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An Analysis of First-Tour Duty Positions For Infantry Officer Candidate Graduates

by

James A. Caviness

HumRRO Division No. 4

October 1970

Prepared for:

Office, Chief of
Research and Development
Department of the Army

Contract DAHC 19-70-C-0012

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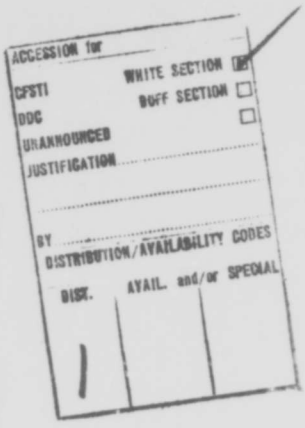

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HumRRO Division No. 4
Fort Benning, Georgia
HUMAN RESOURCES RESEARCH ORGANIZATION

Technical Report 70-15
Work Unit OC LEADER

The Human Resources Research Organization (HumRRO) is a nonprofit corporation established in 1969 to conduct research in the field of training and education. It is a continuation of The George Washington University Human Resources Research Office. HumRRO's general purpose is to improve human performance, particularly in organizational settings, through behavioral and social science research, development, and consultation. HumRRO's mission in work performed under contract with 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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FOREWORD

This report describes research conducted by the Human Resources Research Organization as the initial step in Work Unit OC LEADER, Systems Engineering of Leadership Training for Officer Candidate Programs. The research was conducted to identify the jobs for which training will be systems engineered.

The research described in this report was conducted by HumRRO Division No. 4, Fort Benning, Georgia, under the direction of Dr. T.O. Jacobs, Division Director, Research was performed by Dr. James A. Caviness, Work Unit Leader, and Mr. James A. Salter. Military support was provided by the U.S. Army Infantry Human Research Unit, under the command of LTC Chester I. Christie, Unit Chief. The Project Officer at the Human Research Unit was 1LT John E. Arrington.

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Meredith P. Crawford
President
Human Resources Research Organization

SUMMARY AND CONCLUSIONS

MILITARY PROBLEM

The U.S. Continental Army Command has recommended the application of systems engineering procedures to substantially improve the efficiency and effectiveness of training in the Officer Candidate (OC) program. The requirement for a systems engineering of leadership training courses in the OC program is premised on the assumption that leadership is job functional. The jobs, in terms of principal duty assignments held by recent OC graduates, must be identified as a necessary part of a job analysis, since the training must be determined by job functions and job functions cannot be analyzed before the position has been identified.

The problems in the job analysis are complex because of the large number of positions held by Infantry OC graduates. In an earlier HumRRO analysis of graduates of the ROTC program, there were at least 164 different Military Occupational Specialty (MOS) numbers that were assigned to junior officers. Because of the many different types of positions to which a junior officer can be assigned, it was concluded that ROTC graduates required generalized instruction that is appropriate for the widest possible number of duty assignments. Data on the graduates of the OC Program may provide justification for a similar conclusion.

RESEARCH PROBLEM

A job analysis consists of two operations: identifying the job (with which this report is concerned) and developing the task inventory. Job identification in the systems engineering of leadership training for OC programs identifies the separate principal duty positions and MOS numbers assigned to a selected sample of OC program graduates, and the percentage of graduates assigned to each of the identified positions.

APPROACH

Job Identification. The job identification substep is extremely important. It sets the framework within which all subsequent steps of the systems engineering procedure process occur and, consequently, it must be accomplished properly to insure validity of the final product—the instruction. The job descriptions are in accordance with current Department of the Army publications that prescribe the authorized limits of responsibility for the job. The essential elements in the identification are the job title and the MOS number. Other categories of description are considered to be too numerous for listing and cataloging within the context of this research which, it must be emphasized, is concerned with identifying a *number* of jobs, not one specific job.

The method used in the job identification, chosen primarily for rapidity in data collection, was to select a sample population of Infantry OC graduates and obtain records of the duty assignments which they had been given during their first tour of duty. The sample was drawn from officers attending five consecutive classes (Classes 69-5, 69-6, 70-1, 70-2, 70-3) of the Infantry Officer Advanced Course (IOAC), U.S. Army Infantry School. Written records of duty assignments were copied from the Officer Qualification record (DA Form 66) for the 385 officers attending the five Advanced courses who were graduates of the Infantry Officer Candidate program. This constituted a selected sample that limited the data to the *Infantry* OC program, and to officers who have remained on active duty in the Infantry branch after the mandatory two-year tour of duty.

After data were obtained from the Officer Qualification record, duty positions and MOS numbers were tabulated for initial assignments. In addition, the sequential entries on Form 66 were analyzed to obtain a comprehensive view of the mandatory two-year tour of graduates of the OC program. The lengthy list of specific MOS numbers and duty positions was condensed to a smaller number of more general categories in this analysis. Guidance in selecting and defining the categories was obtained from DA Pam No. 600-3, *Career Planning for Army Commissioned Officers.* The following military meaningful categories were selected as being sensitive to potential differences in leadership demands: Troop Command; Troop Staff; Instructor; Service School; Aviator; Special Forces; and Unclassifiable.

For each individual, the length of all the assignments falling in each category was combined to give the total number of months spent in the respective types of duty in the mandatory two-year tour. This produced a complete tour profile for each individual. Grouping individuals with similar profiles produced the following groups or "Tour Patterns":

Tour Pattern I:	Troop Command
Tour Pattern II:	Troop Staff
Tour Pattern III:	Instructor
Tour Pattern IV:	Special Forces
Tour Pattern V:	Aviator
Tour Pattern VI:	Mixed

RESULTS

Descriptive statistics obtained for the selected sample of 385 graduates from the Infantry Officer Candidate program showed that (a) initial assignment was to 66 different duty positions, (b) initial assignment was to 47 different MOS numbers, and (c) for the majority of the individuals (94.4%), the series of assignments over the duration of the mandatory tour of duty shows evidence for membership in one of the six tour patterns.

