which problem at hand is or is not typical of the general type of problem that it resembles
- 4. Formulation of solution to the problem and estimation of its feasibility

(In Camp)

IV. Leadership theory and techniques previously learned will be applied in practical leadership situations.

#### WEAPONS KNOWLEDGE AND EMPLOYMENT

Instruction will be given on—

(In Class)

- I. The capabilities, user maintenance, and delivery of fire under all conditions of visibility of the following individual-type weapons:
  - 1. Rifle, M14
  - 2. Rifle, 5.56-mm, M16
  - 3. Rifle, M14E2
  - 4. Grenade launcher, 40-mm, M79
  - 5. Antitank weapon, 66-mm HEAT rocket, M72
  - 6. Pistol, automatic, cal. 45, M1911A1
- II. The user maintenance and delivery of fire under all conditions of visibility of the following crew-served type weapons:
  - 1. Machinegun, 7.62-mm, M60
  - 2. Recoilless rifle, 90-mm, M67
  - 3. Machinegun, cal. 50, HB, M2
  - 4. Rocket launcher, 3.5-inch, M20 A1 B1
  - 5. Mortar, 81-mm

- III. The use of
  - 1. Bayonet knife
  - 2. Hand grenades
- IV. The use of the portable flamethrower
- V. The purpose and employment of
  - 1. Mines
  - 2. Demolitions
  - 3. Boobytraps
- VI. The availability and capabilities of supporting fires to include:
  - 1. 4.2-inch mortar
  - 2. 105-mm howitzer
  - 3. 155-mm howitzer
  - 4. 105-mm recoilless rocket
  - 5. 90-mm gun (M48 tank)
  - 6. Special purpose weapons

(In Camp)

- VII. The use of weapons will be practiced in tactical exercises. Live firing will be conducted when possible.

## COMBAT INTELLIGENCE

Instruction will be given on—

(In Class)

- I. The basic principles involved in the collection, utilization, and dissemination of combat intelligence information to include:
  - 1. Sources of information
    - a. Reconnaissance reports of enemy activity
      - (1) Routine reports
      - (2) Ground observer reports
      - (3) Mortar, shell, and bomb
    - b. Prisoners of war
    - c. Local civilians
    - d. Captured enemy documents and material
    - e. Aerial photographs
    - f. Enemy maps
    - g. Enemy electronic emissions
  - 2. Utilization of information
    - a. Recording (collection work sheet)
      - (1) Intelligence Journal
      - (2) Enemy situation map
      - (3) Intelligence work sheet
      - (4) Intelligence files
    - b. Evaluation
      - (1) Pertinence
      - (2) Reliability
      - (3) Accuracy
      - (4) Evaluation rating
    - c. Interpretation
      - (1) Analysis
      - (2) Integration
      - (3) Conclusions

3. Dissemination of information (intelligence estimate)
  - a. Oral reports and briefings
  - b. As required reports
    - (1) Spot reports
    - (2) Summaries of weather and climate
    - (3) Photo interpretation
    - (4) POW interrogation and translation
    - (5) Technical intelligence bulletins and summaries
    - (6) Order of battle books
    - (7) CBR contamination estimates
  - c. Recurring reports
    - (1) Weather forecasts
    - (2) Intelligence reports (INTREP)
    - (3) Intelligence summaries (INTSUM)
    - (4) Periodic intelligence reports (PERINTREP)
    - (5) Weekly intelligence summaries
  - d. Operations plans and orders
    - (1) Intelligence annex
  - e. Situation maps
  - f. Supplementary intelligence reports (SUPINTREP)

## LAND NAVIGATION AND AERIAL PHOTOGRAPHY

Instruction will be given on—

(In Class)

- I. The basic principles involved in map-reading, land navigation, and aerial photography to include:
  1. Map-reading skills
    - a. Use of grid coordinates
    - b. Recognition of topographic symbols
    - c. Recognition of military symbols
    - d. Map-distance measurement
    - e. Map orientation
    - f. Determining azimuths
    - g. Contour interpretation
      - (1) Recognition of the five primary terrain features
    - h. Route selection and plotting
      - (1) Checkpoint selection
  2. Land navigation by dead reckoning procedures
    - a. Use of lensatic compass to determine and maintain direction
    - b. Use of individual pacing standard (or use of odometer in vehicular movement) to determine distance traveled
    - c. Recognition of checkpoints
  3. Land navigation by terrain features procedures
    - a. Use of map-reading skills while traversing route
      - (1) Use of map to maintain orientation
      - (2) Following natural terrain patterns
      - (3) Confirming location at checkpoints and objective by detailed comparison between map and ground
  4. Aerial photographs
    - a. Advantages
      - (1) Map substitute

- (2) Offers recent coverage
- (3) Special films can reveal objects of interest
- b. Types of photos
  - (1) High oblique
  - (2) Low oblique
  - (3) Vertical
- c. Use of photographs
  - (1) Method of orientation
  - (2) Scale and direction determination
  - (3) Point designation grid
  - (4) Identification of features
  - (5) Mosaic
  - (6) Stereo views

(In Camp)

- II. Map-reading and land navigational procedures will be used in tactical exercises to include:
  - 1. Selection of an appropriate route between a starting point and objective by map study while taking cognizance of the tactical considerations involved in movement through an area
  - 2. Movement over a selected route using appropriate navigational doctrine and procedures
  - 3. Arrival at an objective within a specified time limit

## CAMOUFLAGE

Instruction will be given on—

(In Class)

- I. The basic principles and importance of day and night camouflage to include:
  - 1. The fundamental methods of creating camouflage
    - a. Hiding
    - b. Blending
    - c. Deceiving
  - 2. Recognition factors
    - a. Tone
    - b. Color
    - c. Shape
    - d. Texture
    - e. Position
    - f. Shadow
    - g. Shine
    - h. Movement
  - 3. Concealment factors
    - a. Choice of position
    - b. Camouflage discipline
    - c. Camouflage construction
  - 4. Individual camouflage
    - a. Skin tonedown
    - b. Clothing
    - c. Canvas equipment and individual weapons

