

Technical Report 1402

Soldier Perceptions of Army Customs, Courtesies, Traditions, and History and Their Relationship with Key Soldier Outcomes

Michelle Wisecarver

Personnel Decisions Research Institutes

Hayley S. Foo

U.S. Army Research Institute

Chelsey Byrd

Lia Engelsted

Personnel Decisions Research Institutes



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**United States Army Research Institute
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Cassie A. Berry, U.S. Army Research Institute
William S. Weyhrauch, U.S. Army Research Institute

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14. ABSTRACT Customs, courtesies, traditions, and history help to socialize new individuals into an organization's culture and to sustain and reinforce organizational values among its members. The present research examined the perceived learning and practice of Army customs, courtesies, traditions, and history among officers, noncommissioned officers (NCOs) and junior enlisted Soldiers, and the enforcement of customs and courtesies by leaders and units. Data were gathered in two phases. Qualitative data were obtained via interviews and focus groups in Phase I and quantitative data were obtained via a survey in Phase II. The results showed that Soldiers generally perceive customs, courtesies, traditions, and history to be useful for promoting respect, discipline, and pride in the unit. Some customs, courtesies, and traditions were reported to be more encouraged or enforced than others. Battalion and NCO enforcement of customs and courtesies, individual enforcement of customs and courtesies, individual views of the importance of customs and courtesies, and enjoyment of unit traditions were significantly related to affective organizational commitment. These variables, with the exception of NCO enforcement, also predicted whether individuals planned to make the Army a career. Differences in perceptions of the various customs, courtesies, traditions, and history across different grade/position groups are discussed.					
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Fort Hood Research Unit

Brian T. Crabb, Chief

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SOLDIER PERCEPTIONS OF ARMY CUSTOMS, COURTESIES, TRADITIONS, AND HISTORY AND THEIR RELATIONSHIP WITH KEY SOLDIER OUTCOMES

EXECUTIVE SUMMARY

Research Requirement:

Customs, courtesies, traditions, and history help to socialize new individuals into an organization's culture and sustain the values of existing members of the organization. The objective of this research is to understand Soldiers' experiences with Army customs, courtesies, traditions, and history and the customs, courtesies, and traditions that are currently encouraged and enforced in Army units.

Approach:

The research encompassed two sequential phases. In Phase I, officers, noncommissioned officers (NCOs) and junior enlisted Soldiers were interviewed to obtain qualitative information on their experiences with and perceptions of Army customs, courtesies, traditions, and history. These data were analyzed to identify themes and to develop survey questions for the next phase. In Phase II, junior enlisted Soldiers and junior NCOs completed a survey with 98 questions that included eight customs, courtesies, traditions, and history categories. Data from the survey were analyzed quantitatively and responses from four grade/position groups (E1/E2s, E3/E4s, Team Leaders, and Squad Leaders) were compared.

Findings:

In Phase I, 182 Soldiers (O1-O3, O5, and E1-E9) provided information about the purpose and practice of customs, courtesies, traditions, and history in their units. While all Soldiers agreed that rank courtesies were important for maintaining good order and discipline, there were differences in opinion on the importance and purpose of specific customs, courtesies, traditions, and history, the extent of unit members' participation, and the perceived enforcement by units. Some courtesies, such as rendering respect to the flag, were unanimously regarded as important and were widely practiced. Company commanders and senior NCOs indicated that the practice and enforcement of some customs, courtesies, and traditions have declined over time, such as standing at parade rest and giving a greeting. Soldiers identified inconsistency as the biggest barrier to good enforcement of customs and courtesies; this included leaders being inconsistent in when and how they enforced customs and courtesies and inconsistency across different levels of leadership in when and how they enforced customs and courtesies.

The Phase II survey results showed that Soldiers learned about customs, courtesies, traditions, and history during basic training and advanced individual training (AIT), and that they know the basic Army standards for addressing officers, uniform appearance, and grooming policies. Across all grade/position groups, Soldiers were less knowledgeable about various traditions such as NCO induction ceremonies and walking to the left of a superior. Differences

among the four grade/position groups in perceptions of the enforcement and encouragement of various customs, courtesies, and traditions are presented and discussed.

When Soldier responses regarding customs, courtesies, and traditions were used to predict their commitment to the Army, the results indicated that Soldiers who reported stronger perceptions that customs, courtesies, and traditions are important, more enjoyment of unit traditions, higher levels of perceived battalion and NCO enforcement of customs and courtesies, and higher personal enforcement of customs and courtesies, had higher levels of affective organizational commitment to the Army. These five factors accounted for more than one-third of the variance in an individual's commitment to the Army. All of these variables except for NCO enforcement of customs and courtesies also significantly predicted Soldiers long-term intentions to make the Army a long-term career.

Utilization and Dissemination of Findings:

Learning about Army customs, courtesies, traditions, and history is an important aspect of socializing new Soldiers into the Army culture and a reminder to Soldiers and leaders of the values that are critical to the success of the Army as an organization. This research suggests customs, courtesies, traditions, and history are endorsed by Soldiers as meaningful and useful, and that they are related to affective organizational commitment and career intentions, which are important Army outcome variables. The indicates that when Army leaders focus their attention on customs, courtesies, and traditions and share historical unit information with Soldiers, these actions provide Soldiers with a strong message regarding what their leaders and units value and the culture of their organization. These findings can be used to develop tools to facilitate training that advances NCO competencies in learning about Army customs, courtesies, traditions, and history and the Army profession.

SOLDIER PERCEPTIONS OF ARMY CUSTOMS, COURTESIES, TRADITIONS, AND HISTORY AND THEIR RELATIONSHIP WITH KEY SOLDIER OUTCOMES

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SOLDIER PERCEPTIONS OF ARMY CUSTOMS, COURTESIES, TRADITIONS, AND HISTORY AND THEIR RELATIONSHIP WITH KEY SOLDIER OUTCOMES

The Soldier's Creed emphasizes "I serve the people of the United States, and live the Army values" (U.S. Department of the Army, 2015, p. 3-7). Army values and ethics form the foundation of Army culture and learning about and living by them are critical to the development of each Soldier (U.S. Department of the Army, 2020). Army customs, courtesies, traditions, and history reflect the culture of the Army and provide symbols and reminders of the Army values – loyalty, duty, respect, selfless service, honor, integrity, and personal courage. Engaging in customs and courtesies, maintaining traditions, and remembering history can reinforce Army identity and culture among Soldiers and help to socialize new Soldiers into the Army. For this reason, educating Soldiers in the importance of observing customs, courtesies, traditions, and history is a critical role for non-commissioned officers (NCOs). The present research examines current perspectives on learning, practice, and enforcement of customs, courtesies, traditions, and history among Soldiers ranging from privates to field grade officers.

Customs, Courtesies, Traditions, and History in the Army

The U.S. Army was formed on 14 June 1775, which predates the Declaration of Independence and the Constitution, giving the Army an organizational history of over 245 years. "Organizational history is the institutional memory of a military organization. It should be used to increase individual morale and organizational esprit, as well as the public pride and respect for Army organizations" (U.S. Department of the Army, 2007, p. 15). As described in the Soldier's Guide (TC 7-21.13), the proud history of the Army's service to the Nation is reflected in the customs, courtesies, and traditions that are practiced (U.S. Department of the Army, 2015). The Soldier's Guide describes customs as "an established practice. Customs include positive action – things you should do, and taboos – things you should avoid" (U.S. Department of the Army, 2015, p. 3-8). Positive actions that are required, expected, and enforced include saluting others as warranted, saluting the flag, and making proper use of the chain of command (U.S. Department of the Army, 2020). Negative actions (taboos) include criticizing leaders, Soldiers, or the Army in public and making excuses rather than taking responsibility for your actions (U.S. Department of the Army, 2020). Courtesies in the military "means good manner and politeness in dealing with other people" (U.S. Department of the Army, 2015, p. 3-8). Examples of courteous behaviors are standing at attention and at parade rest, calling a room to "At ease," or "Attention," and offering the greeting of the day to others. Traditions are described as "a customary pattern of thought, action, or behavior" (U.S. Department of the Army, 2015, p. 3-8), and include ceremonial duties, and special unit designations and mottos (U.S. Department of the Army, 2020). Army doctrine clearly states the importance of customs, courtesies, traditions, and history in support of Army values, pride, and discipline. The importance of building a strong organizational culture and teaching new organizational members about the organization's values is also well documented in research on organizational culture and socialization.

Organizational Culture

Organizational culture is the pattern of shared basic values, beliefs, and assumptions of an organization (e.g., Ehrhart et al., 2014; Schein & Schein, 2017; Vijayakumar & Padma, 2014). It can define members' identities and influence their commitment to the organization (Jandeska & Kraimer, 2005; Sengupta & Sinha, 2005). The deeply held values established in organizational culture are revealed through the performance of rituals, customs, and traditions. The perpetuation of organizational rituals, customs, and traditions function to reinforce shared meaning, forge and strengthen interpersonal bonds, and foster feelings of belonging and closeness (e.g., Fiese et al., 2002; Schein & Schein, 2017; Ta Park et al., 2017; Trice & Beyer, 1993). Research has shown that effective ways of building organizational culture are for leaders to focus their attention and feedback in important areas, for organizational members to engage in organizational rituals and traditions, and for members of the organization to share stories or information about important historical events and people (Schein & Schein, 2017). Engaging in these actions is particularly important for new members, who are still in the process of learning about an organization – a process that has been labeled “organizational socialization.”

Organizational Socialization

Organizational socialization is defined as the process through which new members of an organization learn its culture - values, beliefs, and patterns of behavior (Ehrhart et al., 2014). The socialization process promotes cultural stability within the organization (Ehrhart et al., 2014; Hatch, 1993; Karathanos, 1998). Having a strong socialization process can serve to reduce newcomers' uncertainty and increase what newcomers learn about their tasks, roles, work group, and the organization (Ashforth et al., 2008; Ehrhart et al., 2014; Feldman & O'Neill, 2014). Through this socialization process, newcomers acquire skills, attitudes, and behaviors that facilitate adaptation to their new job (Wanberg, 2012).

Organizational socialization typically fits either one of two types of approaches: “institutional” or “individualized” (Bauer & Erdogan, 2011). Institutionalized socialization is a deliberate process during which new employees follow a formal, sequential series of socializing activities as part of a cohort or collective (Ashforth et al., 2008; Bauer & Erdogan, 2011); Bauer and Erdogan (2011) specifically cite the military as an example of an organization that uses an institutionalized socialization process. In contrast, individualized socialization is a process in which newcomers begin their new job immediately and are left to learn about the organization and their role on their own (Bauer & Erdogan, 2011).

While both approaches can have benefits, research suggests that employees who experience institutionalized socialization tactics report higher levels of fit with the organization and have lower levels of turnover (Bauer et al., 2007; Saks et al., 2007). These effects are stronger for new employees starting their first full time job as opposed to employees who are arriving from another full time job (Cable & Parsons, 2001; Saks et al., 2007). Research suggests numerous valuable outcomes are gained from organizations having specific institutional socialization processes (Bauer & Erdogan, 2011). For example, one meta-analytical study found that institutionalized tactics were positively related to outcomes such as job satisfaction and

organizational commitment, and negatively related to intentions to quit (Saks et al., 2007). Other positive outcomes of institutionalized socialization tactics include social integration and lower turnover (Ashforth et al., 2008).

Soldiers entering the Army receive institutional socialization; that is, they go through a specific sequence of acculturation and training (e.g., basic training and advanced individual training, or AIT, for enlisted Soldiers) before starting their job assignments. The timing of their socialization activities is scheduled and predetermined. Once Soldiers arrive at their first unit of assignment, the socialization process is less structured. They may attend socialization activities as part of post/installation in-processing, but their continued socialization is much more dependent on their unit leaders. At this point, NCOs in their chain of command become critical elements in the teaching, encouragement, and enforcement of customs, courtesies, traditions, and history. By advancing the practice and understanding of customs, courtesies, traditions, and history, NCOs support the organizational socialization process for new Soldiers, which strengthens Army values and builds Soldier competencies in learning and the Army Profession.

The relevance and importance of customs, courtesies, traditions, and history for the contemporary Army has generated discussion among Army leaders (e.g., *Are Customs and Courtesies*, 2011; Ellis, 2018). One senior NCO's observation of changes in the practice of customs, courtesies, traditions, and history led him to conduct an informal online survey using four social media forums (Ellis, 2018). A total of 523 Soldiers and NCOs of various ranks participated. Less than half responded "Yes" when asked if their unit participated in the following: (a) in ranks inspections (23.5%), (b) military formals (ball/dining-in) (25.2%), (c) NCO calls (25.5%), and (e) NCO induction ceremonies (48.0%). The question with the highest percentage of "Yes" responses was on unit engagement in the "practice of drill and ceremony" (69%). Further, perceived enforcement of customs and courtesies was moderate: (a) "Are NCOs within your organization enforcing discipline and standards?" (59.7% responded "Yes") and (b) "Are Customs and Courtesies enforced in your organization?" (66.0% responded "Yes"). While over half of respondents indicated that customs and courtesies were enforced, this level of enforcement is likely lower than expected of leaders and units. Likewise, unit conduct of leader development programs, specifically, NCO Development Programs (NCODPs) also had a moderate response of "Yes" (66.0%). Finally, when asked if their unit focused on history and tradition, only 34.8% answered "Yes" (Ellis, 2018). These findings suggest that the learning and practice of customs, courtesies, traditions, and history are not always being passed down to new Soldiers and junior NCOs.

The present research aims to examine current perspectives and experiences with the learning, practice, and enforcement of customs, courtesies, traditions, and history among Soldiers. The research was conducted in two sequential phases: Phase I involved conducting focus groups with a variety of grades (O1-O3, E1-E8) and interviews with senior officers (O5) and NCOs (E9) to develop a qualitative understanding of current issues and perceptions. Phase II involved developing and administering a survey specifically to junior enlisted Soldiers and junior NCOs regarding the practice and enforcement of customs, courtesies, traditions, and history.

Phase I

In Phase I, the objective was to obtain qualitative data to understand how officers, NCOs, and junior enlisted Soldiers perceive the learning, practice, and enforcement of Army customs, courtesies, traditions, and history. Individual interviews were conducted with senior leaders (battalion commanders and battalion command sergeants major) and focus groups were conducted with company grade officers and NCOs, and junior enlisted Soldiers. The discussion topics included their perceptions of customs, courtesies, traditions, and history at their unit; the purpose of customs, courtesies, traditions, and history; changes over time; and training they received in these areas. The information obtained was analyzed qualitatively to identify main themes and areas of focus for the development of Phase II survey questions.

Method

At the start of each interview/focus group session, researchers introduced themselves, explained the purpose of the research, and provided participants with a project summary and informed consent document. Participants who provided informed consent and agreed to participate were asked to complete a demographic form (see Appendix A). After completion of this form, the interview or focus group discussion began (see Appendix B).

Participants

One hundred and eighty-two (182) Soldiers from three Army installations in the continental U.S. (CONUS) participated in 53 individual interviews or focus group sessions. Individual interviews were conducted with battalion commanders (O5) and command sergeants major (E9), while focus groups were conducted with company commanders (O3), first sergeants (E8), platoon leaders (O1 to O2), platoon sergeants (E6 to E7), squad leaders (E3 to E6), team leaders (E4 to E5), and junior enlisted Soldiers (E1 to E4). The number of sessions conducted and the total number of Soldiers in each position category are listed in Appendix C, Table 1.

Results

Demographics

Participants were from diverse career management fields (CMF), which were categorized into Combat Arms (11, 12, 13, 15, and 19 series), Combat Support (25 and 74 series), and Combat Service Support (42, 68, 70, 88, 89, 90, 91, 92, and 94 series). Most participants (114/182) were from Combat Arms CMFs (see Appendix C, Table 2).

The average time in service for participants ranged from two years for junior enlisted Soldiers to 23 years for command sergeants major (see Appendix C, Table 3). Battalion commanders and command sergeants major had similar average times in service, rank, and positions. Company commanders and first sergeants had the same average time in their positions (11 months) but differed in their average times in service (nine versus 18 years, respectively) and rank (33 versus 21 months, respectively). Platoon leaders had lower average times in service,

rank, and position (three years, 12 months, and nine months, respectively) than platoon sergeants (15 years, 28 months, and 15 months, respectively). Squad leaders had higher average times in service, rank, and position (six years, 19 months, and 15 months, respectively) than team leaders (five years, 12 months, and nine months, respectively). Junior enlisted Soldiers had the lowest average time in service (two years), the lowest average time in rank (11 months), and an average time in position of 13 months.

Overall, 38% had a parent or stepparent, 39% had an aunt or uncle, and 53% had a grandparent or step grandparent who served (or is serving) in the military (see Appendix C, Table 4). Platoon leaders had the highest percentage of parents, siblings, and uncles/aunts who served and the second highest percentage of grandparents who served. Team leaders had the highest percentage of grandparents/step grandparents who served. The only groups with a child who served in the military were battalion commanders, command sergeants major, and first sergeants. Only 14% (n = 27) of the participants indicated that none of their family members had served or were serving in the military; thus, 86% of Soldiers had either a first or second degree relative or step-relative (or both) who had served or was serving in the U.S. military.

Participation in family customs and traditions was also examined (see Table 5 in Appendix C). Most participants indicated that their family followed either “Several” (32%, n = 59) or “One or Two” (29%, n = 51) customs or traditions. Only 16% reported that their families followed “Many” customs or traditions, and 15% reported that their families did not follow any. Battalion commanders and junior enlisted Soldiers had the highest percentages (29% and 24%, respectively) and command sergeants major and company commanders had the lowest percentages (both 0%) for families which did not follow any customs/traditions.

Interview/Focus Group Results

The interview and focus group data were analyzed qualitatively for themes, similarities, and differences. Comments were initially grouped under the following nine categories: examples of customs, courtesies, traditions, and history; impacts on Soldiers/the Army; reasons for specific customs, courtesies, and traditions; reasons for changes over time; differences by post/unit; training received; mandatory versus optional customs, courtesies, and traditions; additional opinions; and background information of interest. The nine categories were condensed into four key topic areas: (a) learning and practice of customs and courtesies; (b) purpose and enforcement of customs, courtesies, and traditions; (c) changes in customs, courtesies, and traditions over time; and (d) the role of unit history. Table 6 in Appendix C provides some example opinions from the focus groups/interviews. The results for the four key topics are presented next.

Learning and Practice of Customs and Courtesies. Most participants indicated that basic training provided a solid foundation of knowledge regarding rank-related courtesies, including saluting, offering greetings, and calling rooms to attention or at ease. Many enlisted Soldiers indicated that the practices of rank-related customs and courtesies were more relaxed at AIT and at their operational units than at basic training. After arriving at their first unit of assignment, they would observe other Soldiers closely to learn how customs and courtesies were practiced and enforced in their units and adjust accordingly. For example, one adjustment

involved calling “at ease”; one Soldier recalled that he called “at ease” for a command sergeant major and then felt awkward from the surprised expressions from the other Soldiers present, including the command sergeant major. Soldiers indicated that the most effective way for them to learn customs and courtesies was for leaders to consistently model the correct behaviors. They stated that it was helpful when leaders cared about Soldiers’ wellbeing and when leaders taught in an empathetic manner. Some Soldiers indicated that physical punishment (e.g., pushups) was an effective way to correct mistakes with customs and courtesies as long as Soldiers perceived the leader as caring for the Soldiers’ wellbeing.

According to NCOs, new Soldiers from AIT were often either too relaxed or “robotic” in conducting customs and courtesies. Initially, some new privates would appear nervous and unsure about practicing customs and courtesies but became more comfortable after learning the expectations of their units and leaders. NCOs indicated that they typically had to teach and/or remind new Soldiers about the following customs and courtesies: not saluting if an officer’s hands were full, not walking and talking on the cell phone while in uniform, how to use the chain of command properly, and the proper dress and etiquette for formal functions. One platoon sergeant offered the following advice to NCOs on teaching and enforcing standards: first, NCOs need to know the rules and regulations in order to understand what they are permitted to do and to address any complaints made; second, NCOs should enforce the standard using the general rule of making the punishment fit the crime. Other NCOs mentioned that timing was critical for corrections to be effective; immediate corrections were more effective than corrections made days after the event, and corrections were more effective when made at an appropriate time (e.g., when the Soldier was not distracted by an important task).

Purpose and Enforcement of Customs, Courtesies, and Traditions.

Rank Courtesies. Soldiers across all groups agreed that rank courtesies were an important part of maintaining good order and discipline and acting professionally. NCOs were particularly emphatic about the importance of rank-related courtesies for keeping discipline among the ranks. A few NCOs stated that it was important for both enlisted Soldiers and officers to view saluting and other rank-related courtesies as signs of mutual respect and courtesy. All groups confirmed that their current units observed courtesies for saluting. Most units observed the courtesies of greeting of the day, standing at parade rest, and calling the room to attention or at ease. However, some participants stated that it was not common to call a room to attention or at ease, or to stand at parade rest at their units. Some junior enlisted Soldiers indicated their team and squad leaders did not strictly enforce rank courtesies at their unit, stating that their leaders were “chill.” Soldiers in certain locations (e.g., motor pool) and/or assignments (e.g., aviation units) said that they followed the regulation of not practicing and enforcing rank-related courtesies (e.g., saluting) in their work areas when unsafe to do so.

The NCOs indicated it was common for them to remind Soldiers to perform rank-related courtesies, including saluting, giving the greeting of the day, and talking appropriately to leaders. Improper conduct when addressing leaders included not standing at parade rest, having hands in their pockets, “talking” with their hands, and using casual greetings such as “Hey bro.” The

NCOs also mentioned having to remind Soldiers about walking on the left of a superior rank. Some junior enlisted Soldiers indicated that they were unaware of this courtesy.

Participants observed differences in the extent to which NCOs and officers corrected Soldiers who failed to salute or offer the greeting of the day when in uniform. Some NCOs considered regular enforcement important for training new Soldiers, while other NCOs made corrections only in extreme or obvious cases (e.g., a junior enlisted Soldier passes right by a captain and does not salute). In some instances, junior enlisted Soldiers observed poor modelling behavior from junior officers who were perceived to purposely avoid walking within saluting distance from junior enlisted Soldiers.

Some team and squad leaders mentioned that Soldiers did not practice rank courtesies regularly within and outside their units. A number of junior NCOs stated that they would intentionally go to parade rest for all NCOs who were senior to them in order to be role models and set the expectation for junior enlisted Soldiers. Junior enlisted Soldiers and NCOs of all ranks stated the importance of standing at parade rest when reporting to a superior about a disciplinary action or other serious situation.

Flag Courtesies. Soldiers unanimously supported rendering proper respect to the flag. Flag-related courtesies were viewed as instilling a sense of pride in the country and providing a moment to remember those who had served before and those who have died for the country. While reveille was observed by all Soldiers at morning formation, observation of retreat differed across posts and units. All Soldiers said they saluted and rendered the appropriate respect to the flag when they were outside and when the retreat bugle call was audible. In contrast, this courtesy was not performed when working indoors or when outdoor and the retreat call is inaudible. In some units, Soldiers working indoors were required to go outside to observe retreat. For those driving on post during retreat, observation of retreat depends on post policy.

Uniform and Grooming. The NCOs said they often had to remind Soldiers to adhere to grooming and uniform standards. Corrections included unauthorized hairstyles and lengths, improper or messy uniforms, wearing sunglasses on the head, and wearing prohibited nail colors. The main challenges identified by NCOs were the lack of experience in correcting female Soldiers on uniform or grooming and concern of possible SHARP (Sexual Harassment/Assault Response Prevention) complaint if the correction was misconstrued. Since an NCO is removed from a leadership position pending the outcome of an investigation, this action was perceived to be harmful for a career even if the complaint was found to be unsubstantiated.

