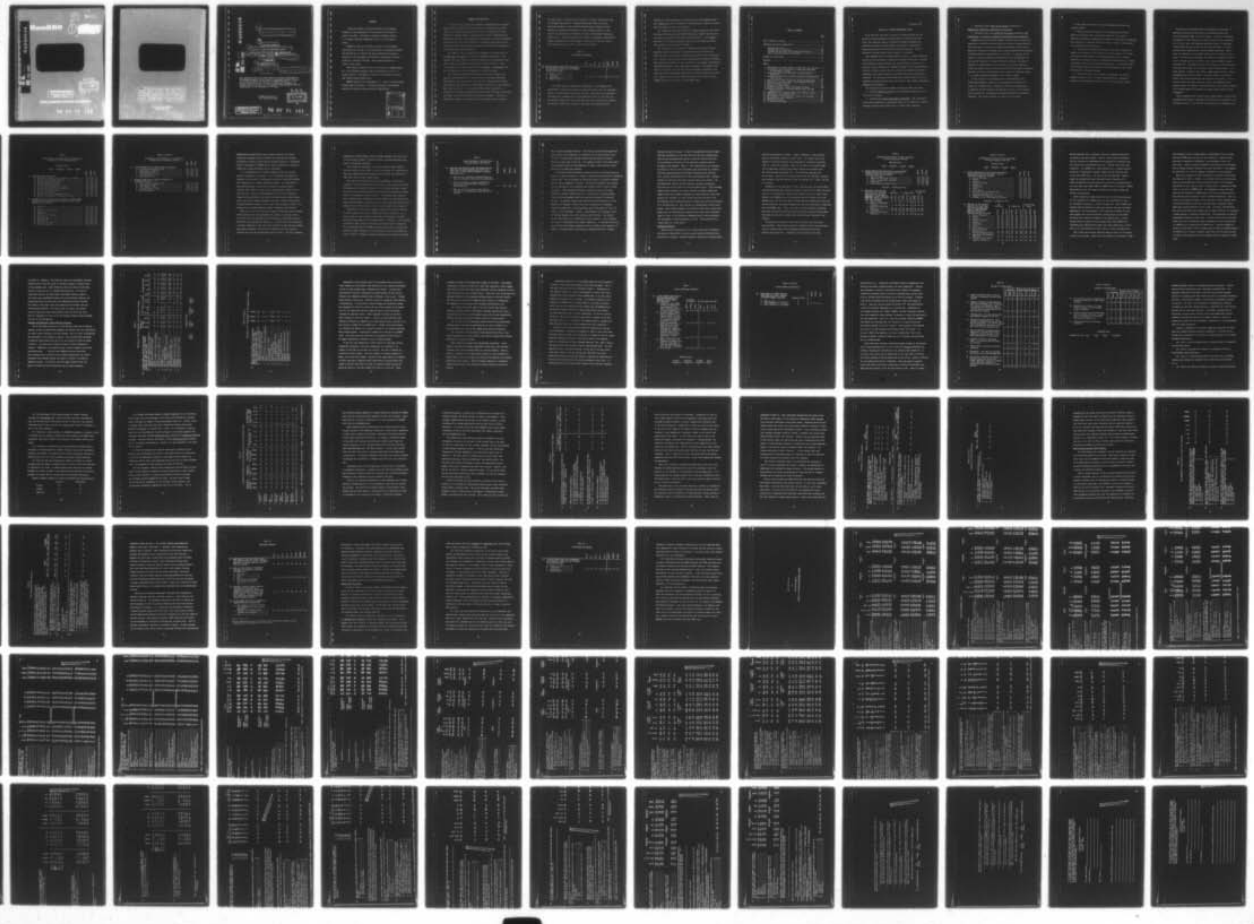
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## FOREWORD

A Board for Dynamic Training was formed at Fort Benning, Georgia, in early September, at the direction of the Chief of Staff of the Army. The Board is chaired by Brigadier General P. E. Gorman, Assistant Commandant of the U.S. Army Infantry School.

HumRRO was asked by the Board to assist in the development and analysis of a survey, to be administered to experienced officers and enlisted men, to identify the major problems now serving as barriers to the development of innovative, challenging, and stimulating unit training, Army-wide. This Consulting Report is a report of that survey.

This Technical Advisory Service was conducted at HumRRO Division No. 4, Fort Benning, Georgia, under the supervision of Dr. T. O. Jacobs, Director. LTC Chester I. Christie is the Chief of the U.S. Army Infantry Human Research Unit.

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## SUMMARY AND CONCLUSIONS

It will be clear to anyone who examines the Appendix that the present report does not elaborate all the data actually contained in the survey results. An attempt has been made to restrict the discussion to those findings of greatest salience, from the point of view of identifying the problem (to the extent the problem can be identified in a survey instrument), and factors that bear on the problem. To the extent that overall conclusions can be drawn from the data collected in this survey and discussed in this report, they probably would be:

(a) Overall, there is substantial confidence at all rank levels in the motivation and quality of small unit commanders and leaders. This suggests that there would be no universal support for the proposition that these leaders and commanders are basically lacking in ability. There is a feeling at the lower levels that their training for conducting small unit training has not been as adequate as it might have been.

(b) There are substantial indications in the survey results that seniors and subordinates do not see eye-to-eye on many key points and expectations, many of which have to do with the present quality of small unit training, the possibility of improvement, and the way in which improvement might be effected. As an example, Table A shows responses to a question as to whether respondents would characterize training in their units as dynamic, as the term was used in the survey instrument. There was a substantial tendency for personnel at the lower grade levels to believe

that their units' training was less frequently "dynamic" than was the case at the higher grade levels. Differences were also found in relative priorities assigned to various mission/problem areas; perhaps the most important of these was the tendency for lower ranking personnel to feel that the current system is inflexible and rigid, while higher ranking personnel do not. These discrepancies are evidence of inadequate communication between rank/grade levels, and perhaps of overcontrol by the more senior field grade officers, at least as seen by their juniors.

Table A

IS TRAINING NOW DYNAMIC

| | 06-8 | 05 | 04-5 | 01-3 | E7-9 | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|
| 45. TO WHAT EXTENT WOULD YOU CHARACTERIZE THE TRAINING IN YOUR UNIT AS "DYNAMIC" AS WE USE THE TERM? | | | | | | | | |
| a. Rarely, if ever ..... 4<br>b. A few times ..... 3<br>c. Frequently ..... 2<br>d. Almost always ..... 1 | 2.4 | 2.7 | 2.7 | 2.9 | 2.9 | 2.8 | 3.0 | 2.9 |

(c) There were also substantial indications of over-commitment and understaffing, together with strong feelings that these affect the commander's ability to conduct dynamic small unit training. There were also indications that small unit commanders may be over-committed insofar as their own time is concerned, perhaps to a point that they cannot participate in the planning and conduct of small unit training to the extent that they would wish.

(Further, it would be possible to speculate that an over-committed small unit commander may find it difficult to provide the best quality of leadership even when he is able to be present.)

(d) While there were many differences across grade levels and across locations, differences between USAREUR responses and CONUS responses were not nearly so pronounced as had been initially expected. This suggests that most of the training problems found to exist are Army-wide rather than peculiar to just one area or theater.

(e) Resources for the conduct of innovative small unit training apparently are not as adequate as respondents would like them to be. There are indications that the available DA literature is not as pertinent as it could be, and that Army Training Programs and Army Subject Schedules, while generally available, are not as useful as, for example, Field Manuals and Technical Manuals. This seems rather paradoxical, and suggests that there is at present a void in the literature resources available to the small unit for the development and conduct of innovative small unit training. Further, there are some indications that in this area, at least, USAREUR units were in greater need than CONUS units.

TABLE OF CONTENTS


Page

Plan of Report of Survey ..... 6

Resources and Current Capabilities ..... 6

Training Facilities ..... 13
Current State of Training ..... 19
Problems and Obstacles to More Effective Training ..... 21
Ways of Improving Small Unit Training ..... 42

Summary and Conclusions ..... 49

Appendix ..... 53

TABLES

1 Distribution of Present Sample by Rank, Arm, and Location... 5
2 Availability and Utilization of Conventional Resources for Developing Training ..... 7
3 Rated Usefulness of DA Small-Unit Training Guidance (Materials) ..... 11
4 Availability and Source of Major and Minor Training Facilities and Aids ..... 15
5 Rated "Current State of Training" Among Surveyed Units..... 20
6 Obstacles to the Development of More Dynamic Training..... 22
7 Factors Reducing Innovation ..... 27
8 Ratings of Problem Areas ..... 30
9 Estimated Strengths Needed for Dynamic Training ..... 33a
9a Relative Priorities of Mission/Problem Areas and Time Demands Posed..... 34
10 Communication of Training "Suggestions" Between Grades..... 37
11 Evaluation of Own Competencies..... 40
12 The Commander's Participation in Small Unit Training..... 43
13 The Decentralization Directive ..... 46
14 Adventure Training ..... 48
15 Is Training Now Dynamic ..... 51

22 October 1971

ANALYSIS OF TRAINING MANAGEMENT SURVEY

On 30 June 1971, the Chief of Staff of the Army directed that all detailed training management be decentralized to battalion and lower level, that mandatory subjects prescribed by higher headquarters be eliminated, and that training guidance be provided to battalions by mission-type instructions rather than detailed directives. Further, individual training records were no longer to be required.

Each commander must now estimate his own situation, conduct indicated instruction and periodically reappraise the status of his unit's training: Unit readiness to execute mission, the job proficiency of each of its soldiers, and his possession of adequate knowledge of his responsibilities. The Chief of Staff is aware that the trainer faces perplexing problems of inadequate time, limited resources, restricted facilities and personnel turbulence. He calculated that solving these problems would stretch the commanders professionally and allow full play for their energy, enthusiasm, imagination and ingenuity.

The following characterize dynamic training in combat arms units:

a. Training tailored to need from the commander's appraisal of his unit and his soldiers.

b. Training which meets need despite constraints. Unit constantly trains toward commander's training objectives even if hampered by reduced strength, limited training facilities, or other scarce resources.

c. Training in which input by the trainer (instructor) is imaginative, innovative, professionally stretching.

d. Training in which the output for the trainee (student) is job-satisfaction -- a zestful, stimulating, rewarding learning experience.

Commanders and their training managers should be able to draw on the experience of those who have encountered and overcome training difficulties in the past, to tap into the impressive expertise at the service schools for solving new problems, and to become acquainted with innovative solutions devised by contemporaries in the field. To initiate better support in the short range and recommended long term improvements, CSA has directed formation of a Board for Dynamic Training. The Board is composed of representatives of the Artillery, Air Defense Artillery, Armor, and Infantry arms, Active Army Divisions and the Reserve Components. The Board is sited at Fort Benning, and is chaired by Brigadier General P. E. Gorman, Assistant Commandant of the Infantry School.

As one first step in discharging these responsibilities, the Board tasked HumRRO to assist in the development and analysis of a survey, to be administered to experienced officers and enlisted men, to identify the major problems now serving as barriers to the development of innovative, challenging, and stimulating small unit training, Army-wide. The present document is a report of that survey.

At the outset, there were three major hypotheses which were considered feasible:

a. That the present seeming lack of challenging and innovative small unit training could be attributed primarily to the lack of experience among junior commanders and leaders in developing and conducting such training, in large part because of nearly a decade of concentration on the problems of the Vietnam war.

b. That junior commanders and leaders are failing to develop and conduct such training in part because they are the product of a culture which gave them more passive, receiving experiences (e.g., watching television) as opposed to active, accomplishing experiences (e.g., hiking or hunting), than was true of previous generations. (It should be noted that this was viewed as a relatively unlikely hypothesis at the outset by the Board for Dynamic Training.)

c. That the relative lack of dynamic training was the result of systemic problems, that is, too many assigned missions, inadequate resources, and inadequate priorities for the training mission itself.

