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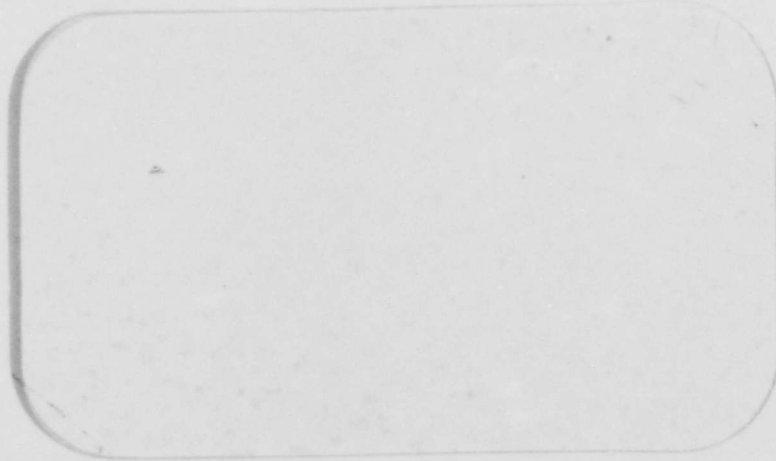
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CONSULTING REPORT
INVENTORY AND SELECTION OF LEADERSHIP TASKS
FOR TRAINING INFANTRY OFFICER CANDIDATES

by
James A. Caviness
and
James A. Salter

June 1970

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This Consulting Report has been prepared to provide information to the requesting agency on the results of Work Unit OC LEADER. It does not necessarily represent official opinion or policy of either HumRRO or the Department of the Army.

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

FOREWORD

This report describes research conducted as the second phase of Work Unit OC LEADER, "Systems Engineering of Leadership for Officer Candidate Programs." The research was conducted to determine which of the many leadership functions performed by OC graduates would rank high in priority for formal training.

The research described in this report was conducted by HumRRO Division No. 4 under the direction of Dr. T. O. Jacobs, Director. Military support was provided by the U. S. Army Infantry Human Research Unit, under the command of LTC Chester I. Christie, Unit Chief. The Project Officer at the USAINFHRU was 2nd LT Joseph D. Hudson. The HumRRO research group consisted of Dr. James A. Caviness and Mr. James A. Salter.

HumRRO research for the Department of the Army is conducted under Contract DAHC 19-70-C-0012. Training, Motivation, Leadership Research is conducted under Army Project 2Q062107A712.

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SUMMARY AND CONCLUSION

Military Problem

CONARC has directed that systems engineering procedures be applied to all CONUS programs of instruction. USAIS has requested that systems engineering procedures be applied to the OC leadership courses. Systems engineering of leadership training is made especially complex by the numerosity of different duty positions and MOS numbers held by OC program graduates. OCs require instruction that is appropriate for a wide range of duty assignments. In addition, the leadership instruction must be highly effective; OC graduates will usually receive no additional formal leadership training until they reach the advanced course as middle or senior captains.

The requirement for a systems engineering of the leadership courses in the OC program assumes that leadership is job-functional. The logic is that the teaching program must be determined by the job that the graduates will be performing after they have left the training milieu.

Research Problem

The first step in systems engineering is to perform a Job Analysis. Job Analysis consists of two operations: Identify the Job and Develop the Task Inventory. The first of these operations, Identify the Job, has been described in an earlier report. The results indicated that graduates from the OC program are assigned to a variety of duty positions (66 in the sample surveyed) and are assigned a variety of MOS numbers (47 in the sample surveyed). One major significance of these results (for the systems engineering of the OC leadership courses) was that, unlike many service schools, the OC program cannot be said to prepare for a single job. Rather, it prepares for a rank -- second lieutenant, which encompasses a wide variety of duty positions and a large number of leadership problems.

The second operation in Job Analysis is Develop the Task Inventory. It is essential that from the outset it be recognized that the tasks inventoried from OC graduates reflect specific observable acts and behaviors required of job incumbents of a great variety of distinctively different jobs.

The number of tasks inventoried for a given job usually exceeds the number of tasks that will be trained for in a formal school setting. This is especially true where multiple jobs are being trained for. Some reduction of the number of tasks is necessary. The leadership tasks must go through a judgmental process -- Select Tasks for Training. The task inventory must be submitted to a panel of experienced officers for rating in importance of priority for training.

What are the tasks most importantly required to be performed by graduates of the OC program? This operation in the systems engineering of leadership training for the Infantry OC program identifies the separate tasks in leadership recognized and recalled by a selected sample of junior officers who have served in representative duty positions, and selects the leadership tasks rated by experienced leaders as being most deserving of training.

Approach

The logic is that training must be determined by job functions. The jobs have been identified. This paper covers the second operation in Job Analysis, Develop the Task Inventory, and also includes step 2 of the systems engineering approach, Training Tasks (Select Tasks for Training) as outlined in Con Reg 350-100-1.

Results

Task Inventories were developed for incumbents in Troop Command, Troop Staff, Instructor, Aviation, and Special Forces duty positions. Training tasks judged for priority in the training program were selected by a panel of experienced leaders from the Leadership Committee of the Leadership Department of the U. S. Army Infantry School.

Conclusions

The pool of leadership task descriptions developed under Work Unit OFFTRAIN was affirmed by a representative sample of junior officers. As an indication of the relevance of the items, it was pointed out that, of the 245 items, only 14 received less than 50 affirmations.

Five leadership task inventories were generated in the analysis of the responses to the Task Inventory Questionnaire by the interviewees (grouped as to Troop Command, Troop Staff, Instructor, Aviator, and Special Forces) which show a significant degree of commonality. Data collected in this Work Unit indicate that OC graduates are assigned to a variety of duty positions and are assigned a variety of MOS numbers, but that the diversity of these does not necessarily predicate completely different leadership functions. On the contrary, the intercorrelations among the five tour patterns and the degree of overlap in the top ranks indicate that a common core of leadership training would be effective.

A list of leadership tasks ranked for training priority are provided to form a new base for a leadership development curriculum. (Appendix C).