Ceremonies and Events. Formal ceremonies such as change of command/responsibilities were viewed as events to celebrate the accomplishments of units and leaders. Most Soldiers had attended change of command/responsibilities ceremonies. While officers and NCOs viewed such ceremonies as important, valuable, and serving a purpose for the unit, junior enlisted Soldiers perceived them as having value for the commander, command sergeant major, or first sergeant and their families but not having much value to the Soldiers or the unit. Junior enlisted Soldiers stated that such ceremonies required a lot of preparation and rehearsal time and that the time could be better spent on other tasks. The NCOs indicated the importance of including and

recognizing the entire formation in such ceremonies. One team leader related an experience in which a company commander thanked only his battalion commander and command sergeant major during the ceremony but failed to thank the troops under his command. The team leader thought this was a missed opportunity to draw the entire company into the ceremony. Traditional social events, such as military balls and “organization” or “org” days were viewed as opportunities to commemorate historical events and people, to celebrate accomplishments of the unit, to build camaraderie, and to include families in unit events. Typically, senior NCOs and officers were more likely to indicate that these ceremonies and events were useful; lower-level enlisted Soldiers did not find such events as valuable and thought the events were often distractions from accomplishing other tasks.

Some junior enlisted Soldiers and even some junior NCOs were not familiar with the NCO induction ceremony. Very few of the NCOs had participated in an NCO induction ceremony to mark their transition into leadership and the NCO Corps. While many of them thought that having an NCO induction ceremony would have been a positive experience to mark the transition, some junior NCOs indicated that having a promotion ceremony was sufficient. Senior NCOs thought that NCO induction ceremonies emphasized to both the new NCO and the others in the unit that the Soldier is now a leader and their relationships with former peers and NCOs were now different. They felt that the formality of the event and the recognition and participation by the unit(s) was helpful in many ways.

Other events mentioned by Soldiers included hail and farewells, military balls, right arm nights, and dining in/dining out. Most Soldiers had attended hail and farewells. While most officers and NCOs had attended a military ball, many junior enlisted Soldiers had not because of a lack of opportunity or a decision not to attend. The reasons given for not attending military balls included not being old enough to drink, and not wanting to get dressed up and spend money on the event. The perceived utility of military balls was mixed. On the one hand, some viewed military balls as events to celebrate the unit and build camaraderie with fellow unit members and their spouses/partners. On the other hand, others viewed military balls as events that were too costly to attend when the total costs included not only the tickets but also costs associated with formalwear, babysitting, taxi fares, and possibly travel and lodging. In order to incentivize attendance, some units provided time off before and after the ball. Soldiers indicated that the time off was a strong incentive to attend. Although some junior enlisted Soldiers and NCOs knew about right arms night, dining in, and dining out, not many had participated in such events.

Many Soldiers also offered examples of traditional ceremonies and events that were specific to their former or current unit or post. Examples included spur rides and broken saber awards in cavalry units, a truck rodeo (in the Republic of Korea), special commemorative events (often held off-post) such as the “Manchu Mile” (Fort Carson), unit competitions such as “Iron Horse Week” (Fort Carson), and post-wide events such as “All American Week” (Fort Bragg). During these special events, unit history and lineage were often integrated into the activities. Most Soldiers who participated in such events viewed them very positively, although some Soldiers mentioned that the events took too much time away from their work. Soldiers who had never participated in any unit or post-specific events showed an interest in learning about them and other special events (e.g., Bataan March, Polar Bear Plunge).

Customs and Courtesies on Deployments. Soldiers indicated that customs and courtesies were enforced differently during deployments than in garrison. One challenge related to saluting was that at some locations outside the continental U.S. (OCONUS), it was unclear whether the operating environment was a garrison (saluting required) or a field environment (saluting not required). Depending on the post policy and guidance from the garrison commander, some OCONUS locations enforced rank-related courtesies more strictly than others. The NCOs indicated that it was often difficult for junior enlisted Soldiers to readjust back to stricter garrison enforcement of customs and courtesies when they experienced little or no rank-related enforcement during a deployment.

Barriers. Inconsistent enforcement of standards was identified as the biggest barrier to maintaining good order and discipline. Officers and NCOs indicated it was important for leaders to be consistent across time and situations in enforcing customs and courtesies, and for leaders across different echelons to be consistent in enforcement, from those at senior levels such as the battalion command sergeant major down to squad level leaders. For example, junior enlisted Soldiers should see their own unit leaders as well as those from other units practice and enforce the greeting of the day and parade rest. If NCOs in different units enforce customs and courtesies differently, then such inconsistencies send mixed signals about what is expected of Soldiers. Other barriers to enforcing customs and courtesies were leaders who were too strict or who used mass punishments for violations. These leader actions were sometimes perceived as a “power trip” and detrimental to helping Soldiers learn.

Changes in Customs, Courtesies, and Traditions over Time. Platoon sergeants, first sergeants, and company commanders related that they have observed changes in the practice of customs, courtesies, and traditions across their time in the Army. Some changes were viewed as positive, such as banning traditions that involve hazing and discouraging those that involve unprofessional or disrespectful conduct (e.g., use of bad language). Other changes were viewed as potentially unfavorable, such as fewer units conducting NCO induction ceremonies. Senior NCOs also stated that a number of courtesies have become less commonly practiced and/or enforced, such as walking to the left of a higher-ranking individual, standing at parade rest, and taking pride in one’s uniform. One leader thought that the enforcement of Army customs, courtesies, and traditions started to decline when Soldiers were no longer required to shine their boots and starch their uniforms. Other suggestions offered for the perceived decline in the practice and enforcement of customs, courtesies, and traditions included a higher operations tempo (OPTEMPO) and frequent deployments in the last 15+ years, rapid turnover of unit leaders, and concern from NCOs that junior enlisted Soldiers will use open door policies to file complaints about NCOs enforcing standards.

Generational differences were also thought to contribute to a perceived decline in the practice and enforcement of customs, courtesies, and traditions; younger Soldiers were thought to have shorter attention spans and less respect for rank, to question their tasks more often, and to have greater focus on technology than on interpersonal relationships when compared to older Soldiers. Some leaders thought that the Army was adapting and changing its culture from the “Old Army” to the “New Army” in order to fit the new generation of Soldiers. Leaders who favored the “Old Army” thought that the Army has gone “soft” to accommodate the new

generation of Soldiers who would “shut down” if traditional and previously acceptable methods were used to enforce standards and discipline (e.g., pushups). Some NCOs thought drill sergeants/NCOs were given insufficient power to enforce standards at basic training and at their units because complaints from Soldiers, regardless of whether they were substantiated or not, were perceived to have negative consequences for the NCO’s career in the Army.

The Role of Unit History. Most Soldiers agreed that knowing unit history instilled a sense of unit pride and respect for those who came before them and almost all agreed that learning and knowing their unit history was necessary for promotion boards, certification programs, and awards, such as “Soldier of the Month.” Army history could be learned by studying the Soldier’s Blue Book. Soldiers new to a unit/post learned some unit history from information provided in the Soldier Welcome Packet or by visiting the post museum as part of their in-processing. For Soldiers studying for promotion boards, some units provided written documents with historical information needed to pass the boards. For some Soldiers, unit history was perceived as not very useful, other than for personal interest or needing it for boards and awards. Some Soldiers were eager to learn unit history and were proud to be in their unit, especially when battalion leaders were knowledgeable about unit history and presented the information in interesting and engaging ways. For example, to replicate an attack on their unit over mountainous terrain during WWII, a battalion commander developed an engaging board game. Players were asked to determine how to capture a strategic hill and were then given an account of what happened. This type of activity was considered conducive to learning about unit history. In general, participants agreed that learning about the unit history can be highly positive and motivating when the learning experience is engaging and enjoyable. The major challenge identified for learning unit history was finding the time to study the material.

Discussion

Soldiers learn about customs, courtesies, and traditions and the purpose of customs, courtesies, and traditions at basic training and AIT. However, the transition from a training setting to a regular unit was challenging for some Soldiers, as they figure out how customs and courtesies are applied at their first unit. Thus, it is important for NCOs to recognize the difficulty of this transition for new Soldiers and that NCOs play an important role in helping new Soldiers make the transition. Soldiers indicated that the most effective method to teach customs and courtesies was for leaders to consistently model the correct behaviors. Using findings from this section, five questions on where and from whom Soldiers learn about Army customs, courtesies, and traditions were developed for Phase II.

Soldiers across all position groups agreed that rank courtesies were important for maintaining good order and discipline. A few NCOs expressed concerns that not all enlisted Soldiers and officers understood the purpose of courtesies, failing to view saluting and other rank-related courtesies as a two-way street, in which both the lower-ranking and higher-ranking Soldier offer a sign of mutual respect and civility. It is important that this knowledge is disseminated during initial training and is reinforced by NCOs at units. Although Soldiers seemed to generally recognize the importance of rank courtesies, NCOs reported having to remind Soldiers to use rank-related courtesies such as saluting, giving the greeting of the day,

standing at parade rest, and not using casual greetings such as “Hey bro,” and to follow various grooming and uniform standards. Potential knowledge and skills gaps exist as some male NCOs mentioned hesitancy in correcting female Soldiers who did not meet uniform and grooming standards. Several male NCOs expressed concern that corrections could potentially lead to SHARP complaints if misconstrued. Thus, potential topics for NCODP sessions for new NCOs (males and females) could be on uniform and grooming standards and on how to tactfully and properly correct and enforce standards for the other gender. While all Soldiers unanimously support rendering proper respect to the flag, there were post differences on observing retreat. NCOs in units could ensure that all new Soldiers are aware of post specific policy on retreat.

Inconsistency was identified as the biggest barrier to good enforcement of customs and courtesies, which is something that may occur during and/or between deployments and redeployments. Some Soldiers indicated that it was sometimes unclear on OCONUS deployments whether the operating environment was considered a garrison or a field environment. Thus, clear and consistent information should be given so that Soldiers can act appropriately. Leaders noted that a number of courtesies have become less common and/or less enforced over time, including walking to the left of a higher-ranking individual, standing at parade rest, and taking pride in one’s uniform. Leaders provided varying theories about why some customs, courtesies, and traditions are declining. Based on the information gathered on the awareness and enforcement of customs, courtesies, and traditions, we developed the following topics for the Phase II survey: Soldier knowledge and awareness of customs, courtesies, traditions, and history (9 questions); enforcement of customs and courtesies by the battalion (11 questions); enforcement of customs and courtesies by other leaders and the individual Soldier (22 questions); and the Soldiers’ perceptions of the importance of various customs, courtesies, and traditions (10 questions).

While most Soldiers had attended unit events such as change of command/responsibility ceremonies and hail and farewells, most had not attended a unit right arm night, NCO induction ceremony, or dining in/out. There were mixed views on the usefulness of such events, with officers and NCOs tending to view them as more important and useful than lower ranking Soldiers. Consequently, it would be beneficial to ensure that officers and NCOs employ these events and ceremonies as opportunities to teach their Soldiers about the unit’s traditions and history, to build unit pride and esprit de corps, and to explain the significance and utility of such events. To obtain more detailed and quantitative information on these areas, 10 questions about Soldier perceptions of various traditions and social events were developed for the follow-on survey.

Platoon sergeants, first sergeants, and company commanders also stated there were changes in customs, courtesies, traditions, and history over time. Some changes were viewed as positive, such as, banning hazing activities, whereas other changes were viewed as detrimental, such as not holding NCO induction ceremonies. NCOs familiar with the NCO induction ceremony favored its utility for emphasizing to both former and current peers the new role and transition into a leadership position of the new NCO. Given that NCOs may not have had first-hand experience with the NCO induction ceremony and how to prepare for one, this could be a potential topic for NCODP. Eleven questions were developed to determine Soldiers’ perceptions

of their battalion's encouragement of customs, courtesies, and traditions, and participation in the various events.

The results also highlight the benefits of senior unit leaders becoming experts on their unit history. Soldiers were enthusiastic about knowing their unit history and were proud when battalion leaders were highly knowledgeable about their unit history and able to integrate unit history into presentations and events in engaging ways. Soldiers indicated that when leadership emphasizes unit history and makes it interesting, such as integrating it into games, ruck marches or runs, or other events or activities, there is higher motivation to learn unit history and the learning experience is perceived as positive. Based on the findings from this section, 12 questions were developed on Soldiers' knowledge about their unit history for the Phase II survey.

Phase II

The objectives of Phase II were to (1) understand the current experiences and perceptions of junior NCOs and junior enlisted Soldiers regarding the learning, practice, enforcement, and importance of Army customs, courtesies, traditions, and history, and (2) determine if there are significant differences in the perceptions of Soldiers in different grade/position groups.

Method

A 98-item survey was used to collect information about participant demographics, perceptions of Army customs, courtesies, traditions, and history, and two outcome variables – affective organizational commitment and career intentions (see Appendix D).

Participants

A total of 420 Soldiers (E1 – E6) from five CONUS Army installations were briefed on the research project and purpose of the survey; 416 consented and four Soldiers declined to participate.

Procedure

Participants were provided with a project summary and information on the Privacy Act and informed consent. After providing consent, they were asked to complete the survey. They were given 60 minutes to complete the survey and all completed it within this time.

Measures

The survey contained 98 questions. The first nine were demographic questions: three questions were not numbered, and six questions were numbered (see Appendix D). The unnumbered questions were on current grade, gender, and branch/military occupational specialty (MOS). The first six numbered questions asked about leadership position, brigade and unit type, length of time in current unit, and history of immediate family members' military service. The

next 82 questions were on Army customs, courtesies, traditions, and history. Table 1 shows the topics, numbers, and response scales for the survey questions. All customs, courtesies, traditions, and history response options used five-point Likert scales, and nearly all questions included an “N/A or Do not know” option. Three types of response labels were provided to Soldiers: A = “Strongly disagree” to E = “Strongly agree;” A = “Not at all” to E = “To a great extent;” and A = “Very unlikely” to E = “Very likely.” For all questions, the A – E responses were converted to a numeric 1 – 5 scale for data analyses. “N/A or Do not know” (F) responses were excluded from analyses that calculated and compared mean responses. The final seven questions of the survey were on affective organizational commitment (four questions) and career intentions (three questions).

Table 1

Survey Categories and Associated Questions and Response Scales

Topic (Number of Questions)	Question Numbers	Response Scale
Demographics (9)	Unnumbered (3) 1-6	Varied
Learning about Customs, Courtesies, and Traditions (5)	7-11	Strongly disagree - Strongly agree
Knowledge/Awareness of Customs, Courtesies, and Traditions (9)	12-15, 19-23	Strongly disagree - Strongly agree
Battalion/Squadron Encouragement of Customs, Courtesies, and Traditions (11)	24-34	Not at all - To a great extent
Enforcement of Customs and Courtesies (22)	35-44 47-58	Not at all - To a great extent Strongly disagree - Strongly agree
Importance of Customs, Courtesies, and Traditions (10)	45, 46, 59-66	Strongly disagree - Strongly agree
Perception of Traditions/Social Events (10)	67-76	Strongly disagree - Strongly agree
Customs and Courtesies and Deployments (3)	77-79	Strongly disagree - Strongly agree
Knowledge and Perception of History (12)	16-18, 80-88	Strongly disagree - Strongly agree
Organizational Commitment (4)	89-92	Strongly disagree - Strongly agree
Career Intentions (3)	93-95	Very unlikely – Very likely

Results

Demographics

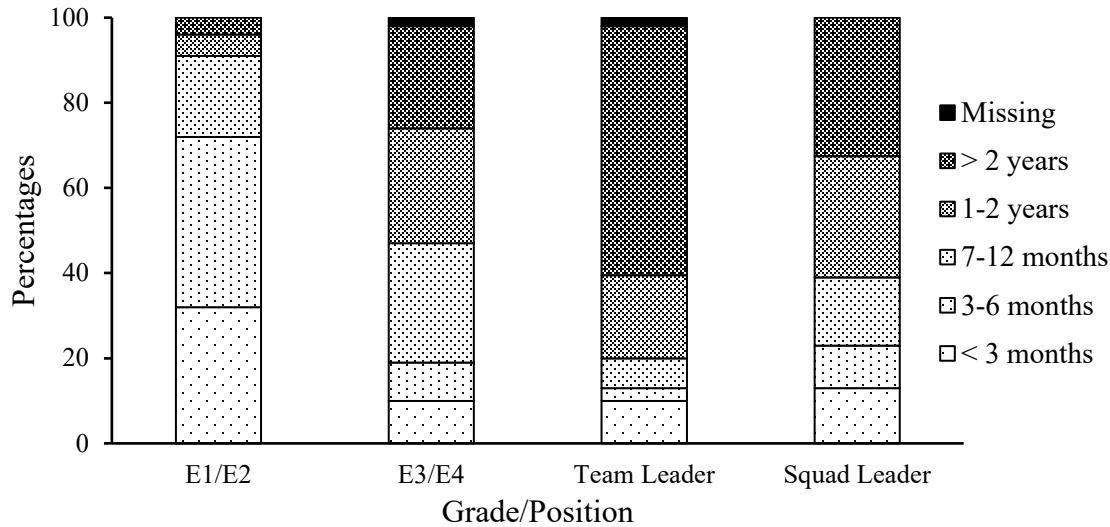
Analyses of demographic data were based on a sample of 415 with data from one participant being excluded due to missing data on all survey questions. Participants held grades from E1 to E6. The majority of them were male (87%). They were sorted into six grade/position groups: (a) 83 Squad Leaders (13 E3-E4 and 70 E5-E6), (b) 61 Team Leaders (2 E1-E2, 34 E3-E4, 25 E5-E6), (c) 136 E3/E4 (Not Leaders), (d) 95 E1/E2 (Not Leaders), (e) NCOs not in leadership positions (n = 5), and (f) NCOs and Soldiers in “other leadership positions” (n = 35). Because the sample sizes of the last two sub-groups were small, the data from these sub-groups were excluded from further analyses, leaving a sample of 375 for the analyses. The distribution of participants based on their grade and position assignment is shown in Appendix E, Table 1.

Participants were from diverse CMFs (more than 12) across maneuver, fires, and effects; operations support; and force sustainment units. Slightly under half of the participants were from the 12 (Engineer) and 88 (Transportation) series. A breakdown of the percentage of Soldiers by CMF is listed in Appendix E, Table 2. Soldiers were predominantly assigned to Other (40%), Armored Brigade Combat Team (ABCT; 22%), Infantry Brigade Combat Team (IBCT; 19%), and Sustainment (18%) brigades. Most Squad Leaders were assigned to IBCTs (31%) or Other (31%), while the largest percentage of Soldiers in each of the other grade/position groups was assigned to Other. A breakdown of Soldiers in each brigade type by grade/position is listed in Appendix E, Table 3. Participants were mainly from Engineer (35%), Other (16%), and Sustainment (14%) units, although many unit types were represented (see Appendix E, Table 4).

Figure 1 shows the percentages of Soldiers in their current unit by grade/position groups. Most (72%) E1/E2s had served in their units for 6 months or less, most (79%) E3/E4s had served in their unit for 7 months or more, most (59%) Team Leaders had served for more than 2 years, and most (78%) Squad Leaders had served for 7 months or more (see also Appendix E, Table 5).

Figure 1

Percent of Soldiers for Each Time-in-Unit by Grade/Position



Most Soldiers did not have an immediate family member who served in the Army (66%) or other military branches (67%) (see Appendix E, Table 6); this was very similar across grade/position, ranging from 64-77%. Overall, 17% had one and 17% had more than one family member who served in the Army. Soldiers in the E1/E2 group had the highest percentage (20%) of one family member in the Army, while Team Leaders had the lowest percentage (11%). Overall, 19% had one family member in another military branch and 13% had more than one member in another service. Among the grade/position groups, the percentages with family members serving in other military branches ranged from 64% (E1/E2s) to 77% (Team Leaders).

Survey Category Descriptions

Survey questions were organized into categories, as shown in Table 1, along with the associated response scales. Responses to each of the questions were grouped by grade/position and can be seen in Appendix F. Questions that conceptually reflected an underlying construct were then averaged to form a scale and tested for internal consistency. The proposed scales are listed in Table 2. Items that were not scaled were analyzed individually. For scaled items, reliability estimates were calculated to examine the internal consistency of the scales. Scales with two questions were tested using a Spearman-Brown correlation while those with three or more questions were tested using Cronbach's coefficient alpha. If the scale did not reach an internal consistency of 0.80 or higher, which is considered a strong reliability for general research purposes (e.g., Nunnally, 1978), the questions were examined separately rather than as a scale. The number of items in each scale, the reliability values, and the outcome (scale or individual items) are shown in Table 2. Of the 18 scales proposed, four did not reach the internal consistency threshold and were analyzed individually. The following sections describe the proposed scales and whether or not items in each category were scaled.

Table 2

Reliability Coefficients for Each Scale and the Final Scaling Decisions

	Number of Items	Reliability	Outcome
Knowledge/Awareness of Customs, courtesies, and Traditions			
Knowledge of Basic Standards (12-14)	3	0.89	Scale
Awareness of Traditions (20-23)	4	0.83	Scale
Battalion Encouragement of Customs, courtesies, and Traditions			
Encouragement of Drills/Inspection (24-25)	2	0.72	Individual
Encouragement of Social Events/Traditions (26-30)	5	0.87	Scale
Encouragement of NCO Activities (31-34)	4	0.84	Scale
Enforcement of Customs and Courtesies			
Battalion Enforcement (35-44)	10	0.86	Scale
NCO Enforcement (47-49)	3	0.92	Scale
Officer Enforcement (50-51)	2	0.92	Scale
Personal Enforcement (52-53)	2	0.91	Scale
Other Enforcement (54-55)	2	0.84	Scale
Unit Compared to Other Units (56-58)	3	0.92	Scale
Importance of Customs, Courtesies, and Traditions			
Importance of Customs and Courtesies (45,46,59-66)	10	0.89	Scale
Perception of Traditions/Social Events			
Enjoy Traditions (68-74)	7	0.93	Scale
Customs and Courtesies on Deployments			
Customs and Courtesies on Deployment (77-78)	2	0.94	Scale
Knowledge and Perception of History			
Knowledge of History (16-18, 80-81)	5	0.69	Individual
Value of History (85-86)	2	0.57	Individual
Pride in History (87-88)	2	0.77	Individual
Soldier Outcomes			
Organizational Commitment (89-92)	4	0.87	Scale

Learning about Customs, Courtesies, and Traditions. The five questions were related to where and from whom Soldiers learned about Army customs, courtesies, and traditions and why they are important. All five questions were analyzed individually.

Knowledge/Awareness of Customs, Courtesies, and Traditions. The nine questions were on Soldiers' knowledge of specific customs and standards and their awareness of unit traditions. Seven of the items formed two different scales: (a) Knowledge of Basic Standards and (b) Awareness of Traditions. The Knowledge of Basic Standards scale was comprised of three questions (how to address Officers/Warrant Officers, uniform appearance, and grooming). The Awareness of Traditions scale was comprised of four questions about awareness of traditions at the squad/section, platoon, company/troop, and battalion/squadron. The two questions that were

not scaled and were analyzed individually were on knowledge of the NCO induction ceremony and traditions in the Soldier's career field or MOS.

Battalion/Squadron Encouragement of Customs, Courtesies, and Traditions. The 11 questions were concerned with battalion or squadron encouragement or participation in various customs, courtesies, and traditions. Nine questions formed two scales: (a) Encouragement of Social Events and Traditions (five questions), and (b) Encouragement of NCO Activities (four questions). The two questions that related to Encouragement of Drills and Inspection did not meet the 0.80 reliability threshold and were analyzed individually.

Enforcement of Customs and Courtesies. The 22 questions were concerned with the enforcement of customs and courtesies. Specifically, the questions on the six scales were concerned with (a) Battalion Enforcement (10 questions)¹ (b) NCO Enforcement at squad, platoon, and company levels (three questions), (c) Officer Enforcement at platoon and company levels (two questions), (d) Personal Enforcement (two questions), (e) Other Enforcement (two questions), and (f) Unit Compared to Other Units (three questions).