5. Areas, vehicles, large weapons, and equipment
  - a. Unit in bivouac
    - (1) Planning by advanced party
    - (2) Occupation
    - (3) Constant inspection
      - (a) Maintenance
    - (4) Evacuation of area
      - (a) No evidence of occupation should be readily apparent
  - b. Natural material may be used
    - (1) Live vegetation
    - (2) Cut vegetation
    - (3) Inert materials such as debris, sand, earth, and gravel
  - c. Use of ground patterning
    - (1) Avoid making changes in existing terrain patterns
    - (2) Controlled movement using existing road network
    - (3) Use shadows especially to hide vehicles
  - d. Artificial hiding and screening materials
    - (1) Nets and garnishing materials
      - (a) Drapes
      - (b) Flattop
      - (c) Igloo
      - (d) Special purpose
    - (2) Paints, stains, and dyes
    - (3) Specially constructed DECOY items
6. Special camouflage that may be required in unusual environments
  - a. Desert or barren areas
  - b. Snow and ice
  - c. Jungles

(In Camp)

II. Camouflage techniques (day and night) will be used to include:

1. Exposed skin
2. Headgear
3. Clothing
4. Canvas equipment
5. Individual weapons
6. Foxholes
7. Weapons positions
8. Vehicles
9. Equipment
10. Use of existing terrain patterns for vehicular and dismounted movement

**FIELD FORTIFICATIONS**

Instruction will be given on—

(In Class)

I. The basic principles of field fortifications to include:

1. Personnel emplacements
  - a. Individual protective shelters
    - (1) Hasty
      - (a) Surface

- (b) Underground
      - (c) Cut and cover
    - (2) Deliberate
      - (a) Surface
      - (b) Underground
      - (c) Cut and cover
  - b. Crew-served weapons emplacements
    - (1) Pits
    - (2) Multiple-man foxholes
    - (3) Horseshoes
    - (4) Large emplacements
2. Trenches—fieldworks
- a. Crawl trench
  - b. Fighting trench
    - (1) Standard trench construction
      - (a) Trace
      - (b) Drainage
      - (c) Revetment
      - (d) Cover
  - c. Fieldworks
    - (1) Revetments
    - (2) Breastworks
    - (3) Snow defenses
3. Barbed wire entanglements
- a. Tactical wire
  - b. Protective wire
  - c. Supplementary wire
  - d. Installation of wire
    - (1) Pickets
    - (2) Bobbins
    - (3) Type of entanglement
    - (4) Areas of placement
      - (a) Belt, band, and zone
4. Obstacles
- a. Natural
    - (1) Relief
    - (2) Water hazards
    - (3) Forests
    - (4) Snow or jungle
  - b. Minefields
  - c. Antivehicular
    - (1) Ditches
    - (2) Hurdles—cribs
    - (3) Posts
    - (4) Abatis
    - (5) Steel and concrete obstacles
  - d. Beach and river line obstacles

(In Camp)

- II. During a tactical exercise instruction will be presented on the construction of:
- 1. A foxhole
  - 2. A crew-served weapon emplacement
  - 3. An antivehicular obstacle

## CBR OPERATIONS

Instruction will be given on—

(In Class)

- I. The basic principles of chemical, biological, radiological (CBR) operations to include:
  1. Chemical
    - a. Types of chemical agents
    - b. Methods of dissemination
    - c. Effects of weather and terrain
    - d. Individual protective measures
      - (1) Detection of chemical agents
      - (2) Protective mask
      - (3) Protective clothing
      - (4) First aid
        - (a) Atropine
        - (b) Decontamination procedures
  2. Biological
    - a. Types of biological agents
    - b. Methods of dissemination
    - c. Effects of weather and terrain
    - d. Individual protective measures
      - (1) Detection of biological agents
      - (2) Protective mask
      - (3) Avoidance of contaminated food and water
      - (4) Having current immunization shots
      - (5) Decontamination procedures
  3. Radiological
    - a. Types of nuclear explosions
    - b. Effects of nuclear explosions
      - (1) Blast
      - (2) Heat
      - (3) Nuclear radiation
        - (a) Types
        - (b) Detection and measurement
        - (c) Individual dose rates
    - c. Individual protective measures
      - (1) Types and capabilities of protective shelters
      - (2) Decontamination procedures
    - d. Tactical use of nuclear weapons

(In Camp)

- II. CBR protective measures will be used during tactical exercises.

## COUNTERINSURGENCY DOCTRINE

Instruction will be given on—

(In Class)

- I. The basic theory and principles underlying counterinsurgency doctrine to include:
  1. Prerequisites for an insurgency
    - a. Internal instability
    - b. Unresolved political problems

- c. Sharply defined political-social-economic stratification of the population
- d. Appropriate geographic conditions
- e. External support (both material and ideological)
- 2. Successive objectives of the insurgency
  - a. Control of selected elements of the population
  - b. Control of selected rural areas
  - c. Control of districts
  - d. Control of cities
  - e. Control of central government and the country
- 3. Insurgency doctrine
  - a. Creation of a party
  - b. Alliance with nationalistic parties
  - c. Small-band operations (terrorism)
  - d. Random guerrilla warfare
  - e. Organized guerrilla warfare against government forces
  - f. Annihilation of central government forces
- 4. Counterinsurgency doctrine
  - a. Central government should identify the political-social-economic values of the populace that are controlled by the insurgents
  - b. Easily identified political-social-economic reforms should be initiated
  - c. Direct threat of insurgents should be removed from the population by military action
    - (1) Counterinsurgency operations
      - Note: Tactical operations of this type are to be presented under the area of Small-Unit Tactics
  - d. Elections should be held at all levels
  - e. Central government should assimilate the results of the elections to accurately reflect the views of the population
  - f. Central government should continue with political-social-economic reforms so that internal instability can be minimized

## FIRST AID

Instruction will be given on--

(In Class and Camp)

- i. The administration of first aid (basic steps):
  - 1. Stop the bleeding
  - 2. Clear the airway
  - 3. Protect the wound
  - 4. Treat for shock
- II. The performances of the following measures:
  - 1. Administration of artificial respiration
  - 2. Administration of morphine
  - 3. Transportation and movement of sick and wounded using improvised litters and appropriate carriers
- III. The treatment of the following injuries:
  - 1. Minor wounds (cuts) and burns
  - 2. Foreign body in the eye, ear, nose, or throat
  - 3. Blisters (especially on the feet)
  - 4. Snake bites

5. Irritation caused by poison plants. Must also be able to recognize poison ivy, oak, sumac
  6. Adverse effects of heat and cold
  7. Unconsciousness
  8. Electric shock
  9. Carbon monoxide poisoning
- IV. The care of the following injuries:
1. Chest wounds
  2. Belly wounds
  3. Jaw wounds
  4. Head wounds
  5. Severe burns
  6. Fractures
  7. Chemical injuries