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INTRODUCTION

Background

The responsibilities shouldered by today's junior officer make it necessary that he receive the best training possible before he is commissioned. Whether in a combat zone or in a stateside duty position, he may be called upon to accept and manage awesome responsibilities. Because the leadership ability of a young officer determines whether or not he confronts these responsibilities successfully, the OC leadership program (USAIS, 68) must be constantly improved and updated. As part of the effort to improve the effectiveness of the OC program, Work Unit OC LEADER is designed to accomplish the research phases of systems engineering of leadership training courses in the Infantry Officer Candidate program.

The first phase of systems engineering (Identify the job) of Work Unit OC LEADER reported descriptive statistics obtained from a selected sample of 385 graduates of the Infantry OC program. The data revealed that (1) initial assignment was to 66 different duty positions, (2) initial assignment was to 47 different military occupational specialties (MOSs), and (3) for the majority (94.4%) of individuals the series of assignments over the duration of the mandatory tour of duty show evidence for membership in one of 6 tour patterns (Troop Command, Troop Staff, Instructor, Special Forces, Aviator, and Mixed).

This paper describes the intermediate phases (Develop the Task Inventory and Select Tasks for Training) in Work Unit OC LEADER.

Military Problem

CONARC had directed that systems engineering procedures be applied to all CONUS programs of instruction. USAIS has requested that systems engineering procedures be applied to the OC leadership courses. Systems engineering of leadership training is made especially complex by the numerosity of different duty positions and MOS numbers held by OC program graduates. OCs require instruction that is appropriate for a wide range of duty assignments. In addition, the leadership instruction must be highly effective; OC graduates will usually receive no additional formal leadership training until they reach the advanced course as middle or senior captains.

The requirement for a systems engineering of the leadership courses in the OC program assumes that leadership is job-functional. The logic is that the teaching program must be determined by the job that the graduates will be performing after they have left the training milieu.

Research Problem

Figure 1 shows the program for systems engineering leadership training, and also shows the steps (blocked) reported in this paper. The research requirement in this paper is the development of (a) the Task Inventory sub-step of the Job Analysis (step 1) and (b) Training Tasks (step 2), as outlined in Con Reg 350-100-1.

The first step in systems engineering is to perform a Job Analysis. Job Analysis identifies the on-the-job performance requirements in terms of individual tasks. Emphasis is on identifying the specific observable acts and behaviors required of job incumbents.

Job Analysis consists of two operations: Identify the Job and Develop the Task Inventory. The first of these operations, Identify the Job, has been described in an earlier report (Caviness, 1970). The results indicated that graduates from the OC program are assigned to a variety of duty positions (66 in the sample surveyed) and are assigned a variety of MOS numbers (47 in the sample surveyed).

Also, the results of the "identify the job" research were analyzed to show five tour patterns which represent militarily meaningful categories and appear to be sensitive to potential differences in leadership demands. These four pattern categories will be useful in realistically organizing the inventory of leadership tasks.

One major significance of these results (for the systems engineering of the OC leadership courses) was that, unlike many service schools, the OC program cannot be said to prepare for a single job or MOS. Rather, it prepares for a rank -- second lieutenant.

Task Inventory. The second operation in Job Analysis is Develop the Task Inventory. Because Job Analysis sets the framework within which all subsequent steps of the systems engineering process occurs and because this basic framework is task-based and job-oriented, it is essential from the outset that the tasks inventoried from OC graduates reflect specific observable acts and behaviors required of job incumbents of a great variety of distinctively different jobs.

More often, a task inventory is developed by interviewing a large number of incumbents of one job (duty position or MOS). Con Reg 350-100-1 is ideally suited for systems engineering of training for single jobs. In the present case, a number of incumbents of a great variety of jobs has been interviewed, and this means that Work Unit OC LEADER has embarked upon a systems engineering of training for multiple jobs. Con Reg 350-100-1 is not ideally responsive to the requirements for systems engineering of training for multiple jobs; however, the general outline has been adopted for use in this research.