Importance of Customs, Courtesies, and Traditions. The 10 questions were on Soldiers' perceptions of the value and importance of customs, courtesies, and traditions in the Army. All items formed a single Importance of Customs, Courtesies, and Traditions scale.

Perception of Traditions/Social Events. The 10 questions were on the extent to which Soldiers enjoyed participating in various traditions and unit social events. Seven questions were combined to form the Enjoy Traditions scale, which measured Soldiers' enjoyment of traditions at various echelons of the organization: squad/section, platoon, company, battalion, brigade, division, and post-wide. The remaining three questions were analyzed individually and asked about attending post-wide events, informal unit social gatherings, and spending time at unit events during off-duty hours.

Customs and Courtesies on Deployments. The three questions were related to Soldier perceptions of the enforcement of customs and courtesies during deployment and on redeployment. Two questions were combined to form the Customs and Courtesies on Deployments scale. The remaining question on redeployment was analyzed separately.

Knowledge and Perception of History. The 12 questions were on Soldiers' perceptions regarding military and unit history and lineage. Nine of the questions formed three scales: (a) Knowledge of History (five questions on whether the individual knew about aspects of their battalion history and insignia), (b) Value of History (two questions on whether it is valuable to know a unit's history and if the battalion values its history), and (c) Pride in History (two questions about being proud of the battalion's history and whether it creates unit pride). All three scales related to Knowledge and Perception of History did not meet the 0.80 reliability threshold and were analyzed individually. The remaining three questions were analyzed individually and

¹ Battalion Enforcement questions ask for Soldiers perceptions regarding whether various customs and courtesies are generally enforced in their current battalion/squadron by all leaders and members.

asked about time to learn about the battalion history, interest in military history, and if leaders in the battalion made the time to teach unit history and lineage.

Soldier Outcomes. The seven questions on Soldier outcomes were organized into two conceptual categories. Four questions formed the Organizational Commitment scale. These questions focused on affective organizational commitment and sought to identify the extent to which Soldiers felt a personal attachment and sense of belonging in the Army. The other three Soldier outcome questions were concerned with Soldier Career Intentions and were analyzed individually. The career intention questions asked about Soldiers' intentions to (a) complete their term of service and leave, (b) re-enlist for another term, and (c) make the Army a long-term career. Each of the three questions on career intentions was analyzed separately.

Analyses for Grade/Position Comparisons

ANOVAs were used to test for significant differences in mean responses to each individual question or scale across the four grade/position groups. For each ANOVA, Levene's Test for Equality of Variances was used to test for significant differences in the variance between groups (Brown & Forsyth, 1974). If Levene's test was not significant, the standard F-test was used to establish a significant main effect for grade/position and post hoc Tukey HSD tests were conducted to identify significant differences between specific means. If Levene's test was significant, Welch's ANOVA test of equality of means was used instead to identify main effects, and Games-Howell post-hoc tests were used to identify significant differences between specific means. An alpha level of 0.05 was used to determine significance.

Learning about Customs, Courtesies, and Traditions

Table 3 shows the mean responses and standard deviations for Learning about Customs, Courtesies, and Traditions across the four grade/position groups. On average, Soldiers in all groups responded "disagree" when asked if they learned about Army customs, courtesies, and traditions from their family but responded "agree" when asked if they learned the basics about customs, courtesies, and traditions and why they are important during training and prior to their first duty station. In addition, respondents from all groups indicated that they learned the reason for performing Army customs, courtesies, and traditions from leaders in their current units. The groups differed on whether they learned about why they perform customs, courtesies, and traditions from leaders at a previous unit, as indicated by a significant main effect ($F(3,308) = 17.69, p < .001$). Post-hoc tests confirmed that mean responses of E1/E2s, E3/E4s, and Team Leaders were significantly lower than those of Squad Leaders ($p < .001, p < .001, \text{ and } p = .017$, respectively), indicating that Squad Leaders were more likely than the other groups to learn about why they perform customs, courtesies, and traditions from leaders at a previous unit. The mean response of E1/E2s was also significantly lower than that of Team Leaders ($p = .02$).

Table 3

Means and Standard Deviations for Learning about Customs, Courtesies, and Traditions by Grade/Position

	E1/E2 (SD)	E3/E4 (SD)	Team Leader (SD)	Squad Leader (SD)
I first learned about Army customs, courtesies, and traditions from my family.	2.42 (1.23)	2.16 (1.29)	2.00 (1.19)	2.04 (1.32)
I learned the basics about customs, courtesies, and traditions during training before arriving at my first duty station.	3.92 (1.19)	3.97 (1.05)	3.90 (1.14)	3.98 (1.27)
During my initial training I learned about why Army customs, courtesies, and traditions are important.	3.78 (1.29)	3.93 (1.10)	3.93 (0.95)	4.16 (1.14)
I learned why we perform Army customs, courtesies, and traditions from leaders at my current unit.	3.22 (1.31)	3.27 (1.19)	3.02 (1.18)	3.28 (1.34)
I learned about why we perform Army customs, courtesies, and traditions from leaders at a previous unit.	2.62 _{a,b} (1.25)	2.83 _c (1.27)	3.29 _{a,d} (1.21)	3.96 _{b,c,d} (1.22)

Note. Means in each row with matching subscript letters differ at the $p = .05$ level by post-hoc Tukey HSD tests.

Knowledge/Awareness of Customs, Courtesies, and Traditions

Table 4 shows the mean responses and standard deviations for knowledge and awareness of customs, courtesies, and traditions for each grade/position group. When asked about NCO induction ceremonies, Team Leaders and Squad Leaders, on average, indicated that they knew what an NCO induction ceremony involved. E1/E2s and E3/E4s, however, tended to respond, “Neither agree nor disagree” (means < 3.00). Results indicated a significant main effect ($F(3,354) = 9.50, p < .001$) and post hoc tests found that the means for E1/E2s and E3/E4s were significantly lower than those for Team Leaders ($p = .001$ and $p = .026$, respectively) and Squad Leaders ($p < .001$ and $p = .005$, respectively). This indicated that Team Leaders and Squad Leaders were significantly more likely to know what an NCO induction ceremony involved.

Table 4

Means and Standard Deviations for Knowledge/Awareness of Customs, Courtesies, and Traditions for Each Grade/Position

	E1/E2	E3/E4	Team Leader	Squad Leader
Individual Questions				
I know what an NCO induction ceremony involves.	2.69 _{a,b} (1.23)	2.98 _{c,d} (1.31)	3.56 _{a,c} (1.35)	3.60 _{b,d} (1.38)
My career field/MOS has its own traditions.	3.81 (1.19)	3.73 _e (1.13)	3.61 _f (1.34)	4.18 _{e,f} (1.11)
Scales				
Knowledge of Basic Standards	3.96 (1.14)	4.14 (0.92)	4.16 (1.03)	4.36 (0.88)
Awareness of Traditions	3.25 (0.91)	3.10 (0.90)	3.12 (0.88)	3.23 (1.11)

Note. Means in each row with matching subscript letters differ at the $p = .05$ level by post-hoc Tukey HSD tests.

The responses from all four grade/position groups were above 3 (Neither agree nor disagree) for the question on whether their career field/MOS has its own traditions. An ANOVA confirmed a significant group effect ($F(3,354) = 3.32, p = .02$) and post hoc tests revealed that the means for E3/E4s and Team Leaders were significantly lower than the mean for Squad Leaders ($p = .038$ and $p = .028$, respectively), indicating that Squad Leaders were more likely to indicate that their career field/MOS has its own traditions.

Soldiers across all grade/position groups tended to agree that they had knowledge of basic standards, with means ranging from 3.96 to 4.36 on the Knowledge of Basic Standards scale. Questions on this scale included knowledge about addressing officers, uniform appearance, and grooming policies. The mean responses of Soldiers for the Awareness of Traditions scale were lower, slightly above 3 (Neither agree nor disagree), for all four grade/position groups. Questions on this scale asked about traditions at the squad, platoon, company, and battalion levels. An ANOVAs confirmed no significant differences between groups on either scale.

Battalion/Squadron Encouragement of Customs, Courtesies, and Traditions

Table 5 shows the mean responses and standard deviations by grade/position for battalion/squadron encouragement of customs, courtesies, and traditions. The mean responses on individual and scaled questions were near the mid-point value of 3 (Neither agree nor disagree). There were no significant differences between groups on any of the individual or scaled items.

Table 5

Means and Standard Deviations for Battalion/Squadron Encouragement of Customs, Courtesies, and Traditions for Each Grade/Position

Battalion Encouragement for or Participation in...	E1/E2 Mean (SD)	E3/E4 Mean (SD)	Team Leader Mean (SD)	Squad Leader Mean (SD)
Individual Questions				
Conducting Rank Inspections	3.30 (1.21)	3.04 (1.18)	3.19 (1.06)	2.99 (1.17)
Practicing Drills	3.08 (1.10)	2.76 (1.21)	2.85 (1.23)	2.86 (1.23)
Scales				
Encouragement of Social Events/Traditions	2.98 (0.98)	2.71 (0.92)	2.79 (0.96)	2.81 (1.04)
Encouragement of NCO Activities	3.10 (1.11)	2.92 (0.96)	3.07 (0.93)	3.13 (0.98)

Table 6 shows the percentage of Soldiers that indicated the extent to which their battalion/squadron encouraged or participated in specific types of customs, courtesies, and traditions. When the responses, “Quite a bit” and “To a great extent” were combined, slightly less than half of the Soldiers reported that their battalion encouraged or participated in change of responsibility ceremonies for first sergeants and unit team building events. Only 17% responded “Quite a bit” and “To a great extent” when asked about battalion/squadron encouragement for participation in division-specific traditions. Responses to the other customs, courtesies, and traditions listed in Table 6 ranged from 21% to 38%.

As shown in Appendix F, Tables 20-25, a relatively high percentage of Soldiers (14% - 27%) responded “N/A-Don’t know” to questions about battalion encouragement/participation in brigade and division specific traditions, NCO induction ceremonies, NCO development programs, NCO calls, and participation in change of responsibility ceremonies for first sergeants. The percentage of “N/A-Don’t know” was particularly high for E1/E2s compared to the other three groups but was also high for other groups. These Soldiers may have responded that they did not know either because they were not familiar with the custom, courtesy, or tradition mentioned or because they had not yet encountered that custom, courtesy, or tradition (e.g., the first sergeant in their company had not yet left).

Table 6

Percentage of Soldier Responses for Battalion/Squadron Encouragement of Customs, Courtesies, and Traditions

To what extent does your battalion/squadron encourage or participate in the following customs, courtesies, and traditions:	Percentage of Soldiers		
	Quite a Bit	To A Great Extent	Combined
Change of Responsibility ceremony for first sergeants ^a	27	19	46
Unit team building events ^b	30	13	43
Conducting in-ranks inspection ^c	26	12	38
NCO Development Program ^a	20	10	30
NCO Induction ceremonies ^a	21	7	28
Battalion-specific traditions ^b	18	10	28
Practicing Drills ³	18	10	28
Formal unit social gatherings ^b	16	9	25
NCO Calls ^a	15	9	24
Brigade-specific traditions ^b	14	7	21
Division-specific traditions ^b	11	6	17

^aItem from Encouragement of Social Events/Traditions scale; ^bItem from Encouragement of NCO Activities scale; ^cIndividual item

Enforcement of Customs and Courtesies

Table 7 shows the mean responses and standard deviations for each grade/position regarding enforcement of customs and courtesies by various individuals or groups. E1/E2s generally agreed that their battalion, NCOs, and officers enforced customs and courtesies, with a mean response near or above “4” for each scale (ranging from 3.90 – 4.12). In comparison, E3/E4s, Team Leaders, and Squad Leaders tended to have lower mean responses (ranging from 3.53 – 3.89). For the Battalion Enforcement scale, the main effect was significant ($F(3,366) = 3.82, p = .01$) and post hoc tests revealed that the mean response for E1/E2s was significantly higher than those for E3/E4s ($p = .02$) and Team Leaders ($p = .021$), indicating the E1/E2s were more likely to report that their battalion enforced customs and courtesies.

For the NCOs Enforcement scale, there was also a significant main effect, $F(3,364) = 2.78, p = .041$. Post hoc tests showed that the mean response for E1/E2 group was significantly higher than for the E3/E4 group ($p = .034$). This indicates that E1/E2s were more likely to report that NCOs enforced customs and courtesies. Levene’s Test was significant for the Officers Enforcement scale ($F(3,350) = 3.95, p = .009$), and the Officers Enforcement scale also showed a significant main effect (Welch’s $F(3,165.75) = 7.57, p < .001$). Post-hoc tests confirmed that the mean response for E1/E2s was significantly higher than the mean responses for E3/E4s ($p < .001$), Team Leaders ($p = .037$), and Squad Leaders ($p = .008$), again indicating that E1/E2s reported higher enforcement by officers.

Table 7

Means and Standard Deviations for Enforcement of Customs and Courtesies for Each Grade/Position

Scales	E1/E2 Mean (SD)	E3/E4 Mean (SD)	Team Leader Mean (SD)	Squad Leader Mean (SD)
Battalion Enforcement	3.90 _{a,b} (0.76)	3.60 _a (0.80)	3.53 _b (0.75)	3.72 (0.78)
NCOs Enforcement	4.03 _c (0.84)	3.69 _c (0.98)	3.74 (0.84)	3.89 (0.96)
Officers Enforcement	4.12 _{d,e,f} (0.80)	3.59 _d (1.01)	3.71 _e (0.95)	3.63 _f (1.11)
Personal Enforcement	3.59 _{g,h} (1.05)	3.56 _{i,j} (1.04)	4.10 _{g,i} (0.87)	4.45 _{h,j} (0.67)
Other Enforcement	3.52 _{k,l} (1.08)	3.08 (1.10) _k	3.07 (0.98)	2.94 (1.25) _l
Unit Compared to Other Units	2.71 (0.99)	2.80 _m (0.99)	2.58 (0.92)	2.38 _m (1.03)

Note. Means in each row with matching subscript letters differ at the $p = .05$ level by post-hoc Tukey HSD or Games-Howell tests.

Table 8 shows the percentages of Soldiers who responded, “Quite a bit” and “To a great extent” when asked the extent to which their battalion enforced the 10 specific customs and courtesies listed. When the two response categories are combined, nearly 75% of Soldiers reported that their battalion enforced grooming and uniform appearance “Quite a bit” or “To a great extent,” and 66% reported their battalion enforced saluting, parade rest, and greeting of the day “Quite a bit” or “To a great extent.”

Table 8

Percentage of Soldiers Who Responded in Each Category When Asked if Their Battalion Enforced these Customs and Courtesies

Battalion Enforcement of Customs and Courtesies*	Percent of Soldiers Who Responded		
	Quite a Bit	To a Great Extent	Combined
Hair, fingernail, and grooming	36	37	73
Uniform appearance and fit	37	36	73
Standards for saluting	35	32	67
Standing at parade rest	31	34	65
Greeting of the day	37	27	64
Rank-related customs and courtesies	32	22	54
Calling rooms at ease/attention	26	26	52
Enlisted using rank and last name	24	26	50
Officers using rank and last name	27	22	49
Observing retreat	22	25	47

*These are the 10 questions from the Battalion Enforcement scale

Further, about 50% reported that their battalion enforced having officers and enlisted use rank and last name to address one another. Fewer than 50% indicated that their battalion enforced observing retreat (47%), and slightly more than 50% indicated that their battalion generally enforced rank-related customs and courtesies (54%).

On the Personal Enforcement Scale, the mean response of Team Leaders and Squad Leaders was between “4” (Agree) and “5” (Strongly agree), and E1/E2s and E3/E4s responded between “3” (Neither agree nor disagree) and “4” (see Table 7). Levene’s Test for Equality of Variance was significant ($F(3,355) = 5.07, p = .002$), and the ANOVA showed a significant main effect (Welch’s $F(3,173.18) = 24.35, p < .001$). Post-hoc tests confirmed significant differences between E1/E2s and Team Leaders ($p = .01$), E1/E2s and Squad Leaders ($p < .001$), E3/E4s and Team Leaders ($p = .002$), and E3/E4s and Squad Leaders ($p < .001$), indicating that Team Leaders and Squad Leaders were more likely to indicate that they personally felt comfortable correcting Soldiers.

For the Other Enforcement scale, mean responses were at the mid-point of the scale (“3”- Neither agree nor disagree), although the mean response for E1/E2s was slightly higher, falling between “3” (Neither agree nor disagree) and “4” (Agree). The ANOVA results revealed a significant main effect ($F(3,337) = 4.309, p = 0.005$) and post hoc tests confirmed that the mean response for E1/E2s was significantly higher than those for E3/E4s ($p = 0.024$) and Squad Leaders ($p = 0.006$). Thus, E1/E2s were more likely than the other two groups to indicate that Soldiers at their post correct other Soldiers if they do not salute officers or give the greeting of the day.

Table 9 shows the percentage of Soldiers who agreed or strongly agreed when answering the questions on the Personal Enforcement and Other Enforcement scales. While over half agreed or strongly agreed that they personally felt comfortable correcting other Soldiers if they do not salute officers (69%) or if they do not practice other rank-related customs (64%), less than half agreed or strongly agreed that Soldiers at their post generally correct other Soldiers if they do not salute officers (48%) or if they do not give the greeting of the day (33%).

The Unit Compared to Other Units scale had questions on whether the Soldier’s squad, platoon, and battalion were more relaxed about saluting than other units. Mean responses for all grade/position groups were less than 3.00 (see Table 7). The ANOVA results showed significant differences between groups ($F(3,343) = 3.07, p = .028$) with post hoc tests showing that the mean for E2/E3s was significantly higher than that for Squad Leaders ($p = .02$), indicating that E2/E3s were more likely than Squad Leaders to respond that their unit was more relaxed.

Table 9

Percentage of Soldiers Who Agreed or Strongly Agreed with Questions about Correcting Soldiers

	Percent of Soldiers Who Selected that Response		
	Agree	Strongly Agree	Combined
Personal Enforcement			
I feel comfortable correcting Soldiers when they do not salute Officers. ¹	37	32	69
I feel comfortable correcting Soldiers when they do not practice other rank-related customs and courtesies. ¹	35	29	64
Other Enforcement			
Soldiers at this post correct other Soldiers when they do not salute Officers.	33	15	48
Soldiers at this post correct other Soldiers when they do not give the greeting of the day.	23	10	33

¹These questions are from the Personal Enforcement scale; ²These questions are from the Other Enforcement scale

Importance of Customs, Courtesies, and Traditions

Table 10 shows the means and standard deviations for the Importance of Customs, Courtesies, and Traditions scale for each grade/position group. There was a significant main effect ($F(3, 361) = 4.86, p < .001$). Post hoc comparisons showed that the mean response for Squad Leaders was significantly higher than those for E1/E2s ($p=.02$) or E3/E4s ($p=.021$). These findings indicate that Squad Leaders reported customs, courtesies, and traditions as more important than E1/E2s and E3/E4s.

Table 10

Means and Standard Deviations for Importance of Customs, Courtesies, and Traditions for each Grade/Position

	E1/E2 Mean (SD)	E3/E4 Mean (SD)	Team Leader Mean (SD)	Squad Leader Mean (SD)
Importance of Customs, Courtesies, and Traditions	3.79 _a (0.86)	3.59 _b (0.83)	3.88 (0.76)	4.12 _{a,b} (0.71)

Note. Means in each row with matching subscript letters differ at the $p = .05$ level by post-hoc Tukey HSD tests.

Table 11 shows the percentage of Soldiers who agreed and strongly agreed with each of the 10 questions from the Importance of Customs, Courtesies, and Traditions scale. When the

“Agree” and “Strongly agree” responses are combined, nearly three-quarters agreed or strongly agreed that rank-related customs and courtesies are important to follow within their area of operations; that customs, courtesies, and traditions serve an important purpose; and that following customs and courtesies creates good order and discipline. Further, two-thirds agreed or strongly agreed that holding promotion ceremonies, following rank-related customs and courtesies outside their area of operations, calling a room to attention or at ease, holding change of responsibility ceremonies, and saluting serve a useful purpose. Slightly less than 60% agree or strongly agree that holding NCO induction ceremonies and participating in retreat are important.

Table 11

Percentage of Soldiers Who Responded in Each Category

Importance of Customs, Courtesies, and Traditions Question*	Percent of Soldiers Who Selected that Response		
	Agree	Strongly Agree	Combined
Following rank-related customs and courtesies is important among Soldiers working within their own area of operations.	43	30	73
Army customs, courtesies, and traditions serve an important purpose in the Army.	36	36	72
Following Army customs and courtesies creates good order and discipline in units.	37	33	70
Holding promotion ceremonies serves an important purpose.	41	27	68
Following rank-related customs and courtesies is important among Soldiers who are on post but outside their area of operations.	40	27	67
Calling a room to attention or at ease serve a useful purpose.	37	27	64
Holding a Change of Responsibility for First Sergeants serves an important purpose.	38	25	63
Saluting in the Army serves a useful purpose.	37	26	63
Holding NCO induction ceremonies serves an important purpose.	37	22	59
Participating in retreat is important.	34	24	58

*These questions are from the Importance of Customs, Courtesies, and Traditions scale.

Perception of Traditions/Social Events

Table 12 shows the grade/position groups means and standard deviations on perceptions of traditions and social events. For traditions related to their career field/MOS, the mean responses were around “3” (Neither agree nor disagree). The Levene’s Test was significant ($F(3,353) = 4.05, p = .008$), as was a significant main effect for grade/position (Welch’s $F(3,172.98) = 3.97, p = .009$). Post-hoc tests confirmed that the mean response from E1/E2s was

significantly higher than that from E3/E4s ($p = .027$). These results indicated that E1/E2s were more likely to feel connected to traditions in their career field/MOS than E3/E4s.

For the question on informal unit social gatherings, there was a significant main effect (Welch's $F(3,172.82) = 5.13, p = .002$). Post-hoc tests confirmed that the mean responses of Squad Leaders ($p = .004$) and E1/E2s ($p = .008$) were significantly higher than that of E3/E4s, indicating that Squad Leaders and E1/E2s had a higher enjoyment of informal unit social gatherings than E3/E4s. When asked if they would rather spend time with their family than attend unit events during off duty hours, all grade/position groups agreed with no significant differences between the groups. For the Enjoy Traditions scale, which measured whether they enjoyed participating in traditions at various echelon levels, there was a significant main effect ($F(3,348) = 6.69, p < .001$) and post hoc tests confirmed that Squad Leaders ($p = .001$) and E1/E2s ($p = .001$) had higher mean responses than that of E3/E4s. These results indicated that Squad Leaders and E1/E2s were more likely to enjoy participating in traditions than E3/E4s.

Table 12

Means and Standard Deviations for Perception of Traditions/Social Events for Each Grade/Position

	E1/E2 Mean (SD)	E3/E4 Mean (SD)	Team Leader Mean (SD)	Squad Leader Mean (SD)
Individual Questions				
I feel connected to traditions that are specific to my career field/MOS.	3.36 _a (1.25)	2.88 _a (1.21)	2.95 (1.02)	3.33 (1.26)
I enjoy attending informal unit social gatherings.	4.05 _b (0.96)	3.59 _{b,c} (1.14)	3.78 (1.01)	4.07 _c (0.93)
I would rather spend time with my family than attend unit events during off-duty hours.	4.09 (0.94)	4.21 (0.94)	4.02 (1.03)	4.13 (0.97)
Scale				
Enjoy Traditions	3.57 _d (0.98)	3.07 _{d,e} (1.03)	3.35 (0.85)	3.57 _e (0.87)

Note. Means in each row with matching subscript letters differ at the $p = .05$ level by post-hoc Tukey HSD or Games-Howell tests.