**ESSENTIAL TRAINING DIMENSION**  
**Supply Training Requirements**

**SYSTEMS OF SUPPLY**

Instruction will be given on—

(In Class)

- I. The duties and responsibilities of the key personnel within the division supply system to include:
  1. The Division G4
  2. The Brigade S4
  3. The Battalion S4
  4. The Assistant S4
  5. The Company Executive Officer
  6. The Company Supply Sergeant
  7. The Platoon Leader
- II. The mission, organization, and control of the units in the division supply system to include:
  1. The Division Support Command
  2. The brigade trains
  3. The battalion trains
    - a. Field trains
    - b. Combat trains
  4. The Company trains
    - a. Field trains
    - b. Combat trains
- III. The system for requisitioning and distributing all classes of supplies under:
  1. Combat conditions
  2. Garrison situations

**CLASSES OF SUPPLY**

Instruction will be given on—

(In Class)

- I. The five major classes and miscellaneous supplies to include:
  1. Class I: Rations
  2. Class II: Clothing and Equipment Authorized in TOE, TA
  3. Class III: Fuels and Lubricants
  4. Class IV: Materials in Excess of Authorizations
  5. Class V: Ammunition and Explosives
  6. Miscellaneous: Maps, Water, Salvage Materiel, Captured Enemy Materiel

**ACCOUNTING**

Instruction will be given on—

(In Class)

- I. Supply and property accounting procedures used at platoon and company to include:
  1. Knowledge of terms
  2. Types and categories of property

3. Understanding of
  - a. Responsibility
  - b. Accountability
  - c. Procedures
  - d. Inventory
  - e. Unit supply records
  - f. Report of survey
  - g. Statement of charges
  - h. Clothing allowance system
  - i. Tables of Organization and Equipment (TOE)
  - j. Table of Allowances (TA)
  - k. Appropriate Army regulations pertaining to the above

### **SUPPLY INSPECTIONS**

Instruction will be given on—

(In Class)

- I. The content and purpose of supply inspections conducted at various levels to include:
  1. Command Maintenance Management Inspection (CMMI)
  2. Technical Inspection
  3. Spot-Check Inspection
  4. Command Inspection
    - a. Formal
    - b. Informal
    - c. Annual

**ESSENTIAL TRAINING DIMENSION**  
**Nontactical Unit Command Training Requirements**

**TRANSPORTATION**

Instruction will be given on—

(In Class)

- I. The basic principles of unit transportation to include:
  1. Transportation movement
  2. Movement requirement
  3. Movement priority
  4. Movement program
  5. Movement instructions
  6. Movement capability
  7. Critical areas
  8. Transport services
  9. Transport users
  10. Transportation movements officers
  11. Traffic
- II. The organization of typical transportation office staffs:
  1. Base Logistical Command (BALOG)
  2. Advance Logistical Command (ADLOG)
  3. Theater Army Logistical Command (TALOG)
- III. The capabilities and limitations of each of the modes of transportation:
  1. Water
  2. Rail
  3. Highway
  4. Air

**ACTIVITIES OF THE PROVOST MARSHAL**

Instruction will be given on—

(In Class)

- I. The responsibilities of the provost marshal:
  1. The prevention of crime and enforcement of law and order
    - a. The systematic method of law enforcement
    - b. The purpose and management of apprehension programs for absentees, deserters, and escaped prisoners
    - c. The straggler control program
    - d. The concepts of "off limits" and "curfew"
    - e. The enforcement of traffic laws
  2. Investigations of crime
    - a. The purpose of criminal investigations and the types of crimes military police may investigate
- II. The following activities:
  1. The confinement and rehabilitation of military prisoners
  2. The handling of prisoners of war
  3. The enforcement of security directives as authorized by the responsible commander
  4. The coordination of activities between his command and other law-enforcing agencies in his area of responsibility

## UTILIZATION OF CIVILIAN PERSONNEL

Instruction will be given on—

(In Class)

- I. Civilian personnel management program:
  1. Civilians may perform many Army jobs except those requiring military skill.
  2. The employment of civilian personnel releases military personnel from the performance of nonmilitary duties, provides continuity of administration and operation of Army installations and, in some cases, supplies specific technical abilities not otherwise available to the Army.

## MESS RECORDS

Instruction will be given on—

(In Class)

- I. The preparation and use of mess records and accounting procedures to include:
  1. Subsistence Report and Field Ration Request (DA Form 10-163)
  2. Meal Attendance Records on Cooks' Work Sheets (DA Form 10-104)
  3. Field Ration Issue Slip (DA Form 10-260)
  4. Cash Collection Sheets (DD Form 715)
  5. Meal Cards (DD Form 714)

## UNIT MESSING

Instruction will be given on—

(In Class)

- I. The duties of permanent food handlers (mess steward, cook, cook's helper) and temporary food handlers (kitchen police)
- II. The principles of mess management at installations:
  1. The estimation of the number of rations required
  2. The supervision of personnel in the following activities
    - a. Conservation of food
    - b. Maintenance of cleanliness
    - c. Protection of perishable food
    - d. Maintenance of attractive dining room
    - e. Preparation of seating arrangement
    - f. Preparation of the Cooks' Work Sheet (DA Form 10-104)

## CIVIL AFFAIRS

Instruction will be given on—

(In Class)

- I. The organization, activities, and responsibilities of Civil Affairs (CA) units to include:
  1. Mission of CA units
    - a. Domestic
    - b. Foreign

2. Organization of CA units serving in a foreign territory
  - a. Area headquarters unit
  - b. CA group
  - c. CA company
  - d. CA platoon
  - e. Cellular teams
    - (1) Administrative and command teams
    - (2) Functional teams
    - (3) Language teams
    - (4) Service teams
3. Activities and responsibilities of CA units when serving in a foreign territory
  - a. Governmental
    - (1) Civil government
    - (2) Legal
    - (3) Public safety
    - (4) Public health
    - (5) Public welfare
    - (6) Public finance
    - (7) Public education
    - (8) Labor
  - b. Economic
    - (1) Economics
    - (2) Commerce and industry
    - (3) Food and agriculture
    - (4) Price control and rationing
    - (5) Property control
    - (6) Civilian supply
  - c. Public facilities
    - (1) Public works and utilities
    - (2) Public communications
    - (3) Public transportation
  - d. Special
    - (1) Civil information
    - (2) Displaced persons
    - (3) Arts, monuments, and archive.
    - (4) Religious affairs