CONCLUSIONS

The data show that, while assignment categories like *Rifle Platoon Leader, MOS 1542, Troop Command,* and *Troop Staff* do not completely cover the likely assignments for OC program graduates, these categories do reflect the most likely assignments. They account for the majority of cases and represent positions where leadership functions are clearly important.

The information in this report will have immediate application in the second step of the OC LEADER Work Unit program, Developing a Task Inventory for the Identified Jobs. The job identification data presented here will be applied to decisions regarding the proper job incumbents to be studied as research sources in the task inventory operation.

In addition, the information will be of broader use to decision-makers in other areas such as officer manpower planning, individual career planning, and training research and development.

CONTENTS

An Analysis of First-Tour Duty Positions For Infantry Officer Candidate Graduates

INTRODUCTION

BACKGROUND

The leadership ability of the young Army officer commands respect. Men, young in years and even younger in life experience, accept and manage formidable responsibilities for men and missions. Because of these responsibilities, there is an unending requirement to improve the leadership ability of the young officer. The Officer Candidate (OC) program must train the candidate for entry into a position of responsibility and leadership (1).

In order to increase the ability of the OC program graduate to meet the leadership requirements of his duty assignments, the Leadership Committee of the Leadership Department of the U.S. Army Infantry School (USAIS) continually teaches classes that define and describe leadership, and emphasize to the candidate the importance of his status as a leader.

Efforts to improve the OC program continue at all levels. This report describes the initial operation, *identifying the job*, in a Work Unit (OC LEADER) designed to accomplish the research phases of systems engineering of leadership training courses in the Infantry Officer Candidate program.

The systems engineering approach proposed for use in the OC courses in leadership will follow the sequential processes outlined in CON Reg 350-100-1, *Systems Engineering of Training (Course Design)* (2):

(1) Job Analysis (job identification and task inventories).
(2) Training Tasks (leadership syllabus).
(3) Training Analysis (training objectives).
(4) Training Materials (methods and media).
(5) Testing Materials (achievement testing).
(6) Conduct of Training.
(7) Quality Control.

These steps are essentially the same as those used in other manuals describing the systems approach to course design (e.g., Rundquist, 3; Hunter *et al.*, 4).

In a related, earlier HumRRO effort dealing with the Infantry OC program, it was concluded that leadership development and assessment procedures are conducted in settings that are not representative of duty environments in which the newly commissioned officer will perform, and the program would be materially improved if leadership student performance objectives (SPOs) were derived and utilized as the basis for both development and assessment. The most efficient technique for deriving SPOs or training objectives (TOs) is the technique of systems engineering for course design.

The application of systems engineering procedures to the leadership training for OCs will assure a realistic and objective curriculum. That is, the program will become increasingly oriented to the job as the initial research is completed and follow-up revisions are begun; an up-to-date job-oriented course is built upon feedback from the job to the course (5). The program also will become increasingly objective in its evaluation of candidates. The use of job-description materials to supply the substantive content of the course will provide for behavioral or performance objectives that can be observed and rated reliably by the OC program cadre. Further, these training objectives will have a valid relationship to on-the-job requirements and will lay a firm foundation for subsequent

on-the-job training. Leadership training must be both oriented to the job and targeted to the student.

MILITARY PROBLEM

CONARC has recommended application of systems engineering procedures to substantially improve the efficiency and effectiveness of training in the OC program. (CONARC has also indicated that the systems approach will include review of attrition rates and the adequacy of the program for the officer who will remain on active duty after his first mandatory tour of duty.)

The requirement for a systems engineering of the leadership courses in the OC program assumes that leadership is job functional. The mission of the Infantry OC program is to develop selected personnel to be second lieutenants of the Army of the United States who will be capable of performing duties appropriate to their grade in Infantry units and who, with a minimum of additional branch training, will be prepared to serve as second lieutenants of other branches designated by the Department of the Army (6). Graduates of the Infantry OC program are commissioned as second lieutenants in various branches (Infantry, Armor, Adjutant General, etc.) with various principal duty assignments (Infantry Platoon Leader, Armor Platoon Leader, Assistant Adjutant, etc.) within branches.

The positions in terms of principal duty assignments held by recent OC program graduates must be identified as an integral part of a job analysis. The logic of this approach is that the training must be determined by job functions, and that job functions cannot be described (analyzed) before the position has been identified. The job analysis is made especially complex by the number of different kinds of positions held by Infantry OC program graduates.

The significance of an identification of jobs, showing both range of specific jobs represented in the junior officer population and the percentage of the population holding each job, was made clear in an earlier HumRRO analysis of ROTC program graduates (Scott *et al.*, 7). This study identified 520 different principal duties and 165 different major additional duties. There were at least 164 different military occupational specialties (MOSs) to which junior officers were assigned (8). It was concluded that ROTC graduates required generalized instruction that is appropriate for the widest possible number of duty assignments (Powers, *et al.*, 9). Data on the graduates of the OC program may provide justification for a similar conclusion.

RESEARCH PROBLEM

The research requirement is for a systems engineering of leadership instruction for OC courses. The significance of the request is great—leadership training in the OC program (supplemented by on-the-job training) must sustain the company-grade officer until he reaches the Advanced Course.