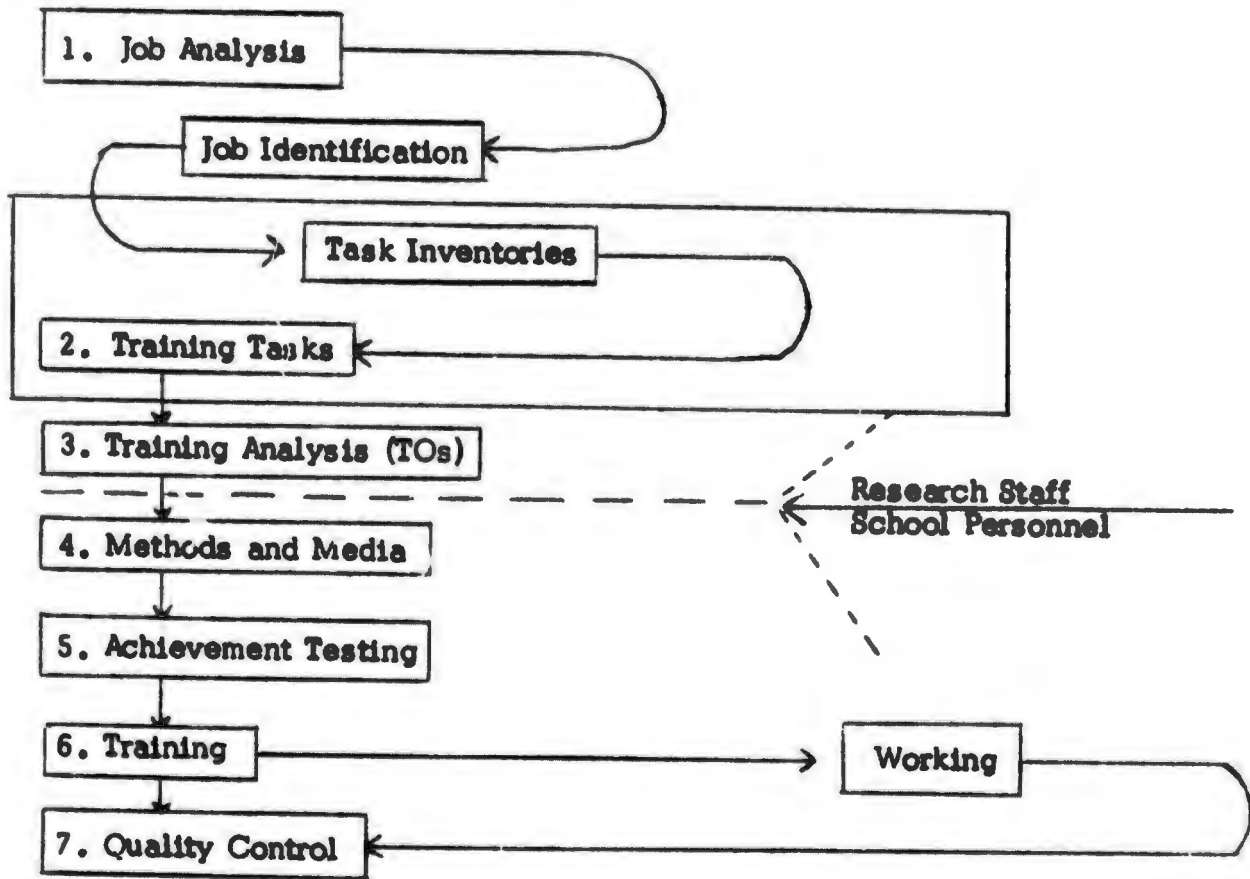


Figure 1
Flow of Evolutions in Systems Engineering of Leadership
Training for Officer Candidate Programs
 (This paper is concerned with the blocked items: Task
 Inventories and Training Tasks .)

Tasks for Training. The number of tasks inventoried for a given job usually exceeds the number of tasks that will be trained for in a formal school setting. This is especially true where multiple jobs are being trained for. Some reduction of number of tasks is necessary. The leadership tasks must go through a judgmental process -- Select Tasks for Training. Some of the tasks occur too infrequently to warrant formal training. Of course, tasks that are highly essential and tasks that occur very frequently must be included in training. The task inventory must be submitted to a panel of experienced officers for rating in importance or priority for training: The tasks that prevail after the judgmental sorting out will be (1) representative of the job and (2) selected with an eye toward achieving maximum use of the training program.

What are the tasks most importantly required of graduates of the OC program? This operation in the systems engineering of leadership training for OC programs identifies the separate tasks in leadership recognized and recalled by a selected sample of junior officers who have served in representative duty positions, and selects the leadership tasks rated by experienced leaders as being most deserving of training.

METHOD

Sample Populations

An analysis of the data from the "identify the job" phase of OC LEADER indicated that five militarily meaningful categories of duty positions would be applicable: Troop Command; Troop Staff; Instructor; Special Forces; Aviator. Junior officers representing these categories in the same proportion as found in the "identify the job" sample were interviewed. The task inventory was to be based on a total of 200 junior officers; a proportional sampling would require 73 individuals in Troop Command slots, 53 in Troop Staff, 40 in Aviation, 18 in Instructor, and 16 in Special Forces.

Officers from several different units at Fort Benning were interviewed, including individuals from the 197th Brigade, The Infantry School, The Candidate Brigade, The Student Brigade, and the Army Training Center. Also, junior officers in the Special Forces program at Fort Bragg and aviators at Fort Rucker were interviewed. (In order to complete the sample, 10 captains and one lieutenant in the 10th Aviation Group at Fort Benning were asked to respond to the Task Inventory Questionnaire on the basis of leadership problems they encountered as junior officers after completion of flight school.)

The requirement for taking the questionnaire was that the officer must have held the duty position he was reporting on for two months within the past six months from the day of the questionnaire being administered. (However, several exceptions had to be made due to the non-availability of junior officers in the Special Forces and Aviation programs. Usually, as soon as an officer completes either of these programs he goes to Vietnam, and is a captain by the time he returns to the United States.)

The Task Inventory Questionnaire

The method used in developing the task inventory for the Job Analysis was to interview junior commissioned officers who were incumbents in a representative sample of duty positions identified in the initial phase of this Work Unit. Both recognition and recall of leadership functions were required; however, the emphasis was on recognition. (An extensive use of open-ended, non-targeted recall items would have led to a lengthy and difficult content analysis.)

Since the requirement was for inventorying tasks from multiple jobs, a wide range of recognition items was needed to allow differential patterns to emerge. Leadership tasks that an individual in one duty position might encounter quite often might seldom be required of an individual in a second duty position, and might never be required of an individual in a third duty position.

A Task Inventory Questionnaire (TIQ) was developed for use in this Work Unit by modifying the Leader Activity Questionnaire (LAQ) developed in Work Unit OFFTRAIN. (A description of that development, taken from the OFFTRAIN publications, is given in Appendix A.) The TIQ contains many different kinds of situations a leader in a generalized duty position might be called upon to deal with in the course of his duties. Each of the situations is described and is then followed by a number of questions relating to some action that might or might not be taken. The questionnaire contains 245 "yes" or "no" questions. At the end of each of the 30 situations there are three blank spaces (90 blanks in all) where additional actions that are peculiar to the duty position as it relates to that situation can be added by the incumbent.

Five Tour-Pattern Leadership Task Inventories

For each tour pattern, percentages of group members who responded affirmatively to each TIQ item were computed. The TIQ actions were re-allocated to the proper one of the 53 leadership areas developed by HumRRO Work Unit OFFTRAIN. (See Appendix A for a technical supplement describing these areas and their development.) The item-response percentages within each of the 53 leadership areas were averaged, and the areas were then ranked in order of magnitude of average percent. This process was repeated for each of the five tour patterns. The result was a ranked list of leadership areas for each of the tour-pattern groups.

Combined Task Inventory

The responses to the TIQ were tabulated, and new items were generated, in part, by the written responses in the blanks at the end of each section of the TIQ. The combination of TIQ items and new items made up a task inventory applicable to all tour patterns.

Selecting Tasks for Training

After the combined Task Inventory had been developed, tasks that should receive formal school training were selected. The Task Inventory reflected frequency of occurrence. The requirement here is that the tasks be selected on the basis of importance or priority for training. The procedure used was a modification of the delphi technique.

A panel of five experienced leaders who currently were involved in leadership development and assessment (as members of the Leadership Committee of the Leadership Department of the USAIS), were asked to individually sort the combined Task Inventory tasks (slightly reworded for this purpose) according to importance (priority) for training. The panel of five experienced leaders sorted the tasks according to importance three times. The first sorting was into three equal portions, the second sorting was into five, and the third was into seven. (The instructions are reported in Appendix B.) The first sorting reduced the inventory by approximately one-half; 258 tasks were sorted, and the top 125 were retained. The second sorting reduced the inventory further; 125 tasks were sorted and the top 63 were retained. The third sorting served to rank-order the surviving 63 leadership tasks.