## MILITARY JUSTICE

Instruction will be given on—

(In Class)

- I. The basic principles involved in Military Law, Military Justice, and Boards of Officers to include:
  1. Uniform Code of Military Justice
    - a. "Punitive Articles"
    - b. Nonjudicial punishment (Article 15)
      - (1) Offenses punishable
      - (2) Who may impose punishment
      - (3) Scope and duration of punishment imposed
      - (4) Procedure for imposing punishment

2. Manual for Courts-Martial
  - a. Initiation of charges
  - b. Preliminary inquiry
    - (1) Rights of the accused
  - c. Preferring of charges
    - (1) Drafting of charges
    - (2) Drafting of specifications
    - (3) Signing and swearing to charges
  - d. Restraint
    - (1) Apprehension
    - (2) Arrest
    - (3) Restriction
    - (4) Confinement
  - e. Types of court-martial
    - (1) Summary court-martial
      - (a) Make-up of court
      - (b) Duties of members
      - (c) Rules of evidence and exhibits
      - (d) Scope and duration of punishment imposed
      - (e) Procedure for imposing punishment
    - (2) Special court-martial
      - (a) Make-up of court
      - (b) Duties of president of court
      - (c) Duties of trial counsel
      - (d) Duties of defense counsel
      - (e) Rules of evidence and exhibits
      - (f) Scope and duration of punishment imposed
      - (g) Procedure for imposing punishment
    - (3) General court-martial
      - (a) Duties of law officer

(Remainder as for Special court-martial)
3. Appellate Review of Courts-Martial
4. Boards of Officers and Investigations
  - a. Types of boards
    - (1) Statutory
    - (2) Nonstatutory
  - b. Purpose and scope
    - (1) Investigating officers
    - (2) Respondent
  - c. Procedure
    - (1) Rules of evidence
    - (2) Reports (recommendations)
5. Court of Inquiry
  - a. Purpose and scope
  - b. Reports (facts only)

## TROOP INFORMATION AND PUBLIC RELATIONS

Instruction will be given on—

(In Class)

- I. The responsibilities of the unit commander for presenting various topics of current interest to the personnel of the unit

**II. The definition of "community relations" and of "public information"**

**ACCIDENT REPORTING**

Instruction will be given on—

(In Class)

- I. Investigation of accidents**
  - 1. Quick arrival at scene of accidents**
  - 2. Interviewing witnesses**
  - 3. Obtaining and recording of evidence**
- II. Reporting of accidents**
  - 1. Preparation and processing of the following forms:**
    - a. Accident Report (DA Form 285)**
    - b. Operator Report on Motor Vehicle Accidents (SF 91)**
    - c. Report of Injury (DA Form 1051)**
    - d. Individual Sick Slip (DD Form 689)**
    - e. Fire Report (DA Form 5-2)**
- III. Analysis of accident data**
  - 1. Classification of accident causes into categories that may be helpful in pointing out weaknesses in the safety program**

**ESSENTIAL TRAINING DIMENSION**  
**Training and Training Center Operations Training Requirements**

**TRAINING SCHEDULES**

Instruction will be given on—

(In Class)

- I. The basic principles of scheduling to include:
  1. Facilitation of preparation of instruction
  2. Facilitation of learning
  3. Using training time efficiently
  4. Accommodation of the troops
- II. The preparation of training schedules by:
  1. Having a detailed knowledge of training circulars
  2. Knowing the techniques of subject programming
    - a. Block or period programming
    - b. Continuity of subjects
    - c. Logical sequence of subjects
    - d. Equitable distribution of night training
  3. The types, formats, and purposes of the following training schedules:
    - a. Master training schedule
      - (1) Detailed master schedule
      - (2) Abbreviated master schedule
    - b. Weekly training schedule
    - c. Inclement weather schedule

**CONFERENCES**

Instruction will be given on—

(In Class)

- I. The purpose of the conference method of instruction to include:
  1. Its relationship to other instructional techniques
    - a. Advantages
    - b. Disadvantages
- II. The planning and conduct of a conference to include:
  1. Use of good training aids
    - a. Value of good training aids
    - b. Knowledge of what training aids can be obtained through normal supply channels
  2. Employment of good questioning techniques
    - a. Characteristics of a good question
    - b. Proper technique of asking the question
    - c. Proper interpretation of the answer

**PERSONNEL TESTS**

Instruction will be given on—

(In Class)

- I. The administration of ATT (Army Training Tests) and ICTP (Intensified Combat Training Programs) tests to include:
  1. Instructions
  2. Modification

3. Scoring
  4. Realism
  5. Duration of test
  6. Reporting test results
  7. Ammunition
  8. Maintenance
- II. The administration and interpretation of results of the following Army tests:
1. Physical Combat Proficiency Test and Minimum Physical Fitness Test - Male Semiannually
  2. The Military Occupational Specialty Tests (MOS)
  3. Individual proficiency tests such as:
    - a. Expert infantryman badge test
    - b. Gunner's test
    - c. Various crewman tests

## EXAMINATIONS AND WRITS

Instruction will be given on—

(In Class)

- I. The purpose and difficulties inherent in the measurement of human achievement
- II. The types of measurement to include:
  1. Aptitude tests
  2. Achievement tests
    - a. The oral test
    - b. The performance test
    - c. The written test
      - (1) The subjective test
      - (2) The objective test
- III. The characteristics of good examinations to include:
  1. High validity
  2. High reliability
  3. Comprehensiveness
  4. Easy administration and scoring
- IV. The grading and interpretation of scores of tests used by the Army to include:
  1. Standardization procedures
  2. Electronic and hand scoring
  3. Norm groups
  4. Mean, median, mode, range, standard deviation, standard score, percentile

## TRAINING PROGRAMS

Instruction will be given on—

(In Class)

- I. The purpose of Army training programs
- II. The development and planning of the training programs by:
  1. Making an analysis of the training mission
  2. Knowing the training objectives at the battalion, company, and individual levels