The term "systems engineering" and its synonyms have many meanings, all of which include an emphasis on the rule that problem solving (or system design) begins with an adequate description of the total system in which the problem exists (Enthoven, 10). Every solution must be seen in the perspective of a meaningful context. That is, the solution must reflect a recognition that the element affected is one of a number of components that work together to serve a larger purpose. Because the elements or components interact and are functionally related to a larger purpose, the systems approach is a functional analysis.

The design of a curriculum using a systems approach provides (a) that the course itself will always be viewed as functionally related to a larger system, (b) that the content of the course will be explicitly limited to teaching job-oriented behaviors, and (c) that the evaluation of the course will be in terms of the objective assessment of terminal training objectives.

The goal is to train for job entry. A specification of terminal training objectives and an explication that the ability to perform adequately is a function of training, together determine that training will be selective (inclusion of the necessary, exclusion of the nice-to-know and irrelevant), and that it will be evaluated objectively in terms of job-entry standards. Training will be efficiently and economically limited to job-entry requirements, and will be objectively evaluated to determine whether the trainee has met the terminal training objectives.

The initial step in the systems engineering approach to curriculum development is to complete a job analysis—that is, identify the performance requirements for the duty or position in question (Schultz, 11). The job analysis determines the course content because this step is the point of contact with the job for which the man is to be trained. The job analysis is a listing of the observable acts and behaviors required of job incumbents, and consists of two operations: identifying the job and developing a task inventory. This report covers the first of these operations.

What are the assignments given to the graduates of the OC program? This operation in the systems engineering of leadership training for Officer Candidate programs identifies the separate principal duty positions and military occupational specialties assigned to a selected sample of OC program graduates, and the percentage of graduates assigned to each of the identified jobs.

METHOD

The simplest alternatives for data collection in the job identification were either (a) to select a sample population of OCs and obtain records of their duty assignments as they are assigned, over a period of time, or (b) to select a sample population of OC program graduates and obtain records of the duty assignments they have already had. Basically, this represented a choice between recency of assignments and immediacy of data collection. The second alternative was chosen not only for speed, but also for convenience and economy.

Actually the sample used was appropriate for the intended analysis. The goal was to initiate a job analysis by identifying the jobs. The jobs identified for this sample are representative of a two-year span starting with commissioning and ending at the completion of the first mandatory tour. For most of the OC graduates in the sample, their two-year first tour had occurred during the 1963-1967 period. The data required included position descriptions and were tabulated for frequencies of those positions. These data can be quickly and easily compared with the data from the earlier analysis by Scott *et al.*, (7).

SAMPLE POPULATION

Five consecutive classes (Classes 69-5, 69-6, 70-1, 70-2, 70-3) of the Infantry Officer Advanced Course (IOAC), U.S. Army Infantry School, were selected for use in this study. (These classes are described in Appendix A.) The students in the five classes constituted a selected sample of 385 officers who had graduated from the Infantry Officer Candidate

(IOC) program; it limited the data to the *Infantry* officers, and to those Infantry officers who have remained on active duty after the mandatory two-year tour of duty.

These two limitations were carefully considered in reaching the decision to use this sample to estimate the initial duty assignments received by the total population of Infantry OC graduates. Two important facts stand out. First, not all graduates of the IOC program are commissioned in Infantry—approximately 15% are commissioned in other branches. Second, not all IOC graduates elect to make a career of the Army and thus advance regularly to attend IOAC. (No exact figure can be given, but with yearly fluctuations, probably 30 to 40% elect the Army as a career.) Almost all of the reduction occurs at the end of the obligated tour of duty when the junior officer can elect either to leave the Army for civilian life, or to apply for Voluntary Indefinite or Regular Army status. Of those who choose the latter alternative, all but a small fraction do actually attend IOAC during their middle or senior captaincy.

In summary, the sample approximates a random sample drawn, in turn, from a nonrandom sample of the total IOC graduate population. The main question on the range of application of the data is whether the nonrandomness of the Infantry career group constitutes a systematic bias that will distort the generalizability of statistics on initial tour assignments developed from this sample to the entire IOC population.

No data exist to support the proposition that graduates who leave the Army at the end of the obligated tour have received junior officer assignments different in kind or frequency from the group who remain until reaching the IOAC. One relevant finding comes from an interview survey of junior officers who intended to leave the service, where dissatisfaction with initial assignments was frequently cited as *one* of the causative factors in deciding against a career (12). If those who decided to leave did so because they had been assigned particularly undesirable duty, then these undesirable duty assignments would be underrepresented in the sample for this study and percentages would not be representative. However, this proposition is not more likely than the proposition that both the leaving group and the staying group received the same initial assignment profiles, but the leaving group reacted to them differently than did the staying group; that is, the two groups differ in reactions to early Army experiences.

Assuming the latter proposition is correct, data regarding the kinds and relative frequencies of duty assignments developed on the IOAC sample can be generalized to the total OC graduate population; this assumption is implicit in this study. However, if it is assumed that the OC program should be oriented toward officers who will be making a career in military leadership, the population chosen would be the proper one to study regardless of whether differences between stayers and leavers were related to assignments they actually received rather than their reactions to assignments.

ANALYSES

Written records of duty assignments were copied from the Officer Qualification Record (DA Form 66) for the 385 officers attending the Advanced Course who had graduated from the Infantry Officer Candidate program. (An entry is made on DA Form 66 each time an officer receives a change in assignment; the entry consists of (a) the MOS number, (b) a descriptive title of the duty position, and (c) the starting date of the assignment.)

Three separate analyses of the DA Form 66 entries were performed. A survey of initial assignments comprised the first two analyses. Duty position titles were tabulated in the first analysis, and MOS numbers in the second.