The survey to be reported herein was designed, in large part, to provide such data which would assist in determining which one(s) of these hypotheses might in fact be correct. In order to accomplish this purpose, it was necessary to collect data from a wide representation of units, arms, and background experience levels. Accordingly, a major effort was made, within the time frame available, to collect data which were representative of Army problems world-wide. Table 1 shows the composition of the sample analyzed for the purposes of this report. Of 802 persons responding, 492 reported on a CONUS unit, 86 on a unit in Europe, and 224 on units in other areas, worldwide, except Southeast Asia. (Southeast Asia was omitted because it was judged that relatively little small unit training is being conducted there.) The large majority of subjects were either company grade officers or senior noncommissioned officers, though a substantial number of relatively senior field grade officers were also obtained in the sample. As can also be seen in the Table, there was a fairly wide sampling across Infantry, Armor, Air Defense, and Field Artillery, with Infantry officers in the company grades constituting the largest single group of survey respondents.

These respondents were screened from a larger number of officers and noncommissioned officers completing the survey forms on the basis of the following criteria. To be included in this survey, the respondent had

Table 1

Distribution of Present Sample
by Rank, Arm, and Location

RANK BY LOCATION

| Rank | Location | | | Total |
|---|---|---|---|---|
| | CONUS | Europe | Other | |
| 06-08 | 6 | 4 | 6 | 16 |
| 05* | 45 | 0 | 17 | 62 |
| 04-05** | 76 | 4 | 26 | 106 |
| 01-03 | 214 | 68 | 83 | 365 |
| E7-9 | 151 | 10 | 92 | 253 |
| TOTAL | 492 | 86 | 224 | 802 |

RANK BY ARM

| Rank | Infantry | Armor | Air Defense | Field Artillery | Total |
|---|---|---|---|---|---|
| 06-08 | 7 | 5 | 2 | 2 | 16 |
| 05* | 30 | 13 | 3 | 16 | 62 |
| 04-05** | 51 | 17 | 7 | 31 | 106 |
| 01-03 | 212 | 66 | 23 | 64 | 365 |
| E7-9 | 83 | 49 | 49 | 72 | 253 |
| TOTAL | 383 | 150 | 84 | 185 | 802 |

*05 with more than 3 years in grade and/or Battalion Command experience
**05 with less than 3 years in grade

to have reported that his last duty assignment to a TOE unit was either as a commander or leader (or sergeant major, first sergeant, or platoon sergeant for noncommissioned officers), or that he was in a staff position as either G3, S3, or an Assistant to one of those (or operations sergeant for noncommissioned officers).

## PLAN OF REPORT OF SURVEY

The present survey addresses, as a way of dealing with the three hypotheses mentioned earlier, three major topics in order:

Current resources and present unit capabilities.

Problems and barriers to more effective training.

Ways of possible improvement.

## RESOURCES AND CURRENT CAPABILITIES

Table 2 shows responses to the first four questions of the survey, which dealt with the availability and utilization of conventional resources for the development of training. Responses to these questions were obtained on a four-point scale from "never" to "always," as shown at the top of Table 2. The responses indicated in the table are averages of all the responses obtained from all officers and noncommissioned officers broken out by location of unit on which the survey report was based.

Examination of the averages for Item 1 suggests that the differences between locations are not particularly large. In fact, remarkable similarity was found between small units in CONUS and small units in Europe on all except the last two entries for Item 1. Units in

Table 2

Availability and Utilization of Conventional Resources for Developing Training

Response Scale

| | Never 1 | Sometimes 2 | Usually 3 | Always 4 | CONUS | Europe | Other |
|---|---|---|---|---|---|---|---|
| 1. DID YOUR BATTALION PROVIDE: | | | | | | | |
| a. Only oral guidance for the conduct of training | | | | | 2.0 | 2.0 | 2.1 |
| b. Written Unit Training Programs | | | | | 3.1 | 3.0 | 3.0 |
| c. Written Training Schedules | | | | | 3.5 | 3.5 | 3.4 |
| d. Written Training Calendar | | | | | 3.1 | 3.2 | 2.8 |
| e. Written Training Reports | | | | | 2.9 | 3.0 | 2.9 |
| f. Written Army Training Tests (ATT) | | | | | 2.8 | 2.8 | 2.6 |
| g. Written Battalion Training Circular | | | | | 2.8 | 2.9 | 2.5 |
| h. Written Training Records | | | | | 3.1 | 3.3 | 3.0 |
| i. Written Policy File | | | | | 3.2 | 3.2 | 3.1 |
| j. Written Operational Readiness Test | | | | | 2.8 | 3.2 | 2.9 |
| k. Written School/Center Training Literature | | | | | 2.7 | 2.4 | 2.4 |
| 2. IN ADDITION TO WRITTEN TRAINING GUIDANCE, TO WHAT EXTENT DID YOU RECEIVE ADDITIONAL ORAL GUIDANCE DIRECTLY FROM EACH OF THE FOLLOWING: | | | | | | | |
| a. Division CG | | | | | 1.7 | 1.7 | 1.6 |
| b. ADC | | | | | 1.6 | 1.8 | 1.6 |
| c. Division Staff Officers | | | | | 1.7 | 1.6 | 1.7 |
| d. Brigade CO | | | | | 2.1 | 2.1 | 2.2 |
| e. Brigade XO | | | | | 1.6 | 1.4 | 1.6 |
| f. Brigade Staff Officers | | | | | 2.2 | 2.1 | 2.1 |
| g. Battalion CO | | | | | 3.0 | 3.1 | 2.9 |
| h. Battalion XO | | | | | 2.4 | 2.4 | 2.3 |
| i. Battalion S3 | | | | | 3.1 | 3.1 | 3.1 |
| j. Battalion S1, S2, or S4 | | | | | 2.0 | 2.0 | 2.2 |
| k. Company Commander | | | | | 2.9 | 3.0 | 3.0 |

Table 2 (cont'd)

Availability and Utilization of Conventional Resources for Developing Training

| | CONUS | Europe | Other |
|---|---|---|---|
| 3. TO WHAT EXTENT DID YOU HAVE ACCESS TO RELEVANT: | | | |
| a. Army Training Programs (ATP) | 3.4 | 3.2 | 3.1 |
| b. Army Subject Schedules | 3.4 | 3.2 | 3.1 |
| c. Field Manuals (FM) | 3.8 | 3.8 | 3.6 |
| d. Technical Manuals (TM) | 3.7 | 3.6 | 3.5 |
| e. Army Regulations | 3.7 | 3.7 | 3.6 |
| 4. TO WHAT EXTENT DID YOU USE THE FOLLOWING IN CONDUCTING TRAINING: | | | |
| a. Army Training Programs (ATP) | 2.8 | 2.6 | 2.6 |
| b. Army Subject Schedules | 2.9 | 2.6 | 2.6 |
| c. Field Manuals (FM) | 3.5 | 3.4 | 3.4 |
| d. Technical Manuals (TM) | 3.3 | 3.4 | 3.2 |
| e. Army Regulations | 3.1 | 3.0 | 3.1 |

USAREUR reported significantly more frequent provision of written operational readiness tests, and CONUS units reported more frequent availability of written school/center training literature. Considering mission requirements in USAREUR and the close availability of schools to CONUS units, these differences are not surprising.

It is interesting also to examine responses across the various entries, irrespective of location. It is interesting that only oral guidance for the conduct of training was reported to have been provided only "sometimes," in a rather consistent fashion. The implication is that written guidance of one form or another was proably usually provided, which seems to be the case on examining the averages for the other entries. Written training schedules were the most frequently reported written guidance, with written training records, written policy files, and written training calendars following. Written school/center training literature seemed to be the least often available, though it was reported to be provided somewhere between "sometimes" and "usually."

While Item 1 dealt with locally developed (in the main) and maintained written resources for the development and conduct of training, Items 3 and 4 dealt with the availability and utilization of Army-wide materials. Availability was addressed by Question 3. As can be seen from examination of average responses to this item, such materials as Army Training Programs, Army Subject Schedules, and so on were reported to be more frequently available than the type of materials listed in Item 1. The most frequently

available were Field Manuals, with an average response very close to the top of the scale "always." Technical Manuals and Army Regulations were nearly as frequently available.

Even though the differences in the Table between CONUS, USAREUR, and other units are quite small, they still show that to a slight extent, even these Army-wide reference materials are somewhat more available to CONUS units than to units outside CONUS.

Given that these materials were widely available, it was then of interest to learn how frequently they were used. Here, there were notable differences in the relative frequency of use of these materials, though for any one kind of resource material, there was little variation between units as a consequence of their location. Field Manuals were reported most frequently used, followed by Technical Manuals and Army Regulations. Army Training Programs, paradoxically, were least frequently reported used, though even here the frequency of use was only slightly below "usually."

Comparison of Items 3 and 4 suggests, however, that the availability of such DA supplied materials is higher than their utilization. As a check on this, an item was asked concerning the respondent's feelings about such formal small unit training guidance. Responses to this question are shown in Table 3,where a three-point scale was used for responding. It is interesting that the average response from all three locations was exactly the same, falling at a scale point quite close to the middle response, "They are valuable as general guidance but not always that useful

Table 3

Rated Usefulness of DA Small-Unit Training Guidance (Materials)

| | Response Scale | CONUS | Europe | Other |
|---|---|---|---|---|
| 26. WHAT ARE YOUR FEELINGS ABOUT THE FORMAL WRITTEN SMALL-UNIT TRAINING GUIDANCE SUPPLIED BY DA (E.G., ATP'S, ARMY SUBJECT SCHEDULES, TRAINING CIRCULARS, ETC.): | | | | |
| a. They are very valuable and should always be used as a reference when conducting training. | 3 | | | |
| b. They are valuable as general guidance but not always that useful when training is being conducted. | 2 | 2.1 | 2.1 | 2.1 |
| c. They are of little value in that they do not take into consideration important local factors. | 1 | | | |

when training is being conducted." This rating is particularly significant when related to the difference in utilization of the five entries listed in Item 4, in which Army Training Programs and Army Subject Schedules were least often used of the five. The suggestion might be that improvement is warranted at least in these materials in order to make them more generally useful to small unit trainers.

In addition to written guidance, guidance can also be furnished directly (that is, orally) by anyone of a number of officers from the Division Commanding General down. For the purposes of the present survey, the Company Commander was the lowest commander of interest. The source of possible oral guidance, and the frequency of its occurrence, was checked in Item 2, which is shown in Table 2. While differences between locations are not at all large, differences between command levels are. Specifically, training guidance from division and brigade levels was reported an average of "sometimes" or less. In contrast, guidance was reported from the Battalion CO or the Battalion S3 "usually" or more often, with the Battalion S3 seemingly providing somewhat more training guidance than the Battalion CO. This, of course, is not surprising. Equally unsurprising is the infrequent report of training guidance from other battalion staff officers. One finding in this Table which is of substantial interest, however, is the frequency of receipt of oral guidance from Company Commanders. It seemingly would have been expected that Company Commanders would be as high on oral guidance, or higher, than Battalion S3's and Battalion Commanding Officers. However,

this was not quite the case. To check the possibility that this might have been attributable to the fact that only the lower company grade officers and noncommissioned officers could have reported this kind of oral guidance, responses for this item were checked by rank of respondent (see Appendix, Page 1). Very significantly, the responses of officers at the 0-6 level and higher were distributed in a fashion indicating greater guidance from Company Commanders than Battalion S3's, and more from Battalion S3's than from Battalion CO's. However, officers at each other rank level reported exactly the reverse. The noncommissioned officers (E7-E9) reported a guidance distribution much like that of the officers at 0-6 and higher levels. These findings suggest fairly strongly that, while officers at brigade command and higher believe that Company Commanders are furnishing most of the oral guidance for training, all other officers believe that most of the oral guidance that is being generated is coming from either the Battalion CO or the Battalion S3. This includes the company grade officers themselves. These findings suggest the possibility that either Company Commanders are not exercising the initiative that senior level commanders expect of them, or that Battalion Commanders may be overcontrolling in the development of training guidance, or both. (This matter will be treated again at a later point.)

Training Facilities

Another point of interest for the present survey was to determine the extent of availability of major and unit generated facilities and materials for training. Average responses to questions concerning these

subjects are presented in Table 4. Again, responses to these questions were on a four-point scale, for Items 5 and 7. For Items 6 and 8, the numbers in the Table represent the percentages of respondents answering "yes" to a "yes"-"no" question. That is, for Item 6, for weapons ranges 14% of respondents indicated that weapons ranges were available from own resources and 86% answered "no." The percentage answering "no" is not shown. Similarly, 77% indicated that areas for individual training were available from own resources, while 23% answered "no." Again, the 23% is not shown.