3. Analyzing the local training situation and determining
  - a. The training to be conducted
  - b. Personnel to be trained and their instructors
  - c. The time available for training
  - d. The training facilities that will be required
  - e. The training aids which are to be used
  - f. The necessary equipment and its availability, maintenance, and procurement
  - g. The administrative requirements
4. The correct organization for training to be used in each training situation
  - a. Centralized
  - b. Decentralized
  - c. A combination of training systems
5. Training literature and publications
  - a. For information on doctrine, tactics, techniques, and procedures in training individuals and units
  - b. To provide guidance and assistance in the preparation of training programs
6. The identification and use of these types of publications
  - a. Army Training Programs (ATP)
  - b. Army Subject Schedules (ASubjScd)
  - c. Army Training Test (ATT)
  - d. Field Manuals (FM)
  - e. Training Circulars (TC)
7. The identification of additional information on training programs in the following types of references:
  - a. Army Regulations
  - b. Army Training Programs
  - c. Pamphlets
    - (1) DA Pamphlets
    - (2) USCONARC Training Guide Lines for the Commander
  - d. Miscellaneous
    - (1) USCONARC Current Training Directives
    - (2) Field Manuals

## **INSTRUCTIONAL PROBLEMS**

Instruction will be given on—

(In Class)

- I. The identification and handling of problems
  1. Problems can be minimized when the instructor displays
    - a. Leadership
    - b. Professional attitude
    - c. Knowledge of subject
    - d. The proper techniques of instruction to include
      - (1) Preparation
        - (a) Statement of objective (lesson plan, lesson objective) by the development of student performance objectives (also known as functional objectives or duty-oriented objectives)
      - (2) Rehearsal—presentation
      - (3) Good speech habits

## TRAINING AIDS

Instruction will be given on—

(In Class)

- I. The use of two-dimensional aids to include:
  1. Word chart
  2. Illustrations
  3. Maps
  4. Blackboards
  5. Printed materials
  6. Blanket boards
  7. Magnetic boards
- II. The use of three-dimensional aids to include:
  1. Scale models
  2. Mockups
  3. Actual objects
  4. Cut-aways
  5. Sand tables

## INSTRUCTOR-LED DISCUSSION

Instruction will be given on—

(In Class)

- I. The purpose of the instructor-led discussion to include:
  1. Its relationship to other instructional techniques
    - a. Advantages
    - b. Disadvantages
  2. The training or informational conference versus the seminar or developmental conference
- II. The planning and conduct of an instructor-led discussion to include:
  1. The responsibilities of the discussion leader
  2. The questioning technique

## DEMONSTRATIONS

Instruction will be given on—

(In Class)

- I. The purpose of the demonstration method of instruction
- II. The general forms of demonstration to include:
  1. The procedural demonstration
  2. Displays
  3. Field demonstrations
  4. Motion pictures
  5. Skits
- III. The planning and conduct of a demonstration

## CLASS DISCIPLINE

Instruction will be given on—

(In Class)

- I. The purpose of class discipline
  1. Maintaining proper military bearing

2. Maintaining attention by
  - a. Preparation and presentation of a good lesson plan
  - b. Proper use of training aids
3. Addressing students properly
- II. Application of discipline
  1. Immediacy of discipline
  2. Forewarning
  3. Consistency
  4. Impersonality

## **CADRE SYSTEM DEVELOPMENT**

Instruction will be given on—

(In Class)

- I. The meaning of the term "cadre"
- II. The identification of cadre requirements
- III. The development of the cadre training program

## **SUPERVISION**

Instruction will be given on—

- I. The definition, purpose, and characteristics of effective supervision of training
  1. Counseling
  2. Inspection
- II. The basic steps of supervision to include:
  1. Planning supervisory technique
    - a. Based on purpose of supervision
    - b. Based on importance of subject
  2. Qualify by having knowledge of subject and methods of instruction
  3. Inspect
    - a. Formal or informal
    - b. Written or mental notes
  4. Evaluate with respect to
    - a. Quality of instruction
    - b. Methods of improving future instruction
  5. Critique to include:
    - a. Discussion and review of performance
    - b. Overall evaluation
    - c. Specific comments of instruction
    - d. Summary
  6. Counsel
  7. Follow-up by
    - a. Reinspecting
    - b. Inspecting similar activities in other units
    - c. Changing or rescinding directives and policies
    - d. Initiating additional training for those personnel not fully qualified
    - e. Modifying future training programs to accommodate the needs of the unit inspected
    - f. Briefing battalion commander periodically on status of training within unit

**ESSENTIAL TRAINING DIMENSION**  
**Communications Training Requirements**

**PREVENTIVE MAINTENANCE**

Instruction will be given on—

(In Class)

- I. Preventive maintenance procedures for communications equipment to include:
  1. The checking of TOEs to see that the unit has the assigned tools and equipment
  2. The checking of TAs to see if unit has sufficient expendable preventive maintenance materials
  3. The checking of unit maintenance to see if it has copies of TMs for each type of equipment it is using or servicing
  4. Knowing the specific responsibilities for the various echelons of communications equipment maintenance
  5. Ensuring that adequate preventive maintenance time is allowed for the conduct of operator (first echelon) maintenance
  6. The conduct of inspections to ensure that organizational maintenance is being performed by the equipment operator
    - a. Inspecting the physical condition of the equipment for dirt, moisture, excessive oil, rust, corrosion, broken or missing parts, or other obvious abuse
    - b. Operating the equipment and seeing that it conforms to the standards set forth in the SB 11-100 series requirements
  7. The preparation of DA inspection reports that are required for the unit's communications equipment

**EQUIPMENT OPERATIONS**

Instruction will be given on—

(In Class)

- I. The specific communications facilities used by the TOE platoon and the company (combat branches)
  1. The characteristics, capabilities, limitations and employment of communications equipment assigned to a platoon to include:
    - a. Radios
      - (1) Advantages and disadvantages of using radio communications
      - (2) Radio-telephone procedure
    - b. Telephone
  2. The characteristics, capabilities, limitations and employment of communications equipment assigned to a company to include:
    - a. Radios
    - b. Telephone
    - c. Switchboards
      - (1) Types of commonly used switchboards
      - (2) Methods of switchboard installation
      - (3) Types of switchboard networks
      - (4) Types of calls

- (5) Correct switchboard operation procedures
  - (a) Standard radio-telephone nomenclature
  - (b) Use of authentication codes and systems
  - (c) Passing and processing both coded and uncoded messages
- (6) Disconnection and repacking of switchboards
- (7) Emergency destruction procedures for switchboards

(In Camp)

- II. Radios used at platoon and company level will be operated to include:
  - 1. For the radios
    - a. Attach battery and aerial
    - b. Transmit and receive using standard communications procedure and radio-telephone terminology
- III. For a standard field wire network
  - 1. Install network between switchboards
  - 2. Operate network using standard communications procedure and radio-telephone terminology
  - 3. Repack switchboards