As the third analysis, the sequential entries on Form 66 were analyzed to obtain a comprehensive view of the mandatory two-year tour of graduates of the OC program. It

was necessary to convert the lengthy lists of specific MOS numbers and duty positions to a smaller number of more general categories. Guidance in selecting and defining the categories was obtained from the Department of the Army Pamphlet, *Career Planning for Army Commissioned Officers* (13). The following militarily meaningful categories were selected as being sensitive to potential differences in leadership demands:

> *Troop Command.* Duty in a command capacity with a tactical, administrative, training, or service support unit not larger than a brigade or group. Duty directly involving maintenance or morale, discipline, and welfare of enlisted personnel, and which permits exercise of leadership and direction (see paragraphs A-18 and A-19, 13).
>
> *Troop Staff.* Staff duty with tactical, administrative, training, or service support unit not larger than a brigade or group (see paragraph A-20, 13).
>
> *Instructor.* Duty which is primarily teaching in nature, with responsibilities for planning and carrying out the education of individuals in essentially military subjects. Assignments include instructor positions as a member of a staff or faculty of a service academy, service school, and training center (see paragraph A-8, 13).
>
> *Service School.* Duty which is given the MOS 0006 designation and at a school which is conducted to train military personnel in matters required for the successful performance of their military or professional duties (see paragraphs A-11 and A-15, 13).
>
> *Aviator.* Duty which requires fixed-wing or rotary-wing aviation training.
>
> *Special Forces.* Duty in a recognized Special Forces (SF) unit and requiring SF training.
>
> *Unclassifiable.* Duty which cannot be assigned to one of the above categories.

This category system was found to result in satisfactory agreement between raters. It was tested by having two independent raters assign individuals to one of the separate categories based on the type of duty that predominated during the 24-month obligated tour immediately following graduation from OCS. The agreement rate achieved on this task was 85%, and most of the disagreements were easily resolved through discussion. The "Unclassifiable" category accounted for only 15% of the sample, but produced most of the disagreement between raters.

Following the categorization of individuals by two raters, a more precise analysis was undertaken, in which each separate assignment was categorized. Individuals varied in the number of separate assignment entries shown on their Form 66 over the two-year period following commission. Some individuals had up to 12 different assignments, lasting one to two months each, while others showed only a single assignment lasting up to 22 months. Appendix B shows examples of the more frequently occurring MOS and duty assignments, along with their category designations.

For each individual, the duration of all assignments falling within each category was added to give the total number of months spent in the respective types of duty. This produced a profile. The profiles were analyzed to determine which type of duty predominated over the 24-month tour. Some of the profiles (5.6%) did not show a predominate type of duty; these remained unclassifiable. Grouping individuals with similar profiles or types of predominate duty produced the following groups or "Tour Patterns":

Tour Pattern I:	Troop Command
Tour Pattern II:	Troop Staff
Tour Pattern III:	Instructor
Tour Pattern IV:	Special Forces
Tour Pattern V:	Aviator
Tour Pattern VI:	Mixed Category

"Mixed Category" represents a grouping of two "split" predominations; Troop Command mixed with Troop Staff positions and Troop Command mixed with Instructor positions. Service School, one of the original categories, did not become a Tour Pattern because, as the Results section shows, the Service School category was most important as an integral part of the Aviator Tour Pattern.

RESULTS

Statistics for the selected sample of 385 graduates of the Infantry Officer Candidate Program showed that (a) initial assignment was to 66 different duty positions (Analysis I), (b) initial assignment was to 47 different MOS numbers (Analysis II), and (c) the series of assignments show, for the majority of individuals, evidence of tour patterns over the first mandatory tour of duty (Analysis III).

INITIAL DUTY ASSIGNMENTS (ANALYSIS I)

Graduates of the IOC program received 66 different initial duty assignments (Table 1). There were 13 different platoon leader positions (Table 2), accounting for more than one-third of the total (135 out of 385 men). The largest initial duty assignment category was *Rifle Platoon Leader* (84 men, 21.8% of the sample). The remaining categories ranged from 53 men (13.8% of the sample) for *Executive Officer* (Table 2) to one man (.3% of the sample) for each of 27 miscellaneous single entries (Table 3). Only three initial duty assignments received a frequency of greater than 10% of the sample: *Rifle Platoon Leader* (21.8%), *Executive Officer* (13.8%), and **Instructor** (10.6%).

Table 1

Initial Duty Assignments of Graduates of the Infantry OC Program
(*N*=385)

Duty Assignment	Frequency	Percentage of Total Sample
Platoon Leader (Table 2)	135	35.1
Executive Officer	53	13.8
Instructor	41	10.6
Training Officer	18	4.7
Unit Officer	16	4.2
Tactical Officer	14	3.6
Fixed-Wing Aviator	10	2.6
Liaison Officer	7	1.8
Rotary-Wing Aviator	7	1.8
Commanding Officer	6	1.6
Company Officer	6	1.6
S3	4	1.0
Assistant S4	4	1.0
Escort Officer	4	1.0
Recruiting Officer	4	1.0

(Continued)

Table 1 (Continued)

Initial Duty Assignments of Graduates of the Infantry OC Program

(N=385)

Duty Assignment	Frequency	Percentage of Total Sample
Adjutant	4	1.0
Operations Officer	4	1.0
Battalion Motor Officer	3	.8
Maintenance Officer	2	.5
Battalion Communication Officer	2	.5
Team Leader (CI)	2	.5
Range Officer	2	.5
SI	2	.5
S4	2	.5
Assistant Tactical Officer	2	.5
Assistant Executive Officer	2	.5
Battalion Unit Officer	2	.5
Miscellaneous Single Entries (Table 3)	27	7.0