Examination of the responses to Item 5 indicates that the various major training facilities were available "usually" or more often to CONUS and other units, with one exception, General Field Training Areas, for "other" units. However, for USAREUR units, only Classrooms were as available as for non-USAREUR units, and the other types of facilities were significantly less frequently available, with Weapons Ranges the least often available in comparison with non-USAREUR units. This, of course, is not particularly surprising. What might perhaps be surprising is that the least available of these major facilities was reported available about evenly between "sometimes," and "usually."

Of perhaps more interest is the source from which such facilities were available. (These figures should be interpreted with caution because there is evidence that survey respondents misinterpreted both this question and Question 8.) Examination of the responses for these

Table 4

Availability and Source of Major and Minor Training Facilities and Aids

--

Response Scale

| Never | Sometimes | Usually | Always |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

| 5. PLEASE INDICATE HOW OFTEN EACH OF THE FOLLOWING TRAINING FACILITIES WAS AVAILABLE TO YOU IN CONDUCTING SMALL-UNIT TRAINING: | CONUS | Europe | Other |
|---|---|---|---|
| a. Weapons Ranges | 3.2 | 2.6 | 3.1 |
| b. Areas for Individual Training | 3.3 | 3.0 | 3.1 |
| c. Areas for Small-Unit Training | 3.2 | 3.0 | 3.1 |
| d. Classrooms | 3.4 | 3.5 | 3.2 |
| e. General Field Training Areas | 3.1 | 2.7 | 2.9 |

--

Response: % Answering "Yes"

| 6. FOR EACH OF THE TRAINING FACILITIES YOU INDICATED WERE AVAILABLE AT LEAST SOMETIMES, PLEASE INDICATE FROM WHAT SOURCE OR SOURCES THEY WERE OBTAINED: | Own Resources | | | Higher HQ | | | Central Tng Area | | |
|---|---|---|---|---|---|---|---|---|---|
| | CONUS | Europe | Other | CONUS | Europe | Other | CONUS | Europe | Other |
| a. Weapons Ranges | 14 | 25 | 38 | 79 | 84 | 92 | 74 | 93 | 65 |
| b. Areas for Individual Training | 77 | 70 | 89 | 82 | 85 | 73 | 54 | 75 | 39 |
| c. Areas for Small-Unit Training | 58 | 53 | 73 | 84 | 88 | 80 | 62 | 74 | 50 |
| d. Classrooms | 88 | 98 | 92 | 92 | 39 | 52 | 23 | 27 | 16 |
| e. General Field Training Areas | 15 | 18 | 29 | 80 | 64 | 79 | 68 | 94 | 66 |

Table 4 (cont'd)

Availability and Source of Major and Minor Training Facilities and Aids

--

Response Scale

| Never | Sometimes | Usually | Always |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

| 7. PLEASE INDICATE HOW OFTEN EACH OF THE FOLLOWING TRAINING AIDS WAS AVAILABLE TO YOU IN CONDUCTING SMALL-UNIT TRAINING: | CONUS | Europe | Other |
|---|---|---|---|
| a. Actual Equipment | 3.3 | 3.3 | 3.3 |
| b. Models | 2.2 | 1.9 | 1.9 |
| c. Mockups | 2.2 | 1.8 | 1.8 |
| d. Graphic Materials | 2.7 | 2.4 | 2.4 |
| e. Displays | 2.4 | 1.9 | 2.1 |
| f. Chalkboards | 3.7 | 3.7 | 3.3 |
| g. Films | 3.3 | 2.8 | 2.7 |
| h. Sand Tables | 2.1 | 2.6 | 1.8 |
| i. Specially Trained Demonstrators | 1.8 | 1.7 | 1.9 |
| j. Training Demonstrations | 2.1 | 1.9 | 2.0 |
| k. Aggressors and Aggressor Materials | 2.4 | 2.1 | 2.2 |
| l. Prisoner of War Interrogation Personnel | 1.7 | 1.5 | 1.5 |

--

Response: % Answering "Yes"

| 8. FOR EACH OF THE TRAINING AIDS YOU INDICATED WERE AVAILABLE AT LEAST SOMETIMES, PLEASE INDICATE FROM WHAT SOURCE OR SOURCES THEY WERE OBTAINED: | Own Resources | | | Higher HQ | | | Central Tng Area | | |
|---|---|---|---|---|---|---|---|---|---|
| | CONUS | Europe | Other | CONUS | Europe | Other | CONUS | Europe | Other |
| a. Actual Equipment | 95 | 97 | 97 | 59 | 41 | 53 | 33 | 22 | 26 |
| b. Models | 46 | 56 | 50 | 69 | 74 | 72 | 73 | 37 | 48 |
| c. Mockups | 34 | 45 | 45 | 65 | 79 | 72 | 80 | 43 | 42 |
| d. Graphic Materials | 64 | 61 | 64 | 71 | 68 | 77 | 82 | 45 | 48 |
| e. Displays | 73 | 57 | 69 | 67 | 64 | 73 | 71 | 41 | 34 |
| f. Chalkboards | 91 | 98 | 92 | 98 | 42 | 37 | 48 | 25 | 16 |
| g. Films | 17 | 18 | 20 | 63 | 84 | 75 | 85 | 65 | 68 |
| h. Sand Tables | 50 | 80 | 47 | 38 | 29 | 39 | 47 | 25 | 26 |
| i. Specially Trained Demonstrators | 54 | 32 | 51 | 59 | 54 | 60 | 34 | 25 | 21 |
| j. Training Demonstrations | 67 | 53 | 80 | 64 | 66 | 59 | 34 | 32 | 23 |
| k. Aggressors and Aggressor Materials | 52 | 74 | 50 | 68 | 61 | 72 | 52 | 39 | 34 |
| l. Prisoner of War Interrogation Personnel | 20 | 25 | 15 | 66 | 69 | 54 | 24 | 32 | 17 |

entries indicates that, in general, there is a consistent pattern of availability from most entries. That is, entries that are available from own resources for CONUS-based units generally are available from own resources for Europe-based units, etc. However, there were some exceptions. For USAREUR units, there appeared to be a slightly greater frequency of development of weapons ranges from own resources than is true with CONUS units. The same is true of classrooms. Weapons ranges were predominantly more available from the resources of a higher headquarters than own resources for all units, and particularly for units other than either CONUS or USAREUR units. In contrast, USAREUR units seemed to have the largest availability of weapons ranges and central training areas.

Another significant observation from Item 6 is the high percentage of "yes" responses for USAREUR units as to the availability of areas for individual training in a central training area. While USAREUR also reported high availability of such areas from own resources and higher headquarters, a low percentage of "yes" responses for CONUS and other units suggest that central individual training areas are not needed for these units, whereas they might be for USAREUR units. A similar finding exists for general field training areas, with USAREUR units responding quite significantly higher than either CONUS units or other units as to the availability of such areas in central training areas.

Item 7 deals with training aids that might be useful in the conduct of small unit training. Again, with the exception of sand tables, CONUS

units appeared to have a higher degree of availability of all of these aids than USAREUR units,and units in other locations. Those aids most available to USAREUR were chalkboards, actual equipment, films, and sand tables. Models, mockups and displays were reported to be available with an average frequency somewhat lower than "sometimes." This suggests the possibility of a need for greater availability of such materials.

Again, the responses to Item 8 are subject to question, much as were the responses to Item 6. However, to the extent they can be relied upon, there are few particularly notable differences except for the greater availability of such aids in central training areas, as reported by CONUS units, in contrast to USAREUR units. The suggestion is that, when such resources are available to USAREUR units, they are more generally available from their own resources or those of higher headquarters. This, of course, is an expected finding, in that the major central training areas in Europe are basically just that, training areas as opposed to bases where major training resources can be found. Of course, the difficulty here is that most TOE units probably find it rather difficult to accumulate a large quantity of elaborate training aids. The requirement for mission preparedness probably precludes this. It would be this factor then which would account for the generally lower availability of such training aids to USAREUR units in comparison with CONUS units. A possible suggestion would be for provision of such training aids, if this were deemed feasible, to USAREUR units at central locations, where they could be drawn and used as needed as they apparently are with somewhat greater frequency by CONUS units.

## Current State of Training

In addition to information about training resources, it was judged desirable to obtain some assessment of the estimated current state of training of present TOE units, as estimated by the officers and non-commissioned officers participating in this survey. Their estimates of their previous or present units' state of training in five subject areas and three general areas are shown in Table 5, with separate breakouts for location, arm, and rank of respondents.

Examination of responses by location indicates little in the way of rated excellence of units' state of training, with regard to location of unit. There is a slight tendency for CONUS units to be rated lower than non-CONUS units, however, and this tendency is perhaps most consistently noted for the three general areas of operational readiness training, unit training, and individual training.

The overall evaluations of these eight areas are also noteworthy, in that some of the average responses fall below the scale point of "adequate." Examination of these ratings by arm are also instructive. There is a strong trend for armor respondents to weight their units lower than respondents from any of the remaining three arms. Further, this trend exists very consistently across all eight areas evaluated.

In an effort to determine whether rank difference of respondent influenced the overall magnitude of the evaluation, responses to these same questions were examined by rank, as shown in Table 5. In the areas covered by Item 42, significant differences across ranks were found only

Table 5

Rated "Current State of Training"
Among Surveyed Units

Response Scale

Inadequate 1 Adequate 2 Excellent 3

| | CONUS | Europe | Other | Infantry | Armor | ADA | FA |
|---|---|---|---|---|---|---|---|
| 42. IN YOUR UNIT, WHAT IS THE CURRENT STATE OF TRAINING IN THE FOLLOWING SUBJECT AREAS: | | | | | | | |
| a. Tactics | 1.9 | 2.0 | 2.0 | 2.0 | 1.8 | 2.1 | 2.0 |
| b. Weapons | 2.0 | 2.1 | 2.2 | 2.1 | 1.9 | 2.1 | 2.2 |
| c. Support | 1.9 | 1.8 | 1.9 | 1.9 | 1.9 | 1.9 | 2.0 |
| d. Maintenance | 2.0 | 2.0 | 2.1 | 2.0 | 1.9 | 2.3 | 2.0 |
| e. Communication | 1.9 | 1.9 | 2.0 | 2.0 | 1.8 | 1.9 | 2.0 |
| 43. IN YOUR UNIT, WHAT IS THE CURRENT STATE OF TRAINING IN THE FOLLOWING GENERAL AREAS: | | | | | | | |
| a. Operational Readiness Training | 1.9 | 2.2 | 2.2 | 2.0 | 1.8 | 2.4 | 2.1 |
| b. Unit Training | 1.9 | 2.0 | 2.0 | 2.0 | 1.7 | 2.0 | 2.0 |
| c. Individual Training | 1.9 | 1.9 | 2.0 | 2.0 | 1.8 | 1.8 | 1.9 |

| | 06-08 | 05* | 05**-04 | 01-3 | E7-9 |
|---|---|---|---|---|---|
| 42. IN YOUR UNIT, WHAT IS THE CURRENT STATE OF TRAINING IN THE FOLLOWING SUBJECT AREAS: | | | | | |
| a. Tactics | 2.0 | 1.8 | 2.0 | 2.0 | 1.9 |
| b. Weapons | 2.1 | 2.0 | 2.2 | 2.1 | 2.0 |
| c. Support | 2.1 | 2.1 | 2.1 | 1.9 | 1.8 |
| d. Maintenance | 1.9 | 2.2 | 2.0 | 2.0 | 2.0 |
| e. Communication | 2.0 | 2.1 | 1.9 | 2.0 | 1.9 |
| 43. IN YOUR UNIT, WHAT IS THE CURRENT STATE OF TRAINING IN THE FOLLOWING GENERAL AREAS: | | | | | |
| a. Operational Readiness Training | 2.3 | 1.8 | 2.1 | 2.0 | 2.0 |
| b. Unit Training | 2.1 | 1.7 | 2.0 | 2.0 | 1.9 |
| c. Individual Training | 2.1 | 1.9 | 1.9 | 2.0 | 1.8 |

*05 with more than 3 years in grade - and/or Battalion Command experience.
**05 with less than 3 years in grade.

for entry "c. Support." The lower the rank of the respondent, the more likely he was to rate the state of training in regard to support lower on the response scale. Rank differences were also found for the three entries of Item 43, but of a somewhat different sort. For each of these three entries, the most senior field grade officers tended to rate their units considerably higher than did Lieutenant Colonels, the second rank level, and the senior non-commissioned officers (E7-E9), who tended to rate their units only slightly more favorably than did the Lieutenant Colonels. For these latter two groups, the overall state of training in these three general areas fell below the scale point of "adequate" for five of the six observed averages (three averages for each of two rank groups).