## COMMUNICATIONS FACILITIES

Instruction will be given on—

(In Class)

- I. The mission and organization of fixed network communications centers to include:
  - 1. Permanent fixed communications centers (general)
  - 2. The integrated global communications network of the Department of the Army (STRATCOM)
  - 3. Teletypewriter Exchange Service (TWX)
- II. The functions of a fixed network communications center include:
  - 1. Coordination of various means of signal communications available to the commander
  - 2. Expeditiously effecting transmission, receipt and delivery of messages or other traffic
  - 3. Providing adequate security precautions for transmission, receipt, and handling of messages
  - 4. Maintaining only such temporary prescribed records as will facilitate the handling of all traffic received at, destined to, or relayed through, the communications center
- III. The responsibilities of the officer-in-charge of a communications center:
  - 1. Determining the authenticity of each message
  - 2. Determining if each message is official traffic
  - 3. Routing all traffic by the signal communications means that will ensure the most accurate, fast, economical, and secure transmission
    - a. Transmission by electrical means (military)
    - b. Transmission by electrical means (commercial)
    - c. U.S. Postal Service
    - d. Messenger or courier
  - 4. Receipt and delivery of incoming traffic
    - a. Private line
    - b. Prepaid commercial refile

- c. Collect commercial refile
  - d. Telephone
  - e. Messenger or courier
  - f. U.S. Postal Service
  - g. Military Message Center (Intra-Post)
5. Providing surveillance of each transmission to prevent relay of classified messages in plain language or over nonapproved facilities
  6. Knowing the destruction procedures for communications center temporary records
  7. Adherence to standard communication methods and procedures

(In Camp)

- IV. A fixed network communications center will be used in a tactical exercise. Instruction will include:
  1. Activities of the junior officers assigned to the center
  2. Types of communications equipment used at the center
  3. Types of routine messages and the routing of each type
  4. Methods of message delivery
  5. Types of signal records and reports used

## COMMUNICATIONS NETWORKS

Instruction will be given on—

(In Class)

- I. The basic structure of the tactical communications networks used at division and lower command levels to include:
  1. The squad and platoon level
    - a. Radio and telephone or combination of these are used
    - b. Primary network consists of squad leaders, platoon headquarters, company headquarters, and any platoon security units
    - c. Ground messenger service may be employed
    - d. Visual and sound signals may be used to communicate with adjacent personnel
  2. The company level
    - a. Use of radio and telephone or combination of these
    - b. Primary network consists of platoon headquarters and higher headquarters
    - c. Ground messenger service may be employed
    - d. Visual and sound signals may be used to communicate with lower headquarters
  3. The battalion level
    - a. Radio is primary means of communication, but telephone or combination of radio-telephone may be used
    - b. Primary network consists of company headquarters and higher headquarters
    - c. Ground messenger service may be employed
    - d. Visual and sound signals may be used to communicate with company headquarters
  4. The brigade level
    - a. Radio is primary means of communication but may be connected to division by radio relay or teletype
    - b. Primary network consists of battalion headquarters and higher headquarters

- c. Ground and air messengers deliver bulk traffic and items requiring fast delivery
- d. Visual and sound communications are limited to systems within command post installations
- 5. The division level
  - a. Division employs an organic multiaxis, multichannel communications system
    - (1) Radio, telephone, teletype, and combinations of these, plus special purpose equipment, are all used for communications
      - (a) Comm.on-user circuits
      - (b) Sole-user circuits
    - (2) Major components of network are
      - (a) Brigade headquarters
      - (b) Higher headquarters
      - (c) Major division units
      - (d) TAC
    - (3) Ground and air messengers are used
    - (4) Visual and sound communications are limited to systems within command post installations

## COMMUNICATIONS SECURITY

Instruction will be given on—

(In Class)

- I. The proper security procedures involved in communications
  - 1. The three levels of security classification as specified in AR 380-5
  - 2. The requirements for security clearance for personnel involved in the transmission and reception of classified material as specified in AR 380-5
  - 3. The requirements of communications security
    - a. The physical security of the communications or message center area
    - b. The transmission security involved in the use of his unit's equipment to include the special problems of
      - (1) Radio transmission
      - (2) Telephone transmission
      - (3) Telegraph transmission
    - c. The emergency destruction procedures appropriate for his unit's communications equipment
- II. The special requirements for the procurement, storage, and distribution of codes, ciphers, and cryptographic material
  - 1. The proper procedures for the distribution and accounting of cryptographic material to include:
    - a. Supply channels of cryptographic material
    - b. Function of distribution authorities
    - c. Classification, marking, storing, and protection
    - d. Registering, preparation for transmission, and transmission
    - e. Receipt, handling, and disposition
  - 2. The emergency destruction procedures used for cryptographic equipment

**ESSENTIAL TRAINING DIMENSION**  
**Maintenance Training Requirements**

**MAINTENANCE RECORDS**

Instruction will be given on—

(In Class)

- I. The Army Equipment Record System and Procedures to include:
  1. Equipment Daily Log (DA Form 2408-1)
  2. Equipment Monthly Log (DA Form 2408-1)
  3. Equipment Lubrication Record (DA Form 2408-2)
  4. Equipment Maintenance Record (Organizational) (DA Form 2408-3)
  5. Equipment Modification Record (DA Form 2408-5)
  6. Equipment Acceptance and Registration Record (DA Form 2408-8)
  7. Equipment Maintenance Log (Consolidated) (DA Form 2409)
  8. Equipment Component Register (DA Form 2408-10)
  9. Uncorrected Fault Record (DA Form 2408-14)
- II. The content and purpose of the maintenance records to include:
  1. Equipment Inspection and Maintenance Worksheet (DA Form 2404)
  2. Preventive Maintenance Schedule and Record (DD Form 314)
  3. Maintenance Request (DA Form 2407)

**MAINTENANCE RESPONSIBILITIES**

Instruction will be given on—

(In Class)

- I. The duties of the following individuals with respect to individual and command maintenance responsibility:
  1. The Commander
  2. The Battalion S4
  3. The Battalion Motor Officer
  4. The Battalion Maintenance Warrant Officer
- II. The mission, organization, and responsibilities of the following units as they pertain to maintenance:
  1. The Division Maintenance Battalion
  2. The Battalion Maintenance Platoon
  3. Company Maintenance Section

**MAINTENANCE INSPECTIONS**

Instruction will be given on—

(In Class)