Table 2

Specific Platoon Leader Jobs in Initial Duty Assignments

(*N*=135)

Duty Assignment	Frequency	Percentage of Total Sample
Rifle Platoon Leader	84	21.8
Training Center Unit Officer	32	8.3
Mortar Platoon Leader	3	0.8
Supply Platoon Leader	3	0.8
Weapons Platoon Leader	2	0.5
Tank Platoon Leader	2	0.5
Armor Platoon Leader	2	0.5
Communications Platoon Leader	2	0.5
Reconnaissance Platoon Leader	1	0.3
Highway Transport Platoon Leader	1	0.3
Security Platoon Leader	1	0.3
Antitank Platoon Leader	1	0.3
Base Radio Platoon Leader	1	0.3

Table 3

Miscellaneous Single Entries in Initial Duty Assignments
(*N*=27)

Duty Assignment	Frequency
Assistant Adjutant	1
Assistant S1	1
S2	1
Assistant S2	1
Assistant Headquarters Commandant	1
Detachment Commander	1
Assistant Detachment Commander	1
Unit Advisor (VA Sector)	1
Utility Section G/S Platoon	1
Radio/TV Officer	1
Aircraft Scheduling Officer	1
Troop Information Officer	1
Radio Engineer Counterinsurgency AB-3	1
Administrative Assistant Sr. Advisor FROKA	1
Assistant Chief, Bookstore	1
Group Chief Hqs. 1st ETB, USATC	1
Assistant BCT OIC G-3 (Testing)	1
Intelligence Officer	1
Psychological Warfare Officer	1
Propaganda Officer (CI)	1
Supply Officer	1
Supply and Mess Officer	1
Assistant Material Readiness Officer	1
Assistant Aircraft Supply Officer	1
Section Officer	1
Administrative Officer	1
Deputy CO Ind.	1

INITIAL MOSs (ANALYSIS II)

Graduates of the Infantry OC program were assigned to 47 different initial MOSs (Table 4). The largest initial MOS assignment category was MOS 1542, Infantry Unit Commander (120 men, 31.2% of the sample). Three prefix numbers commonly occurred in connection with "1542" (Table 5), accounting for an additional 17.7%; the total of the four variations of MOS 1542 accounts for nearly one-half of the overall total (188 out of 385 men).

The remaining categories range from 77 men (20.0% of the sample) for MOS 2622, Training Center Unit Officer, to one man (.3% of the sample) for each of 19 miscellaneous single entries (Table 6). Only two assignments received a frequency greater than 10% of the sample: MOS 1542 (31.2%) and MOS 2622 (20.0%).

This survey of initial assignments of Infantry OC program graduates shows a diversity of specific MOSs and duty positions. It is evident that no single specific MOS number or duty position was assigned in a majority of cases. However, in a more

Table 4

Initial MOS Number Assignments of Graduates of the Infantry OC Program

(*N*=385)

Military Occupational Specialty[a]	Frequency	Percentage
1542 (Infantry Unit Commander) (Table 5)	188	48.9
2622 (Training Center Unit Officer)	77	20.0
2900 (Headquarters Unit Commander)	12	3.1
1980 (Fixed-Wing Aviator)	11	2.9
1981 (Rotary-Wing Aviator)	8	2.1
2136 (Nontactical Unit Officer)	8	2.1
2310 (Recruiting & Induction Officer)	7	1.8
82520 (Training Officer)	6	1.6
2162 (Operation & Training Staff Officer)	5	1.3
0200 (Communications Officer)	4	1.0
2110 (Adjutant or Adjutant General)	4	1.0
2520 (Training Officer)	4	1.0
4000 (General Supply Officer)	4	1.0
4010 (Supply Staff Officer)	4	1.0
1543 (Infantry Heavy Mortar Unit Commander)	3	.8
2120 (Administrative Officer)	3	.8
1203 (Tank Unit Commander)	2	.5
1560 (Armored Infantry Unit Commander)	2	.5
32110 (Adjutant or Adjutant General)	2	.5
32162 (Operation & Training Staff Officer)	2	.5
82622 (Training Center Unit Officer)	2	.5
34010 (Supply Staff Officer)	2	.5
5505 (Information Officer)	2	.5
39301 (Tactical Intelligence Staff Officer)	2	.5
9305 (Psychological Warfare Officer)	2	.5
Miscellaneous Single Entries (Table 6)	19	4.9

[a]The prefix 8 denotes Instructor; 3, Special Forces.

Table 5

Specific "1542" Numbers in Initial MOS Assignments

(*N*=188)

Military Occupational Specialty[a]	Frequency	Percentage
1542 (Infantry Unit Commander)	120	31.2
71542 (Infantry Unit Commander)	28	7.3
81542 (Infantry Unit Commander)	22	5.7
31542 (Infantry Unit Commander)	18	4.7

[a]The prefix 7 denotes Parachutist; 8, Instructor; 3, Special Forces.