Problems and Obstacles to More Effective Training

One of the primary reasons for conducting the survey was to identify reasons, as seen by experienced commanders and leaders with field experience, as to why current training is not more dynamic, and as to what is preventing the development of more dynamic training. Two questions which attempted to identify these reasons were 18 and 19, the results of which are shown in Table 6. The first three columns of Table 6 contain responses by location. Examination of responses across locations suggests the following observations: Officers from USAREUR units were RELATIVELY more concerned about priorities set by higher headquarters, the rigidly prescribed Army training system, and degree of interest in change by immediate seniors. In contrast, they were less concerned about the degree of motivation and the qualifications of junior personnel.

Table 6

Obstacles to the Development of More Dynamic Training

| 18. TO WHAT EXTENT IS EACH OF THE FOLLOWING A REASON WHY THERE IS NOT MORE DYNAMIC TRAINING FOR ARMY SMALL UNITS: | Average by Location | | | Rank Order by Grade | | | | | Average by Grade | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | CONUS | Europe | Other | O6-8 | O5 | O5-4 | O1-3 | E7-9 | O6-8 | O5 | O4-5 | O1-3 | E7-9 |
| a. Insufficient priority set by higher HQ.... | 2.8 | 3.0 | 2.7 | 7 | 5 | 3.5 | 3 | 5.5 | 2.4 | 2.5 | 2.7 | 3.0 | 2.6 |
| b. Inability to change because of the rigidly prescribed Army training system..... | 2.6 | 3.0 | 2.7 | 10 | 7 | 7 | 5 | 1 | 1.9 | 2.3 | 2.3 | 2.9 | 3.5 |
| c. Lack of interest in change by immediate seniors..... | 2.1 | 2.6 | 2.3 | 11 | 11 | 11 | 6 | 10.5 | 1.8 | 1.6 | 1.8 | 2.5 | 2.2 |
| d. Lack of interest in change by sub-ordinates..... | 2.0 | 2.2 | 2.1 | 9 | 10 | 10 | 11 | 10.5 | 2.1 | 1.8 | 2.0 | 2.0 | 2.2 |
| e. Personnel turbulence..... | 3.2 | 3.3 | 3.0 | 1 | 1 | 1 | 1 | 3.5 | 3.4 | 3.5 | 3.5 | 3.3 | 2.8 |
| f. Lack of adequate budget..... | 2.9 | 3.0 | 2.7 | 5 | 3 | 3.5 | 3 | 3.5 | 2.6 | 2.7 | 2.7 | 3.0 | 2.8 |
| g. Lack of knowledge about exactly what changes to make..... | 2.4 | 2.3 | 2.3 | 8 | 9 | 9 | 7 | 9 | 2.2 | 2.1 | 2.2 | 2.4 | 2.4 |
| h. Inadequate manning levels..... | 2.9 | 3.1 | 3.0 | 2 | 2 | 2 | 3 | 3.5 | 3.2 | 3.0 | 2.9 | 3.0 | 2.8 |
| i. Lack of imagination among junior personnel..... | 2.4 | 2.3 | 2.3 | 5 | 5 | 7 | 10 | 8 | 2.6 | 2.5 | 2.3 | 2.2 | 2.5 |
| j. Inadequate motivation among junior personnel..... | 2.4 | 2.2 | 2.4 | 5 | 8 | 7 | 8.5 | 5.5 | 2.6 | 2.2 | 2.3 | 2.3 | 2.6 |
| k. Inadequate qualification of junior personnel..... | 2.6 | 2.3 | 2.5 | 3 | 5 | 5 | 8.5 | 3.5 | 2.8 | 2.5 | 2.5 | 2.3 | 2.8 |

Response Scale

| Not a Factor | A Minor Cause | A Serious Cause | A Major Cause |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

Table 6 (cont'd)

Obstacles to the Development of More Dynamic Training

| 19. WHICH OF THE FOLLOWING IS THE SINGLE MOST SERIOUS REASON WHY THERE IS NOT MORE DYNAMIC TRAINING FOR ARMY SMALL UNITS: | CONUS | Europe | Other |
|---|---|---|---|
| a. Insufficient priority set by higher HQ.. | 16 | 15 | 16 |
| b. Inability to change because of the rigidly prescribed Army training system..... | 17 | 23 | 23 |
| c. Lack of interest in change by immediate seniors ..... | 5 | 8 | 7 |
| d. Lack of interest in change by subordinates ..... | 1 | 2 | 2 |
| e. Personnel turbulence..... | 28 | 14 | 17 |
| f. Lack of adequate budget ..... | 9 | 14 | 8 |
| g. Lack of knowledge about exactly what changes to make ..... | 5 | 6 | 5 |
| h. Inadequate manning levels..... | 8 | 9 | 9 |
| i. Lack of imagination among junior personnel ..... | 3 | 0 | 3 |
| j. Inadequate motivation among junior personnel ..... | 3 | 4 | 5 |
| k. Inadequate qualification of junior personnel ..... | 7 | 4 | 4 |

Examination of the relative size of the averages shown in the first three columns for Item 18 gives some indication of the relative seriousness of each of these problem areas, regardless of location. As might have been expected, personnel turbulence was judged perhaps the most serious problem, with inadequate manning levels following a close second. Perhaps least serious, overall, was perceived interest in change by either seniors or subordinates. A cross check on these averages was obtained by asking the respondent in Item 19 to select only one of the entries as his nomination for the single most serious reason why there is not more dynamic training for Army small units. These responses are shown in the first three columns for Item 19 in Table 6. There is a clear indication that personnel turbulence is regarded as the most serious factor, and that it is more serious in CONUS than non-CONUS units. Perhaps second most serious is a feeling that change is not possible because of the rigidly prescribed Army training system, a feeling held somewhat more strongly in non-CONUS units. The third factor was identified as insufficient priorities set by higher headquarters, followed by lack of adequate budget.

It was felt that examination of these factors by rank might provide interesting information, and these comparisons are contained in the columns at the right of the Table for Item 18. Two sets of numbers are presented in these columns. The first consists of average responses by grade, in the last five columns. Because of the large quantity of numbers, an effort was made to simplify their presentation by listing within each column a relative rank order, by which the largest average response was given the rank of 1, the next largest the rank of 2, and so on. These

rankings are shown in the middle five columns of the Table. Some highly interesting conclusions follow from these rank comparisons, which suggest that different rank levels have quite different opinions regarding the relative seriousness of some of these factors. While most rank levels agree that personnel turbulence and inadequate manning levels are the most serious, and that lack of interest in change by either seniors or subordinates are perhaps the least serious, the following contraditions occur:

(a) Senior rank levels tend to rate the current Army training system as "a minor cause" of the present problems, whereas more junior rank levels rate this as a more serious cause, with the non-commissioned officers ranking it between "a serious cause" and "a major cause."

(b) The most senior field grade officers and the non-commissioned officers agree in rating the qualifications of junior personnel as a more important cause than do the company grade officers themselves.

(c) Similarly, the more senior field grade officers tend to rate lack of imagination as a more serious cause than do company grade officers and junior field grade officers.

These comparisons suggest some interesting conclusions. First, there is substantial agreement regardless of rank level that personnel turbulence and current manning levels are serious problems. However, there is a tendency for the more senior officers to lack confidence in their juniors, and for the junior to criticize the rigidity of the system within which they operate. This is strongly suggestive of inadequate communications between rank levels as to what is possible and what is desired.

Information presented in the preceding Table was cross checked by a series of other questions throughout the survey instrument. Two of the cross check questions are presented in Table 7. Examination of the average responses to the four alternatives of Item 27 and Item 32 indicate that units experience these problems much to the same extent regardless of where they are located. One possible exception is the tendency for USAREUR units to regard entry b, the amount of subject matter that must be presented, as more serious than non-USAREUR units. The overall levels of response for these entries place them between "a minor limitation" and "a serious limitation." Of the four entries in Item 27, the one which receives most clear cut support as the most important factor is a. "Inspectors from higher levels of command will note deviation from their training guidance and react negatively."

Because such a feeling clearly should be influenced by the rank of the respondent, responses were examined in terms of their rank order by grade, which are shown in the second set of columns for Item 27. (Note: These are rankings of averages, which may be found in the Appendix, page 10.) Examination of these rankings indicates that, again, seniors and juniors have quite different views of some problem areas. The most important factor reducing innovation, in the view of the most senior field grade officers, was the feeling that "Many NCO's and Junior Officers who present training are unused to thinking for themselves and thus they do not develop any innovative techniques on their own." In striking contrast, the company grade officers belive the most important

Table 7

Factors Reducing Innovation

| 27. TO WHAT EXTENT DOES EACH OF THE FOLLOWING REDUCE INNOVATION IN ARMY SMALL-UNIT TRAINING: | Averages by Location | | | Rank Order by Grade | | | | |
|---|---|---|---|---|---|---|---|---|
| | CONUS | Europe | Other | 06-8 | 05 | 04-5 | 01-3 | E7-9 |
| a. Inspectors from higher levels of command will note deviation from their training guidance and react negatively..... | 2.8 | 2.8 | 2.8 | 4 | 1.5 | 1.5 | 1 | 1.5 |
| b. So much subject matter must be presented in a limited amount of time that it is not possible to accomplish anything different from that which is prescribed..... | 2.5 | 2.9 | 2.6 | 2 | 3 | 3.5 | 2 | 3 |
| c. Many NCO's and Junior Officers who present training are unused to thinking for themselves and thus they do not develop any innovative techniques on their own..... | 2.5 | 2.4 | 2.4 | 1 | 1.5 | 1.5 | 4 | 1.5 |
| d. Many trainers and commanders are unaware that they are authorized to take new approaches and use "way out" techniques in training..... | 2.4 | 2.5 | 2.4 | 3 | 4 | 3.5 | 3 | 4 |

Response Scale

| A Major Limitation | A Serious Limitation | A Minor Limitation | Not a Factor |
|---|---|---|---|
| 4 | 3 | 2 | 1 |

Table 7 (cont'd)

Factors Reducing Innovation

| 32. WHAT IMPACT DO SAFETY RESTRICTIONS HAVE ON A UNIT'S ABILITY TO CONDUCT DYNAMIC TRAINING: | Response Scale | CONUS | Europe | Other |
|---|---|---|---|---|
| a. None at all..... | 3 | | | |
| b. Some hindrance to training... | 2 | 2.2 | 2.1 | 2.1 |
| c. Great hindrance to training.. | 1 | | | |

single factor is a. "Inspectors from higher levels of command will note deviation from their training guidance and react negatively." Clearly, this represents a conflict in perceptions and evidence for inadequate communication between seniors and juniors regarding what can and cannot be done, and what should and should not be done in training. A further cross check of problem areas was accomplished in the Items listed in Table 8. These are typical problem areas which had been identified in a survey of battalion commanders at an earlier time. Examination of the averages obtained from CONUS, USAREUR, and Other responses indicates that units experience these problems, in general, to about the same extent, with two exceptions. One is the relatively stronger feeling by USAREUR respondents that training time was limited by too many non-tactical requirements imposed on the unit (Item 3). Their rating of this problem area place it on the response scale between "major" and "grave." In contrast, CONUS units appeared to be more concerned with Item 2, the problem of taking a trained rifleman just out of Vietnam, and retraining him in a different MOS.