Table 13 shows the percentages of Soldiers who agreed or strongly agree with each of the seven questions in the Enjoy Traditions scale, which ask whether individuals enjoy traditions at specific echelons. The percentages were highest for questions about enjoying traditions at platoon and squad/section levels, indicating that traditions at those levels were enjoyed the most. Responses were slightly lower at company and battalion levels and for post wide events or traditions, and even lower at brigade and division levels.

Table 13

Percentage of Soldiers Who Agreed or Strongly Agreed on Questions about Enjoying Traditions

Enjoy Traditions Questions*	Agree	Strongly Agree	Combined
I enjoy participating in platoon-level unit traditions.	40	18	58
I enjoy participating in squad/section-level unit traditions.	37	20	57
I enjoy participating in company-level unit traditions.	38	13	51
I enjoy attending post-wide events or traditions.	30	16	46
I enjoy participating in battalion-level unit traditions.	32	13	45
I enjoy participating in brigade-level unit traditions.	28	10	38
I enjoy participating in division-level unit traditions.	23	11	34

*These questions are from the Enjoy Traditions scale

Customs and Courtesies on Deployments

Table 14 shows mean responses and standard deviations for the questions about customs and courtesies on deployment and redeployment. The mean responses for the Customs and Courtesies on Deployments scale were all above “3,” with a significant main effect, $F(3,242) = 3.23, p = .023$. However, post hoc tests revealed no significant differences between any of the specific groups. On the individual question on engaging in rank-related customs and courtesies upon redeployment, the main effect was not significant.

Table 14

Means and Standard Deviations for Customs and Courtesies on Deployments for Each Grade/Position

	E1/E2 Mean (SD)	E3/E4 Mean (SD)	Team Leader Mean (SD)	Squad Leader Mean (SD)
Individual Question				
On redeployment to garrison, it is difficult to engage in rank-related customs and courtesies.	2.89 (1.20)	3.08 (0.99)	2.80 (0.89)	2.66 (1.02)
Scale				
Customs and Courtesies on Deployments	3.15 (1.15)	3.16 (0.97)	3.58 (0.80)	3.53 (1.03)

Knowledge and Perception of History

Table 15

Means and Standard Deviations for Knowledge and Perception of History for Each Grade/Position

	E1/E2 Mean (SD)	E3/E4 Mean (SD)	Team Leader Mean (SD)	Squad Leader Mean (SD)
Knowledge				
I know what my unit insignia means.	3.11 (1.24)	3.13 (1.20)	3.30 (1.18)	3.19 (1.38)
I know the history and lineage of my battalion.	3.21 (1.17)	2.87 (1.14)	2.90 (1.18)	3.19 (1.28)
I know the historical critical missions performed by my battalion.	2.66 _a (1.19)	3.02 (1.18)	3.12 (1.21)	3.21 _a (1.35)
I have seen my battalion's historical artifacts.	2.48 _b (1.21)	2.80 (1.24)	2.61 (1.20)	3.12 _b (1.39)
I know more about the history and lineage of another unit than the history of my current unit.	2.55 _c (1.23)	2.65 _d (1.17)	2.86 (1.22)	3.37 _{c, d} (1.36)
Value				
It is valuable for Soldiers to know the history of their unit.	3.70 _f (1.03)	3.22 _{f, g} (1.19)	3.41 _h (0.99)	3.91 _{g, h} (0.89)
My battalion values its history.	3.64 _i (1.00)	3.20 _i (1.14)	3.35 (0.95)	3.49 (0.99)
Pride				
I am proud of my battalion's history.	3.60 (0.99)	3.25 (1.12)	3.26 (0.76)	3.36 (1.10)
Learning about a unit's history and lineage creates unit pride.	3.60 (1.15)	3.48 (1.11)	3.47 (0.98)	3.85 (1.09)
Time				
I make the time to learn about my battalion's history and lineage.	2.78 (1.09)	2.67 (1.08)	2.76 (1.07)	3.10 (1.19)
Leaders at my battalion take time to teach us about our unit's history and lineage.	2.95 _e (1.22)	2.53 (1.17)	2.38 _e (1.11)	2.56 (1.23)
Interest				
I am generally interested in military history.	3.59 (1.08)	3.37 (1.16)	3.47 (1.09)	3.69 (1.05)

Note. Means in each row with matching subscript letters differ at the $p = .05$ level by post-hoc Tukey HSD or Games-Howell tests.

Table 15 shows the mean responses and standard deviations for the four grade/position groups on the history questions. These questions were organized into five categories: knowledge, value, pride, time, and interest. On the knowledge questions, there were main effects for: (a) I know more about the history and lineage of another unit than the history of my current unit ($F(3,331) = 7.28, p < .001$), (b) I know the historical critical missions performed by my battalion ($F(3,354) = 3.21, p = .023$), and (c) I have seen my battalion's historical artifacts ($F(3,359) = 3.99, p = .008$). Post-hoc tests revealed that Squad Leaders had significantly higher mean responses on these three questions than E1/E2s, indicating that Squad Leaders were more likely to know about the history and lineage of another unit than their current unit, know about the historical critical missions performed by their battalion, and have seen their battalion's historical artifacts. Specifically, for knowing the history and lineage of another unit, post hoc tests indicated a higher mean for Squad Leaders than E1/E2s ($p < .001$) and a higher mean for Squad Leaders than E3/E4s ($p < .001$). For knowing about critical battalion missions and seeing the battalion's historical artifacts, post hoc tests confirmed a higher mean for Squad Leaders than E1/E2s ($p = .02$ and $p = .006$, respectively).

For the two questions on valuing history, all mean responses were above 3.00. For the question, "It is valuable for Soldiers to know the history of their unit," Levene's Test was significant ($F(3,352) = 4.25, p = .006$), and there was a significant main effect (Welch's $F(3,175.99) = 8.57, p < .001$). Post hoc tests showed higher means for E1/E2s than E3/E4s ($p = .012$), higher means for Squad Leaders than E3/E4s ($p < .001$), and higher means for Squad Leaders than Team Leaders ($p = .011$). These results indicated that E1/E2s and Squad Leaders thought that knowing the history of their unit was more valuable than E3/E4s, and Squad Leaders also thought it was more valuable than Team Leaders. In addition, there was a significant main effect for whether the battalion values its history ($F(3,327) = 3.02, p = .03$). Post hoc tests showed significantly higher means for E1/E2s than E3/E4s ($p = .022$), indicating that E1/E2s were more likely to think their battalion values its history than E3/E4s. For the two questions on pride and unit history, mean responses were above 3.00, with no significant differences between groups.

Mean responses for the two questions related to time were generally lower than the other questions on unit history. The question, "I make time to learn about my battalion's history and lineage," had mean responses that ranged between 2.67 and 3.10, with no significant differences between the groups. For the question on whether leaders at the battalion take time to teach about unit history and lineage, mean group responses were all below 3.00 (Neither agree nor disagree). The ANOVA results showed a significant main effect ($F(3,347) = 3.37, p = .019$), with post hoc tests indicating a higher mean for E1/E2s than Team Leaders ($p = .024$), indicating that E1/E2s were more likely than Team Leaders to state that battalion leaders took time to teach about unit history and lineage. For the question on general interest in military history, means ranged from 3.37 to 3.69, with no significant differences between the groups.

Soldier Outcomes

Affective Organizational Commitment. Table 16 shows the means and standard deviations of the four grade/position groups to the Affective Organizational Commitment scale.

Soldiers were asked whether they feel emotionally attached, a sense of belonging, and “part of the family” in the Army. The Levene’s Test was significant ($F(3,357) = 3.21, p = .023$) as well as an ANOVA for a main effect for grade/position, $F(3,172.94) = 5.36, p = .001$. Post-hoc tests confirmed that Squad Leaders had significantly higher means than E3/E4s ($p = .001$), indicating that Squad Leaders had higher Affective Organizational Commitment than E3/E4s.

Table 16

Means and Standard Deviations for Affective Organizational Commitment for Each Grade/Position

	E1/E2 Mean (SD)	E3/E4 Mean (SD)	Team Leader Mean (SD)	Squad Leader Mean (SD)
Affective Organizational Commitment	3.40 (1.03)	3.04 _a (1.15)	3.23 (1.20)	3.59 _a (0.92)

Note. Means in each row with matching subscript letters differ at the $p = .05$ level by post-hoc Games-Howell tests.

Career Intentions. Table 17 shows the means and standard deviations for each of the four groups on the three career-related questions. There were no significant differences between the groups on whether they were likely to leave the Army after completion of their current term. The groups also did not differ in their mean responses to re-enlisting for another term of service. In contrast, there were significant group differences on their mean responses to whether they would make the Army a long-term career ($F(3,354) = 4.052, p = .007$). Post-hoc tests revealed that Squad Leaders had significantly higher mean responses than E1/E2s ($p = .035$) and E3/E4s ($p = .005$). These results indicated that Squad Leaders were more likely than E1/E2s and E3/E4s to state that they were planning to make the Army a long-term career.

Table 17

Means and Standard Deviations for Career Plans for Each Grade/Position

How likely are you to...	E1/E2 Mean (SD)	E3/E4 Mean (SD)	Team Leader Mean (SD)	Squad Leader Mean (SD)
Complete your current term of service and leave the Army?	3.41 (1.41)	3.62 (1.36)	3.27 (1.50)	3.30 (1.50)
Re-enlist for another term of service?	3.26 (1.35)	2.93 (1.47)	3.14 (1.48)	3.41 (1.48)
Make the Army a long-term career?	2.68 _a (1.45)	2.59 _b (1.51)	2.79 (1.54)	3.30 _{a,b} (1.55)

Note. Means in each row with matching subscript letters differ at the $p = .05$ level by post-hoc Tukey HSD tests.

Relevance of Customs, Courtesies, and Traditions to Soldier Outcomes

Because the practice of customs, courtesies, and traditions reinforces shared meaning and fosters feelings of belonging and closeness in an organization (e.g., Fiese et al., 2002; Schein & Schein, 2017; Ta Park et al., 2017; Trice & Beyer, 1993), strong leader and individual support for Army customs, courtesies, and traditions was expected to be associated with higher levels of Affective Organizational Commitment and a greater likelihood for a long-term career in the Army. As a result, two scales that reflect leader support for Army customs, courtesies, and traditions (Battalion Enforcement and NCO Enforcement) and three scales that reflect an individual's support for Army customs, courtesies, and traditions (Importance of Customs, Courtesies, and Traditions; Enjoy Traditions; and Personal Enforcement) were used to examine their relationship to Affective Organizational Commitment and Soldier Career Intentions. Hierarchical regression analyses were conducted, with Battalion Enforcement, NCO Enforcement, Importance of Customs, Courtesies, and Traditions, Enjoy Traditions, and Personal Enforcement entered as sequential steps in the analysis. The two leader support scales were entered before the three individual support scales to determine whether personal attitude and enforcement of customs and courtesies, affects Affective Organizational Commitment and Soldier Career Intentions above and beyond perceptions of leader support.

For Affective Organizational Commitment, Battalion Enforcement was a significant predictor that accounted for 7.4% of the variance ($F(1,330) = 26.26, p < .001$). When entered at Step 2, NCO Enforcement was also a significant predictor ($F(1,329) = 5.56, p = .019$) and increased the variance accounted for to 8.9%. The introduction of Importance of Customs, Courtesies, and Traditions at Step 3, and Enjoy Traditions at Step 4 were both significant contributors to the model ($F(1,328) = 89.27, p < .001$ and $F(1,327) = 29.55, p < .001$, respectively). The variance accounted for at Step 3 increased to 28.4% and at Step 4 increased to 34.3%. Personal Enforcement was entered at Step 5 and was also a significant predictor ($F(1,326) = 8.05, p < .001$), increasing the variance accounted for in Affective Organizational Commitment to a total of 35.9%. Details regarding the results of the hierarchical regression can be seen in Appendix E, Table 7.

For Career Intentions, Battalion Enforcement was a significant predictor of long-term career expectations ($F(1,327) = 6.62, p = .011$) and accounted for 2.0% of the variance. Introducing NCO Enforcement to the model at Step 2 did not significantly increase the variance accounted for in Step 1 ($F(1,326) = 0.27, p = .605$). In contrast, introduction of Importance of Customs, Courtesies, and Traditions at Step 3 was significant ($F(1,325) = 31.51, p < .001$) and increased the variance accounted for to a total of 10.7%. The introduction of Enjoy Traditions at Step 4, and Personal Enforcement at Step 5 were both significant contributors to the model ($F(1,324) = 4.01, p = .046$ and $F(1,323) = 6.78, p = .010$, respectively). The variance accounted for at Step 4 increased to 11.8% and to 13.6% at Step 5. Detailed results of the hierarchical regression analyses are described in Appendix E, Table 8.

Discussion

Knowledge/Learning about Customs, Courtesies, and Traditions

Soldiers across all grade/position groups tended to agree that they knew the basic Army standards for addressing officers, uniform appearance, and grooming policies, indicating that they learned about customs, courtesies, and traditions during basic training and AIT. The Army has a strong institutional socialization process which is important to ensuring that new Soldiers acquire the skills, attitudes, and behaviors that facilitate their adaptation to the Army (e.g., Wanberg, 2012). Ensuring that NCOs continue the socialization process once Soldiers arrive at their first unit of assignment can help Soldiers make the transition from a training setting to a regular unit, an adjustment that poses a challenge for some new Soldiers. This continued socialization process can further assist new Soldiers to adapt and learn more about Army culture and the Army as an organization (e.g., Ashforth et al., 2008; Ehrhart et al., 2014; Feldman & O'Neill, 2014). Importantly, NCOs need to recognize that this transition may not be easy for new Soldiers. Specifically, a Soldier's Team and Squad Leaders are critical leaders who can assist new Soldiers in adapting to both Army and unit-specific customs, courtesies, and traditions.

Battalion/Squadron Encouragement of Customs, Courtesies, and Traditions

The results showed that all groups perceived the level of battalion encouragement for certain customs, courtesies, and traditions as somewhat low, with mean responses around 3 (Neither agree nor disagree) for rank inspections, practicing drills, social events/traditions and various NCO activities. When considering the extent to which battalions were thought to encourage specific customs, courtesies, and traditions, the results show that slightly less than half reported battalion encouragement of change of responsibility ceremonies and unit team building events "Quite a bit" or "To a great extent." Thus, while attendance at change of command ceremonies is generally required, lower battalion encouragement of change of responsibility ceremonies indicates that battalions could provide greater encouragement of these ceremonies in order to emphasize the critical roles of the command sergeants major and first sergeants.

Only one third of Soldiers reported that in-ranks inspection and NCODPs were encouraged "Quite a bit" or "To a great extent." NCO induction ceremonies, drills, formal unit social gatherings, NCO calls, and brigade- and division-specific traditions were even less encouraged, with only around one quarter of Soldiers reporting that battalions encouraged them "Quite a bit" or "To a great extent." For in ranks inspection, the present research showed greater perceived enforcement (67%) than that reported by Ellis (2018; 23.5%) (see Table 18). This discrepancy could be due to increased enforcement in the two years between the two surveys or to the differences in the samples and their experiences. In general, however, both surveys indicate that a relatively small proportion of battalions are encouraging these customs, courtesies, and traditions.

While the present results expand on those reported previously by Ellis (2018), one challenge in directly comparing the results from both surveys is that different response options were used for the questions; a binary yes/no response was used by Ellis (2018), whereas a 5-

point Likert scale (e.g., Not at all, Very little, Somewhat, Quite a bit, and To a great extent) was used in the present research. Table 18 compares the findings from both surveys on four specific questions relating to in rank inspections, practicing drills, NCO induction ceremony, and NCODP. The first column lists the four types of activities encouraged by the battalion, the second provides combined percentages of “Quite a bit” and “To a great extent” responses for the present survey, the third column shows the combined percentage of those two responses plus “Somewhat” responses for the present survey, and the final column provides the percentages of “yes” responses in the survey conducted by Ellis (2018). For practicing drills, NCO induction ceremony, and NCODP, the percentage of “Somewhat” plus “Quite a bit” plus “To a great extent” was very similar to the percentage of “Yes” responses in Ellis (2018). As shown in these data, certain customs, courtesies, and traditions in this research were more encouraged or enforced by battalion leaders than other areas; the areas with particularly low encouragement may represent areas in which battalions could provide additional emphasis.

Table 18

Comparison of Survey Response Percentages for the Current Research with Ellis (2018)

Battalion encouragement of...	Current survey: Quite a bit + To a great extent	Current survey: Somewhat + Quite a bit + To a great extent	Ellis (2018) % Yes
In ranks inspection	38	67	23.5
Practicing drills	28	60	69
NCO induction ceremony	28	54	48
NCODP	30	50	66

One additional note is that for several of these customs, courtesies, and traditions there was a relatively large percentage of Soldiers who responded “N/A-Don’t know.” For example, when asked about NCO induction ceremonies, 15% indicated they did not know whether their battalion encouraged/participated in NCO induction ceremonies. To some extent, this pattern would be expected from a sample that included junior enlisted Soldiers; however, if a custom, courtesy, or tradition is emphasized in a battalion it would be likely that all members of the battalion would be aware of the custom, courtesy, or tradition, regardless of their rank. In order to continue to socialize new members into a unit and build organizational culture, it is important for leaders to encourage participation in customs, courtesies, and traditions; focusing their attention on areas important to the organization and having organizational members engage in rituals and traditions reflective of organizational culture (Schein & Schein, 2017). Army customs, courtesies, and traditions reflect and encourage the organizational culture of Army values – leadership, duty, respect, selfless service, honor, integrity, and personal courage.

Enforcement of Customs and Courtesies

The results also indicate that E1/E2s generally perceived higher levels of enforcement of customs and courtesies than the higher-ranking groups. Specifically, E1/E2s generally agreed that their battalion, NCOs, and officers enforced Army customs and courtesies, with average responses around 4 (“Agree” or “Quite a Bit”); whereas the mean responses tended to be lower for E3/E4s, Team Leaders, and Squad Leaders, falling between a 3 and 4 on the 5-point scale. As would be expected, Team Leaders and Squad Leaders were significantly more likely than E1/E2s and E3/E4s to agree or strongly agree that they felt comfortable correcting Soldiers on rank-related courtesies. Soldiers were less likely to indicate that Soldiers on post corrected other Soldiers when they do not give the greeting of the day. Only about half agreed or strongly agreed that Soldiers at the post would correct other Soldiers when they do not salute officers. The majority of Soldiers (around two-thirds) agreed or strongly agreed that they personally felt comfortable correcting Soldiers when Soldiers do not salute officers or do not practice rank-related customs and courtesies.

Adhering to grooming and uniform appearance standards was reported by the greatest percentage of Soldiers as enforced by their battalion, with nearly three-fourths indicating they were enforced “Quite a bit” or “To a great extent.” However, a challenge identified by some male NCOs was a lack of experience or comfort with correcting female Soldiers on uniform or grooming. These topics could be areas of focus for training and/or discussion in NCODPs.

Saluting, parade rest, and greeting of the day were also reported as moderately enforced, with two-thirds reporting their battalion enforced them “Quite a bit” or “To a great extent.” These results are comparable to those reported by Ellis (2018), who found that 66% of respondents said customs and courtesies were enforced in their organization and 60% said NCOs in their organization enforced discipline and standards. Enforcement of using rank and last name for officers and enlisted, observing retreat, and calling rooms at ease/attention was lower, with about 50% reporting battalion enforcement as “Quite a bit” or “To a great extent.” Thus, while 58% of Soldiers said that participating in retreat was important, only 47% indicated that retreat was enforced “Quite a bit” or “To a great extent.” Soldiers in the focus groups emphasized that there were considerable differences by post regarding policies for retreat and that the expectations for participating in retreat while driving on post were not always clear. Consequently, it would be good for post and unit leaders, including senior and junior NCOs, to ensure that new Soldiers know post specific policies on the observation of retreat.

When asked about the enforcement of customs and courtesies on deployments, about one-third of Soldiers responded “N/A-Don’t know” – presumably because they had not deployed. For the remaining two-thirds of respondents, they tended to agree or strongly agree that enforcement of customs and courtesies was more relaxed on deployments. Some Soldiers in the focus groups indicated that it was difficult for Soldiers to re-engage in rank-related customs and courtesies upon redeployment. Although some survey respondents also thought it was difficult to re-engage in rank-related custom and courtesies, generally Soldiers disagreed when asked if it was hard to re-engage upon their return. Perceptions regarding the difficulty of re-engaging in customs and courtesies upon redeployment appears to be something that differs

based on the individual and the specifics of their situation; however, it is a potential concern for leaders to keep in mind when planning for deployments and redeployments.

Importance of Customs, Courtesies, and Traditions

The majority of Soldiers (three-fourths) agreed or strongly agreed that following rank-related customs and courtesies among Soldiers in their area of operations was important, and that customs, courtesies, and traditions serve an important purpose in the Army for creating good order and discipline. Holding promotion ceremonies, abiding by rank-related customs and courtesies outside their area of operations, calling a room to attention or at ease, holding change of responsibility ceremonies, and saluting were also viewed as having a purpose by the majority of Soldiers (around two-thirds). A little less than 60% agreed or strongly agreed that holding NCO induction ceremonies and participating in retreat are important. Across each of these customs and courtesies, the percentage of Soldiers indicating that the custom or courtesy was important was greater than the percentage who indicated that the custom or courtesy was enforced quite a bit or to a great extent, suggesting that it could be useful for battalions to identify ways in which they could better support or enforce these customs and courtesies.

Overall, Squad Leaders were significantly more likely to agree that customs, courtesies, and traditions were important compared to E1/E2s and E3/E4s. Although the responses from Team Leaders fell in between those of Squad Leaders and the two groups of junior enlisted Soldiers, their responses were not significantly different from the other three groups. These results emphasize the important role Squad Leaders have in building an understanding of the importance of customs, courtesies, and traditions in junior enlisted and junior NCOs in their squads.

Perception of Traditions/Social Events

When asked about attending informal social gatherings at their units, Soldiers tended to agree that they enjoyed attending them while also agreeing that they would rather spend time with their family than attend unit events during off-duty hours. The responses regarding whether Soldiers felt connected to traditions specific to their career field/MOS were moderate, averaging right around the midpoint of the scale at “Neither agree nor disagree.” E1/E2s had more positive perceptions of some traditions than E3/E4s – they felt more connected to traditions in their career field and higher enjoyment of attending informal unit social gatherings than E3/E4s. E1/E2s may feel more connected to their career field due to recently attending AIT. It could be useful to determine ways to improve the perceptions of E3/E4s with respect to these activities to ensure that they are not getting somewhat “lost” or forgotten, particularly given that E3/E4s are at a time in their career in which they will be choosing whether or not to reenlist and are in the pool for selection to be Team Leaders and Squad Leaders.

When considering participation in traditions at different echelons, Soldiers showed more enthusiasm for those at the platoon or squad-level than those at higher echelons: more than half agreed or strongly agreed that they enjoyed participating in platoon, squad, and company-level traditions compared to one-third who agreed or strongly agreed that they enjoyed participating in

brigade or division-level unit traditions. The findings from Phase I focus group discussion suggested that events held at higher echelons tend to take more time to prepare, creating additional work for Soldiers and taking them away from their other tasks.