Table 6

Miscellaneous Single Entries in Initial MOS Assignments
(*N*=19)

Military Occupational Specialties[a]	Frequency
70200 (Communication Officer)	1
0600 (Motor Officer)	1
70600 (Motor Officer)	1
30500 (Radio Officer)	1
0660 (Highway Transportation Officer)	1
1982 (Airfield Operations Officer)	1
2010 (Chief of Staff)	1
52163 (Air Operations Officer)	1
15522 (Broadcast Officer)	1
72163 (Air Operations Officer)	1
4200 (Supply & Service Officer)	1
4210 (Army Exchange Officer)	1
4474 (Transportation & Supply Officer)	1
4512 (Ordnance Officer)	1
4800 (Ordnance & Maintenance Officer)	1
	1
9301 (Tactical Intelligence Officer)	1
79305 (Psychological Warfare Officer)	1
79306 (Foreign Language Propaganda Officer)	1

[a]The prefix 7 denotes Parachutist; 5, Nuclear Weapons; 3, Special Forces; 1, Psychological Operations.

extensive analysis of the data collected from Form 66, evidence of six tour patterns for sequential assignments over the first mandatory tour of duty was shown, each of which will be discussed separately.

TOUR PATTERNS (ANALYSIS III)

The percentage of the sample falling in each of the six tour pattern categories is:

Tour Pattern I:	Troop Command	28.8%
Tour Pattern II:	Troop Staff	20.8%
Tour Pattern III:	Instructor	7.0%
Tour Pattern IV:	Special Forces	7.5%
Tour Pattern V:	Aviator	18.9%
Tour Pattern VI:	Mixed Category	11.4%
		94.4%

The remainder of the total sample, 5.6%, could not be placed in any of the categories. Typically these men held positions where no one type of duty predominated over the 24-month tour.

Tour Pattern I: Troop Command. This pattern represents 28.8% of the sample. Tour profiles of 111 men showed a predominance of assignments involving troop command.

All individuals in this group had 12 or more months of duty time in this category and over one-half had more than 15 months. Thus the men represented in this category spent more time in Troop Command positions than in Troop Staff, Instructor, and School positions.

Only three of the men in the Troop Command tour pattern spent as long as 10 months in Troop Staff positions—the median was three months.

Only one man in this pattern spent as long as 10 months in Instructor positions—the median was zero months.

Compared to other tour patterns, as will be seen, the group spent relatively little time in service schools: 39% spent no time in service schools, and an additional 47% spent only one or two months. None spent any time in assignments within the "Aviation" or "Special Forces" categories. The distribution details of this tour pattern are presented in Table 7.

Table 7

Tour Pattern I: Troop Command[a]

(*N*=111)

Total Months of Service in Category	Troop Command		Troop Staff		Instructor		School	
	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)
22	9	100						
21	5	92						
20	8	87						
19	7	80						
18	7	74						
17	7	68						
16	12	61						
15	9	50						
14	12	42						
13	19	32						
12	16	14						
11								
10			3	100	1	100		
9			9	97	3	99	1	100
8			4	89	2	96		
7			7	86	3	94		
6			7	79	2	92		
5			8	73			2	99
4			13	66	2	90	5	95
3			7	54	4	88	8	93
2			15	48			26	86
1			11	34			26	62
0			27	24	94	85	43	39

[a]Percentage of total sample in pattern = 28.8

Tour Pattern II: Troop Staff. This pattern represents 20.8% of the total sample. Eighty men had tour profiles that concentrated 12 or more months of the tour in assignments involving "Troop Staff" duties, and nearly one-half of them spent more than 16 months in this category. Thus the men represented in this category spent more time in Troop Staff positions than in Troop Command, Instructor, and School positions. Troop Command was most likely to be represented in the residual time.

Only two of the men in the Troop Staff tour pattern spent as long as 10 months in Troop Command positions—the median was five months.

Only one man spent as long as seven months in Instructor positions—the median was zero months.

Only one man spent as long as six months in service schools—the median was one month in school. No one in this group spent any time in assignments within the "Aviation" and "Special Forces" categories. The distribution details of this tour pattern are presented in Table 8.

Table 8

Tour Pattern II: Troop Staff[a]
(*N*=80)

Total Months of Service in Category	Troop Command		Troop Staff		Instructor		School	
	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)
22			1	100				
21			5	99				
20			3	92				
19			4	89				
18			11	84				
17			5	70				
16			10	64				
15			5	51				
14			15	45				
13			12	26				
12			9	11				
11								
10	2	100						
9	6	98						
8	7	90						
7	7	81			1	100		
6	13	72					1	100
5	6	56			1	99	1	99
4	7	49			1	98	7	98
3	7	40			3	96	8	89
2	4	31			2	92	17	79
1	5	26			4	90	19	56
0	16	20			68	85	27	34

[a]Percentage of total sample in pattern = 20.8

Tour Pattern III: Instructor. This pattern accounts for only 7% of the total sample, but the group is clearly defined. More than one-half of the 26 men in this group served from 18 to 22 months in an Instructor position; everyone had 12 or more months of duty time in this category. Thus the men represented in this category spent more time in Instructor than in Troop Command, Troop Staff, and School positions.

Only one of the men in the Instructor tour pattern spent as long as 10 months in a Troop Command position—the median was zero months.

Only one of the men in this pattern spent as long as five months in a Troop Staff position—the median was zero months.

Only two of the men in this pattern spent as long as four months in service schools—the median was zero months in service schools. No one in this group spent any time in assignments within the "Aviation" or "Special Forces" categories. The distribution details of this tour pattern are presented in Table 9.

Tour Pattern IV: Special Forces. Twenty-nine men, or 7.5% of the sample, spent a significant part of their first tour in assignments requiring "Special Forces" preparation.

Table 9

Tour Pattern III: Instructor[a]
(*N*=26)

Total Months of Service in Category	Troop Command		Troop Staff		Instructor		School	
	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)
22					6	100		
21					2	77		
20					3	69		
19					4	58		
18					2	42		
17					2	34		
16					2	27		
15					1	19		
14					1	15		
13								
12					3	12		
11								
10	1	100						
9								
8							1	100
7	1	96						
6	1	92						
5			1	100				
4			1	96			2	96
3	2	88	2	92			3	88
2			3	84			5	77
1	1	81					3	58
0	20	77	19	73			12	46

[a]Percentage of total sample in pattern = 7.0

The requirement for additional training is reflected in the relatively large amount of time spent by this group in service schools during their first tour. (The typical assignment received by individuals in this group was Executive Officer of an "A" Detachment unit.)