While there were few major differences between ratings of the seriousness of these problems areas by unit, there were <u>overall</u> differences in feelings concerning the seriousness of the problem areas themselves. To an extent, this can be seen by examination of the rank order of relative seriousness imposed on these problem areas by the various grades of officers and non-commissioned officers responding. There was general agreement across rank levels that Item 6, pertaining to turnover of personnel, was among the most serious, if not the most serious of all. This, of course,

Table 8

Ratings of Problem Areas

| | Averages | | | Rank Order by Grade | | | | |
|---|---|---|---|---|---|---|---|---|
| | CONUS | EUROPE | OTHER | O6-8 | O5 | O4-5 | O1-3 | E7-9 |
| 1. Lack of motivated junior officers willing to adequately perform their duties. | 2.1 | 2.0 | 2.2 | 10 | 12 | 11.5 | 12 | 11.5 |
| 2. Taking a trained rifleman (MOS11b) just out of Vietnam, with an average of 6 months retainability, and retraining him in a different MOS so that he can go through required unit qualification program. | 2.9 | 2.5 | 2.5 | 5.5 | 5 | 6.5 | 7 | 6 |
| 3. Training time. Too many nontactical requirements imposed on the unit. | 3.2 | 3.4 | 3.0 | 5.5 | 3 | 2 | 1.5 | 3.5 |
| 4. Shortage of qualified NCOs. Have excess E-5 personnel but only a few are E-6 and above. E-5 and E-6 types have knowledge and experience that E-3 or E-4's had a few years ago. | 3.1 | 3.1 | 3.1 | 4 | 2 | 3 | 3 | 3.5 |
| 5. Lack of experienced administrative personnel in the hard skill areas capable of keeping abreast of the daily adminstrative requirements. | 2.6 | 2.7 | 2.7 | 2 | 4 | 4.5 | 8 | 8 |
| 6. Complete turnover of personnel every 7 or 8 months and the impact on training. | 3.3 | 3.2 | 3.2 | 2 | 1 | 1 | 1.6 | 3.5 |
| 7. "Short-timer" attitude of Viet Nam returnees. | 3.0 | 2.8 | 2.6 | 7.5 | 6 | 6.5 | 4 | 3.5 |
| 8. Discipline. The need for stronger discipline in the new changing Army. | 2.9 | 3.0 | 3.0 | 2 | 7 | 4.5 | 5.5 | 1 |
| 9. The officers and NCOs are called to perform duties well beyond the normal experience level--for example --line companies commanded by lieutenants with less than 2 years service. | 2.2 | 2.5 | 2.5 | 9 | 10 | 10 | 10 | 10 |

Table 8 (cont'd)

Ratings of Problem Areas

| | Averages | | | Rank Order by Grade | | | | |
|---|---|---|---|---|---|---|---|---|
| | CONUS | EUROPE | OTHER | 06-8 | 05 | 04-5 | 01-3 | E7-9 |
| 10. The training load made difficult by changing priorities of higher headquarters. | 2.7 | 2.8 | 2.6 | 7.5 | 8.5 | 8 | 5.5 | 8 |
| 11. Learning how to adjust to a permissive society of free-thinking young lieutenants. | 2.1 | 1.8 | 2.0 | 12 | 13 | 13 | 13 | 11.5 |
| 12. A morale problem caused by the fact that our draftee soldiers are serving in an unpopular war and that they are well aware of it. | 2.3 | 2.3 | 2.4 | 12 | 11 | 11.5 | 11 | 8 |
| 13. Insuring day-to-day training is conducted. | 2.4 | 2.4 | 2.3 | 12 | 8.5 | 9 | 9 | 13 |

RESPONSE SCALE

| Problem Area is: | Grave | Major | Minor | No Problem |
|---|---|---|---|---|
| | 4 | 3 | 2 | 1 |

confirms findings in Table 6 concerning personnel turbulence. A second factor of major concern was Item 4, shortage of qualified NCOs. Two additional items which stood high on the list, but on which agreement tended to be lacking across rank levels were Item 8, concerning discipline, and Item 3, concerning the number of non-tactical requirements imposed on the unit. For Item 3, on availability of training time, there was a tendency for the lower ranking officers to regard this as a more serious problem than the most senior officers. Conversely, regarding Item 8, discipline, the more senior officers and the non-commissioned officers combined in feeling that this was the highest ranking, or nearly so, problem area, while all other respondents considered it to be substantially lower in overall importance.

Perhaps as important as the factors judged most important are those which were judged relatively lacking in importance. A cluster of five factors can be identified in this Table as being relatively low in overall estimated significance:

(a) Item 1, lack of motivated junior officers willing to adequately perform their duties.

(b) Item 11, learning how to adjust to a permissive society of free-thinking young Lieutenants.

(c) Item 12, a morale problem caused by the fact that our draftee soldiers are serving in an unpopular war and that they are well aware of it.

(d) Item 9, the officers and NCOs are called to perform duties well

beyond the normal experience level--for example--line companies commanded by lieutenants with less than 2 years service.

(e) Item 13, insuring day-to-day training is conducted.

In short, analysis of these items support the following conclusions from the preceding Table:

(a) Personnel turbulence and the personnel management system of the Army constitute major problems for TOE units. Included here is the quantity of non-tactical requirements imposed on the unit.

(b) There is a lack of agreement between juniors and seniors on certain items that seem key to the effective accomplishment of organizational goals and missions.

(c) In general, there is consensus by juniors and seniors that the quality and motivation of personnel is not an issue.

Since it had been anticipated that personnel strength and assigned missions would be major problems uncovered in the survey, specific questions were included to determine respondents' feelings as to unit strengths needed in order for units to have the capability for conducting dynamic training (as opposed to just housekeeping), and to determine what mission and non-mission areas were being given priority with their units.

The data on personnel strength needed for dynamic training are shown in Table 9. The question was asked three times of each respondent, once for platoon level, once for company level, and once for battalion level. In addition, responses were requested for both enlisted and NCO/officer categories; respondents were requested to respond in terms of TOE strength, not assigned strength. Analysis of the averages shown in Table 9 suggests that there are several consistent patterns:

Table 9

Estimated Strengths Needed for Dynamic Training

| | RANK | ENLISTED | | | | | | | | | NCO'S/OFFICERS | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | CONUS | EUROPE | OTHER | OVERALL | IN | AR | ADA | FA | OVERALL | CONUS | EUROPE | OTHER | OVERALL | IN | AR | ADA | FA | OVERALL |
| 28. WHAT DO YOU CONSIDER TO BE A MINIMUM PLATOON "PRESENT FOR DUTY" STRENGTH TO ACHIEVE DYNAMIC PLT. TRAINING? (Please answer in terms of TOE strength, not assigned strength.) | 06-08 | 65 | 84 | 64 | 69 | 66 | 68 | 88 | 70 | 70 | 53 | 87 | 67 | 67 | 54 | 71 | 89 | 95 | 69 |
| | 05* | 72 | - | 77 | 73 | 72 | 78 | 85 | 70 | 73 | 75 | - | 76 | 75 | 72 | 83 | 80 | 72 | 75 |
| | 04-05** | 75 | 69 | 78 | 76 | 74 | 80 | 67 | 70 | 73 | 78 | 65 | 82 | 78 | 76 | 89 | 73 | 78 | 78 |
| | 01-03 | 76 | 79 | 79 | 77 | 77 | 77 | 76 | 81 | 78 | 78 | 81 | 83 | 80 | 80 | 82 | 76 | 81 | 80 |
| | E7-E9 | 76 | 79 | 75 | 76 | 73 | 74 | 77 | 78 | 75 | 72 | 82 | 69 | 71 | 70 | 70 | 72 | 73 | 71 |
| | OVERALL | 75 | 79 | 77 | [76] | 75 | 76 | 76 | 77 | [76] | 76 | 81 | 76 | [77] | 76 | 79 | 74 | 77 | [77] |
| 29. WHAT DO YOU CONSIDER TO BE A MINIMUM COMPANY "PRESENT FOR DUTY" STRENGTH TO ACHIEVE DYNAMIC CO. TRAINING? (Please answer in terms of TOE strength, not assigned strength.) ..... | 06-08 | 72 | 79 | 68 | 72 | 69 | 73 | 80 | 75 | 72 | 62 | 84 | 63 | 68 | 60 | 71 | 82 | 80 | 69 |
| | 05* | 72 | - | 78 | 74 | 73 | 77 | 88 | 72 | 74 | 74 | - | 78 | 75 | 75 | 78 | 80 | 74 | 76 |
| | 04-05** | 75 | 71 | 78 | 76 | 74 | 79 | 79 | 76 | 76 | 77 | 75 | 81 | 78 | 77 | 81 | 82 | 78 | 78 |
| | 01-03 | 77 | 80 | 80 | 78 | 77 | 78 | 77 | 79 | 78 | 79 | 80 | 82 | 80 | 80 | 80 | 75 | 80 | 80 |
| | E7-E9 | 79 | 78 | 77 | 78 | 77 | 77 | 81 | 78 | 78 | 73 | 73 | 70 | 72 | 70 | 70 | 74 | 74 | 72 |
| | OVERALL | 77 | 79 | 78 | [77] | 76 | 78 | 80 | 77 | [77] | 71 | 79 | 76 | [73] | 77 | 76 | 75 | 77 | [73] |
| 30. WHAT DO YOU CONSIDER TO BE A MINIMUM BATTALION "PRESENT FOR DUTY" STRENGTH TO ACHIEVE DYNAMIC BN. TRAINING? (Please answer in terms of TOE strength, not assigned strength.)..... | 06-08 | 68 | 77 | 70 | 71 | 71 | 66 | 75 | 78 | 71 | 71 | 82 | 64 | 71 | 64 | 77 | 75 | 75 | 71 |
| | 05* | 74 | - | 78 | 75 | 75 | 76 | 88 | 73 | 75 | 76 | - | 78 | 77 | 77 | 80 | 80 | 73 | 77 |
| | 04-05** | 75 | 70 | 78 | 76 | 75 | 75 | 76 | 75 | 75 | 78 | 76 | 80 | 78 | 80 | 79 | 81 | 75 | 78 |
| | 01-03 | 77 | 80 | 82 | 79 | 77 | 78 | 73 | 80 | 77 | 78 | 81 | 79 | 79 | 79 | 82 | 67 | 79 | 79 |
| | E7-E9 | 79 | 79 | 80 | 79 | 80 | 77 | 80 | 79 | 79 | 76 | 81 | 72 | 75 | 74 | 73 | 76 | 76 | 75 |
| | OVERALL | 77 | 79 | 80 | [78] | 77 | 77 | 78 | 78 | [78] | 77 | 81 | 76 | [77] | 78 | 78 | 74 | 77 | [77] |

*05 with more than 3 years in grade and/or Battalion Command experience.
**05 with less than 3 years in grade.

[ ] The number in the Square Block is the overall average of all responses

(a) The percentage of TOE strength needed for dynamic training increases with decreasing rank, except that NCO's generally responded much more like the more senior field grade officers in response to the question concerning platoon level, and like the company grade officers in response to most of the other questions.

(b) There was a strong tendency for USAREUR respondents to estimate a higher strength need for dynamic training than did respondents from CONUS units; respondents reporting on "Other" units generally fell between these two extremes.

(c) There were no consistent discernible differences between arms in estimates of strength needed for dynamic training, except that for enlisted personnel, ADA tended to be higher than the others; conversely, Infantry respondents were low in all three estimates concerning enlisted personnel.

(d) When the arms were compared with regard to enlisted vs. officer strength estimated needed, it appeared that for Infantry there were basically no differences; for Armor, it seemed somewhat more important for enlisted strength to be high; for ADA, it was definitely more important for enlisted strength to be high; and for FA there were no discernible differences.

Overall, weighted averages for enlisted and NCO/officer estimates were:

| | Enlisted | NCO/Officer |
|---|---|---|
| Platoon | 76 | 77 |
| Company | 77 | 73 |
| Battalion | 78 | 77 |

It is evident from these figures, averaged (weighted) over all locations and all arms, that the percentage of both enlisted and NCO/Officer strength judged necessary for dynamic training approximated about 77%. Further, except at company level, there were only minor differences between enlisted and NCO/Officer estimates at a given level. (Note: It is necessary to exercise caution in the interpretation of these estimates; it has been suggested that respondents may have confused Present for Duty strength with Present for Training strength. Since the question was worded to obtain Present for Duty strength, this is the present interpretation. However, for some respondents, that might not be correct.)

In order to investigate the relative importance of mission and non-mission areas, respondents were asked to rate eight mission or problem areas in terms of the importance attached to these areas by their seniors, by themselves, and in terms of how demanding these areas were on their available time. The responses to these questions are shown in Table 9a.