RESULTS

Response to the TIQ

The yes-no items of the Task Inventory Questionnaire were affirmed by the representative sample of 200 junior officers selected for interview. The average number of positive responses per item was 123.7 (median was 128.7). The range was from 16 to 184 positive responses per item (quartile range was 58). Only 14 items received fewer than 50 affirmations (see Figure 1).

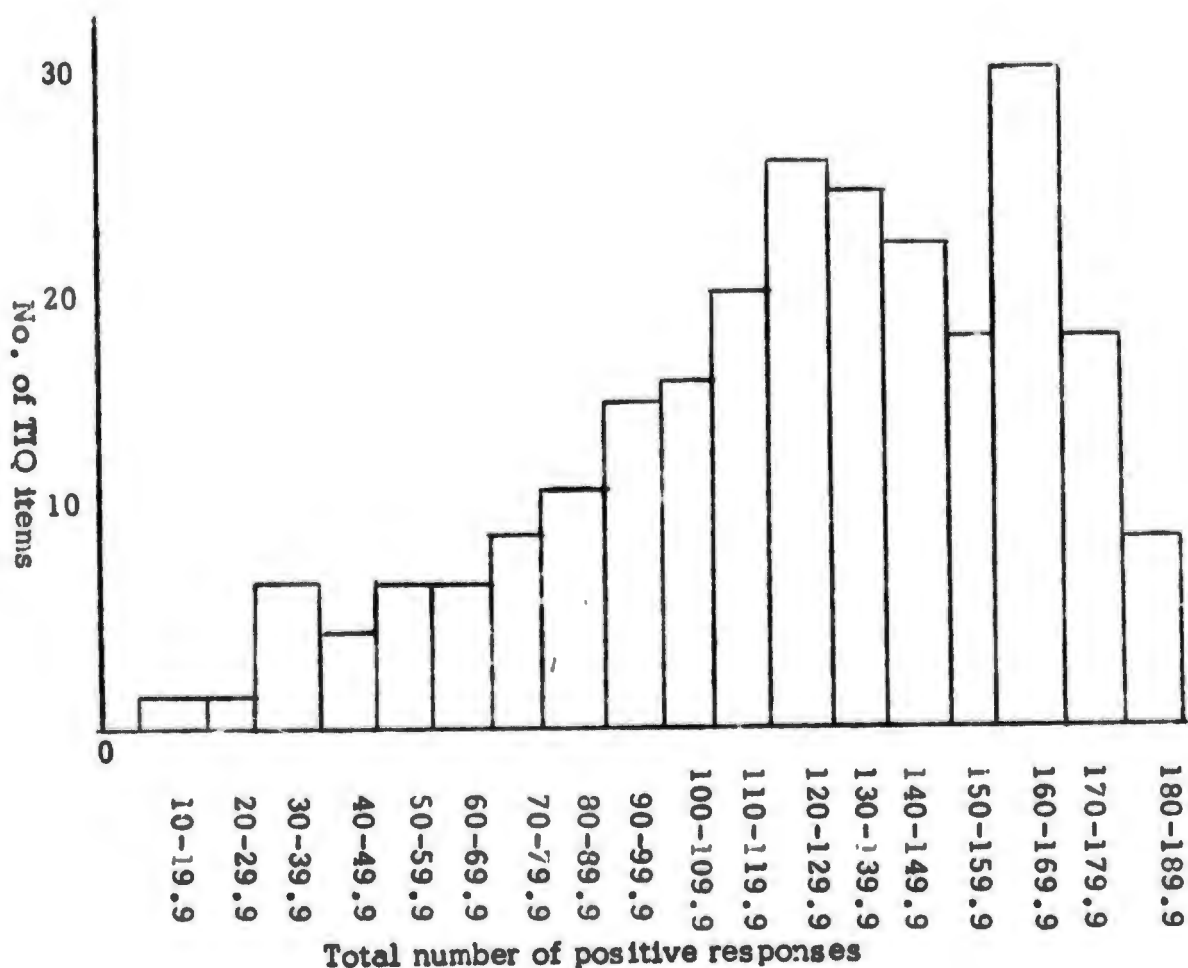


Figure 1

Distribution of number of TIQ items receiving an indicated total number of positive responses

Comparison of the Five Leadership Task Inventories

A check on the sameness of the leadership demands encountered by incumbents of the five different categories of duty positions was performed. For this check, the analysis was based upon comparisons of the five rank-orders of TIQ items representing the 53 leadership areas developed by OFFTRAIN.

Two types of comparisons were made. In the first, the five rank-orders were intercorrelated in all possible pairs to produce a matrix of 10 rank-order correlations. The matrix appears as follows:

		Rank-Order Correlations			
	Troop Command	Troop Staff	Instructor	Aviator	Special Forces
Troop Command		.58	.54	.60	.44
Troop Staff			.51	.82	.50
Instructor				.44	.74
Special Forces					.52

NOTE: All intercorrelations among the five tour patterns are positive, and all are significant at the .001 level.

A second indication of the similarities or the degree of association among the four patterns can be gained by tabulating the extent to which the top 26 ranks overlap for any given pair of four patterns. This differs from the rank-order analysis in that a simultaneous finding of exact reversal in ranks and 100% overlap is possible, logically (i.e., Rank 1 for one member of the pair could correspond to Rank 26 for the other member, Rank 2 would be Rank 25, etc.; but all sub-areas ranked in the top 26 by one would also appear in the top 26 of the other). The table below shows the raw number of areas that appear in the top 26 ranks for both members of the pair.

Degree of Overlap in Top 26 Ranks

	Troop Command	Troop Staff	Instructor	Aviator	Special Forces
Troop Command		19 (73%)	19	19	19
Troop Staff			19	22 (85%)	17 (65%)
Instructor				19	21 (81%)
Aviator					17
Special Forces					

It was felt that these results demonstrated sufficient sameness across duty positions to justify proceeding with a single Task Inventory in selecting tasks for training.

Selecting Tasks for Training

The combined task inventory was submitted to five Captains associated with the Leadership Committee of the Leadership Department of USAIS for judgment as to ranked importance. These judges were required to sort the complete task inventory of 258 leadership tasks into three equal portions ranging from lowest to highest importance for training. The three ranks were assigned values of 0, 1, and 2, respectively. The pooled judgments could range from 0 to 10 points per task. (No item was ranked "highest importance" by all five judges, that is, no task received 10 points.) The distribution of pooled judgments is shown in Figure 2.