All of the individuals in this group spent seven or more months of duty time in this category, and over one-half of them spent more than 16 months. Actually, only four men had less than 12 months of duty time in Special Forces. Thus the majority of the men in this tour pattern spent more time in Special Forces than in Troop Command, Troop Staff, Instructor, and School positions.

Only two of the men in the Special Forces tour pattern spent as long as five months in Troop Command positions—the median was zero months.

Only one man in this pattern spent as long as seven months in Troop Staff positions—the median was zero months.

Only two men spent as long as 10 months in service schools—the median was three months in service schools. No one in this group spent any time at all in assignments within the "Aviation" and "Instructor" categories. The distribution details of this tour pattern are presented in Table 10.

Table 10

Tour Pattern IV: Special Forces[a]
(*N*=29)

Total Months of Service in Category	Troop Command		Troop Staff		School		Special Forces	
	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)
22							1	100
21							1	97
20							1	93
19							7	90
18							1	66
17							2	62
16							4	55
15							3	41
14								
13							2	31
12							3	24
11								
10					2	100	2	14
9								
8							1	7
7			1	100	3	93	1	3
6					2	83		
5	2	100	2	97	4	76		
4	3	93	1	90	2	62		
3	2	83			11	55		
2			2	86	3	17		
1	1	76			1	7		
0	21	72	23	79	1	3		

[a]Percentage of total sample in pattern=7.5

Tour Pattern V: Aviator. Seventy-three individuals, or 18.9% of the total sample, were in this group. All had attended either fixed-wing or rotary-wing aviation schools (OFWAC or ORWAC), and some had also attended other schools. *Every* individual in the sample who attended aviation school is included in this group. Aviation training has such a heavy time requirement that schooling becomes the single prominent feature of the first tour for these individuals; over 50% of the group fall in the range of nine to 14 months of school time.

The median was five months in Aviator position. Not every individual who attended aviation school actually spent significant time in duty assignments that capitalized on this training during the first 24 months following OCS graduation. This occurred because the attendance at the schools did not necessarily begin early in the tour. A few men were still in attendance at the end of the first 24 months. All of these went on to fill Aviator positions between the time of completion of aviator training and attendance at the Advanced Course, and so were included in this tour pattern.

Only two of the men in the Aviator tour pattern spent as long as 11 months in Troop Command positions—the median was zero months.

Table 11

Tour Pattern V: Aviator[a]
(*N*=73)

Total Months of Service in Category	Troop Command		Troop Staff		Instructor		School		Aviator	
	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)
22										
21										
20										
19										
18										
17										
16										
15									1	100
14							1	100	3	99
13							4	99	3	94
12			2	100			9	93	6	90
11	2	100	5	97			11	81	3	82
10	1	97	1	90			17	66	7	78
9	1	96			1	100	16	42	3	68
8	5	94	4	89			8	20	2	64
7	4	88	4	84			5	10	4	62
6	5	82	2	78					4	56
5	3	75	2	75	1	99	1	3	6	51
4	4	71	4	73	1	97	1	1	8	42
3	2	66	6	66					4	32
2	2	63	8	59	1	96			2	26
1	7	60	4	48	2	94			5	23
0	37	51	31	42	67	92			12	16

[a]Percentage of total sample in pattern = 18.9

Only two of the men in this tour pattern spent as long as 12 months in Troop Staff positions—the median was two months.

Only six men spent duty time in Instructor positions. No one in this group spent any time in assignments within the "Special Forces" category. The distribution details of this tour pattern are presented in Table 11.

Tour Pattern VI: Mixed Category. Membership in this category, accounting for 11.4% of the total sample, was determined by having spent less than 12 months of duty time in any category and by exclusion from the Aviator category. An analysis of this group showed two general sub-patterns: Troop Command/Troop Staff and Troop Command/Instructor.

The 44 men in this group spent from 6 to 11 months in Troop Command assignments. The group is split, however, on the basis of how the remainder of the tour time was spent: The Troop Staff category accounts for between 7 to 11 months for 32 men, while 12 men spent from 7 to 11 months in Instructor assignments. In other words, the dual specialty could be called Troop Command/Troop Staff for 32 out of 44 and Troop Command/Instructor for 12 out of 44. The distribution details of this tour pattern are presented in Table 12.

Table 12

Tour Pattern VI: Mixed Category[a]

(*N*=44)

Total Months of Service in Category	Troop Command		Troop Staff		Instructor		School	
	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)	Frequency	Cumulative (percent)
22								
21								
20								
19								
18								
17								
16								
15								
14								
13								
12								
11	11	100	11	100	3	100		
10	10	75	9	75	1	93		
9	11	52	5	54	2	91		
8	6	27	5	43	2	86		
7	3	14	1	32	1	82		
6	3	7	3	30			5	100
5			1	23	3		2	88
4			1	20			5	84
3			2	18			4	73
2			2	14			6	64
1			2	9			8	50
0			2	4	32	73	14	32

[a]Percentage of total sample in pattern = 11.4

DISCUSSION

These data can be compared with those reported earlier under Work Unit ROCOM which showed 69 different initial duty assignments in Infantry were given to a sample of junior officers graduated from ROTC programs. This report (OC LEADER) lists 66 different initial duty assignments for the sample of graduates from the Infantry OCS program. In the ROCOM sample, 37.9% of the Infantry assignments were to Platoon Leader, as opposed to 35.1% in this sample. These data, taken together, illustrate the complex problem of designing a training program that will not only be appropriate for a wide range of duty positions, but will also be definitive in instructional coverage.