Knowledge and Perception of History

Soldiers agreed that it is valuable to know the history of their unit and that learning about a unit's history and lineage creates unit pride. They also generally tended to have an interest in military history. Further, over half (56%) of Soldiers in the present research agreed or strongly agreed that it is valuable for Soldiers to know the history of their unit. Despite the value and interest in history, Soldiers indicated that they do not generally take time to learn unit history and that they perceived battalion leaders as not making time to teach Soldiers about their unit's history and lineage. The latter finding is consistent with the report that only 35% of Soldiers surveyed on NCO forums agreed that their unit focused on history and traditions (Ellis, 2018). We also found that Squad Leaders were more likely than junior enlisted Soldiers to have seen their battalion's historical artifacts and to know the historical critical missions performed by their battalion, suggesting that Squad Leaders can play a critical role in teaching junior enlisted Soldiers about the battalion history and lineage. These results emphasize the important role that history and lineage can play in creating unit pride and the roles that Squad Leaders and other battalion leaders can have in teaching junior enlisted Soldiers about unit history and lineage. Sharing stories and information about important historical events and people is an effective way for leaders to strengthen the culture of an organization (Schein & Schein, 2017). These results suggest it would be useful to have training materials that support leaders in facilitating and encouraging Soldiers to learn about unit history.

Relevance of Customs, Courtesies, and Traditions to Soldier Outcomes

We also found that Soldiers with a higher level of commitment to the Army reported higher levels of leader enforcement of customs and courtesies, and higher levels of personal interest in and enforcement of customs and courtesies. Specifically, the results indicated that Soldiers who reported higher levels of battalion enforcement of customs and courtesies, higher NCO enforcement of customs and courtesies, stronger perceptions of customs, courtesies, and traditions as important, more enjoyment of unit traditions, and higher personal enforcement of customs and courtesies, also had higher levels of affective organizational commitment to the Army. These five factors combine to account for more than one-third of the variance in an individual's commitment to the Army, with the largest contribution made by Soldiers' perceptions of the importance of customs, courtesies, and traditions. Although the direction of causality cannot be determined through these data, these results suggest a strong association of customs, courtesies, and traditions with important Army outcomes. The relationship between customs, courtesies, and traditions and affective organizational commitment is consistent with prior research conducted with nonmilitary samples that indicated that organizational culture helps to define members' identities and influence their commitment to the organization (e.g., Jandeska & Krammer, 2005; Sengupta & Sinha, 2005). It also emphasizes the value of continuing to teach the importance of customs, courtesies, and traditions at basic/AIT and suggests the need

to develop strategies and training tools to ensure that Soldiers build and maintain a positive view about the importance of customs, courtesies, and traditions.

When considering whether Soldiers anticipate having a long-term career in the Army, battalion enforcement of customs and courtesies, an individual's perception of the importance of customs, courtesies, and traditions, their enjoyment of unit traditions, and their personal enforcement of customs and courtesies predicted 13.6% of the variance. Unlike for affective organization commitment, NCO enforcement of customs and courtesies was not significant in predicting long-term career expectations. Although a lower percentage of variance was predicted in long-term career expectations than organizational commitment, this lower percentage is not surprising because career intentions are a much more distal outcome and are affected by numerous economic and practical factors as well as affective ones.

The present findings suggest that when leaders focus their attention on customs, courtesies, and traditions and share historical unit information with Soldiers, these actions provide Soldiers with a strong message regarding what their leaders and units value and the culture of their organization. Key mechanism for building a strong organizational culture and for socializing new members into an organization are engaging in customs, courtesies, and traditions and sharing stories about important historical events and people. Further, the findings suggest that the enforcement of customs and courtesies, and building strong individual perceptions regarding customs, courtesies, and traditions are associated with higher commitment to the Army and a greater likelihood that a Soldier will make the Army a career.

Limitations

There are a couple of limitations of the present investigation that should be noted. First, the research used a convenience sample that included Soldiers from posts that were participating in the FORSCOM Umbrella Week during the time period of the investigation. Participants were from units tasked to support the research requests which sought personnel from specific ranks from diverse CMF and MOS in order to obtain a representative stratified final sample. Because the selection of participants was not completely random from the population, there could be some systematic effects of unit selection that could have impacted the generalizability of the findings. It should also be noted that there were not sufficiently large numbers of participants to examine whether responses differed by type of unit or MOS.

A second limitation is that a large number of ANOVAs were conducted and produced an inflated family-wise Type I rate; in total, 46 ANOVAs were performed to test for significant differences between group means. While recognizing that this inflated family-wise Type I error exists, we chose not to correct the *p* values for this inflated error because the analyses were exploratory in nature. Given the inflated family-wise Type I error, however, it would be most prudent to verify differences that were identified between grade/position groups to determine if they are found to be significant using a new sample.

Conclusions

Teaching about and enforcing Army and unit customs, courtesies, traditions, and history emphasizes to Soldiers that the Army values – loyalty, duty, respect, selfless service, honor, integrity, and personal courage – are foundational to its culture. Notably, battalion and NCO enforcement of customs and courtesies, and a Soldier's view on the importance of customs, courtesies, and traditions, enjoyment of unit traditions, and their personal enforcement of customs and courtesies were significantly related to their affective commitment to the Army, predicting over one-third of the variance in affective organizational commitment. These predictors, except for NCO enforcement, also predicted significant amount of variance in Soldiers' expectations on a long-term career in the Army.

We found that most respondents recognized the value and importance of customs, courtesies, traditions, and history, despite differences in the level of enforcement and value placed on the different customs, courtesies, and traditions. For example, NCO induction ceremonies, drills, formal unit social gatherings, NCO calls, and brigade- and division-specific traditions were less encouraged by battalions than other customs, courtesies, and traditions. Thus, it might be useful for future research to review the potential value of the less encouraged customs, courtesies, and traditions and develop specific ways to encourage their enforcement. The qualitative data indicated that NCO induction ceremonies are particularly useful to highlight that an enlisted Soldier has become an NCO and has transitioned (e.g., symbolic archway) to a leadership position, with a new set of duties and responsibilities and changes in status with their old and new peers. Forthcoming changes in the Army education system are planned to ensure that all graduates from Basic Leaders Course participate in an NCO induction ceremony as part of their graduation from that course. With respect to history, Soldiers seemed to agree that learning about the unit history is viewed as a highly positive and motivating factor in the unit when leadership emphasizes unit history and makes it interesting - creating reenactments, historic ruck marches or runs, or other events or activities.

The information from this research was used to develop tools to help NCOs teach junior enlisted Soldiers and junior NCOs about customs, courtesies, traditions, and history. Playing cards can be considered a useful tool to convey information about Army customs, courtesies, traditions, and history. Playing cards have been used as an education tool dating back to the mid-17th century in France when Louis XIV was taught about world leaders and geography using a deck of cards (Goggin, 2004). During World War II, the U.S. military developed "spotter cards" as educational tools for both civilians and military personnel to recognize friendly and enemy aircraft, ships, and tanks (Malone, 2008). Given that the delivery format is highly portable, encourages wide circulation, and conveys the notion of "fun" in the learning task (Goggin, 2004). Moreover, playing cards can be used within and beyond the classroom and in innovative ways (e.g. for PT, quizzes) to convey and seek information about Army customs, courtesies, traditions, and history.

The sets of playing cards developed as training tools for NCOs differed in their content and specificity. One deck focused on unit history, using the 1st Squadron, 7th Cavalry Regiment as an exemplar. Each suit had a different theme: clubs - heraldry, lineage, campaigns, and

decorations; diamonds – wars and other events; hearts – heroes; and spades – higher headquarters (Foo & Wisecarver, In Preparation). Using the template and exemplar provided, individual units can develop their own deck of cards specific to their unit history. The other deck of cards covered general customs, courtesies, traditions, and history. Similar to the other deck, each suit had its own theme: clubs - customs, diamonds – traditions, hearts - courtesies, and spades - history (Foo et al., In Preparation). It is anticipated that future research will examine the utility of these cards for promoting learning of unit history and Army customs, courtesies, traditions, and history.

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Appendix A

Focus Group Demographics Form

1. What is your current rank? _____ (e.g., CPT, 1LT, 1SGT, PSG, CPL, PFC)
2. Time in current rank? _____ Months
3. Current duty position? _____ (e.g. Gunner, PSG, SQD LDR)
4. Time in current duty position? _____ Months
5. How many total years have you served in the military (include prior service): _____ Years
6. What is your MOS/Branch? _____
7. What is your gender? _____
8. Do you have any family members who have served in a military service (Army, Air Force, Navy, Marine Corps, Coast Guard)? **Check all that apply.**

- | | | |
|---|--|--|
| ☐ Father | ☐ Stepfather | ☐ Spouse |
| ☐ Mother | ☐ Stepmother | ☐ Uncle(s)/Aunt(s) |
| ☐ Sister(s)/Half-sister(s) | ☐ Stepsister(s) | ☐ Cousin(s) |
| ☐ Brother(s)/Half-brother(s) | ☐ Stepbrother(s) | ☐ Child/Children/Stepchildren |
| ☐ Grandparent(s) | ☐ Step grandparent(s) | ☐ None of these |

9. Which of the following statements best describes your experiences with traditions when you were growing up?

- ☐ My family **did not have any** customs and/or traditions that we followed.
- ☐ My family had **one or two** customs and/or traditions that we followed.
- ☐ My family had **several** customs and/or traditions that we followed.
- ☐ My family had **many** customs and/or traditions that we followed.
- ☐ None of these apply.

Appendix B

Focus Group Protocol Questions

Table B1

Protocol Questions Included for Ranks Groups at the Company Level and Below

Question	Rank Group				
	Junior Enlisted	Team/Squad Leader	Platoon SGT & First SGT	Platoon Leader	Co CDR
1. What are some Army (or military) customs, courtesies, and traditions that you have experienced or engaged in at your current unit (and past units)?	✓	✓	✓	✓	✓
2. What is the purpose of Army (or military) customs, courtesies, and traditions?	✓	✓	✓	✓	✓
3. What Army (or military) customs, courtesies, and traditions did you learn about in your military training (TRADOC/Schoolhouse)? Are they relevant to the entire Army? Just your unit? Just your MOS?	✓	✓	✓	✓	✓
4. What Army (or military) customs, courtesies, and traditions did you learn in your current (FORSCOM) unit?	✓	✓	✓	✓	✓
5. Are there Army (or military) customs, courtesies, and traditions that you have heard about and would like to learn more about but have not had the chance yet?	✓	✓	✓	✓	✓
6. Are there certain ways that you have learned about Army customs, courtesies, and traditions that were effective? Have you come across Soldiers/NCOs/officers/instructors who were effective in teaching Army (or military) customs, courtesies, and traditions?	✓	✓	✓	✓	✓

Question	Rank Group				
	Junior Enlisted	Team/ Squad Leader	Platoon SGT & First SGT	Platoon Leader	Co CDR
7. Do you view customs, courtesies, and traditions as optional or mandatory?	✓	✓	✓	✓	✓
8. What opportunities have you had to learn about your unit history?	✓	✓	✓	✓	✓
9. Are there any customs, courtesies, and traditions that you have taught your Soldiers?		✓	✓		
10. Which customs, courtesies, and traditions do you have to remind Soldiers to practice, if any?		✓	✓	✓	✓
11. Have you seen any changes over time in customs, courtesies, and traditions in the Army?			✓		✓
12. Are there certain Army customs, courtesies, and traditions that you feel are most important in your platoon/company?				✓	✓

Table B2

Protocol Questions Included for Battalion Commanders and Command Sergeants Major

1. Are there certain Army customs, courtesies, and traditions that you feel are most important in your Battalion?
2. What do you think are the most important outcomes of customs, courtesies, and traditions in a unit?
3. What customs, courtesies, and traditions do you think are best taught and enforced by junior NCOs?
4. Have you encountered any roadblocks to certain customs, courtesies, and traditions in your Battalion?
5. Are there any Army customs, courtesies, and traditions that have been eroded that you would like to see come back?

Appendix C

Phase I Focus Group Demographics

Table C1

Total Number of Individual Interviews or Focus Groups and the Total Number of Participants for Each Position*

Position	Number of Sessions	Number of Soldiers
Battalion Commander*	7	7
Command Sergeant Major*	4	4
Company Commander	4	9
First Sergeant	4	11
Platoon Leader	3	11
Platoon Sergeant	5	18
Team Leader/Squad Leader	11	43
Junior Enlisted	15	79
Total	53	182

*These sessions were individual interviews

Table C2

Distribution of Participants across the Combat Arms, Combat Support, and Combat Service Support

Position	Combat Arms	Combat Support	Combat Service Support	Unknown	Total
Battalion Commander	5	0	2	0	7
Commander Sergeant Major	1	0	2	1	4
Company Commander	6	0	3	0	9
First Sergeant	8	0	2	1	11
Platoon Leader	9	0	2	0	11
Platoon Sergeant	12	1	5	0	18
Squad Leader	10	0	11	0	21
Team Leader	12	1	9	0	22
Junior Enlisted	51	20	8	0	79
Total	114	22	44	2	182

Table C3

Participant Time in Rank, Position, and the Army by Position

Position	Average Total Time in Service (years)	Average Time in Rank (months)	Average Time in Position (months)
Battalion Commander	20	28	14
Command Sergeant Major	23	24	15
Company Commander	9	33	11
First Sergeant*	18	21	11
Platoon Leader	3	12	9
Platoon Sergeant	15	28	15
Squad Leader	6	19	15
Team Leader	5	12	9
Junior Enlisted	2	11	13

*One first sergeant declined to answer this question

Table C4

Percentage and Number of Participants within Each Position who have a Family Member in Military Service

Position (N)	Parent/ Step- Parent (N)	Sibling/ Step- Sibling (N)	Grand- parent/ Step- Grand- parent (N)	Uncle/Au- nt (N)	Cousin (N)	Spouse (N)	Child (N)	None (N)
Battalion								
Commander (7)	29 (2)	0	57 (4)	43 (3)	14 (1)	14 (1)	14 (1)	0
Command								
Sergeant Major (4)	0	9 (1)	9 (1)	9 (1)	9 (1)	9 (1)	9 (1)	0
Company								
Commander (9)	44 (4)	33 (3)	33 (3)	11 (1)	0	11 (1)	0	11 (1)
First Sergeant (11)*	36 (4)	18 (2)	45 (5)	36 (4)	27 (3)	0	9 (1)	18 (2)
Platoon Leader (11)	64 (7)	36 (4)	64 (7)	64 (7)	18 (2)	0	0	0
Platoon Sergeant (18)	39 (7)	22 (4)	56 (10)	61 (11)	44 (8)	36 (4)	0	0
Squad Leader (21)	43 (9)	33 (7)	38 (8)	19 (4)	29 (6)	10 (2)	0	24 (5)
Team Leader (22)	32 (7)	9 (2)	68 (15)	36 (8)	45 (10)	9 (2)	0	9 (2)
Junior Enlisted (79)	38 (30)	32 (35)	54 (43)	41 (32)	33 (26)	8 (6)	0	20 (16)
Overall	38 (70)	32 (58)	53 (96)	39 (71)	31 (57)	9 (17)	2 (3)	14 (26)

*One first sergeant declined to answer this question

Table C5

Percentage of Soldiers in Each Position Who had Family Customs/Traditions

Position	Many	Several	One or Two	None	Not Applicable/ Missing
Battalion Commander ^a	14	29	29	29	0
Command Sergeant Major	0	0	75	0	25
Company Commander	22	67	11	0	0
First Sergeant ^{b,c}	9	27	45	9	9
Platoon Leader	0	55	36	9	0
Platoon Sergeant ^a	17	39	39	6	0
Squad Leader ^a	19	33	29	10	10
Team Leader	14	36	32	9	9
Junior Enlisted ^a	19	22	27	24	9
Overall ^b	16	32	29	15	7

^aThese values add to 101% due to rounding, ^bThese values add to 99% due to rounding, ^cOne first sergeant declined to answer this question

Table C6

Examples from Focus Group Categories

Category	Examples
Learning	Basic Leader Course – focuses on professional courtesies (e.g. Warrior dinner, etc.) Train it every day at work Advanced individual training curriculum included museum visit and history lesson Larger officer training programs do a good job of focusing on customs, courtesies, traditions, and history (e.g. West Point, Texas A&M, etc.) TRADOC is more formal than FORSCOM because trainees are watching all the time
Practice	Examples of customs, courtesies, traditions, and history: Dining in/dining out, Army song, parade rest, regimental weeks Purpose of customs, courtesies, traditions, and history: Esprit de corps, cohesion, indoctrinates Soldiers to Army culture, indicator of order and discipline Specific objectives of customs, courtesies, traditions, and history: Rendering salutes: instills discipline, sign of respect Marching: shows listening, following directions, show of force Parade rest: shows structure and authority Social events like dining out: teaches Soldiers about history of unit/Army and Profession of Arms
Enforcement	There is a lot of freedom regarding practicing customs, courtesies, traditions, and history, although some are widely enforced (e.g. saluting) Different branches have different traditions Ranger Regiment – extreme enforcement of customs, courtesies, traditions, and history Customs and courtesies are viewed as mandatory; traditions are optional Leaders do not correct people now like they used to People are busy due to deployments, war on terror Army is less formal now; formality can hinder communication
Other	NCOs are the keepers of traditions and enforcers of standards Soldiers today want to know the “why” Would be good to have a better manual for customs, courtesies, traditions, and history

Appendix D

Phase II Survey

On the blue answer sheet, fill in your **current grade** in the box labeled Grade.

Below that, fill in your **gender**.

Turn the form over.

In the box, labeled Special Codes please fill in your **branch/MOS**.

For each of the questions below, please fill in the letter on the blue answer sheet that corresponds to your response for that question. In this survey the term “Soldiers” refers to all Soldiers, enlisted and Officer, unless stated otherwise.

1. Please indicate if you serve in one of the following leadership positions:

- A. Squad/Section Leader
- B. Team Leader
- C. Another leadership position not listed here
- D. None of these

2. What type of brigade are you in?

- A. Armored Brigade Combat Team (ABCT)
- B. Infantry Brigade Combat Team (IBCT)
- C. Stryker Brigade Combat Team (SBCT)
- D. Medical
- E. Sustainment
- F. Other

3. What type of unit are you in?

- A. Light Infantry
- B. Airborne
- C. Mechanized Infantry
- D. Armor
- E. Cavalry
- F. Combined Arms
- G. Field Artillery
- H. Engineer
- I. Sustainment
- J. Other

4. How long have you been in your current unit?

- A. Less than 3 months
- B. 3-6 months
- C. 7-12 months
- D. More than 1 year but less than 2 years
- E. More than 2 years

5. **Were/Are any member(s) of your immediate family (parents, stepparents, siblings, stepsiblings) in the Army?**
 A. No
 B. Yes, one person
 C. Yes, more than one person
6. **Were/Are any member of your immediate family (parents, stepparents, siblings, stepsiblings) in other branches of the military (Air Force, Coast Guard, Navy, Marines)?**
 A. No
 B. Yes, one person
 C. Yes, more than one person

INSTRUCTIONS: Please use the following scale to answer the questions below.

To what extent to do you agree with the following statements:

Strongly disagree (A)	Disagree (B)	Neither agree nor disagree (C)	Agree (D)	Strongly agree (E)	N/A or Do not know (F)
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7. I first learned about Army customs, courtesies, and traditions from my family.
 8. I learned the basics about Army customs, courtesies, and tradition during training before arriving at my first duty station.
 9. During my initial training (e.g., Basic/OSUT/AIT/Officer Basic), I learned about why Army customs, courtesies, and traditions are important.
 10. I learned about why we perform Army customs, courtesies, and traditions from leaders at my current unit.
 11. I learned about why we perform Army customs, courtesies, and traditions from leaders at a previous unit.
 12. I know how to properly address Officers and Warrant Officers.
 13. I know the standards for the Army uniform appearance and fit.
 14. I know the hair and fingernail standards and grooming policies.
 15. I know what an NCO induction ceremony involves.
 16. I know what my unit insignia means.
 17. I know the historical critical missions performed by my battalion.
 18. I have seen my battalion's historical artefacts.
 19. My career field/MOS has its own traditions (e.g. motto, song, activities, awards, events).
 20. My battalion/squadron has its own traditions (e.g. motto, song, activities, awards, events).
 21. My company/troop has its own traditions (e.g. motto, song, activities, awards, events).
 22. My platoon has its own traditions (e.g. motto, song, activities, awards, events).
 23. My squad/section has its own traditions (e.g. motto, song, activities, awards, events).

INSTRUCTIONS: Please use the following scale to answer the questions below.

To what extent does your battalion/squadron encourage or participate in the following customs, courtesies, and traditions:

Not at all (A)	Very little (B)	Somewhat (C)	Quite a bit (D)	To a great extent (E)	N/A or Do not know (F)
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- 24. Practicing drills
- 25. Conducting in-ranks inspections
- 26. Unit team building events (e.g. competitive runs, sports day/week, organizational days)
- 27. Formal unit social gatherings (e.g., dining in, dining out, military balls)
- 28. Battalion-specific traditions (e.g. battalion mottos, activities, unique battalion awards)
- 29. Brigade-specific traditions (e.g. brigade mottos, activities, unique brigade awards)
- 30. Division-specific traditions (e.g. spur rides, prop blast)
- 31. Noncommissioned Officer (NCO) Induction ceremonies
- 32. NCO Development Program (NCODP)
- 33. NCO Calls
- 34. Change of Responsibility ceremony for First Sergeants

INSTRUCTIONS: Please use the following scale to answer the questions below.

To what extent are the following customs and courtesies enforced in your current battalion/squadron:

Not at all (A)	Very little (B)	Somewhat (C)	Quite a bit (D)	To a great extent (E)	N/A or Do not know (F)
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- 35. Rank-related customs and courtesies
- 36. Following the standards for saluting (e.g., six paces before and three paces after)
- 37. Giving the greeting of the day
- 38. Standing at parade rest for NCOs
- 39. Calling rooms at ease or to attention
- 40. Enlisted Soldiers addressing others using their rank and last name
- 41. Officers addressing others using their rank and last name
- 42. Following uniform standards in appearance and fit
- 43. Following hair and fingernail standards and grooming policies
- 44. Observing retreat

INSTRUCTIONS: Please use the following scale to answer the questions below.

To what extent to do you agree with the following statements:

Strongly disagree (A)	Disagree (B)	Neither agree nor disagree (C)	Agree (D)	Strongly agree (E)	N/A or Do not know (F)
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45. Following rank-related customs and courtesies is important among Soldiers who are on-post but outside their area of operation (AO).
46. Following rank-related customs and courtesies is important among Soldiers working within their own AO.
47. NCOs in my **company** enforce customs and courtesies.
48. NCOs in my **platoon** enforce customs and courtesies.
49. NCOs in my **squad** enforce customs and courtesies.
50. Officers in my **company** enforce customs and courtesies.
51. Officers in my **platoon** enforce customs and courtesies.
52. I feel comfortable correcting Soldiers when they do not salute Officers.
53. I feel comfortable correcting Soldiers when they do not practice other rank-related customs and courtesies.
54. Soldiers at this post correct other Soldiers when they do not salute Officers.
55. Soldiers at this post correct other Soldiers when they do not give the greeting of the day.
56. My squad/section is more relaxed about saluting than other squads/sections.
57. My platoon is more relaxed about saluting than other platoons.
58. My battalion/squadron is more relaxed about saluting than other battalions/squadrons.
59. Army customs, courtesies, and traditions serve an important purpose in the Army.
60. Following Army customs and courtesies creates good order and discipline in units.
61. Calling a room to attention or at ease serves an important purpose.
62. Saluting in the Army serves a useful purpose.
63. Participating in retreat is important.
64. Holding a Change of Responsibility for First Sergeants serves an important purpose.
65. Holding NCO Induction ceremonies serves an important purpose.
66. Holding promotion ceremonies serves an important purpose.

INSTRUCTIONS: Please use the following scale to answer the questions below.