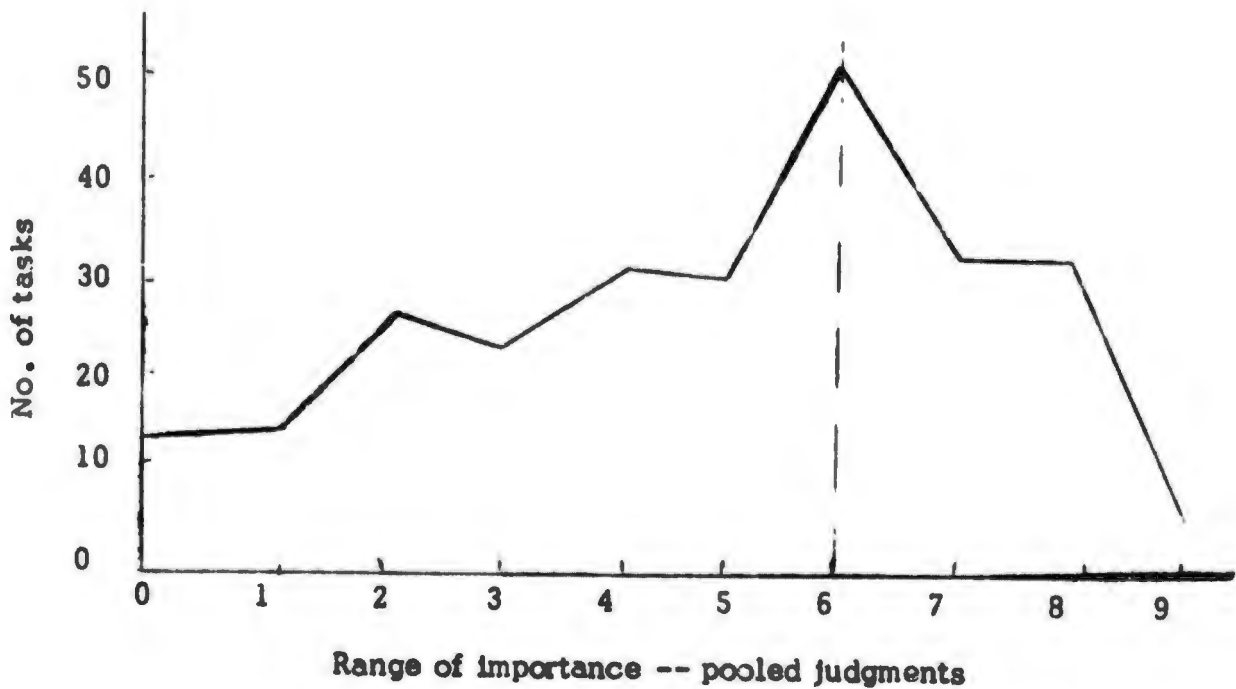


Figure 2

Distribution of first judgment showing number of TIQ items receiving indicated number of pooled judgmental points

The complete task inventory was cut approximately in half, based upon the judges' estimation of importance of training, i.e., tasks receiving a pooled score of less than six points were deleted from the inventory. The remaining 125 tasks were submitted to the five Captains again for judgment as to importance for training. This time, a finer discrimination was required: The judges were asked to sort the tasks into five equal portions, again ranging from lowest to highest importance for training. The five ranks were assigned values of 0, 1, 2, 3, and 4, respectively. The pooled judgments could range from 0 to 20 points per task. (No item was ranked lowest or highest by all five judges, that is, no task received the top or bottom score.) The distribution of pooled judgments is shown in Figure 3.

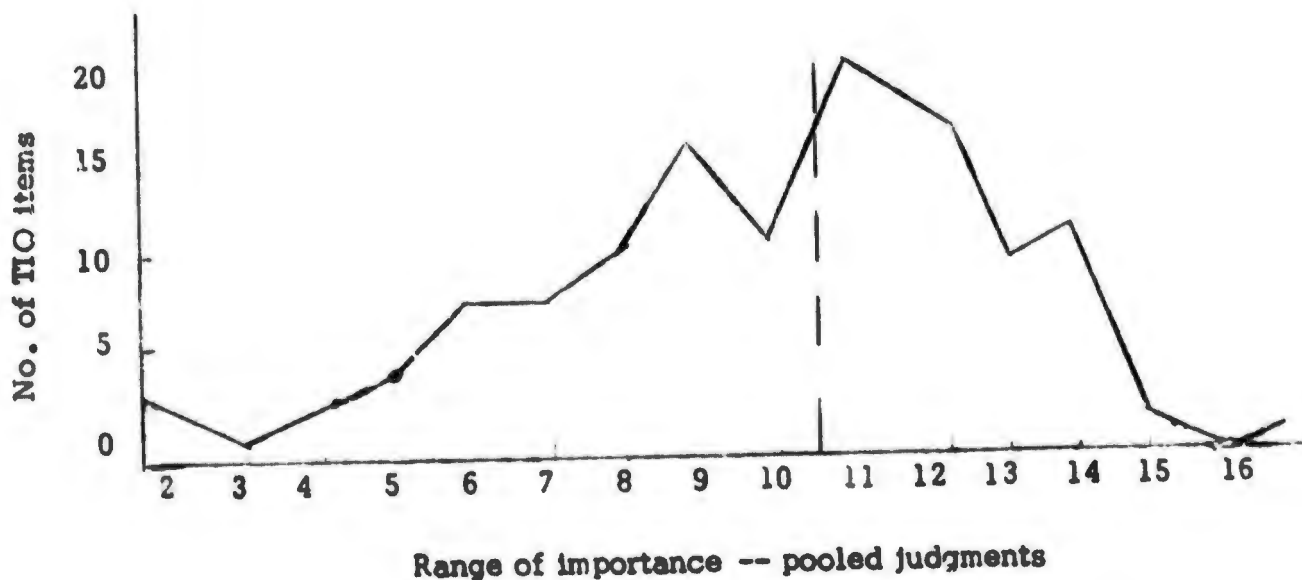


Figure 3
 Distribution of second judgment showing number of TIQ items receiving indicated number of pooled judgmental points

Based upon the judges' estimation of importance of training, the top half of the task inventory was again cut approximately in half, i.e., tasks receiving a pooled score of less than 11 points were deleted from the inventory. The remaining 63 tasks were submitted to the five Captains again for judgment as to importance for training. This time, an even finer discrimination was required: The judges were asked to sort the tasks into seven equal portions, again ranging from lowest to highest importance for training. The seven ranks were assigned values of 0, 1, 2, 3, 4, 5, and 6, respectively. The pooled judgments could range from 0 to 30 points per task. (No task received the top or bottom score; no item was ranked lowest or highest by all five judges.) The distribution of pooled judgments is shown in Figure 4.