The data reported in Table 9a were examined from several points of view. First, it was possible to examine the relative importance of each of these areas, across locations, in terms of perceptions of seniors' feelings, own feelings, and how demanding of own time. The first three columns are perceptions by respondents of the feelings of their seniors. Two location-type differences immediately stand out in the Table. One is

Table 9a

Relative Priorities of Mission/Problem Areas and Time Demands Posed

| | Importance Attached by Seniors | | | Importance Attached by Self | | | How Demanding of Own Time by Location | | | How Demanding of Own Time by Grade | | | | | How Demanding of Own Time: Rank Order by Grade | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | CONUS | EUROPE | OTHER | CONUS | EUROPE | OTHER | CONUS | EUROPE | OTHER | 06-8 | 05 | 04-5 | 01-3 | E7-9 | 06-8 | 05 | 04-5 | 01-3 | E7-9 |
| 1. Drug Abuse Control | 3.7 | 3.7 | 3.9 | 3.6 | 3.6 | 3.8 | 2.7 | 3.0 | 2.9 | 2.9 | 2.7 | 2.2 | 2.9 | 2.8 | 6 | 7 | 7 | 7 | 6.5 |
| 2. Community Relations | 2.9 | 3.0 | 3.1 | 2.7 | 2.5 | 2.9 | 2.1 | 2.2 | 2.2 | 2.6 | 2.0 | 2.0 | 2.1 | 2.3 | 8 | 8 | 8 | 8 | 8 |
| 3. Race Relations | 3.7 | 4.0 | 3.9 | 3.4 | 3.9 | 3.7 | 2.7 | 3.5 | 3.0 | 3.1 | 2.9 | 2.4 | 3.1 | 2.8 | 5 | 5 | 6 | 6 | 6.5 |
| 4. Small Unit Training | 3.6 | 3.3 | 3.7 | 4.3 | 4.4 | 4.2 | 3.7 | 3.5 | 3.7 | 3.3 | 3.6 | 3.8 | 3.7 | 3.7 | 4 | 4 | 2 | 2 | 2 |
| 5. Command Inspections | 3.5 | 4.0 | 3.5 | 3.0 | 3.1 | 3.0 | 3.1 | 3.8 | 3.2 | 2.7 | 2.8 | 3.2 | 3.4 | 3.1 | 7 | 6 | 5 | 5 | 5 |
| 6. Operational Missions | 4.0 | 3.9 | 4.2 | 4.3 | 4.5 | 4.5 | 3.9 | 3.8 | 4.1 | 4.6 | 3.7 | 4.1 | 3.8 | 3.9 | 1 | 2.5 | 1 | 1 | 1 |
| 7. Vehicular Maintenance | 3.9 | 4.1 | 4.0 | 4.0 | 3.9 | 4.0 | 3.4 | 3.9 | 3.5 | 4.1 | 4.0 | 3.3 | 3.6 | 3.4 | 2 | 1 | 4 | 3.5 | 4 |
| 8. Administration | 3.6 | 3.3 | 3.6 | 3.5 | 3.2 | 3.4 | 3.7 | 3.6 | 3.6 | 3.7 | 3.7 | 3.7 | 3.6 | 3.6 | 3 | 2.5 | 3 | 3.5 | 3 |

Response Scale: Most Demanding/Important 5 | Above Average 4 | Average 3 | Below Average 2 | Least Demanding/Import 1

the relatively greater emphasis on command inspections reported by USAREUR units, and the relatively smaller emphasis on small unit training. Administration also tended to be reported to have less importance by USAREUR units than by non-USAREUR units.

While differences across locations were not readily apparent in the ratings attached by the individuals themselves to these areas, comparisons of these latter ratings with feelings of importance attached by seniors revealed some substantial differences. For example, respondents tended to rate small unit training and operational missions quite high, the average responses for both falling between scale positions indicating "Most Demanding/Important" and "Above Average." In both cases, perceptions were that their seniors attached substantially less significance to these areas. In contrast, respondents felt that their seniors attached considerably more importance to command inspections than they themselves did.

Considering only the rated importance of these areas as determined by respondents themselves, it appeared that the three most important areas were operational missions, small unit training, and vehicular maintenance. Perhaps the least important area was community relations.

Table 9a also contains information as to how demanding each of these mission or problem areas was of the respondent's time, both by location and by grade. The third set of columns yielded a distribution of time demands that was very similar to the distribution of importance as rated by respondents in the second set of columns. Operational missions,

vehicular maintenance, and small unit training were all reported to be between "average" and "above average" in terms of time demands. Interestingly, administration was as high in time demands, however, as these preceding three, though administration had not been rated as high in importance. It is worth noting also that USAREUR units reported higher investments of time in vehicular maintenance and command inspections than non-USAREUR units did.

Time demands were also examined by grade of respondent, and this information is shown in the two sets of five columns each at the right of Table 9a. These show, in turn, average responses, and the rank ordering of these average responses by grade. It can be seen that operational missions were the most demanding at all grade levels except that of senior O-5. The first three, as judged across all rank levels, were operational missions, vehicular maintenance, and administration. For the more junior grades, including the senior non-commissioned officer grades, the second in importance was small unit training. However, this was not the case at battalion command and higher. For all grade levels, the two areas which required the least investment of time were community relations and drug abuse control.

It will be recalled that data presented in earlier tables raised a question as to the degree of communication between grade levels concerning certain kinds of problem areas. The survey instrument contained items designed to check to some extent on the degree of communication between grades, concerning small unit training. These items are shown in Table 10,

Table 10

Communication of Training "Suggestions" Between Grades

| | Location | | | Grade | | | | |
|---|---|---|---|---|---|---|---|---|
| | CONUS | EUROPE | OTHER | 06-8 | 05 | 04-5 | 01-3 | E7-9 |
| 13. DO YOU MAKE SUGGESTIONS TO YOUR SENIORS ON HOW SMALL UNIT TRAINING COULD BE IMPROVED: (Circle only one)<br>3. Never 2. Occasionally 1. Frequently | 1.5 | 1.5 | 1.6 | 1.6 | 1.7 | 1.4 | 1.6 | 1.6 |
| 14. THESE SUGGESTIONS ARE GENERALLY:<br>a. (5) Accepted and implemented into training<br>b. (4) Seemingly accepted but rarely implemented<br>c. (3) Seemingly rejected but are sometimes implemented later<br>d. (2) Rejected and never implemented<br>e. (1) Did not make suggestions | 4.3 | 4.2 | 4.2 | 4.4 | 4.4 | 4.7 | 4.2 | 4.2 |
| 15. DO YOU MAKE SUGGESTIONS TO YOUR SUBORDINATES ON HOW SMALL UNIT TRAINING COULD BE IMPROVED: (Circle only one)<br>3. Never 2. Occasionally 1. Frequently | 1.4 | 1.3 | 1.5 | 1.3 | 1.3 | 1.3 | 1.3 | 1.5 |
| 16. THESE SUGGESTIONS ARE GENERALLY:<br>a. (5) Improved upon by imaginative subordinates<br>b. (4) Carried out as you would have wanted<br>c. (3) Carried out, but in an unimaginative fashion<br>d. (2) Sometimes not carried out<br>e. (1) Did not make suggestions | 3.7 | 3.8 | 3.8 | 3.9 | 3.8 | 3.6 | 3.8 | 3.7 |

both by location, and by grade of respondent. Examination of Items 13 and 15 taken together indicates that suggestions concerning small unit training are made by juniors to seniors somewhat more frequently than in the reverse direction. Examination of these two items by grade level, in the set of five columns at the right of Table 10, suggests that the frequency of such suggestions is generally higher in the junior field grade officer rank levels. (In this Table, for Items 13 and 15, the smaller the number, the greater the frequency.) Correspondingly, the frequency of acceptance and implementation of such suggestions is also higher for this grade group. This is not surprising, since these officers would have been almost exclusively staff officers in their last TOE duty assignment. Thus, a large part of their job duties consists of making suggestions and they could fairly expect to have these suggestions accepted and implemented.

There were virtually no differences between grade levels as to the frequency of making suggestions about small unit training to their own juniors, or the frequency of the acceptance of these suggestions. It is interesting that the average response level, both when considered by location and by grade, falls just short of the scale position labeled "carried out as you would have wanted."

The questionnaire also contained questions to assess the respondent's own attitudes toward his ability to develop innovative and dynamic small unit training, and the feasibility of conducting such training outside of established schools and centers with limited resources. These items are

presented in Table 11. When respondents assessed the four areas listed in Item 17, with respect to its relevance to themselves, there appeared to be few major differences across grade levels. Expertise about specific subject matter was rated as the least serious obstacle, falling at a point for most grade levels that approximated "minor." Lack of training in small unit training techniques occupied, overall, a somewhat more serious spot, falling between "minor" and "serious." Overall, the one generally rated as most serious across all rank levels was lack of familiarity with techniques of field training in general, including the use of field expedients. However, even this was rated only between "minor" and "serious." No average rating was as high as "serious." It thus appears that most respondents had a reasonable degree of confidence in their own abilities to develop innovative and dynamic small unit training.

This overall confidence seems to be corroborated by responses to Item 25, on which respondents were asked to estimate the feasibility of conducting such training with meager resources. The average response to this question very closely approximated the scale position of "adequate training can be conducted with minor difficulty."

Table 11 also contains one additional item, the results of which are particularly interesting in the present context. On this item, respondents were asked to rate the instruction they have received on how to train small units. As can be seen from Table 11, the responses for senior officers were considerably more favorable toward their past training than were the responses of company grade officers. Senior field grade officers

Table 11

Evaluation of Own Competencies

| | Grade | | | | |
|---|---|---|---|---|---|
| | 06-8 | 05 | 04-5 | 01-3 | E7-9 |
| 17. TO WHAT EXTENT IS EACH OF THE FOLLOWING AN OBSTACLE TO YOUR DEVELOPING INNOVATIVE AND DYNAMIC SMALL UNIT TRAINING (Circle one response for each of the following) | | | | | |
| a. Lack of training in small unit training techniques | 2.1 | 2.3 | 2.1 | 2.3 | 2.4 |
| b. Lack of expertise about specific subject matter (e.g., Weapons, Land Navigation) | 2.1 | 1.9 | 2.0 | 2.1 | 2.4 |
| c. Lack of knowledge about what standards of performance to expect in small unit training | 2.4 | 2.1 | 2.1 | 2.1 | 2.4 |
| d. Lack of familiarity with the techniques of field training in general, including the use of field expedients | 2.3 | 2.3 | 2.1 | 2.3 | 2.4 |

RESPONSE SCALE

4. Major Obstacle 3. Serious Obstacle 2. Minor Obstacle 1. No Problem

| | Grade | | | | | Location | | |
|---|---|---|---|---|---|---|---|---|
| | 06-8 | 05 | 04-5 | 01-3 | E7-9 | CONUS | EUROPE | OTHER |
| 25. HOW DO YOU VIEW THE CONDUCT OF SMALL UNIT TRAINING OUTSIDE OF AN ESTABLISHED SCHOOL/CENTER USING FEW ASSISTANTS AND LIMITED FACILITIES AND RESOURCES: | | | | | | | | |
| a. (4) Impossible to conduct adequate training in such a context | | | | | | | | |
| b. (3) Adequate training can be conducted only with very great difficulty | 1.7 | 2.0 | 2.0 | 2.1 | 2.2 | 2.0 | 2.0 | 2.2 |
| c. (2) Adequate training can be conducted with minor difficulty | | | | | | | | |
| d. (1) No problems. Training qualitatively comparable to that given in a school/center can be conducted with no difficulty, if the commander has initiative and resourcefulness | | | | | | | | |

Table 11 (con't)

Evaluation of Own Competencies

| | | Grade | | | | |
|---|---|---|---|---|---|---|
| | | 06-8 | 05 | 04-5 | 01-3 | E7-9 |
| 11. IN GENERAL, THE INSTRUCTION I HAVE RECEIVED ON HOW TO TRAIN SMALL UNITS GAVE ME: (Circle only one) | | | | | | |
| a. Completely adequate information for the training of small units | 4 | | | | | |
| b. Some useful information but not completely adequate | 3 | | | | | |
| c. Very little useful information | 2 | 3.3 | 3.0 | 2.9 | 2.8 | 3.1 |
| d. No useful information | 1 | | | | | |

responded with an average scale position between "completely adequate information" and "some useful information but not completely adequate." Company grade officers, on the other hand, yielded an average response that fell below "some useful information but not completely adequate." It can be concluded that either the more senior field grade officer have been given more training on small unit training, or that their past training was better than training currently being received by company grade officers, or a combination of these two. (It is also possible, of course, that one or the other, or both, of these grade groups are incorrectly recalling the adequacy of their past training.)