To what extent to do you agree with the following statements:

Strongly disagree (A)	Disagree (B)	Neither agree nor disagree (C)	Agree (D)	Strongly agree (E)	N/A or Do not know (F)
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67. I feel connected to traditions that are specific to my career field/MOS.
68. I enjoy participating in division-level unit traditions.
69. I enjoy participating in brigade-level unit traditions.
70. I enjoy participating in battalion-level unit traditions.
71. I enjoy participating in company-level unit traditions.
72. I enjoy participating in platoon-level unit traditions.
73. I enjoy participating in squad/section-level unit traditions.
74. I enjoy attending post-wide events or traditions (e.g. Airborne week, Phantom Warrior week, All American week).
75. I enjoy attending informal unit social gatherings (e.g., unit BBQs, holiday gatherings).
76. I would rather spend time with my family than attend unit events during off-duty hours.
77. On deployments, customs and courtesies are more relaxed.
78. On deployments, rank-related customs and courtesies are enforced less.
79. On redeployment to garrison, it is difficult to engage in rank-related customs and courtesies.
80. I know the history and lineage of my battalion/squadron.
81. I know more about the history and lineage of another unit than the history of my current unit.
82. I make the time to learn about my battalion/squadron's history and lineage.
83. I am generally interested in military history.
84. Leaders at my battalion/squadron take time to teach us about our unit's history and lineage.
85. It is valuable for Soldiers to know the history of their unit.
86. My battalion/squadron values its history.
87. I am proud of my battalion/squadron's history.
88. Learning about a unit's history and lineage creates unit pride.
89. The Army has a great deal of personal meaning for me.

INSTRUCTIONS: Please use the following scale to answer the questions below.

To what extent to do you agree with the following statements:

Strongly disagree (A)	Disagree (B)	Neither agree nor disagree (C)	Agree (D)	Strongly agree (E)	N/A or Do not know (F)
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90. I feel emotionally attached to the Army.

91. I feel a strong sense of belonging to the Army.

92. I feel like “part of the family” in the Army.

INSTRUCTIONS: Please use the scale provided to indicate the likelihood of the following questions.

How likely are you to:

Very unlikely (A)	Unlikely (B)	Neither likely nor unlikely (C)	Likely (D)	Very likely (E)
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93. Complete your current term of service and leave the Army?

94. Re-enlist for another term of service?

95. Make the Army a long-term career (e.g., 20 or more years)?

Thank you for completing this survey.

Appendix E

Phase II Demographic Results

Table E1

Percent (Number) of Soldiers in Each Position by Grade

Current Position	E1	E2	E3	E4	E5	E6	Total (N)
Squad/Section Leader	0	0	n<5 ^a	11	54	30	100 (83)
Team Leader	0	n<5 ^a	n<5 ^a	52	41	0	100 (61)
Not Leader E3/E4			54	46	0	0	100 (136)
Not Leader E1/E2	17	83	0	0	0	0	100 (95)
Subtotal	4 (16)	22 (81)	21 (80)	27 (103)	19 (70)	7 (25)	100 (375)
Not Leader E5/E6					n<5 ^a	n<5 ^a	100 (5)
Other Leader Position (E6 and below)	0	n<5 ^a	n<5 ^a	54	14	20	100 (35)
Combined Total (N)	4 (16)	20 (82)	20 (83)	30 (122)	18 (79)	8 (33)	100 ^b (415)

^a Specific number not given to protect privacy; ^b One individual removed due to missing data

Table E2

Percent of Soldiers in Each Career Military Field (CMF)

CMF	Percent of Sample (N)
12 Engineers	26 (97)
88 Transportation	23 (85)
11 Infantry	13 (48)
92 Quartermaster's Corps	9 (33)
91 Mechanical Maintenance	8 (30)
13 Field Artillery	6 (21)
19 Armor	5 (18)
68 Medical	4 (13)
35 Military Intelligence	2 (8)
25 Signal Corps	2 (8)
Other ^a	3 (10)
Total	100 ^b (371 ^c)

^a The Other category contains all groups with less than five Soldiers: 94 Electronic Maintenance, 17 Cyber Operations Specialist, 27 Judge Advocate General's Corps, 36 Financial Management, 74 Chemical Warfare, 42 Adjutant General's Corps, and 89 Ammunition

^b Sum of the percentages add to 101 due to rounding

^c 4 Soldiers were missing data on CMF

Table E3

Percent of Soldiers in Each Brigade Type by Grade/Position

Current Brigade	E1/E2	E3/E4	Team Leader	Squad Leader	Total (N)
IBCT	21	15	7	32	19 (70)
ABCT	20	27	21	15	22 (81)
Sustainment	12	19	23	21	18 (68)
Other ^a	45	38	49	32	41 (154)
Total (N)	100 (95)	100 (136)	100 (61)	100 ^b (81)	100 ^b (373)

^a The Other category includes Soldiers who selected "Other" as a response as well as Soldiers who selected SBCT and Medical.

^b Two Soldiers were missing on this variable.

Table E4

Percent of Soldiers in Each Unit Type by Grade/Position

Unit	E1/E2	E3/E4	Team Leader	Squad Leader	Total (N)
Engineer	37	43	39	23	36 (134)
Other-Not Listed ^d	14	13	24	18	16 (60)
Sustainment	9	12	18	18	14 (51)
Light Infantry	14	9	5	7	9 (34)
Other-Combined ^e	26	23	14	33	24 (90)
Total (N)	100 ^a (94)	100 ^b (134)	100 ^b (59)	100 ^a (82)	100 ^c (369)

^a One Soldier was missing on this variable.

^b Two Soldiers were missing on this variable.

^c Six Soldiers were missing on this variable; scores add to 99% due to rounding.

^d Soldiers in this category selected “Other” for their response.

^e Soldiers in this category selected Airborne, Cavalry, Field Artillery, Armor, or Mechanized Infantry for their response.

Table E5

Percent of Soldiers for Each Time in Unit by Grade/Position

Time in Unit	E1/E2	E3/E4	Team Leader	Squad Leader	Total (N)
> 2 years	n<5 ^a	24	59	33	27 (99)
1-2 years	5	27	20	29	21 (78)
7-12 months	19	28	n<5 ^a	16	19 (73)
3-6 months	40	9	n<5 ^a	10	16 (60)
< 3 months	32	10	10	13	16 (61)
Total (N)	100 (95)	100 ^b (133)	100 ^c (60)	100 (83)	100 ^d (371)

^a Specific numbers not given to protect privacy.

^b Three Soldiers were missing on this variable.

^c One Soldier was missing on this variable.

^d Four Soldiers were missing on this variable.

Table E6

Percent of Soldiers with Immediate Family who are serving or have served in the Army or Other Branches by Grade/Position

	E1/E2	E3/E4	Team Leader	Squad Leader	Total (N)
Family in the Army?					
No	64	66	70	64	66 (247)
Yes, one person	20	17	11	18	17 (64)
Yes, more than one person	16	16	18	18	17 (63)
Total (N)	100 (95)	100 ^a (135)	100 (61)	100 (83)	100 ^a (374)
Family in Other Branches?					
No	64	67	77	65	67 (251)
Yes, one person	24	21	8	19	19 (72)
Yes, more than one person	12	12	15	16	13 (49)
Total (N)	100 ^a (94)	100 ^a (135)	100 ^a (59)	100 (83)	100 ^c (372)

^a One Soldier was missing on this variable.

^b Three Soldiers were missing on this variable; scores add to 99% due to rounding.

Table E7

Summary of Hierarchical Regression Analysis Predicting Organization Commitment (N=182)

Variable	Model 1			Model 2			Model 3			Model 4			Model 5		
	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β
Battalion Enforcement	.37	.07	.27**	.24	.09	.17**	.02	.08	.01	-.08	.08	-.06	-.11	.08	-.08
NCO Enforcement				.19	.08	.16*	.05	.07	.04	.04	.07	.03	.03	.07	.03
Importance of Customs, Courtesies, Traditions							.70	.07	.51**	.50	.08	.37**	.40	.09	.29**
Enjoy Traditions										.35	.07	.31**	.34	.06	.30**
Personal Enforcement													.17	.06	.16**
R^2		.07			.09			.28			.34			.36	
F for change in R^2		26.26**			5.56*			89.27**			29.55**			8.05**	

* $p < .05$. ** $p < .01$.

Table E8

Summary of Hierarchical Regression Analysis for Variables Predicting Career Intentions (N=182)

Variable	Model 1			Model 2			Model 3			Model 4			Model 5		
	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β
Battalion Enforcement	.27	.10	.14**	.31	.13	.16*	.12	.13	.06	.06	.13	.03	.03	.13	.01
NCO Enforcement				-.06	.11	-.04	-.19	.11	-.12	-.20	.11	-.12	-.21	.11	-.13
Importance of Customs, Courtesies, Traditions							.66	.12	.34**	.53	.13	.27**	.37	.14	.19**
Enjoy Traditions										.22	.11	.13*	.20	.11	.12
Personal Enforcement													.26	.10	.17**
R^2		.02			.02			.11			.12			.14	
F for change in R^2		6.62**			0.27			31.51**			4.01*			6.78**	

* $p < .05$. ** $p < .01$.

Appendix F

Phase II Survey Results

Table F1

Question 7: I first learned about Army customs, courtesies, and traditions from my family.

Learned Customs, Courtesies, and Traditions from Family	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	27 (26)	40 (54)	44 (27)	47 (39)	39 (146)
Disagree	27 (26)	28 (38)	28 (17)	25 (21)	27 (102)
Neutral	17 (16)	12 (16)	8 (5)	5 (4)	11 (41)
Agree	19 (18)	10 (13)	13 (8)	12 (10)	13 (49)
Strongly Agree	4 (4)	8 (11)	3 (2)	7 (6)	6 (23)
N/A -Don't know	4 (4)	3 (4)	3 (2)	4 (3)	4 (13)
Missing	1 (1)	0 (0)	0 (0)	0 (0)	0 (1)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F2

Question 8: I learned the basics about Army customs, courtesies, and tradition during training before arriving at my first duty station.

Learned Customs, Courtesies, and Traditions During Training	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	6 (6)	5 (7)	8 (5)	10 (8)	7 (26)
Disagree	8 (8)	4 (6)	5 (3)	5 (4)	6 (21)
Neutral	12 (11)	12 (16)	5 (3)	10 (8)	10 (38)
Agree	35 (33)	46 (62)	52 (32)	29 (24)	40 (151)
Strongly Agree	39 (37)	33 (45)	30 (18)	46 (38)	37 (138)
N/A -Don't know	0 (0)	0 (0)	0 (0)	1 (1)	0 (1)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F3

Question 9: During my initial training (e.g., Basic/OSUT/AIT/Officer Basic), I learned about why Army customs, courtesies, and traditions are important.

Learned Customs, Courtesies, and Traditions Importance from Training	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	11 (10)	6 (8)	5 (3)	6 (5)	7 (26)
Disagree	6 (6)	6 (8)	0 (0)	4 (3)	5 (17)
Neutral	13 (12)	10 (14)	18 (11)	10 (8)	12 (45)
Agree	35 (33)	45 (61)	49 (30)	29 (24)	39 (148)
Strongly Agree	35 (33)	33 (45)	26 (16)	51 (42)	36 (136)
N/A -Don't know	1 (1)	0 (0)	2 (1)	1 (1)	1 (3)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F4

Question 10: I learned about why we perform Army customs, courtesies, and traditions from leaders at my current unit.

Learned Purpose of Customs, Courtesies, and Traditions from Leaders	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	17 (16)	11 (15)	8 (5)	13 (11)	13 (47)
Disagree	11 (10)	15 (21)	28 (17)	16 (13)	16 (61)
Neutral	20 (19)	21 (28)	25 (15)	19 (16)	21 (78)
Agree	37 (35)	40 (55)	23 (14)	28 (23)	34 (127)
Strongly Agree	15 (14)	12 (16)	11 (7)	20 (17)	14 (54)
N/A -Don't know	1 (1)	1 (1)	5 (3)	4 (3)	2 (8)
Missing	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F5

Question 11: I learned about why we perform Army customs, courtesies, and traditions from leaders at a previous unit.

Learned from Leaders at Previous Unit	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	21 (20)	18 (24)	8 (5)	7 (6)	15 (55)
Disagree	11 (10)	16 (22)	15 (9)	6 (5)	12 (46)
Neutral	29 (28)	21 (28)	13 (8)	6 (5)	18 (69)
Agree	11 (10)	24 (32)	34 (21)	34 (28)	24 (91)
Strongly Agree	6 (6)	7 (9)	10 (6)	36 (30)	14 (51)
N/A -Don't know	21 (20)	15 (20)	20 (12)	11 (9)	16 (61)
Missing	1 (1)	1 (1)	0 (0)	0 (0)	1 (2)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F6

Question 12: I know how to properly address Officers and Warrant Officers.

Know how to Address Officers	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	11 (10)	6 (8)	7 (4)	5 (4)	7 (26)
Disagree	3 (3)	1 (2)	3 (2)	0 (0)	2 (7)
Neutral	7 (7)	6 (8)	2 (1)	2 (2)	5 (18)
Agree	37 (35)	40 (55)	31 (19)	27 (22)	35 (131)
Strongly Agree	42 (40)	45 (61)	57 (35)	66 (55)	51 (191)
N/A -Don't know	0 (0)	1 (2)	0 (0)	0 (0)	1 (2)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F7

Question 13: I know the standards for the Army uniform appearance and fit.

Know Appearance and Fit Standards	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	8 (8)	6 (8)	8 (5)	4 (3)	6 (24)
Disagree	3 (3)	1 (1)	0 (0)	2 (2)	2 (6)
Neutral	9 (9)	5 (7)	3 (2)	4 (3)	6 (21)
Agree	37 (35)	46 (63)	49 (30)	36 (30)	42 (158)
Strongly Agree	42 (40)	40 (55)	39 (24)	54 (45)	44 (164)
N/A -Don't know	0 (0)	1 (2)	0 (0)	0 (0)	1 (2)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F8

Question 14: I know the hair and fingernail standards and grooming policies.

Know Grooming Policies	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	11 (10)	5 (7)	7 (4)	4 (3)	6 (24)
Disagree	3 (3)	4 (5)	3 (2)	2 (2)	3 (12)
Neutral	13 (12)	6 (8)	7 (4)	6 (5)	8 (29)
Agree	33 (31)	48 (65)	44 (27)	42 (35)	42 (158)
Strongly Agree	39 (37)	37 (50)	38 (23)	46 (38)	40 (148)
N/A -Don't know	2 (2)	1 (1)	0 (0)	0 (0)	1 (3)
Missing	0 (0)	0 (0)	2 (1)	0 (0)	0 (1)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F9

Question 15: I know what an NCO induction ceremony involves.

Know About NCO Induction Ceremonies	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	18 (17)	14 (19)	10 (6)	11 (9)	14 (51)
Disagree	28 (27)	25 (34)	16 (10)	14 (12)	22 (83)
Neutral	23 (22)	16 (22)	10 (6)	12 (10)	16 (60)
Agree	18 (17)	24 (33)	31 (19)	28 (23)	25 (92)
Strongly Agree	8 (8)	13 (18)	30 (18)	34 (28)	19 (72)
N/A -Don't know	4 (4)	7 (10)	3 (2)	1 (1)	5 (17)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F10

Question 19: My career field/MOS has its own traditions (e.g. motto, song, activities, awards, events).

Career/MOS has traditions	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	7 (7)	6 (8)	15 (9)	5 (4)	8 (28)
Disagree	3 (3)	8 (11)	5 (3)	6 (5)	6 (22)
Neutral	22 (21)	19 (26)	8 (5)	4 (3)	15 (55)
Agree	27 (26)	38 (51)	44 (27)	34 (28)	35 (132)
Strongly Agree	33 (31)	26 (36)	25 (15)	47 (39)	32 (121)
N/A -Don't know	7 (7)	3 (4)	3 (2)	4 (3)	4 (16)
Missing	0 (0)	0 (0)	0 (0)	1 (1)	0 (1)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F11

Question 20: My battalion/squadron has its own traditions (e.g. motto, song, activities, awards, events).

Battalion/Squadron has Traditions	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	8 (8)	6 (8)	8 (5)	6 (5)	7 (26)
Disagree	2 (2)	7 (9)	7 (4)	11 (9)	6 (24)
Neutral	32 (30)	24 (32)	13 (8)	12 (10)	21 (80)
Agree	33 (31)	43 (59)	46 (28)	33 (27)	39 (145)
Strongly Agree	13 (12)	13 (17)	21 (13)	29 (24)	18 (66)
N/A -Don't know	13 (12)	7 (10)	5 (3)	10 (8)	9 (33)
Missing	0 (0)	1 (1)	0 (0)	0 (0)	0 (1)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F12

Question 21: My company/troop has its own traditions (e.g. motto, song, activities, awards, events).

Company/Troop has Traditions	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	8 (8)	10 (13)	10 (6)	11 (9)	10 (36)
Disagree	3 (3)	16 (22)	21 (13)	16 (13)	14 (51)
Neutral	32 (30)	23 (31)	15 (9)	12 (10)	21 (80)
Agree	27 (26)	35 (47)	33 (20)	31 (26)	32 (119)
Strongly Agree	13 (12)	8 (11)	11 (7)	23 (19)	13 (49)
N/A -Don't know	17 (16)	9 (12)	10 (6)	7 (6)	11 (40)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F13

Question 22: My platoon has its own traditions (e.g. motto, song, activities, awards, events).

Platoon has Traditions	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	6 (6)	13 (17)	15 (9)	19 (16)	13 (48)
Disagree	14 (13)	21 (29)	23 (14)	19 (16)	19 (72)
Neutral	32 (30)	26 (36)	26 (16)	18 (15)	26 (97)
Agree	20 (19)	26 (35)	20 (12)	17 (14)	21 (80)
Strongly Agree	12 (11)	6 (8)	10 (6)	19 (16)	11 (41)
N/A -Don't know	17 (16)	8 (11)	7 (4)	7 (6)	10 (37)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F14

Question 23: My squad/section has its own traditions (e.g. motto, song, activities, awards, events).

Squad/Section has Traditions	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	9 (9)	16 (22)	18 (11)	23 (19)	16 (61)
Disagree	18 (17)	27 (37)	28 (17)	24 (20)	24 (91)
Neutral	35 (33)	25 (34)	23 (14)	14 (12)	25 (93)
Agree	15 (14)	20 (27)	16 (10)	17 (14)	17 (65)
Strongly Agree	7 (7)	7 (9)	7 (4)	14 (12)	9 (32)
N/A -Don't know	15 (14)	5 (7)	8 (5)	7 (6)	9 (32)
Missing	1 (1)	0 (0)	0 (0)	0 (0)	0 (1)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F15

Question 24: Battalion Encouragement for/ Participation in Practicing Drills

Practicing Drills	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	9 (9)	18 (24)	13 (8)	17 (14)	15 (55)
Very Little	16 (15)	23 (31)	28 (17)	17 (14)	21 (77)
Somewhat	28 (27)	33 (45)	33 (20)	35 (29)	32 (121)
Quite a Bit	29 (28)	14 (19)	10 (6)	16 (13)	18 (66)
To a Great Extent	6 (6)	10 (14)	15 (9)	11 (9)	10 (38)
N/A -Don't know	11 (10)	1 (2)	2 (1)	5 (4)	5 (17)
Missing	0 (0)	1 (1)	0 (0)	0 (0)	0 (1)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F16

Question 25: Battalion Encouragement for/ Participation in Conducting Rank Inspections

Conducting Rank Inspections	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	8 (8)	10 (14)	7 (4)	13 (11)	10 (37)
Very Little	15 (14)	22 (30)	16 (10)	20 (17)	19 (71)
Somewhat	22 (21)	33 (45)	36 (22)	27 (22)	29 (110)
Quite a Bit	28 (27)	20 (27)	28 (17)	31 (26)	26 (97)
To a Great Extent	15 (14)	13 (18)	10 (6)	7 (6)	12 (44)
N/A -Don't know	12 (11)	1 (2)	3 (2)	1 (1)	4 (16)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F17

Question 26: Battalion Encouragement for/ Participation in Unit Team Building Events

Team Building Events	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	7 (7)	7 (10)	11 (7)	16 (13)	10 (37)
Very Little	13 (12)	26 (36)	18 (11)	18 (15)	20 (74)
Somewhat	25 (24)	24 (32)	25 (15)	17 (14)	23 (85)
Quite a Bit	26 (25)	29 (40)	31 (19)	36 (30)	30 (114)
To a Great Extent	22 (21)	10 (13)	13 (8)	10 (8)	13 (50)
N/A -Don't know	6 (6)	4 (5)	2 (1)	4 (3)	4 (15)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F18

Question 27: Battalion Encouragement for/ Participation in Formal Social Gatherings

Formal Social Gatherings	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	18 (17)	13 (18)	15 (9)	14 (12)	15 (56)
Very Little	20 (19)	25 (34)	28 (17)	29 (24)	25 (94)
Somewhat	24 (23)	36 (49)	25 (15)	24 (20)	29 (107)
Quite a Bit	16 (15)	13 (17)	21 (13)	17 (14)	16 (59)
To a Great Extent	9 (9)	8 (11)	8 (5)	10 (8)	9 (33)
N/A -Don't know	12 (11)	5 (7)	3 (2)	6 (5)	7 (25)
Missing	1 (1)	0 (0)	0 (0)	0 (0)	0 (1)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F19

Question 28: Battalion Encouragement for/ Participation in Battalion Specific Traditions

Battalion Specific Traditions	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	7 (7)	15 (21)	8 (5)	11 (9)	11 (42)
Very Little	17 (16)	17 (23)	26 (16)	24 (20)	20 (75)
Somewhat	28 (27)	30 (41)	34 (21)	22 (18)	29 (107)
Quite a Bit	17 (16)	18 (25)	16 (10)	19 (16)	18 (67)
To a Great Extent	12 (11)	9 (12)	10 (6)	12 (10)	10 (39)
N/A -Don't know	19 (18)	10 (14)	5 (3)	12 (10)	12 (45)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F20

Question 29: Battalion Encouragement for/ Participation in Brigade Specific Traditions

Brigade Specific Traditions	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	7 (7)	21 (28)	15 (9)	18 (15)	16 (59)
Very Little	25 (24)	26 (36)	28 (17)	23 (19)	26 (96)
Somewhat	23 (22)	26 (36)	33 (20)	14 (12)	24 (90)
Quite a Bit	15 (14)	10 (14)	13 (8)	18 (15)	14 (51)
To a Great Extent	8 (8)	4 (6)	7 (4)	8 (7)	7 (25)
N/A -Don't know	21 (20)	12 (16)	5 (3)	18 (15)	14 (54)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F21

Question 30: Battalion Encouragement for/ Participation in Division Specific Traditions

Division Specific Traditions	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	18 (17)	28 (38)	30 (18)	27 (22)	25 (95)
Very Little	20 (19)	21 (28)	23 (14)	17 (14)	20 (75)
Somewhat	18 (17)	20 (27)	20 (12)	14 (12)	18 (68)
Quite a Bit	9 (9)	12 (16)	11 (7)	12 (10)	11 (42)
To a Great Extent	6 (6)	4 (5)	7 (4)	7 (6)	6 (21)
N/A -Don't know	28 (27)	16 (22)	10 (6)	22 (18)	20 (73)
Missing	0 (0)	0 (0)	0 (0)	1 (1)	0 (1)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F22

Question 31: Battalion Encouragement for/ Participation in NCO Induction Ceremonies

NCO Induction Ceremonies	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	11 (10)	11 (15)	11 (7)	14 (12)	12 (44)
Very Little	14 (13)	18 (24)	26 (16)	20 (17)	19 (70)
Somewhat	24 (23)	32 (43)	25 (15)	22 (18)	26 (99)
Quite a Bit	25 (24)	18 (25)	23 (14)	19 (16)	21 (79)
To a Great Extent	7 (7)	5 (7)	8 (5)	7 (6)	7 (25)
N/A -Don't know	19 (18)	16 (22)	7 (4)	17 (14)	15 (58)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F23

Question 32: Battalion Encouragement for/ Participation in NCO Development Programs