The data analyses clearly indicate (a) when grouped into initial duty assignment categories, most OC program graduates were assigned to platoon leader positions, and the majority of these to rifle platoon leader positions, (b) when grouped into MOS code number assignment categories, most OC program graduates were assigned to the MOS 1542 series, and the majority of these to MOS 1542 proper (that is, without a prefix digit); and (c) when grouped into general categories reflecting predominant type of duty over the 24-month tour, the majority of graduates can be accounted for by combining the Troop Command and Troop Staff patterns with the Mixed Category (the pattern which itself combines Troop Command and Troop Staff duties).

While it cannot be said that such categories as *Rifle Platoon Leader, MOS 1542, Troop Command,* and *Troop Staff* completely cover the likely assignments for OC program graduates, it is evident that they reflect the *most likely* assignments.

For the purpose of this research, these assignment categories are especially significant. First, they account for the majority of cases (with Command and Staff positions being most numerous, and Rifle Platoon Leader and MOS 1542 being the largest single assignments). Second, they represent positions where leadership functions are obviously important.

The information in this report will have immediate application in the OC LEADER Work Unit program designed to identify the potentially productive approaches to the systems engineering of leadership training courses in the Infantry Officer Candidate programs. The initial step in a systems-engineering approach (job analysis) consists of two operations—*identifying the job* and *developing a task inventory.* The job identification data presented here will be applied to decisions regarding the proper job incumbents to be used as research sources in the task inventory operation. It is also possible that this report could be useful to decision-makers in other areas such as officer manpower planning or individual career planning.

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AND
APPENDICES

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Appendix A

DESCRIPTIVE STATISTICS FOR SAMPLE POPULATION (Classes 69-5, 69-6, 70-1, 70-2, and 70-3 of the Infantry Officer Advanced Course, USAIS)

1.	**ENROLLMENT:**	
	a. U.S.	947
	b. Allied	92
2.	**PERSONAL:**	
	a. Average Age	29.5
3.	**EDUCATION:**	
	a. Average Years	14.9
	b. Completed 12 Years	144
	c. Completed 13 Years	108
	d. Completed 14 Years	132
	e. Completed 15 Years	54
	f. Completed 16 Years	418
	g. Completed 17 Years	66
	h. Completed 18 Years	21
4.	**MILITARY DATA:**	
	a. Average Years Service	8.6
	b. Number With Combat Service	935
	(Vietnam Service)	934
	c. Number Without Combat Service	12
	d. Number With Command Experience	884
	e. Rank:	
	Majors	133
	Captains	814
	f. Component/Service:	
	Regular Army	430
	U.S. Army Reserve	493
	National Guard	16
	Other (Marine)	8
	g. Source of Commission:	
	U.S. Military Academy	95
	U.S. Naval Academy	4
	Reserve Officer Training Corps (ROTC)	355
	Officer Candidate School (OCS)	422
	National Guard (NG)	42
	Direct	24
	Air Force	2
	Other	3
	h. Branch:	
	Infantry (Inf)	896
	Armor (AR)	35
	Signal Corps (SigC)	2
	Marine	8
	Artillery (Arty)	6

Appendix B

EXAMPLES OF CODING DECISIONS

Category		MOS	Duty Assignment
Troop Command			
E.g.:	(1)	1542	Rifle Platoon Leader
	(2)	1542	Commanding Officer
	(3)	2900	Company Commander
	(4)	2622	Commanding Officer
Troop Staff			
E.g.:	(1)	1542	Executive Officer
	(2)	2110	Adjutant
	(3)	2136	Unit Officer
	(4)	2162	Training Officer
Instructor			
E.g.:	(1)	81542	Inst. AT/M Com, Wpns Dept
	(2)	81542	Inst. Plt Tactics Com, Ranger Dept
	(3)	71542	Inst. Basic Abn Tng Com
	(4)	31542	Inst. MOI Com Counterinsurgency
Service School			
E.g.:	(1)	0006	Airborne
	(2)	0006	Ranger
	(3)	0006	OFWAC (also, ORWAC)
	(4)	0006	USASWS Special Forces Officer
Aviator			
E.g.:	(1)	1980	Fixed-Wing Aviator
	(2)	1981	Rotary-Wing Aviator
	(3)	1982	Asst Opns Officer
Special Forces			
E.g.:	(1)	31542	XO Opns Det A
	(2)	32110	S1 Opns Det C
	(3)	32900	XO Admin. Det C (Counterinsurgency)
	(4)	32162	S3 Det B (Counterinsurgency)
Unclassifiable			
E.g.:	(1)	0001	Duties Unassigned
	(2)	0003	Patient
	(3)	5505	Radio/TV Officer
	(4)	2310	Recruiting Officer

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13 ABSTRACT

This report describes research concerned with the first operation involved in job analysis, identifying the job, which was performed as the initial substep in the development of systems engineering of leadership training courses in the Infantry Officer Candidate (IOC) program. The sample population consisted of 385 officers attending the Infantry Officer Advanced Course, all graduates of the IOC program. Written records of their duty assignments were taken from the Officer Qualification record, and their duty positions and MOS numbers were tabulated and assigned to fewer, more general categories. Results showed initial assignments included 66 different duty positions and 47 different MOS numbers, and that the series of assignments throughout the mandatory tour of duty produced tour profiles for the majority of individuals.

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