Ways of Improving Small Unit Training

The questionnaire also attempted to obtain information on possible ways of improving small unit training. Three major categories of questions dealt with the commander's *perceived freedom to commit* his time to the development and conduct of such training, the Chief of Staff's directive concerning decentralization of responsibility for small unit training, and adventure training.

Table 12 shows responses to four questions dealing with the extent to which respondents felt the training could be improved by having the commander influence both the planning and conduct of training through his own energy, enthusiasm, and leadership, as well as the degree to which he felt free to provide this. Responses to Questions 20 and 22, which pertain to the potential influence of the commander, indicated that respondents generally felt that the commander can contribute to a very material extent by being present and showing energy, enthusiasm,

## Table 12

### The Commander's Participation in Small Unit Training

| | | | 06-8 | 05 | 04-5 | 01-3 | E7-9 | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|
| 20. | TO WHAT EXTENT CAN SMALL UNIT TRAINING BE IMPROVED BY HAVING THE COMMANDER (OR TRAINING SUPERVISOR) SHOW A GREAT DEAL OF ENERGY, ENTHUSIASM, AND LEADERSHIP WHEN SUCH TRAINING IS BEING CONDUCTED: | | | | | | | | | |
| | a. Very significantly | 5 | 4.6 | 4.1 | 4.4 | 4.2 | 4.3 | 4.2 | 4.3 | 4.3 |
| | b. To a major degree | 4 | | | | | | | | |
| | c. To a moderate degree | 3 | | | | | | | | |
| | d. To a minor degree | 2 | | | | | | | | |
| | e. Not at all | 1 | | | | | | | | |
| 21. | HOW FREE ARE YOU TO PROVIDE THIS LEADERSHIP, ENERGY, AND ENTHUSIASM WHEN SUCH TRAINING IS TO BE CONDUCTED IN YOUR UNIT: | | | | | | | | | |
| | a. Nothing prohibits me from doing | 4 | 2.8 | 2.9 | 2.7 | 2.6 | 2.6 | 2.7 | 2.6 | 2.6 |
| | b. There are occasional times when I cannot do so | 3 | | | | | | | | |
| | c. There are many times when other responsibilities prohibit me from doing so | 2 | | | | | | | | |
| | d. Most of the time, other responsibilities prohibit me from doing so | 1 | | | | | | | | |
| 22. | TO WHAT EXTENT CAN SMALL UNIT TRAINING BE IMPROVED BY HAVING THE COMMANDER (OR TRAINING SUPERVISOR) SHOW A GREAT DEAL OF ENERGY, ENTHUSIASM, AND LEADERSHIP WHEN SUCH TRAINING IS BEING PLANNED: | | | | | | | | | |
| | a. Very significantly | 5 | 4.4 | 4.2 | 4.4 | 4.3 | 4.3 | 4.2 | 4.4 | 4.4 |
| | b. To a major degree | 4 | | | | | | | | |
| | c. To a moderate degree | 3 | | | | | | | | |
| | d. To a minor degree | 2 | | | | | | | | |
| | e. Not at all | 1 | | | | | | | | |

Table 12 (cont'd)

The Commander's Participation in Small Unit Training

| | | 06-8 | 05 | 04-5 | 01-3 | E7-9 | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|
| 23. HOW FREE ARE <u>YOU</u> TO PROVIDE THIS LEADERSHIP, ENERGY, AND ENTHUSIASM WHEN SUCH TRAINING IS BEING <u>PLANNED</u> IN YOUR UNIT: | | | | | | | | | |
| a. Nothing prohibits me from doing so | 4 | 3.0 | 3.1 | 2.9 | 2.8 | 2.8 | 2.9 | 2.8 | 2.8 |
| b. There are occasional times when I cannot do so | 3 | | | | | | | | |
| c. There are many times when other responsibilities prohibit me from doing so. | 2 | | | | | | | | |
| d. Most of the time, other responsibilities prohibit me from doing so. | 1 | | | | | | | | |

and leadership during both the planning and conduct of small unit training. Average responses for all rank levels and across all locations fell between the highest and next to highest scale positions, with most responses being close to, though higher than "to a major degree." However, responses to Questions 21 and 23, concerning the commander's freedom to provide this leadership, energy, and enthusiasm, show a considerably different picture. Average responses for both of these questions fell quite near the scale response "there are occasional times when I cannot do so," and average responses for the more junior officers fell approximately halfway between that point and the lower point, "there are many times when other responsibilities prohibit me from doing so." Examination of these two questions in relationship to one another suggests that the commander is more likely to be free to participate in the planning of training than in its conduct.

The questions presented in Table 13 were intended to determine whether respondents in the present sample were aware of the Chief of Staff's decentralization directive, and to learn their reactions to it in terms of the impact they believe it will have on small unit training. As might have been expected, awareness of this directive decreased with decreasing grade. The more senior field grade officers responded uniformly in the affirmative to Question 33. However, less than three-fourths of the responding company grade officers had heard of it. When these responses were examined across location, it appears that CONUS and USAREUR units were approximately equally well informed on this directive, with units in other locations having heard of the directive less frequently. Item 36 requested respondents to estimate the effect of the directive on the

Table 13

The Decentralization Directive

On 30 June 1971, the Chief of Staff of the Army directed that all detailed training management be decentralized to battalion and lower level, that mandatory subjects prescribed by higher headquarters be eliminated, and that training guidance be provided to battalions by mission-type instructions rather than detailed directives. Also, that individual training records will no longer be required.

| | Grade | | | | | Location | | |
|---|---|---|---|---|---|---|---|---|
| | 06-8 | 05 | 04-5 | 01-3 | E7-9 | CONUS | EUROPE | OTHER |
| 33. HAD YOU HEARD OF THIS DIRECTIVE BEFORE RECEIVING THE PRESENT SURVEY? (If your answer to Question 33 is "Yes," answer Question 34; if "No," go on to Question 35.) | 100% | 97% | 84% | 72% | 73% | 80% | 81% | 70% |
| 34. WHAT EFFECT HAS THIS DIRECTIVE HAD ON THE TRAINING OF YOUR UNIT? | | | | | | | | |
| a. (3) A significant effect<br>b. (2) Some effect<br>c. (1) No effect at all | 2.2 | 2.1 | 2.3 | 2.2 | 2.1 | 2.1 | 2.1 | 2.0 |
| 35. BASED ON YOUR EXPERIENCE, DO YOU THINK THAT THIS DIRECTIVE WILL LEAD TO MORE "DYNAMIC TRAINING" IN YOUR UNIT? (Circle response that comes closest to your evaluation) | | | | | | | | |
| a. (4) Should have favorable impact immediately (within 3 months)<br>b. (3) Should help significantly but it will take time for the system to adjust (improvement after 3 months)<br>c. (2) I do not believe decentralization will necessarily lead to dynamic training but it might help a little<br>d. (1) Decentralizing responsibility won't help at all | 2.8 | 2.9 | 3.0 | 3.1 | 3.0 | 3.0 | 3.2 | 3.0 |

training of their own units. The average response approximated the middle of the scale, "some effect." (However, these responses are probably open to question. Many respondents in the present sample were obtained from Advanced Course classes, and in many cases must have departed the prior units on which they were reporting before the Chief of Staff's directive was issued.) More confidence probably can be placed on answers to Item 35, which in essence asks respondents whether they think that decentralization will lead to more dynamic training. Average responses are fairly similar across rank levels, and across locations, with the average response falling approximately at the scale position "should help significantly but it will take time for the system to adjust (improvement after three months)." There was a trend for the more senior grade officers to be somewhat less optimistic than the company grade officers.

The survey also queried respondents concerning their knowledge of adventure training, and their attitudes toward it. These items are contained in Table 14. The responses contained in the Table to Item 37 are the percentages of each of the groups answering that they were familiar with adventure training. It is interesting that knowledge of adventure training decreases sharply with grade level, with company grade officers and non-commissioned officers least often responding that they were familiar with the concept. With regard to location, CONUS units were more likely to have knowledge of this kind of training than non-CONUS units. Item 38 presents respondents' evaluation of adventure training. Average responses for all groups except the most senior field grade officers fell approximately

Table 14

ADVENTURE TRAINING

| | | 06-8 | 05 | 04-5 | 01-3 | E7-9 | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|
| 37. | SOME UNITS IN THE ARMY CONDUCT SMALL UNIT TRAINING THAT IS CALLED "ADVENTURE TRAINING," ARE YOU FAMILIAR WITH THIS TYPE OF TRAINING? | 79 | 82 | 71 | 57 | 48 | 61 | 51 | 55 |
| 38. | WHAT IS YOUR OPINION OF "ADVENTURE TRAINING" AS A MEANS OF TRAINING FOR <u>YOUR</u> UNIT? * | | | | | | | | |
| | a. Excellent ..... 4<br>b. Good ..... 3<br>c. Poor ..... 2<br>d. My unit is not equipped to conduct such training ..... 1 | 2.6 | 3.2 | 3.3 | 3.4 | 3.3 | 3.4 | 3.5 | 3.2 |
| 39. | RECENTLY A SPECIAL FORCES TEAM RE-ENACTED THE LEWIS AND CLARK EXPEDITION BY MARCHING AND BOATING ACROSS THE WESTERN PORTION OF THE UNITED STATES. DO YOU THINK YOUR UNIT WOULD BE INTERESTED IN THIS TYPE OF TRAINING PROJECT? | 38 | 77 | 73 | 80 | 58 | 74 | 75 | 64 |
| 40. | DO YOU THINK YOUR UNIT IS CAPABLE OF CONDUCTING SUCH AN EXPEDITION? | | | | | | | | |
| | a. No, because of lack of training and equipment for this type of operation ..... 3<br>b. Perhaps, if provided special training and equipment ..... 2<br>c. Yes ..... 1 | 2.1 | 1.9 | 1.7 | 1.8 | 2.0 | 1.8 | 2.0 | 1.9 |

*Survey instructions were to the effect that Item 38 was answered only by respondents who had answered "Yes" to Item 37.

one-third of a scale point higher than "good," toward the scale point of "excellent." The senior field grade officers were considerably more negative toward adventure training. Responses to the next question, concerning respondents' beliefs that their units would be interested in a type of adventure training, support the responses to 38. Senior field grade officers were considerably less likely to believe their units would be interested, and company grade officers were highest in the belief that such a training project would be of interest. Further, the company grade officers and junior field grade officers were more likely to believe that their units would be capable of such training than were either the senior field grade officers or the non-commissioned officers.

Summary and Conclusions

It will be clear to anyone who examines the Appendix that the present report does not elaborate all the data actually contained in the survey results. An attempt has been made to restrict the discussion to those findings of greatest salience, from the point of view of identifying the problem (to the extent the problem can be identified in a survey instrument), and factors that bear on the problem. To the extent that overall conclusions can be drawn from the data collected in this survey and discussed in the preceding pages, they probably would be:

(a) Overall, there is substantial confidence at all rank levels in the motivation and quality of small unit commanders and leaders. This suggests that there would be no universal support for the proposition that these leaders and commanders are basically lacking in ability, which would correspond to Hypothesis 2 in the Introduction. There is a feeling at the

lower rank levels that their training for conducting small unit training has not been as adequate as it might have been.

(b) There are substantial indications in the survey results that seniors and subordinates do not see eye-to-eye on many key points and expectations, many of which have to do with the present quality of small unit training, the possibility of improvement, and the ways in which improvement might be effected. As an example, Table 15 shows responses to a question as to whether respondents would characterize training in their units as dynamic, as the term was used in the survey instrument. There was a substantial tendency for personnel at the lower grade levels to believe that their units' training was less frequently "dynamic" than was the case at the higher grade levels. Differences were also found in relative priorities assigned to various mission/problem areas; perhaps the most important of these was the tendency for lower ranking personnel to feel that the current system is inflexible and rigid, while higher ranking personnel do not. These discrepancies are evidence of inadequate communication between rank/grade levels, and perhaps (as was speculated earlier) of overcontrol by the more senior field grade officers, at least as seen by their juniors.