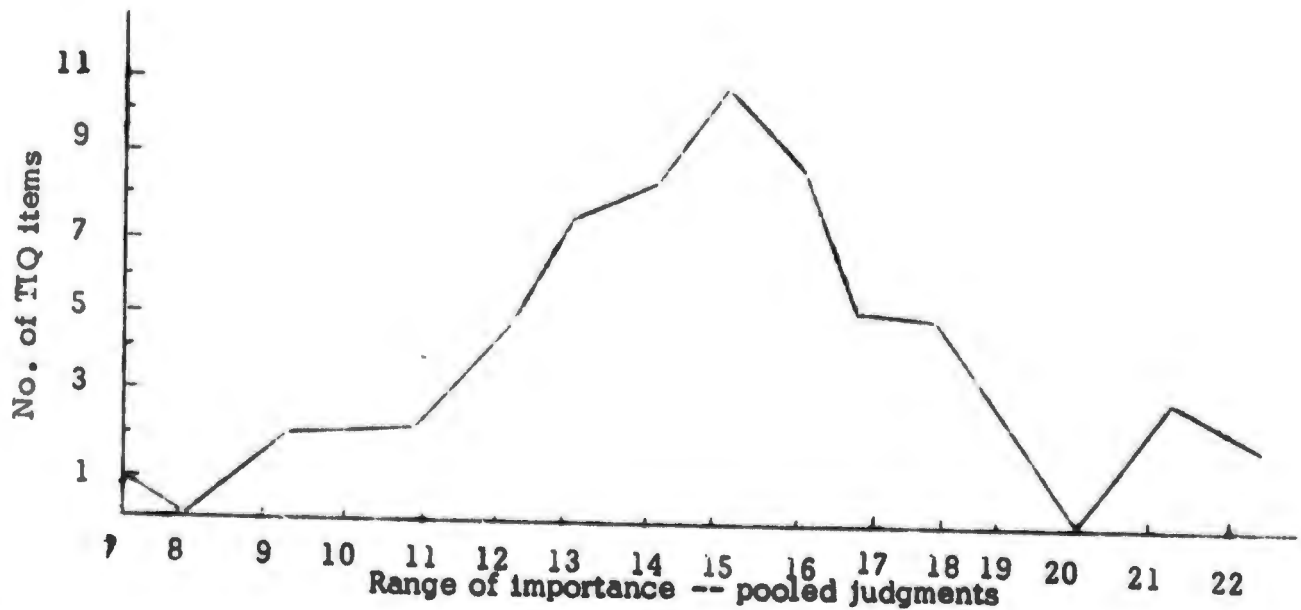


Figure 4

Distribution of third judgment showing number of TIQ items receiving indicated number of pooled judgmental points

The 63 leadership tasks rated most important in the judgmental process are reported, in ranked order, in Appendix C.

DISCUSSION

The pool of leadership task descriptions taken largely from the Leader Activity Questionnaire (LAQ) developed under Work Unit OFFTRAIN was affirmed by a representative sample of junior officers. As an indication of the relevance of the items, it was pointed out that, of the 245 items, only 14 received less than 50 affirmations. It can be concluded that the Task Inventory Questionnaire (TIQ), which combined the LAQ with 90 open-ended items, was an economical and effective interview device.

The five leadership task inventories generated in the analysis of the responses to the TIQ by the interviewees (grouped as to Troop Command, Troop Staff, Instructor, Aviator, and Special Forces) show a significant degree of sameness. Data collected in this Work Unit indicate that OC graduates are assigned to a variety of duty positions and are assigned a variety of MOS numbers, but that the diversity of these does not necessarily predicate completely different leadership functions. On the contrary, the intercorrelations among the five tour patterns and the degree of overlap in the top ranks indicate that a common core of leadership training would be effective.

The reduction of the tentative task inventory, and its conversion into a list of leadership tasks ranked for training priority, have provided a new base for a leadership development curriculum.

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- U. S. Continental Army Command, Regulation No. 350-100-1, Systems Engineering of Training (Course Design), Fort Monroe, Virginia, 1 February 1968.

APPENDICES

Appendix A
DEVELOPMENT OF THE
LEADER ACTIVITY QUESTIONNAIRE (LAQ)

Appendix A

DEVELOPMENT OF THE LEADER ACTIVITY QUESTIONNAIRE (LAQ)

The objective of Work Unit OFFTRAIN was to obtain measures of leader behavior in situations involving leader-follower interaction oriented to goal attainment, and to relate these measures to the criteria of leader ratings by subordinates and superiors. While direct measures of variation in quality of performance would be the ultimate criterion of leader effectiveness, ratings of leaders by followers were taken to be a penultimate criteria of leader effectiveness. The assumption was that platoon leaders who are accepted and rated as competent by their followers will be more likely to get willing, rather than token, compliance with orders. Following this reasoning, the operational criterion of this study was rating of the platoon leader by his followers.

In OFFTRAIN II, information was gathered on the day-to-day leadership behavior of a sample of 42 platoon leaders. The platoons had been involved in training for and taking squad and platoon tests shortly before the data were collected. Interviews were held with six to eight subordinates of each platoon leader, and emphasis was placed on obtaining reports of actual behavior rather than inference or judgments about behavior. In questioning members of the platoon for descriptions of leader actions in situations relevant to group goals, the interviewer used a standard set of questions regarding the leader's behavior in each of the following situations: (1) job assigning or planning, (2) job in process and being done poorly, (3) job in process and being done well, (4) job completed and done poorly, (5) job completed and done well, (6) replacements entering unit, (7) promotions or changes in assignment, (8) group members making complaints or suggestions, and (9) unexpected event occurring.