NCO Development Programs	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	13 (12)	13 (17)	13 (8)	14 (12)	13 (49)
Very Little	11 (10)	15 (20)	21 (13)	13 (11)	14 (54)
Somewhat	20 (19)	20 (27)	26 (16)	16 (13)	20 (75)
Quite a Bit	14 (13)	18 (25)	21 (13)	28 (23)	20 (74)
To a Great Extent	11 (10)	4 (6)	13 (8)	14 (12)	10 (36)
N/A -Don't know	33 (31)	30 (41)	5 (3)	14 (12)	23 (87)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F24

Question 33: Battalion Encouragement for/ Participation in NCO Calls

NCO Calls	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	14 (13)	14 (19)	25 (15)	22 (18)	17 (65)
Very Little	11 (10)	13 (17)	18 (11)	12 (10)	13 (48)
Somewhat	18 (17)	19 (26)	20 (12)	16 (13)	18 (68)
Quite a Bit	13 (12)	15 (21)	20 (12)	16 (13)	15 (58)
To a Great Extent	11 (10)	5 (7)	10 (6)	12 (10)	9 (33)
N/A -Don't know	34 (32)	33 (45)	8 (5)	23 (19)	27 (101)
Missing	1 (1)	1 (1)	0 (0)	0 (0)	1 (2)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F25

Question 34: Battalion Encouragement for/ Participation in Change of Responsibility Ceremony for First Sergeants

Ceremony for first sergeants	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	4 (4)	9 (12)	0 (0)	7 (6)	6 (22)
Very Little	11 (10)	13 (17)	11 (7)	11 (9)	11 (43)
Somewhat	20 (19)	29 (39)	25 (15)	10 (8)	22 (81)
Quite a Bit	21 (20)	22 (30)	41 (25)	30 (25)	27 (100)
To a Great Extent	17 (16)	13 (17)	21 (13)	29 (24)	19 (70)
N/A -Don't know	27 (26)	15 (21)	2 (1)	13 (11)	16 (59)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F26

Question 35: Battalion/Squadron Enforcement of Rank Related Customs and Courtesies

Rank Related customs, courtesies	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	8 (8)	8 (11)	5 (3)	1 (1)	6 (23)
Very Little	7 (7)	10 (13)	21 (13)	11 (9)	11 (42)
Somewhat	22 (21)	24 (32)	23 (14)	28 (23)	24 (90)
Quite a Bit	25 (24)	35 (47)	38 (23)	33 (27)	32 (121)
To a Great Extent	28 (27)	20 (27)	10 (6)	27 (22)	22 (82)
N/A -Don't know	8 (8)	4 (5)	3 (2)	1 (1)	4 (16)
Missing	0 (0)	1 (1)	0 (0)	0 (0)	0 (1)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 99% due to rounding

Table F27

Question 36: Battalion/Squadron Enforcement of Following Standards for Saluting

Saluting Standards	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	3 (3)	4 (5)	2 (1)	0 (0)	2 (9)
Very Little	5 (5)	11 (15)	7 (4)	7 (6)	8 (30)
Somewhat	17 (16)	19 (26)	21 (13)	28 (23)	21 (78)
Quite a Bit	31 (29)	35 (48)	49 (30)	28 (23)	35 (130)
To a Great Extent	41 (39)	29 (39)	21 (13)	36 (30)	32 (121)
N/A -Don't know	3 (3)	1 (1)	0 (0)	1 (1)	1 (5)
Missing	0 (0)	1 (2)	0 (0)	0 (0)	1 (2)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F28

Question 37: Battalion/Squadron Enforcement of Giving the Greeting of the Day

Greeting of the Day	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	2 (2)	4 (6)	8 (5)	10 (8)	6 (21)
Very Little	2 (2)	13 (17)	10 (6)	16 (13)	10 (38)
Somewhat	22 (21)	17 (23)	13 (8)	16 (13)	17 (65)
Quite a Bit	32 (30)	43 (58)	49 (30)	27 (22)	37 (140)
To a Great Extent	38 (36)	22 (30)	16 (10)	30 (25)	27 (101)
N/A -Don't know	3 (3)	1 (1)	3 (2)	2 (2)	2 (8)
Missing	1 (1)	1 (1)	0 (0)	0 (0)	1 (2)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F29

Question 38: Battalion/Squadron Enforcement of Standing at Parade Rest for NCOs

Parade Rest for NCOs	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	2 (2)	3 (4)	7 (4)	7 (6)	4 (16)
Very Little	1 (1)	10 (13)	11 (7)	12 (10)	8 (31)
Somewhat	21 (20)	18 (25)	23 (14)	23 (19)	21 (78)
Quite a Bit	26 (25)	38 (52)	39 (24)	20 (17)	31 (118)
To a Great Extent	47 (45)	29 (39)	20 (12)	37 (31)	34 (127)
N/A -Don't know	1 (1)	1 (2)	0 (0)	0 (0)	1 (3)
Missing	1 (1)	1 (1)	0 (0)	0 (0)	1 (2)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F30

Question 39: Battalion/Squadron Enforcement of Calling Rooms at Ease or to Attention

Calling At Ease or Attention	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	12 (11)	9 (12)	10 (6)	4 (3)	9 (32)
Very Little	7 (7)	18 (24)	20 (12)	19 (16)	16 (59)
Somewhat	27 (26)	24 (32)	20 (12)	16 (13)	22 (83)
Quite a Bit	19 (18)	28 (38)	28 (17)	28 (23)	26 (96)
To a Great Extent	31 (29)	20 (27)	23 (14)	33 (27)	26 (97)
N/A -Don't know	3 (3)	1 (2)	0 (0)	1 (1)	2 (6)
Missing	1 (1)	1 (1)	0 (0)	0 (0)	1 (2)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 102% due to rounding

Table F31

Question 40: Battalion/Squadron Enforcement of Enlisted Soldiers Addressing Others Using their Rank and Last Name

Addressing Others with Rank/Name	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	9 (9)	15 (21)	15 (9)	10 (8)	13 (47)
Very Little	9 (9)	12 (16)	20 (12)	10 (8)	12 (45)
Somewhat	18 (17)	27 (37)	23 (14)	28 (23)	24 (91)
Quite a Bit	25 (24)	23 (31)	31 (19)	20 (17)	24 (91)
To a Great Extent	35 (33)	21 (29)	11 (7)	33 (27)	26 (96)
N/A -Don't know	2 (2)	1 (1)	0 (0)	0 (0)	1 (3)
Missing	1 (1)	1 (1)	0 (0)	0 (0)	1 (2)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F32

Question 41: Battalion/Squadron Enforcement of Officers Addressing Others Using their Rank and Last Name

Addressing Officers with Rank/Name	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	7 (7)	15 (21)	16 (10)	18 (15)	14 (53)
Very Little	6 (6)	13 (18)	13 (8)	11 (9)	11 (41)
Somewhat	22 (21)	20 (27)	15 (9)	20 (17)	20 (74)
Quite a Bit	24 (23)	26 (36)	39 (24)	22 (18)	27 (101)
To a Great Extent	28 (27)	20 (27)	16 (10)	22 (18)	22 (82)
N/A -Don't know	11 (10)	4 (6)	0 (0)	7 (6)	6 (22)
Missing	1 (1)	1 (1)	0 (0)	0 (0)	1 (2)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F33

Question 42: Battalion/Squadron Enforcement of Following Army Standards in Appearance and Fit

Appearance and Fit Standards	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	2 (2)	3 (4)	0 (0)	2 (2)	2 (8)
Very Little	0 (0)	2 (3)	3 (2)	6 (5)	3 (10)
Somewhat	19 (18)	16 (22)	28 (17)	17 (14)	19 (71)
Quite a Bit	29 (28)	45 (61)	41 (25)	31 (26)	37 (140)
To a Great Extent	47 (45)	29 (40)	28 (17)	41 (34)	36 (136)
N/A -Don't know	1 (1)	2 (3)	0 (0)	2 (2)	2 (6)
Missing	1 (1)	2 (3)	0 (0)	0 (0)	1 (4)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F34

Question 43: Battalion/Squadron Enforcement of Following Army Grooming Policies

Following Grooming Policies	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	2 (2)	1 (2)	0 (0)	0 (0)	1 (4)
Very Little	1 (1)	7 (9)	7 (4)	5 (4)	5 (18)
Somewhat	15 (14)	19 (26)	25 (15)	19 (16)	19 (71)
Quite a Bit	33 (31)	37 (50)	41 (25)	36 (30)	36 (136)
To a Great Extent	44 (42)	34 (46)	28 (17)	39 (32)	37 (137)
N/A -Don't know	4 (4)	1 (2)	0 (0)	1 (1)	2 (7)
Missing	1 (1)	1 (1)	0 (0)	0 (0)	1 (2)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F35

Question 44: Battalion/Squadron Enforcement of Observing Retreat

Observing Retreat	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Not at All	9 (9)	9 (12)	7 (4)	8 (7)	9 (32)
Very Little	8 (8)	12 (16)	13 (8)	6 (5)	10 (37)
Somewhat	18 (17)	19 (26)	20 (12)	20 (17)	19 (72)
Quite a Bit	21 (20)	22 (30)	23 (14)	22 (18)	22 (82)
To a Great Extent	22 (21)	21 (29)	33 (20)	30 (25)	25 (95)
N/A -Don't know	20 (19)	16 (22)	5 (3)	13 (11)	15 (55)
Missing	1 (1)	1 (1)	0 (0)	0 (0)	1 (2)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F36

Question 47: NCOs in my company enforce customs and courtesies.

Company NCOs Enforce Customs and Courtesies	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	1 (1)	4 (6)	0 (0)	7 (6)	3 (13)
Disagree	5 (5)	9 (12)	11 (7)	12 (10)	9 (34)
Neutral	15 (14)	23 (31)	20 (12)	16 (13)	19 (70)
Agree	46 (44)	42 (57)	51 (31)	41 (34)	44 (166)
Strongly Agree	29 (28)	21 (28)	15 (9)	24 (20)	23 (85)
N/A -Don't know	1 (1)	1 (1)	0 (0)	0 (0)	1 (2)
NA	2 (2)	1 (1)	3 (2)	0 (0)	1 (5)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F37

Question 48: NCOs in my platoon enforce customs and courtesies.

Platoon NCOs Enforce Customs and Courtesies	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	1 (1)	3 (4)	2 (1)	5 (4)	3 (10)
Disagree	3 (3)	9 (12)	10 (6)	8 (7)	7 (28)
Neutral	14 (13)	21 (29)	23 (14)	8 (7)	17 (63)
Agree	47 (45)	44 (60)	41 (25)	46 (38)	45 (168)
Strongly Agree	32 (30)	21 (28)	21 (13)	33 (27)	26 (98)
N/A -Don't know	1 (1)	1 (2)	0 (0)	0 (0)	1 (3)
NA	2 (2)	1 (1)	3 (2)	0 (0)	1 (5)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F38

Question 49: NCOs in my squad enforce customs and courtesies.

Squad NCOs Enforce Customs and Courtesies	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	2 (2)	4 (6)	0 (0)	2 (2)	3 (10)
Disagree	5 (5)	9 (12)	11 (7)	5 (4)	8 (28)
Neutral	12 (11)	20 (27)	16 (10)	7 (6)	14 (54)
Agree	51 (48)	45 (61)	51 (31)	46 (38)	47 (178)
Strongly Agree	28 (27)	21 (28)	18 (11)	39 (32)	26 (98)
N/A -Don't know	1 (1)	1 (1)	0 (0)	0 (0)	1 (2)
NA	1 (1)	1 (1)	3 (2)	1 (1)	1 (5)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F39

Question 50: Officers in my company enforce customs and courtesies.

Company Officers Enforce Customs and Courtesies	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	1 (1)	4 (5)	2 (1)	8 (7)	4 (14)
Disagree	4 (4)	9 (12)	7 (4)	5 (4)	6 (24)
Neutral	13 (12)	25 (34)	28 (17)	24 (20)	22 (83)
Agree	47 (45)	39 (53)	41 (25)	41 (34)	42 (157)
Strongly Agree	33 (31)	21 (28)	18 (11)	20 (17)	23 (87)
N/A -Don't know	1 (1)	1 (2)	2 (1)	1 (1)	1 (5)
NA	1 (1)	1 (2)	3 (2)	0 (0)	1 (5)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 99% due to rounding

Table F40

Question 51: Officers in my platoon enforce customs and courtesies.

Platoon Officers Enforce Customs and Courtesies	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	1 (1)	5 (7)	2 (1)	7 (6)	4 (15)
Disagree	3 (3)	10 (13)	11 (7)	5 (4)	7 (27)
Neutral	11 (10)	23 (31)	23 (14)	24 (20)	20 (75)
Agree	49 (47)	42 (57)	34 (21)	33 (27)	41 (152)
Strongly Agree	33 (31)	15 (21)	21 (13)	25 (21)	23 (86)
N/A -Don't know	1 (1)	4 (5)	5 (3)	6 (5)	4 (14)
NA	2 (2)	1 (2)	3 (2)	0 (0)	2 (6)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F41

Question 52: I feel comfortable correcting Soldiers when they do not salute Officers.

Correcting Soldiers – Salute Officers	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	3 (3)	7 (10)	2 (1)	0 (0)	4 (14)
Disagree	11 (10)	9 (12)	3 (2)	1 (1)	7 (25)
Neutral	24 (23)	20 (27)	15 (9)	5 (4)	17 (63)
Agree	35 (33)	42 (57)	34 (21)	35 (29)	37 (140)
Strongly Agree	22 (21)	20 (27)	39 (24)	58 (48)	32 (120)
N/A -Don't know	4 (4)	1 (2)	3 (2)	1 (1)	2 (9)
NA	1 (1)	1 (1)	3 (2)	0 (0)	1 (4)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F42

Question 53: I feel comfortable correcting Soldiers when they do not practice other rank-related customs and courtesies.

Correcting Soldiers – Rank Customs and Courtesies	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	4 (4)	6 (8)	2 (1)	0 (0)	3 (13)
Disagree	12 (11)	8 (11)	3 (2)	5 (4)	7 (28)
Neutral	27 (26)	29 (39)	15 (9)	8 (7)	22 (81)
Agree	31 (29)	37 (50)	44 (27)	30 (25)	35 (131)
Strongly Agree	20 (19)	17 (23)	31 (19)	55 (46)	29 (107)
N/A -Don't know	4 (4)	2 (3)	2 (1)	1 (1)	2 (9)
NA	2 (2)	1 (2)	3 (2)	0 (0)	2 (6)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F43

Question 54: Soldiers at this post correct other Soldiers when they do not salute Officers.

Soldiers Correct - Salute Officers	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	6 (6)	11 (15)	5 (3)	14 (12)	10 (36)
Disagree	12 (11)	10 (14)	18 (11)	12 (10)	12 (46)
Neutral	14 (13)	26 (35)	26 (16)	25 (21)	23 (85)
Agree	42 (40)	37 (50)	28 (17)	19 (16)	33 (123)
Strongly Agree	20 (19)	10 (14)	13 (8)	19 (16)	15 (57)
N/A -Don't know	5 (5)	5 (7)	7 (4)	10 (8)	6 (24)
NA	1 (1)	1 (1)	3 (2)	0 (0)	1 (4)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F44

Question 55: Soldiers at this post correct other Soldiers when they do not give the greeting of the day.

Soldiers Correct - Greeting	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	6 (6)	17 (23)	13 (8)	25 (21)	16 (58)
Disagree	14 (13)	13 (18)	16 (10)	17 (14)	15 (55)
Neutral	23 (22)	34 (46)	38 (23)	18 (15)	28 (106)
Agree	33 (31)	23 (31)	18 (11)	18 (15)	23 (88)
Strongly Agree	16 (15)	7 (10)	5 (3)	12 (10)	10 (38)
N/A -Don't know	6 (6)	5 (7)	7 (4)	10 (8)	7 (25)
NA	2 (2)	1 (1)	3 (2)	0 (0)	1 (5)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F45

Question 56: My squad/section is more relaxed about saluting than other squads/sections.

Squad Relaxed About Saluting	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	15 (14)	10 (14)	10 (6)	23 (19)	14 (53)
Disagree	20 (19)	24 (33)	33 (20)	36 (30)	27 (102)
Neutral	33 (31)	36 (49)	36 (22)	22 (18)	32 (120)
Agree	17 (16)	17 (23)	8 (5)	10 (8)	14 (52)
Strongly Agree	5 (5)	7 (9)	3 (2)	5 (4)	5 (20)
N/A -Don't know	8 (8)	5 (7)	7 (4)	5 (4)	6 (23)
NA	2 (2)	1 (1)	3 (2)	0 (0)	1 (5)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 99% due to rounding

Table F46

Question 57: My platoon is more relaxed about saluting than other platoons.

Platoon Relaxed About Saluting	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	13 (12)	10 (14)	13 (8)	20 (17)	14 (51)
Disagree	24 (23)	26 (35)	33 (20)	34 (28)	28 (106)
Neutral	31 (29)	32 (44)	33 (20)	25 (21)	30 (114)
Agree	17 (16)	20 (27)	8 (5)	14 (12)	16 (60)
Strongly Agree	3 (3)	5 (7)	5 (3)	2 (2)	4 (15)
N/A -Don't know	11 (10)	6 (8)	5 (3)	4 (3)	6 (24)
NA	2 (2)	1 (1)	3 (2)	0 (0)	1 (5)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 99% due to rounding

Table F47

Question 58: My battalion/squadron is more relaxed about saluting than other battalions/squadrons.

Battalion Relaxed About Saluting	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	15 (14)	14 (19)	13 (8)	23 (19)	16 (60)
Disagree	23 (22)	25 (34)	31 (19)	34 (28)	27 (103)
Neutral	28 (27)	29 (39)	30 (18)	24 (20)	28 (104)
Agree	18 (17)	18 (25)	18 (11)	7 (6)	16 (59)
Strongly Agree	3 (3)	4 (6)	2 (1)	6 (5)	4 (15)
N/A -Don't know	11 (10)	8 (11)	3 (2)	6 (5)	7 (28)
NA	2 (2)	1 (2)	3 (2)	0 (0)	2 (6)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F48

Question 45: Following rank-related customs and courtesies is important among Soldiers who are on post but outside their area of operation.

Customs and Courtesies are Important Outside AO	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	1 (1)	4 (5)	5 (3)	2 (2)	3 (11)
Disagree	7 (7)	7 (9)	5 (3)	5 (4)	6 (23)
Neutral	20 (19)	21 (28)	11 (7)	18 (15)	18 (69)
Agree	43 (41)	41 (56)	39 (24)	34 (28)	40 (149)
Strongly Agree	21 (20)	21 (29)	34 (21)	37 (31)	27 (101)
N/A -Don't know	5 (5)	6 (8)	3 (2)	4 (3)	5 (18)
NA	2 (2)	1 (1)	2 (1)	0 (0)	1 (4)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F49

Question 46: Following rank-related customs and courtesies is important among Soldiers working within their own area of operation.

Customs and Courtesies are Important Inside AO	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	2 (2)	3 (4)	7 (4)	2 (2)	3 (12)
Disagree	7 (7)	4 (6)	3 (2)	4 (3)	5 (18)
Neutral	13 (12)	20 (27)	15 (9)	12 (10)	15 (58)
Agree	49 (47)	43 (59)	38 (23)	39 (32)	43 (161)
Strongly Agree	23 (22)	24 (33)	36 (22)	41 (34)	30 (111)
N/A -Don't know	3 (3)	3 (4)	0 (0)	2 (2)	2 (9)
NA	2 (2)	2 (3)	2 (1)	0 (0)	2 (6)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F50

Question 59: Army customs, courtesies, and traditions serve an important purpose in the Army.

Customs, Courtesies, and Traditions are Important to Army	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	2 (2)	5 (7)	5 (3)	2 (2)	4 (14)
Disagree	4 (4)	7 (9)	7 (4)	5 (4)	6 (21)
Neutral	19 (18)	22 (30)	13 (8)	7 (6)	17 (62)
Agree	39 (37)	38 (52)	30 (18)	33 (27)	36 (134)
Strongly Agree	32 (30)	25 (34)	43 (26)	53 (44)	36 (134)
N/A -Don't know	1 (1)	2 (3)	0 (0)	0 (0)	1 (4)
NA	3 (3)	1 (1)	3 (2)	0 (0)	2 (6)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 102% due to rounding

Table F51

Question 60: Following Army customs and courtesies creates good order and discipline in units.

Customs and Courtesies Create Order and Discipline	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	6 (6)	4 (6)	2 (1)	1 (1)	4 (14)
Disagree	5 (5)	3 (4)	2 (1)	2 (2)	3 (12)
Neutral	22 (21)	21 (28)	23 (14)	13 (11)	20 (74)
Agree	35 (33)	44 (60)	28 (17)	36 (30)	37 (140)
Strongly Agree	28 (27)	24 (32)	43 (26)	47 (39)	33 (124)
N/A -Don't know	1 (1)	4 (5)	0 (0)	0 (0)	2 (6)
NA	2 (2)	1 (1)	3 (2)	0 (0)	1 (5)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F52

Question 61: Calling a room to attention or at ease serves an important purpose.

Attention/ At Ease Serves a Purpose	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	6 (6)	13 (17)	8 (5)	5 (4)	9 (32)
Disagree	8 (8)	10 (14)	11 (7)	4 (3)	9 (32)
Neutral	21 (20)	21 (28)	11 (7)	13 (11)	18 (66)
Agree	34 (32)	39 (53)	38 (23)	36 (30)	37 (138)
Strongly Agree	27 (26)	16 (22)	28 (17)	42 (35)	27 (100)
N/A -Don't know	1 (1)	1 (1)	0 (0)	0 (0)	1 (2)
NA	2 (2)	1 (1)	3 (2)	0 (0)	1 (5)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 102% due to rounding

Table F53

Question 62: Saluting in the Army serves a useful purpose.

Saluting serves a Purpose	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	6 (6)	9 (12)	3 (2)	4 (3)	6 (23)
Disagree	5 (5)	10 (13)	10 (6)	2 (2)	7 (26)
Neutral	21 (20)	26 (35)	15 (9)	19 (16)	21 (80)
Agree	40 (38)	37 (50)	41 (25)	31 (26)	37 (139)
Strongly Agree	23 (22)	18 (24)	28 (17)	43 (36)	26 (99)
N/A -Don't know	1 (1)	1 (1)	0 (0)	0 (0)	1 (2)
NA	3 (3)	1 (1)	3 (2)	0 (0)	2 (6)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F54

Question 63: Participating in retreat is important.

Retreat is Important	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	4 (4)	6 (8)	3 (2)	2 (2)	4 (16)
Disagree	4 (4)	7 (9)	8 (5)	5 (4)	6 (22)
Neutral	19 (18)	24 (33)	18 (11)	20 (17)	21 (79)
Agree	35 (33)	37 (50)	38 (23)	24 (20)	34 (126)
Strongly Agree	20 (19)	15 (20)	28 (17)	40 (33)	24 (89)
N/A -Don't know	15 (14)	11 (15)	2 (1)	8 (7)	10 (37)
NA	3 (3)	1 (1)	3 (2)	0 (0)	2 (6)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F55

Question 64: Holding a Change of Responsibility for First Sergeants serves an important purpose.

First Sergeants Change of Responsibility is Important	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	6 (6)	7 (9)	7 (4)	4 (3)	6 (22)
Disagree	5 (5)	10 (13)	8 (5)	6 (5)	7 (28)
Neutral	16 (15)	24 (32)	13 (8)	13 (11)	18 (66)
Agree	42 (40)	42 (57)	38 (23)	29 (24)	38 (144)
Strongly Agree	19 (18)	14 (19)	30 (18)	48 (40)	25 (95)
N/A -Don't know	8 (8)	4 (5)	2 (1)	0 (0)	4 (14)
NA	3 (3)	1 (1)	3 (2)	0 (0)	2 (6)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F56

Question 65: Holding NCO induction ceremonies serves an important purpose.