- I. The content and purpose of maintenance inspections conducted at various levels to include:
  1. Command Maintenance Management Inspection (CMMI)
  2. Technical Inspection
  3. Spot-Check Inspection
  4. Command Inspection
    - a. Formal
    - b. Informal
  5. Inspections performed by operators to ensure reliable performance and to detect possible failures

## **GROUND VEHICULAR MAINTENANCE**

Instruction will be given on—

(In Class)

- I. The categories of vehicular maintenance to include:
  1. Organizational maintenance (first and second echelons)
    - a. Driver maintenance
    - b. Crew maintenance
  2. Direct support maintenance (third echelon)
    - a. Organizational mechanic maintenance
  3. General support maintenance (fourth echelon)
  4. Depot maintenance (fifth echelon)

## **NOMENCLATURE AND CHARACTERISTICS OF ARMY GROUND VEHICLES**

Instruction will be given on—

(In Class and Camp)

- I. The classification and use of Army ground vehicles to include:
  1. General purpose vehicles
  2. Special equipment vehicles
  3. Special purpose vehicles
  4. Combat vehicles
  5. Trailers and semitrailers

## **MATERIEL READINESS**

Instruction will be given on—

(In Class)

- I. The importance of materiel readiness to include:
  1. Its reports and reporting system
  2. The color categories

**ESSENTIAL TRAINING DIMENSION**  
**Administrative and Personnel Training Requirements**

**PERSONNEL ACTIONS**

Instruction will be given on—

(In Class)

- I. Classification
  1. The three essential parts of
    - a. The MOS structure
    - b. The Army Classification Battery
    - c. The Enlisted Qualification Record
- II. Reclassification
  1. Reclassification can be accomplished only by
    - a. The personnel officer with the consent of the individual concerned and with the approval of the unit commander
    - b. A classification board if the reclassification is controversial or if the individual fails to maintain a minimum MOS qualification score
    - c. DA to cover special cases
- III. Assignment
  1. Assignments are based upon the aptitude test scores and the EQR of individuals and on vacancies in various organizations as determined by personnel accounting devices
  2. The following personnel accounting devices are used in the assignment of personnel
    - a. TOE and TD
    - b. Manning charts
    - c. Qualification records (DA Forms 20 and 66)
    - d. Data processing personnel rosters
    - e. Personnel information rosters
    - f. MOS inventory record
    - g. Requisition and surplus reports
    - h. Inventory and projection of Army strength
- IV. Reassignment
  1. Individual requests for reassignment are of three types:
    - a. Within the command
    - b. Outside the organization at the same station
    - c. CONUS reassignment
  2. Know that reassignment of personnel in a given command may be requested by the AG in the form of a levy designed to meet emergency needs of another major command
- V. Transfers
  1. Definition of Transfer

**CHANGES IN GRADE**

Instruction will be given on—

(In Class)

- I. Promotions
  1. Definition of promotion
  2. The grade structure of the Army and The Officer Grade Limitation Act of 1954

3. Promotion lists, the functions of promotion selection boards, the meaning and categories of "zones of consideration," the meaning of "fully qualified" and "best qualified," and the distinction between permanent and temporary grades
  4. The Officer Personnel Act of 1947 and the Reserve Officer Personnel Act of 1954 (amended 1960)
- II. Appointments
1. Definition of an appointment
  2. The difference between permanent and temporary appointments, how appointments are announced, who has authority to appoint, and "appointable status"
  3. The eligibility requirements are for all enlisted grades
- III. Reduction of enlisted personnel
1. The reasons for reductions, how reductions are announced, and how to determine the date of rank following reduction
  2. The reduction authority for the various enlisted grades

## SPECIAL SERVICES ACTIVITIES

Instruction will be given on—

(In Class)

- I. The organization of Special Services
- II. The services provided by:
  1. Army sports program
  2. Army soldier show programs
  3. Army soldier music programs
  4. Army motion picture program
  5. Army service clubs program
  6. Army library program
  7. Army crafts program
  8. Rest camps, leave and rest areas, and recreation centers
  9. Army service clubs

## SEPARATIONS

Instruction will be given on—

(In Class)

- I. Retirement
  1. The necessary conditions and procedures for the mandatory retirement of enlisted personnel and officer personnel
- II. Resignations
  1. Officer personnel
    - a. Unqualified resignations
    - b. Resignations "for the good of the service," and resignations "in lieu of eliminations"
  2. Enlisted personnel
- III. Discharges
  1. Procedures followed and forms used in each type of discharge
    - a. Expiration of term of service
    - b. Separation for physical disability
    - c. Discharge for marriage or pregnancy—enlisted women
    - d. Discharge for minority

- e. Discharge for dependency or hardship
- f. Dishonorable and bad conduct discharge
- g. Discharge for the convenience of the government
- h. Discharge on a writ of habeas corpus
- i. Discharge for misconduct
- j. Discharge for unfitness
- k. Discharge for unsuitability

#### **AWARDS AND DECORATIONS**

Instruction will be given on—

(In Class)

- I. The distinction between awards, decorations, service medals and badges
- II. The conditions during which recommendations for awards may be made during peacetime and during wartime
- III. The procedures governing the processing of recommendations for awards

#### **PROCUREMENT**

Instruction will be given on—

(In Class)

- I. The meaning of "induction," "enlistment," and "re-enlistment"
- II. The qualifications and procedures for processing applicants for enlistment or re-enlistment
- III. The general administrative procedures used at induction stations

#### **PERSONNEL TESTING**

Instruction will be given on—

(In Class)

- I. The administration scoring and interpretation of scores of tests used by the Army
  - 1. The meaning of the following:
    - a. Standardization procedures
    - b. Electronic and hand scoring
    - c. Norm groups
    - d. Mean, median, mode, range, standard deviation, standard score, percentile
- II. The characteristics of the following tests to include norm groups, means, and standard deviations
  - 1. Armed Forces Qualification Test
  - 2. Army Classification Battery
  - 3. Language Proficiency Test
  - 4. Army Language Aptitude Test

#### **REQUISITIONS**

Instruction will be given on—

(In Class)

- I. Requisition procedures for the various types of property
  - 1. Organization property
  - 2. Installation property

3. Special service property
4. Personal clothing
5. Real and installed personal property
- II. Requisition procedures for the various categories of property
  1. Expendable
  2. Nonexpendable
- III. Supply control documents
  1. Document Register for Supply Actions (DA Form 2064)
  2. Installation Property Book
  3. Organization Property Book