A content analysis was made to process the data into behavior variable scores, and categories or types of leader behavior that occurred in the various task-oriented situations were derived from the interview data. These leader behavior variables were then related to criteria which included ratings of the leader by subordinates within his unit, and by his superiors. Leader behavior variables that were associated with high ratings by subordinates and superiors were assumed to reflect effective practices; variables associated with low ratings were assumed to reflect ineffective practices.

In OFFTRAIN III, a Leader Activity Questionnaire (LAQ) was constructed from the findings of the previous subtask. The LAQ items consisted of behavior statements. In the LAQ, items were presented in groups, each group dealing with a platoon leader's behavior in a specific kind of situation. For each item in each group, the respondent was asked to indicate how frequently he had observed that particular behavior during the previous month.

Appendix A

The OFFTRAIN Work Unit postulated 7 major categories of leadership behavior and each of the major categories were further divided into 4 to 19 different sub-categories. A total of 53 separate leadership areas were developed from these sub-categories. Questionnaire items were designed to describe behavior typical of each of these leadership areas. Four of the areas are represented by a single item, while one of the areas is represented by as many as 12 items--14 of the areas have 3 items each and this is the modal number of items per area. A total of 222 items represent the 53 leadership areas. An additional 23 items which were not categorizable into one of the existing areas were also written and placed into an eighth area designated "miscellaneous."

The LAQ was administered to members of 46 platoons in a training division. Ratings were also obtained on the platoon leaders, from both subordinates and superiors. In scoring the LAQ, the behavior statements were grouped into variables much like those identified in OFFTRAIN II. These behavior variables were then correlated with the ratings, and the relationships were found to be in substantial agreement with those of the preceding study, and thus substantiated both the positive and negative criterion validities. That is, leader behavior variables that were associated with high ratings by subordinates and superiors in the previous interview study (OFFTRAIN II) showed significant positive validities when the questionnaire items describing these behaviors were correlated with subordinate ratings of the platoon leader. Conversely, leader behavior variables that were associated with low ratings by subordinates and superiors in OFFTRAIN II showed significant negative validities. Subordinates who responded to the corresponding questionnaire items with the statement that their platoon leader frequently displayed these behaviors also gave their leader low effectiveness ratings. Essentially the same leader behaviors were important both in the training division and in the TOE division that had been studied previously. On the basis of the similarity between the two sets of findings, it was concluded that the leader behaviors identified in both of these studies constitute a realistic and factual basis for leadership training.

Appendix B
INSTRUCTIONS TO JUDGES

Appendix B
INSTRUCTIONS TO JUDGES

1st Sorting

A specific leadership action is printed on each card in this deck. Read each card carefully and think about the leadership behavior that is described.

Decide how important you feel it is for a student of the Infantry OC program to be given instruction in the knowledges and skills required to properly execute the action during the program of instruction of the Infantry OC program and before the graduate receives his first duty assignment.

You will be asked to divide the deck into three piles on the basis of the training importance of the leadership behavior described. For each card, decide whether you think the behavior described is of the highest importance, the lowest importance, or is of moderate importance.

1st Run-Through: Simply read all the cards in the deck to get a feel for the range of behaviors.

2nd Run-Through: Try to place roughly one-third of the cards in each pile.

3rd Run-Through: You will be asked to add or subtract cards from the piles until exactly one-third falls in each group.

2nd Sorting

The instructions for the second sorting are the same as those for the first, with the exception that the cards will be divided into five equal piles.

3rd Sorting

The third sorting is the same as the first two sortings, except that the cards will be divided into seven equal piles.

Appendix C

LEADERSHIP TRAINING TASKS

LEADERSHIP TRAINING TASKS

Rank #1

When someone has a problem [the leader should] do all he can to help a man who has a bad problem.

When some or all of the men have been given an important job like a field problem or a big inspection [the leader should] make standards clear by telling the men how well he expects them to do it.

Rank #2

When someone has a problem [the leader should] guide the counseling in such a manner that the man being counseled will develop his own workable solution.

When an important job like a field problem or a big inspection is assigned to his unit [the leader should] explain his reason for his instructions by telling the men why it is important to do the job the way he says.

When on a field problem [the leader should] display tactical proficiency by knowing what to do when the going gets rough.

Rank #3

When someone has a problem [the leader should] avoid failing to do anything for a man who has a problem.

When not on a field problem [the leader should] behave consistently with respect to his men's expectations by not breaking a promise he has made.

Rank #4

When on a field problem [the leader should] avoid disruptive influences by checking on the condition of the men.

When on a field problem [the leader should] avoid putting off something his superior tells him to do.

When a new man arrives [the leader should] define the situation for a new man by telling the new man how things are run and what the policies are.

When a man has fouled up an important job he was given [the leader should] punish privately by taking the man aside to chew him out.

When on a field problem [the leader should] avoid getting shook up when something goes wrong.

Rank #5

When someone has a problem [the leader should] protect a man from unfair treatment by trying to help a man who is getting more than his share of details.

When someone has a problem [the leader should] continue to take an interest in the man's problems even after he is referred to an agency.

When all or some of the men are doing a job or have finished a job [the leader should] use the chain of command to have the NCOs check the work after the men are finished.

When on a field problem [the leader should] reduce the possibility of fear and rumor by keeping the men informed.

When a man has fouled up an important job he was given [the leader should] critique the job by telling the man what he has done wrong and how to do it right.

Rank #6

When someone has a problem [the leader should] take action right away on the man's problem.

When all or some of the men are doing a job or have finished a job [the leader should] use the chain of command by having the NCOs check the work the men are doing, while they are doing it.

When someone has a problem [the leader should] avoid saying there is nothing he can do when the man comes to him with a bad problem.

When on a field problem [the leader should] base rewarding-punishing action on performance by not going easy on the men he likes.

When all or some of the men have done a good job [the leader should] critique the job by telling the men a few little things they could have done to make the job better.

When a new man arrives [the leader should] explain his policies on helping a new man get additional schooling to better his knowledge of the military.

When an important job like a field problem or a big inspection is assigned to his unit [the leader should] get information from the NCOs by asking them for suggestions or advice.

When all or some of the men are doing a job or have finished a job [the leader should] keep informed by checking on a job when it is finished.

When a new man arrives [the leader should] give a new man something positive and tangible to work for by telling him that if he does good work he will have a good chance of being promoted.