Purpose - NCO Induction Ceremonies	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	6 (6)	8 (11)	2 (1)	7 (6)	6 (24)
Disagree	3 (3)	8 (11)	11 (7)	2 (2)	6 (23)
Neutral	19 (18)	26 (36)	20 (12)	17 (14)	21 (80)
Agree	43 (41)	39 (53)	31 (19)	29 (24)	37 (137)
Strongly Agree	19 (18)	13 (17)	26 (16)	39 (32)	22 (83)
N/A -Don't know	6 (6)	5 (7)	7 (4)	6 (5)	6 (22)
NA	3 (3)	1 (1)	3 (2)	0 (0)	2 (6)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F57

Question 66: Holding promotion ceremonies serves an important purpose.

Purpose – Promotion Ceremonies	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	3 (3)	9 (12)	3 (2)	5 (4)	6 (21)
Disagree	6 (6)	9 (12)	10 (6)	1 (1)	7 (25)
Neutral	18 (17)	21 (28)	11 (7)	11 (9)	16 (61)
Agree	46 (44)	43 (58)	43 (26)	31 (26)	41 (154)
Strongly Agree	22 (21)	15 (20)	30 (18)	52 (43)	27 (102)
N/A -Don't know	1 (1)	4 (5)	0 (0)	0 (0)	2 (6)
NA	3 (3)	1 (1)	3 (2)	0 (0)	2 (6)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F58

Question 67: I feel connected to traditions that are specific to my career field/MOS.

Connected to MOS Traditions	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	11 (10)	18 (24)	11 (7)	11 (9)	13 (50)
Disagree	9 (9)	18 (24)	11 (7)	13 (11)	14 (51)
Neutral	24 (23)	29 (39)	51 (31)	25 (21)	30 (114)
Agree	27 (26)	26 (36)	16 (10)	28 (23)	25 (95)
Strongly Agree	18 (17)	7 (10)	7 (4)	19 (16)	13 (47)
N/A -Don't know	6 (6)	1 (2)	0 (0)	4 (3)	3 (11)
NA	4 (4)	1 (1)	3 (2)	0 (0)	2 (7)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F59

Question 68: I enjoy participating in division-level unit traditions.

Enjoy Division Traditions	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	8 (8)	13 (18)	11 (7)	8 (7)	11 (40)
Disagree	6 (6)	21 (28)	8 (5)	19 (16)	15 (55)
Neutral	18 (17)	37 (50)	44 (27)	28 (23)	31 (117)
Agree	37 (35)	16 (22)	18 (11)	24 (20)	23 (88)
Strongly Agree	15 (14)	6 (8)	8 (5)	17 (14)	11 (41)
N/A -Don't know	12 (11)	7 (9)	7 (4)	4 (3)	7 (27)
NA	4 (4)	1 (1)	3 (2)	0 (0)	2 (7)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F60

Question 69: I enjoy participating in brigade-level unit traditions.

Enjoy Brigade Traditions	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	9 (9)	16 (22)	11 (7)	8 (7)	12 (45)
Disagree	6 (6)	18 (24)	10 (6)	13 (11)	13 (47)
Neutral	21 (20)	35 (47)	41 (25)	28 (23)	31 (115)
Agree	38 (36)	21 (28)	23 (14)	33 (27)	28 (105)
Strongly Agree	13 (12)	5 (7)	8 (5)	14 (12)	10 (36)
N/A -Don't know	8 (8)	5 (7)	3 (2)	4 (3)	5 (20)
NA	4 (4)	1 (1)	3 (2)	0 (0)	2 (7)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F61

Question 70: I enjoy participating in battalion-level unit traditions.

Enjoy Battalion Traditions	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	8 (8)	16 (22)	7 (4)	7 (6)	11 (40)
Disagree	8 (8)	17 (23)	8 (5)	11 (9)	12 (45)
Neutral	20 (19)	29 (39)	34 (21)	29 (24)	27 (103)
Agree	33 (31)	26 (36)	39 (24)	34 (28)	32 (119)
Strongly Agree	17 (16)	8 (11)	8 (5)	18 (15)	13 (47)
N/A -Don't know	9 (9)	3 (4)	0 (0)	1 (1)	4 (14)
NA	4 (4)	1 (1)	3 (2)	0 (0)	2 (7)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F62

Question 71: I enjoy participating in company-level unit traditions.

Enjoy Company Traditions	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	9 (9)	12 (16)	8 (5)	5 (4)	9 (34)
Disagree	6 (6)	15 (21)	5 (3)	5 (4)	9 (34)
Neutral	18 (17)	27 (37)	30 (18)	27 (22)	25 (94)
Agree	39 (37)	32 (44)	48 (29)	41 (34)	38 (144)
Strongly Agree	15 (14)	10 (14)	7 (4)	22 (18)	13 (50)
N/A -Don't know	8 (8)	2 (3)	0 (0)	1 (1)	3 (12)
NA	4 (4)	1 (1)	3 (2)	0 (0)	2 (7)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 99% due to rounding

Table F63

Question 72: I enjoy participating in platoon-level unit traditions.

Enjoy Platoon Traditions	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	7 (7)	12 (16)	5 (3)	1 (1)	7 (27)
Disagree	6 (6)	13 (18)	5 (3)	4 (3)	8 (30)
Neutral	15 (14)	23 (31)	28 (17)	22 (18)	21 (80)
Agree	39 (37)	38 (51)	38 (23)	47 (39)	40 (150)
Strongly Agree	21 (20)	11 (15)	21 (13)	23 (19)	18 (67)
N/A -Don't know	7 (7)	3 (4)	0 (0)	4 (3)	4 (14)
NA	4 (4)	1 (1)	3 (2)	0 (0)	2 (7)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F64

Question 73: I enjoy participating in squad/section-level unit traditions.

Enjoy Squad Traditions	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	5 (5)	11 (15)	5 (3)	2 (2)	7 (25)
Disagree	3 (3)	12 (16)	7 (4)	2 (2)	7 (25)
Neutral	17 (16)	25 (34)	30 (18)	23 (19)	23 (87)
Agree	42 (40)	32 (43)	34 (21)	40 (33)	37 (137)
Strongly Agree	21 (20)	14 (19)	21 (13)	29 (24)	20 (76)
N/A -Don't know	7 (7)	5 (7)	0 (0)	4 (3)	5 (17)
NA	4 (4)	1 (2)	3 (2)	0 (0)	2 (8)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F65

Question 74: I enjoy attending post-wide events or traditions (e.g., Airborne week, Phantom Warrior week, All American week).

Enjoy Post Events	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	5 (5)	12 (16)	8 (5)	10 (8)	9 (34)
Disagree	7 (7)	10 (13)	10 (6)	11 (9)	9 (35)
Neutral	24 (23)	26 (36)	38 (23)	20 (17)	26 (99)
Agree	29 (28)	31 (42)	26 (16)	34 (28)	30 (114)
Strongly Agree	22 (21)	13 (17)	11 (7)	19 (16)	16 (61)
N/A -Don't know	7 (7)	7 (10)	3 (2)	6 (5)	6 (24)
NA	4 (4)	1 (2)	3 (2)	0 (0)	2 (8)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 98% due to rounding

Table F66

Question 75: I enjoy attending informal unit social gatherings (e.g., unit BBQs, holiday gatherings).

Enjoy Informal Unit Social Events	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	3 (3)	7 (10)	5 (3)	2 (2)	5 (18)
Disagree	2 (2)	9 (12)	5 (3)	4 (3)	5 (20)
Neutral	14 (13)	21 (29)	16 (10)	13 (11)	17 (63)
Agree	40 (38)	40 (54)	49 (30)	43 (36)	42 (158)
Strongly Agree	32 (30)	21 (28)	20 (12)	35 (29)	26 (99)
N/A -Don't know	5 (5)	1 (2)	2 (1)	2 (2)	3 (10)
NA	4 (4)	1 (1)	3 (2)	0 (0)	2 (7)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F67

Question 76: I would rather spend time with my family than attend unit events during off-duty hours.

Rather Spend Time with Family	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	1 (1)	1 (2)	3 (2)	1 (1)	2 (6)
Disagree	3 (3)	3 (4)	2 (1)	4 (3)	3 (11)
Neutral	20 (19)	17 (23)	25 (15)	22 (18)	20 (75)
Agree	28 (27)	28 (38)	26 (16)	25 (21)	27 (102)
Strongly Agree	38 (36)	47 (64)	39 (24)	45 (37)	43 (161)
N/A -Don't know	4 (4)	3 (4)	2 (1)	4 (3)	3 (12)
NA	5 (5)	1 (1)	3 (2)	0 (0)	2 (8)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F68

Question 77: On deployments, customs and courtesies are more relaxed.

Customs and Courtesies Relaxed on Deployments	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	5 (5)	4 (5)	2 (1)	4 (3)	4 (14)
Disagree	8 (8)	8 (11)	2 (1)	7 (6)	7 (26)
Neutral	18 (17)	32 (44)	28 (17)	22 (18)	26 (96)
Agree	11 (10)	13 (18)	26 (16)	29 (24)	18 (68)
Strongly Agree	9 (9)	8 (11)	16 (10)	18 (15)	12 (45)
N/A -Don't know	44 (42)	33 (45)	23 (14)	20 (17)	31 (118)
NA	4 (4)	1 (2)	3 (2)	0 (0)	2 (8)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F69

Question 78: On deployments, rank-related customs and courtesies are enforced less.

Customs and Courtesies Less Enforced on Deployments	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	5 (5)	6 (8)	2 (1)	5 (4)	5 (18)
Disagree	9 (9)	10 (13)	8 (5)	12 (10)	10 (37)
Neutral	19 (18)	26 (35)	34 (21)	23 (19)	25 (93)
Agree	9 (9)	18 (25)	23 (14)	25 (21)	18 (69)
Strongly Agree	8 (8)	5 (7)	8 (5)	16 (13)	9 (33)
N/A -Don't know	44 (42)	34 (46)	21 (13)	19 (16)	31 (117)
NA	4 (4)	1 (2)	3 (2)	0 (0)	2 (8)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F70

Question 79: On redeployment to garrison, it is difficult to engage in rank-related customs and courtesies.

Customs and Courtesies Difficult on Redeployment to Garrison	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	8 (8)	3 (4)	7 (4)	11 (9)	7 (25)
Disagree	7 (7)	15 (20)	16 (10)	24 (20)	15 (57)
Neutral	20 (19)	28 (38)	39 (24)	31 (26)	29 (107)
Agree	8 (8)	14 (19)	11 (7)	11 (9)	11 (43)
Strongly Agree	5 (5)	6 (8)	2 (1)	4 (3)	5 (17)
N/A -Don't know	46 (44)	33 (45)	21 (13)	19 (16)	31 (118)
NA	4 (4)	1 (2)	3 (2)	0 (0)	2 (8)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F71

Question 16: I know what my unit insignia means.

Know what Unit Insignia Means	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	13 (12)	9 (12)	11 (7)	14 (12)	11 (43)
Disagree	18 (17)	24 (33)	13 (8)	20 (17)	20 (75)
Neutral	24 (23)	18 (25)	18 (11)	16 (13)	19 (72)
Agree	28 (27)	32 (44)	46 (28)	27 (22)	32 (121)
Strongly Agree	13 (12)	11 (15)	10 (6)	20 (17)	13 (50)
N/A -Don't know	3 (3)	5 (7)	2 (1)	1 (1)	3 (12)
Missing	1 (1)	0 (0)	0 (0)	1 (1)	1 (2)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 99% due to rounding

Table F72

Question 17: I know the historical critical missions performed by my battalion.

Know Missions Performed by Battalion	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	19 (18)	10 (14)	10 (6)	12 (10)	13 (48)
Disagree	23 (22)	24 (33)	23 (14)	24 (20)	24 (89)
Neutral	28 (27)	22 (30)	21 (13)	14 (12)	22 (82)
Agree	17 (16)	29 (39)	31 (19)	28 (23)	26 (97)
Strongly Agree	6 (6)	9 (12)	11 (7)	20 (17)	11 (42)
N/A -Don't know	6 (6)	6 (8)	3 (2)	1 (1)	5 (17)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F73

Question 18: I have seen my battalion's historical artifacts.

Seen Battalion Artifacts	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	22 (21)	18 (24)	15 (9)	14 (12)	18 (66)
Disagree	32 (30)	26 (36)	43 (26)	25 (21)	30 (113)
Neutral	19 (18)	18 (24)	13 (8)	16 (13)	17 (63)
Agree	15 (14)	29 (39)	18 (11)	23 (19)	22 (83)
Strongly Agree	6 (6)	7 (9)	8 (5)	22 (18)	10 (38)
N/A -Don't know	6 (6)	3 (4)	3 (2)	0 (0)	3 (12)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F74

Question 80: I know the history and lineage of my battalion/squadron.

Know History of Battalion	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	9 (9)	14 (19)	11 (7)	11 (9)	12 (44)
Disagree	8 (8)	21 (28)	28 (17)	20 (17)	19 (70)
Neutral	24 (23)	27 (37)	23 (14)	13 (11)	23 (85)
Agree	26 (25)	27 (37)	25 (15)	33 (27)	28 (104)
Strongly Agree	8 (8)	4 (6)	8 (5)	13 (11)	8 (30)
N/A -Don't know	18 (17)	6 (8)	2 (1)	8 (7)	9 (33)
NA	5 (5)	1 (1)	3 (2)	1 (1)	2 (9)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F75

Question 81: I know more about the history and lineage of another unit than the history of my current unit.

Know about History of Other Unit	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	20 (19)	18 (24)	15 (9)	11 (9)	16 (61)
Disagree	19 (18)	22 (30)	23 (14)	19 (16)	21 (78)
Neutral	23 (22)	29 (39)	28 (17)	16 (13)	24 (91)
Agree	11 (10)	15 (20)	20 (12)	27 (22)	17 (64)
Strongly Agree	6 (6)	6 (8)	10 (6)	25 (21)	11 (41)
N/A -Don't know	18 (17)	9 (12)	2 (1)	2 (2)	9 (32)
NA	3 (3)	2 (3)	3 (2)	0 (0)	2 (8)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F76

Question 82: I make the time to learn about my battalion/squadron's history and lineage.

Take Time to Learn History	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	9 (9)	15 (20)	11 (7)	10 (8)	12 (44)
Disagree	31 (29)	26 (36)	30 (18)	23 (19)	27 (102)
Neutral	31 (29)	34 (46)	31 (19)	28 (23)	31 (117)
Agree	15 (14)	15 (20)	20 (12)	25 (21)	18 (67)
Strongly Agree	7 (7)	5 (7)	5 (3)	13 (11)	8 (28)
N/A -Don't know	3 (3)	3 (4)	0 (0)	1 (1)	2 (8)
NA	4 (4)	2 (3)	3 (2)	0 (0)	2 (9)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F77

Question 83: I am generally interested in military history.

Interested in Military History	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	5 (5)	10 (13)	7 (4)	5 (4)	7 (26)
Disagree	8 (8)	10 (13)	10 (6)	10 (8)	9 (35)
Neutral	23 (22)	28 (38)	26 (16)	17 (14)	24 (90)
Agree	38 (36)	35 (47)	39 (24)	49 (41)	40 (148)
Strongly Agree	18 (17)	15 (20)	15 (9)	19 (16)	17 (62)
N/A -Don't know	3 (3)	1 (2)	0 (0)	0 (0)	1 (5)
NA	4 (4)	2 (3)	3 (2)	0 (0)	2 (9)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F78

Question 84: Leaders at my battalion/squadron take time to teach us about our unit's history and lineage.

Leaders Teach Unit History	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	15 (14)	23 (31)	20 (12)	23 (19)	20 (76)
Disagree	16 (15)	24 (33)	41 (25)	27 (22)	25 (95)
Neutral	26 (25)	27 (37)	18 (11)	22 (18)	24 (91)
Agree	24 (23)	16 (22)	11 (7)	18 (15)	18 (67)
Strongly Agree	8 (8)	4 (6)	5 (3)	6 (5)	6 (22)
N/A -Don't know	6 (6)	3 (4)	2 (1)	5 (4)	4 (15)
NA	4 (4)	2 (3)	3 (2)	0 (0)	2 (9)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 99% due to rounding

Table F79

Question 85: It is valuable for Soldiers to know the history of their unit.

Valuable to Know Unit History	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	5 (5)	13 (17)	5 (3)	2 (2)	7 (27)
Disagree	5 (5)	9 (12)	11 (7)	2 (2)	7 (26)
Neutral	18 (17)	31 (42)	28 (17)	22 (18)	25 (94)
Agree	45 (43)	30 (41)	44 (27)	47 (39)	40 (150)
Strongly Agree	17 (16)	13 (17)	8 (5)	25 (21)	16 (59)
N/A -Don't know	5 (5)	3 (4)	0 (0)	1 (1)	3 (10)
NA	4 (4)	2 (3)	3 (2)	0 (0)	2 (9)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F80

Question 86: My battalion/squadron values its history.

Battalion Values History	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	4 (4)	11 (15)	3 (2)	5 (4)	7 (25)
Disagree	4 (4)	7 (10)	13 (8)	7 (6)	7 (28)
Neutral	21 (20)	34 (46)	33 (20)	29 (24)	29 (110)
Agree	37 (35)	27 (37)	36 (22)	40 (33)	34 (127)
Strongly Agree	14 (13)	10 (14)	8 (5)	11 (9)	11 (41)
N/A -Don't know	15 (14)	8 (11)	3 (2)	8 (7)	9 (34)
NA	5 (5)	2 (3)	3 (2)	0 (0)	3 (10)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F81

Question 87: I am proud of my battalion/squadron's history.

Proud of Battalion's History	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	4 (4)	10 (14)	3 (2)	7 (6)	7 (26)
Disagree	4 (4)	5 (7)	5 (3)	8 (7)	6 (21)
Neutral	28 (27)	38 (51)	54 (33)	33 (27)	37 (138)
Agree	35 (33)	26 (35)	30 (18)	29 (24)	29 (110)
Strongly Agree	15 (14)	11 (15)	3 (2)	13 (11)	11 (42)
N/A -Don't know	9 (9)	7 (10)	2 (1)	10 (8)	7 (28)
NA	4 (4)	3 (4)	3 (2)	0 (0)	3 (10)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F82

Question 88: Learning about a unit's history and lineage creates unit pride.

History Creates Unit Pride	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	8 (8)	7 (10)	5 (3)	4 (3)	6 (24)
Disagree	4 (4)	6 (8)	8 (5)	7 (6)	6 (23)
Neutral	22 (21)	32 (44)	28 (17)	14 (12)	25 (94)
Agree	38 (36)	30 (41)	43 (26)	47 (39)	38 (142)
Strongly Agree	19 (18)	18 (24)	10 (6)	25 (21)	18 (69)
N/A -Don't know	4 (4)	3 (4)	3 (2)	2 (2)	3 (12)
NA	4 (4)	4 (5)	3 (2)	0 (0)	3 (11)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 99% due to rounding

Table F83

Question 89: The Army has a great deal of personal meaning for me.

Army has Personal Meaning	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	8 (8)	9 (12)	8 (5)	4 (3)	7 (28)
Disagree	4 (4)	7 (9)	8 (5)	2 (2)	5 (20)
Neutral	19 (18)	32 (44)	25 (15)	18 (15)	25 (92)
Agree	39 (37)	29 (39)	30 (18)	35 (29)	33 (123)
Strongly Agree	22 (21)	18 (24)	26 (16)	40 (33)	25 (94)
N/A -Don't know	3 (3)	3 (4)	0 (0)	1 (1)	2 (8)
NA	4 (4)	3 (4)	3 (2)	0 (0)	3 (10)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F84

Question 90: I feel emotionally attached to the Army.

Emotionally Attached to Army	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	13 (12)	22 (30)	25 (15)	7 (6)	17 (63)
Disagree	17 (16)	15 (20)	13 (8)	12 (10)	14 (54)
Neutral	26 (25)	25 (34)	20 (12)	24 (20)	24 (91)
Agree	25 (24)	24 (33)	23 (14)	37 (31)	27 (102)
Strongly Agree	14 (13)	10 (13)	16 (10)	19 (16)	14 (52)
N/A -Don't know	1 (1)	1 (1)	0 (0)	0 (0)	1 (2)
NA	4 (4)	4 (5)	3 (2)	0 (0)	3 (11)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F85

Question 91: I feel a strong sense of belonging to the Army.

Feel Belonging to Army	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	11 (10)	23 (31)	16 (10)	7 (6)	15 (57)
Disagree	8 (8)	13 (17)	16 (10)	12 (10)	12 (45)
Neutral	22 (21)	19 (26)	21 (13)	23 (19)	21 (79)
Agree	34 (32)	28 (38)	21 (13)	41 (34)	31 (117)
Strongly Agree	20 (19)	12 (16)	21 (13)	17 (14)	17 (62)
N/A -Don't know	1 (1)	2 (3)	0 (0)	0 (0)	1 (4)
NA	4 (4)	4 (5)	3 (2)	0 (0)	3 (11)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F86

Question 92: I feel like "part of the family" in the Army.

Part of the Army Family	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Strongly Disagree	7 (7)	22 (30)	15 (9)	11 (9)	15 (55)
Disagree	13 (12)	12 (16)	15 (9)	7 (6)	11 (43)
Neutral	24 (23)	24 (33)	23 (14)	31 (26)	26 (96)
Agree	34 (32)	24 (33)	20 (12)	35 (29)	28 (106)
Strongly Agree	17 (16)	13 (18)	25 (15)	16 (13)	17 (62)
N/A -Don't know	1 (1)	1 (2)	0 (0)	0 (0)	1 (3)
NA	4 (4)	3 (4)	3 (2)	0 (0)	3 (10)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100* (375)

*These percentages sum to 101% due to rounding

Table F87

Question 93: How likely are you to complete your current term of service and leave the Army?

Leave After Current Term of Service	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Very Unlikely	15 (14)	10 (14)	18 (11)	18 (15)	14 (54)
Unlikely	9 (9)	11 (15)	15 (9)	14 (12)	12 (45)
Neither Likely nor Unlikely	23 (22)	18 (25)	15 (9)	19 (16)	19 (72)
Likely	19 (18)	21 (29)	21 (13)	16 (13)	20 (73)
Very Likely	29 (28)	35 (47)	28 (17)	33 (27)	32 (119)
NA	4 (4)	4 (6)	3 (2)	0 (0)	3 (12)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F88

Question 94: How likely are you to re-enlist for another term of service?

Another Term of Service	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Very Unlikely	16 (15)	27 (37)	20 (12)	18 (15)	21 (79)
Unlikely	11 (10)	8 (11)	15 (9)	10 (8)	10 (38)
Neither Likely nor Unlikely	21 (20)	21 (28)	20 (12)	16 (13)	19 (73)
Likely	28 (27)	24 (32)	18 (11)	24 (20)	24 (90)
Very Likely	19 (18)	16 (22)	25 (15)	31 (26)	22 (81)
NA	5 (5)	4 (6)	3 (2)	1 (1)	4 (14)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)

Table F89

Question 95: How likely are you to make the Army a long-term career (e.g., 20 or more years)?

Army as a Long-Term Career	E1/E2 % (N)	E3/E4 % (N)	TL % (N)	SL % (N)	Total % (N)
Very Unlikely	32 (30)	37 (50)	30 (18)	22 (18)	31 (116)
Unlikely	12 (11)	7 (10)	15 (9)	10 (8)	10 (38)
Neither Likely nor Unlikely	22 (21)	21 (29)	16 (10)	17 (14)	20 (74)
Likely	17 (16)	13 (18)	15 (9)	18 (15)	15 (58)
Very Likely	14 (13)	15 (20)	20 (12)	33 (27)	19 (72)
NA	4 (4)	7 (9)	5 (3)	1 (1)	5 (17)
Total	100 (95)	100 (136)	100 (61)	100 (83)	100 (375)