## LEAVES OF ABSENCE

Instruction will be given on—

(In Class)

- I. Authorized absences
  1. Absences resulting from holidays, leaves, and passes
- II. Unauthorized absences
  1. Actions that are taken immediately, within 10 days, within 29 days, and upon return of an individual absent without leave

## ADMINISTRATION OF RECORDS

Instruction will be given on—

(In Class)

- I. The identification of correspondence management, current files area, cut-off standard, discontinuance, disposal standard, disposition standard, files, mail management, microfilming, records center, records holding area, retirement standard, and transfer standard
- II. The filing of documents using each of the following alphabetical arrangements:
  1. Subject—alphabetical arrangement
  2. Proper name arrangement
  3. Geographical location arrangement
  4. Organizational arrangement
- III. The filing of documents using each of the following numerical arrangements:
  1. Date arrangement
  2. Straight numerical arrangement
  3. Duplex number arrangement
  4. Terminal digit arrangement

## CASUALTY REPORTING

Instruction will be given on—

(In Class)

- I. The definition of "casualty," the types of casualties, objectives of casualty reporting, and the sources of information for casualty reports

## **PUBLICATIONS MANAGEMENT**

Instruction will be given on—

(In Class)

- I. The Department of the Army Publications
  1. The policies regarding preparation, restrictions, and publications control of DA publications
  2. The characteristics of various types of Army publications
  3. The number systems used for classification of Army publications
  4. The distribution of Army publications
- II. Publications below Department of the Army level
  1. The use of combat orders
    - a. Operations orders
    - b. Administrative orders
    - c. Standing operating procedures
    - d. Fragmentary orders
    - e. Warning orders
  2. The use of routine orders
    - a. General orders
    - b. Special orders
    - c. Letter orders
    - d. Unit orders
    - e. Daily bulletins
    - f. Circulars and memorandums
    - g. Court-martial orders

## **DATA PROCESSING SYSTEM FOR REPORTS AND STATISTICS**

Instruction will be given on—

(In Class)

- I. The purpose of a data processing unit, the services it performs, and its operation

## **REPRODUCTION SERVICE**

Instruction will be given on—

(In Class)

- I. The advantages and disadvantages of common duplicators (offset, mimeograph, photocopy, etc.)

## **PRISONER OF WAR RECORDS**

Instruction will be given on—

(In Class)

- I. The administration involved in the reception, detention, and internment of POWs

## **MILITARY PAY**

Instruction will be given on—

(In Class)

- I. The definition of each type of pay
  1. Basic pay

2. Special pay
3. Incentive pay
4. Basic allowance for quarters
5. Basic allowances for subsistence
- II. The types of payments that are used
  1. Regular monthly pay
  2. Partial pay
  3. Advance pay
  4. Casual pay
- III. The types of allotments that are permitted (B, B-1, D, N, E, Q, X)

#### **OFFICE SPACE AND QUARTERS**

Instruction will be given on—

(In Class)

- I. The procedure pertinent to the allocation of government quarters

#### **USE OF CLASSIFIED DOCUMENTS**

Instruction will be given on—

(In Class)

- I. The major provisions of AR 380-5
  1. Levels of classification
  2. The marking, handling, destruction, storage and transportation of each classification level
  3. Requirements for security clearance for personnel using these documents

#### **PERSONAL AFFAIRS**

Instruction will be given on—

(In Class)

- I. Referral agencies and their function

#### **GRAVES REGISTRATION PROCEDURES**

Instruction will be given on—

(In Class)

- I. The responsibilities of the unit and the division for recovery, identification, care, and disposition of military dead in a theater of operations
- II. Cemetery operations and the establishment of temporary cemeteries in a theater of operations
- III. Identification procedures and techniques
- IV. Handling of personal effects of deceased personnel
- V. The preparation of reports and records pertaining to graves registration

#### **EFFICIENCY REPORTS**

Instruction will be given on—

(In Class)

- I. The completion and disposition of U.S. Army Officer Efficiency Report (DA Form 67-5)
- II. The purpose and the use of scores derived from efficiency reports

- III. The types of efficiency reports, the restrictions concerning efficiency reports, and the commander's responsibilities concerning efficiency reports

#### **ADMINISTRATION AND USES OF THE MORNING REPORT**

Instruction will be given on—

(In Class)

- I. The procedures for procurement, completion, filing, and disposition of the Morning Report
- II. The procedures for procurement, completion, filing, and disposition of the extract copy of Morning Report
- III. The uses of the Morning Report to include the following:
  1. Its use as legal evidence
  2. Reconstruction of detailed records of service
  3. Providing a historical record of strength status of each organization

#### **ARMY GENERAL EDUCATION SYSTEM**

Instruction will be given on—

(In Class)

- I. The schools under the control of the Joint Chiefs of Staff, to include their mission and the types of material treated in these institutions
  1. The National War College
  2. The Industrial College of the Armed Forces
  3. The Armed Forces Staff College
- II. The same information with reference to Army colleges
  1. The U.S. Army War College
  2. The U.S. Command and General Staff College
- III. The same information with reference to branch service schools
- IV. Types of formal training that lead to a commission
  1. United States Military Academy
  2. Reserve Officers' Training Corps
  3. Officer Candidate School
- V. The purpose and types of Army extension courses pertaining to specific branches
- VI. Educational facilities available to Army personnel in civilian institutions
  1. Courses at colleges and universities
  2. Extension courses leading to college credits

#### **PREPARATION OF PERSONNEL ROSTERS**

Instruction will be given on—

(In Class)

- I. The preparation and maintenance of a Duty Roster for each type of duty requiring the detail of individuals

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13. ABSTRACT As part of research toward improving the effectiveness of Army ROTC training, training requirements were developed that could be used as a basis for revising the Army ROTC general military science (GMS) curriculum. On the basis of an earlier study analyzing initial duty assignments of Army ROTC graduates, the generalized instruction areas that would be appropriate for the largest number of graduates were identified, and statements of training requirements were developed.  Two Appendices are included, which present (a) specific knowledge and skill areas within ranked descriptive dimensions, and (b) duty-oriented training requirements for the Army ROTC GMS curriculum.			

14. KEY WORDS	LINE A		LINE B		LINE C	
	ROLE	WT	ROLE	WT	ROLE	WT
Army ROTC						
General Military Science Curriculum						
Job Analysis						
Junior Officers						
Knowledges and Skills						
Training Requirements						