Rank #7

When on a field problem [the leader should] protect the health of his command by active supervision of hygiene and sanitation.

When he goes by when a man is doing a good job on something [the leader should] give the man something positive to work for by telling him he is doing a good job.

When all or some of the men are doing a job or have finished a job [the leader should] give the men positive motivation by giving credit to the men who did a good job.

When a man does very well on an important job [the leader should] give the man a reward by praising him for doing a good job.

When all or some of the men have done a bad job [the leader should] avoid chewing out the NCO in charge in front of the men.

When a new man arrives [the leader should] explain his reasons for his actions by telling a new man that, although he had been trained in a certain area, he would have to use him where he needed him most.

When a new man arrives [the leader should] give a new man something positive and tangible to work for by telling him that if he does good work he will get regular passes.

When a new man arrives [the leader should] avoid disruptive influences by checking on the condition of a sick or injured man right away.

When a man has fouled up an important job he was given [the leader should] avoid the use of profane language when making corrections.

When a man has fouled up an important job he was given [the leader should] recognize when it would be inappropriate punishment to pull the man's pass.

When on a field problem [the leader should] display tactical proficiency by handling a sudden change in plans well.

Rank #8

When on a field problem [the leader should] place the comfort, pleasure, and recreation of his men ahead of his own.

When a new man arrives [the leader should] define for a new man the mission of the unit.

When a new man arrives [the leader should] talk to a new man about Project Transition if he is a short-timer.

When on a field problem [the leader should] avoid publicly disagreeing with the NCO.

Rank # 8 (Cont'd)

When someone has a problem [the leader should] avoid weakening upward communication by simply refusing to believe what the man tells him.

When an important job like a field problem or a big inspection is assigned to his unit [the leader should] avoid confusing the men when he tells them what he wants them to do.

When someone has a problem [the leader should] take action on the problem by taking the man to see his superior when the man has a really bad problem.

When a new man arrives [the leader should] introduce the new man to the senior NCOs.

Rank # 9

When a new man arrives [the leader should] place a new man with a more experienced man until he gets his feet on the ground.

When promotions come up [the leader should] see and congratulate a man who gets a promotion.

When a man has fouled up an important job he was given [the leader should] check the reason for failure by asking the man why he had not done it right.

When promotions come up [the leader should] base reactions upon job performance by not refusing to put a man in for promotion if he doesn't like the man.

When one of the men makes a suggestion [the leader should] respond appropriately to suggestions by accepting a good suggestion from one of the NCOs.

When someone has a problem [the leader should] take action on the problem by trying to work it out when the man wants to change his job.

When on a field problem [the leader should] avoid appearing to have a hard time keeping up with the rest.

Rank # 10

When some or all of the men have been given an important job like a field problem or a big inspection [the leader should] give the men something positive to work for by telling them the job is important.

When on a field problem [the leader should] display leadership in a confident fashion by not keeping quiet when one of the men yells at him.

When assuming command [the leader should] observe his new unit for a period of time before making major changes in unit policies.

When all or some of the men have done a good job [the leader should] praise the men for good work by telling them he is pleased.

Rank # 11

When on a field problem [the leader should] avoid getting shaken up by stressful situations by not getting shook up when some high-ranking officers are around.

When not on a field problem [the leader should] be a good model of military form and manner by looking unusually well-dressed at a formation.

Rank # 12

When someone has a problem [the leader should] avoid saying there is nothing he can do when a man is getting more than his share of details.

When some or all of the men have been given an important job like a field problem or a big inspection [the leader should] define specifically by naming the men who are to do it.

Rank # 13

When a job is assigned to his unit (this can be any kind of a job -- one they have to do every day, or one they have to do only every now and then), [the leader should] show tactical proficiency by never giving his men an incorrect order.

When some or all of the men have been given an important job like a field problem or a big inspection [the leader should] avoid confusing the men by not getting mixed up when he tells them about it.

Rank # 14

When an important job like a field problem or a big inspection is assigned to his unit [the leader should] avoid telling the men how to do the job if they know more about it than he does.

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle)		5. TYPE OF REPORT & PERIOD COVERED
6. INVENTORY AND SELECTION OF LEADERSHIP TASKS FOR TRAINING INFANTRY OFFICER CANDIDATES.		Consulting Report.
7. AUTHOR(s)		8. CONTRACT OR GRANT NUMBER(s)
10. James A. Caviness and James A. Salter		15. DAHC 9-73-C-0012
9. PERFORMING ORGANIZATION NAME AND ADDRESS		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
Human Resources Research Organization (HumRRO) 300 North Washington Street Alexandria, Virginia 22314		16. DA-20062107A712
11. CONTROLLING OFFICE NAME AND ADDRESS		11. REPORT DATE
U.S. Army Research Institute for the Behavioral and Social Sciences, 1300 Wilson Boulevard Arlington, Virginia 22209		Jun 1970
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)		12. NUMBER OF PAGES
		32
		15. SECURITY CLASS. (of this report)
		Unclassified
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report)		
Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
Research performed by HumRRO Division No. 4, Fort Benning, Georgia (now HumRRO Central Division/Columbus) under Work Unit OC LEADER.		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number)		
Leadership Functions Officer Candidates Task Inventories Leadership Development Curriculum		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number)		
This report describes research conducted as the second phase of Work Unit OC LEADER, "Systems Engineering of Leadership for Officer Candidate Programs." The research was conducted to determine which of the many leadership functions performed by OC graduates would rank high in priority for formal training. This paper covers the second operation in Job Analysis, Develop the Task Inventory, and also includes step 2 of the systems engineering approach, Training Tasks (Select Tasks for Training)		

20. Continued....

as outlined in Con Reg 350-100-1. Task Inventories were developed for incumbents in Troop Command, Troop Staff, Instructor, Aviation, and Special Forces duty positions. Training tasks judged for priority in the training program were selected by a panel of experienced leaders from the Leadership Committee of the Leadership Department of the U. S. Army Infantry School.

Data collected in this Work Unit indicate that OC graduates are assigned to a variety of duty positions and are assigned a variety of MOS numbers, but that the diversity of these does not necessarily predicate completely different leadership functions. On the contrary, the intercorrelations among the five tour patterns and the degree of overlap in the top ranks indicate that a common core of leadership training would be effective. A list of leadership tasks ranked for training priority are provided to form a new base for a leadership development curriculum (see Appendix C of report).