(c) There were also substantial indications of over-committment and understaffing, together with strong feelings that these affect the commander's ability to conduct dynamic small unit training. There were also indications that small unit commanders may be over-committed insofar as their own time is concerned, perhaps to a point that they cannot participate in the planning and conduct of small unit training to the extent that they would wish.

Table 15

IS TRAINING NOW DYNAMIC

| | 06-8 | 05 | 04-5 | 01-3 | E7-9 | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|
| 45. TO WHAT EXTENT WOULD YOU CHARACTERIZE THE TRAINING IN YOUR UNIT AS "DYNAMIC" AS WE USE THE TERM? | | | | | | | | |
| a. Rarely, if ever ..... 4<br>b. A few times ..... 3<br>c. Frequently ..... 2<br>d. Almost always ..... 1 | 2.4 | 2.7 | 2.7 | 2.9 | 2.9 | 2.8 | 3.0 | 2.9 |

(Further, it would be possible to speculate that an over-committed small unit commander may find it difficult to provide the best quality of leadership even when he is able to be present.) To a major extent, this supports Hypothesis 3 in the Introduction.

(d) While there were many differences across grade levels and across locations, differences between USAREUR responses and CONUS responses were not nearly so pronounced as had been initially expected. This suggests that most of the training problems found to exist are Army-wide rather than peculiar to just one area or theater. To the extent that these training problems represent system demands on the small unit that exceed its capacity, based on resources available, then these results also support Hypothesis 3 in the Introduction.

(e) Resources for the conduct of innovative small unit training apparently are not as adequate as respondents would like them to be. There are indications that the availabe DA literature is not as pertinent as it could be, and that Army Training Plans and Army Subject Schedules, while generally available, are not as useful as, for example, Field Manuals and Technical Manuals. This seems rather paradoxical, and suggests that there is at present a void in the literature resources available to the small unit for the development and conduct of innovative small unit training. Further, there are some indications that in this area, at least, USAREUR units were in greater need than CONUS units.

# A P P E N D I X

to

Consulting Report

ANALYSIS OF TRAINING MANAGEMENT SURVEY

TRAINING MANAGEMENT SURVEY

| g of Small Units | 06-08 | 05>3, Bn CO | 04, 05≤3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALION PROVIDE: (NEVER 1 / SOMETIMES 2 / USUALLY 3 / ALWAYS 4) | | | | | | | | | | | | |
| esponse for each of the following) | | | | | | | | | | | | |
| guidance for the conduct of training | 2.7 | 1.9 | 1.8 | 2.0 | 2.2 | 2.1 | 2.0 | 2.1 | 2.0 | 2.0 | 2.0 | 2.1 |
| nit Training Programs | 3.4 | 2.9 | 3.3 | 3.0 | 3.1 | 3.1 | 3.0 | 3.0 | 3.0 | 3.1 | 3.0 | 3.0 |
| raining Schedules | 3.8 | 3.2 | 3.6 | 3.4 | 3.6 | 3.4 | 3.6 | 3.4 | 3.6 | 3.5 | 3.5 | 3.4 |
| raining Calendar | 3.6 | 3.1 | 3.2 | 3.0 | 3.0 | 3.1 | 3.0 | 2.8 | 3.0 | 3.1 | 3.2 | 2.8 |
| raining Reports | 3.2 | 2.8 | 2.8 | 2.9 | 3.0 | 3.0 | 2.9 | 2.9 | 2.9 | 2.9 | 3.0 | 2.9 |
| rmy Training Tests (ATT) | 3.1 | 2.7 | 3.1 | 2.5 | 3.0 | 2.6 | 2.8 | 2.8 | 3.1 | 2.8 | 2.8 | 2.6 |
| attalion Training Circular | 2.8 | 2.8 | 2.9 | 2.6 | 2.7 | 2.8 | 2.6 | 2.7 | 2.6 | 2.8 | 2.9 | 2.5 |
| raining Records | 3.0 | 2.7 | 3.3 | 3.2 | 3.0 | 3.1 | 3.1 | 2.9 | 3.3 | 3.1 | 3.3 | 3.0 |
| olicy File | 3.5 | 3.0 | 3.2 | 3.1 | 3.2 | 3.2 | 3.1 | 3.1 | 3.1 | 3.2 | 3.2 | 3.1 |
| perational Readiness Test | 3.2 | 2.8 | 3.0 | 2.6 | 3.1 | 2.7 | 2.8 | 3.2 | 3.1 | 2.8 | 3.2 | 2.9 |
| chool/Center Training Literature | 2.5 | 2.5 | 2.9 | 2.4 | 2.6 | 2.4 | 2.5 | 2.5 | 2.8 | 2.7 | 2.4 | 2.4 |
| O WRITTEN TRAINING GUIDANCE, TO WHAT U RECEIVE ADDITIONAL ORAL GUIDANCE EACH OF THE FOLLOWING: (NEVER 1 / SOMETIMES 2 / USUALLY 3 / ALWAYS 4) | | | | | | | | | | | | |
| esponse for each of the following) | | | | | | | | | | | | |
| CG | 2.1 | 1.9 | 1.9 | 1.6 | 1.5 | 1.7 | 1.6 | 1.3 | 1.7 | 1.7 | 1.7 | 1.6 |
| | 2.4 | 2.0 | 1.9 | 1.5 | 1.5 | 1.7 | 1.6 | 1.3 | 1.5 | 1.6 | 1.8 | 1.6 |
| Staff Officers | 2.0 | 1.8 | 1.9 | 1.6 | 1.6 | 1.7 | 1.6 | 1.4 | 1.8 | 1.7 | 1.6 | 1.7 |
| O | 2.4 | 2.6 | 2.6 | 2.1 | 2.0 | 2.3 | 2.1 | 1.8 | 2.1 | 2.1 | 2.1 | 2.2 |
| O | 1.8 | 1.6 | 1.9 | 1.5 | 1.6 | 1.6 | 1.6 | 1.6 | 1.7 | 1.6 | 1.4 | 1.6 |
| taff Officers | 2.2 | 2.2 | 2.5 | 2.0 | 2.0 | 2.2 | 2.1 | 1.9 | 2.1 | 2.2 | 2.1 | 2.1 |
| CO | 3.0 | 2.7 | 3.4 | 3.0 | 2.8 | 3.1 | 3.0 | 2.5 | 3.0 | 3.0 | 3.1 | 2.9 |
| XO | 2.6 | 1.9 | 2.6 | 2.3 | 2.4 | 2.3 | 2.4 | 2.2 | 2.6 | 2.4 | 2.4 | 2.3 |
| S3 | 3.3 | 2.7 | 3.4 | 3.0 | 3.1 | 3.1 | 3.1 | 2.9 | 3.1 | 3.1 | 3.1 | 3.1 |
| S1, S2, or S4 | 2.0 | 1.9 | 2.0 | 1.9 | 2.4 | 2.0 | 1.9 | 2.4 | 2.1 | 2.0 | 2.0 | 2.2 |
| ommander | 3.5 | 2.2 | 3.0 | 2.8 | 3.2 | 2.9 | 3.1 | 3.1 | 2.8 | 2.9 | 3.0 | 3.0 |
| T DID YOU HAVE ACCESS TO RELEVANT: (NEVER 1 / SOMETIMES 2 / USUALLY 3 / ALWAYS 4) | | | | | | | | | | | | |
| esponse for each of the following) | | | | | | | | | | | | |
| ning Programs (ATP) | 3.1 | 3.7 | 3.1 | 3.7 | 3.3 | 3.2 | 3.5 | 3.0 | 3.4 | 3.4 | 3.2 | 3.1 |
| ect Schedules | 3.3 | 3.7 | 3.6 | 3.2 | 3.3 | 3.3 | 3.5 | 3.1 | 3.4 | 3.4 | 3.2 | 3.1 |
| uals (FM) | 3.8 | 3.8 | 3.8 | 3.6 | 3.8 | 3.7 | 3.8 | 3.7 | 3.8 | 3.8 | 3.8 | 3.6 |
| Manuals (TM) | 3.8 | 3.6 | 3.7 | 3.6 | 3.7 | 3.5 | 3.8 | 3.8 | 3.7 | 3.7 | 3.6 | 3.5 |
| lations | 3.8 | 3.7 | 3.7 | 3.6 | 3.7 | 3.6 | 3.7 | 3.7 | 3.7 | 3.7 | 3.7 | 3.6 |

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TRAINING MANAGEMENT SURVEY

SUBJECT: Training of Small Units

| | 06-08 | 05>3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. DID YOUR BATTALION PROVIDE: (Circle one response for each of the following) | NEVER 1 | | | | | SOMETIMES 2 | | | | USUALLY 3 | ALW 4 |
| a. Only oral guidance for the conduct of training | 2.7 | 1.9 | 1.8 | 2.0 | 2.2 | 2.1 | 2.0 | 2.1 | 2.0 | 2.0 | 2.0 |
| b. Written Unit Training Programs | 3.4 | 2.9 | 3.3 | 3.0 | 3.1 | 3.1 | 3.0 | 3.0 | 3.0 | 3.1 | 3.0 |
| c. Written Training Schedules | 3.8 | 3.2 | 3.6 | 3.4 | 3.6 | 3.4 | 3.6 | 3.4 | 3.6 | 3.5 | 3.5 |
| d. Written Training Calendar | 3.6 | 3.1 | 3.2 | 3.0 | 3.0 | 3.1 | 3.0 | 2.8 | 3.0 | 3.1 | 3.2 |
| e. Written Training Reports | 3.2 | 2.8 | 2.8 | 2.9 | 3.0 | 3.0 | 2.9 | 2.9 | 2.9 | 2.9 | 3.0 |
| f. Written Army Training Tests (ATT) | 3.1 | 2.7 | 3.1 | 2.5 | 3.0 | 2.6 | 2.8 | 2.8 | 3.1 | 2.8 | 2.8 |
| g. Written Battalion Training Circular | 2.8 | 2.8 | 2.9 | 2.6 | 2.7 | 2.8 | 2.6 | 2.7 | 2.6 | 2.8 | 2.9 |
| h. Written Training Records | 3.0 | 2.7 | 3.3 | 3.2 | 3.0 | 3.1 | 3.1 | 2.9 | 3.3 | 3.1 | 3.3 |
| i. Written Policy File | 3.5 | 3.0 | 3.2 | 3.1 | 3.2 | 3.2 | 3.1 | 3.1 | 3.1 | 3.2 | 3.2 |
| j. Written Operational Readiness Test | 3.2 | 2.8 | 3.0 | 2.6 | 3.1 | 2.7 | 2.8 | 3.2 | 3.1 | 2.8 | 3.2 |
| k. Written School/Center Training Literature | 2.5 | 2.5 | 2.9 | 2.4 | 2.6 | 2.4 | 2.5 | 2.5 | 2.8 | 2.7 | 2.6 |
| 2. IN ADDITION TO WRITTEN TRAINING GUIDANCE, TO WHAT EXTENT DID YOU RECEIVE ADDITIONAL ORAL GUIDANCE DIRECTLY FROM EACH OF THE FOLLOWING: (Circle one response for each of the following) | NEVER 1 | | | | | SOMETIMES 2 | | | | USUALLY 3 | ALW 4 |
| a. Division CG | 2.1 | 1.9 | 1.9 | 1.6 | 1.5 | 1.7 | 1.6 | 1.3 | 1.7 | 1.7 | 1.7 |
| b. ADC | 2.4 | 2.0 | 1.9 | 1.5 | 1.5 | 1.7 | 1.6 | 1.3 | 1.5 | 1.6 | 1.8 |
| c. Division Staff Officers | 2.0 | 1.8 | 1.9 | 1.6 | 1.6 | 1.7 | 1.6 | 1.4 | 1.8 | 1.7 | 1.6 |
| d. Brigade CO | 2.4 | 2.6 | 2.6 | 2.1 | 2.0 | 2.3 | 2.1 | 1.8 | 2.1 | 2.1 | 2.1 |
| e. Brigade XO | 1.8 | 1.6 | 1.9 | 1.5 | 1.6 | 1.6 | 1.6 | 1.6 | 1.7 | 1.6 | 1.4 |
| f. Brigade Staff Officers | 2.2 | 2.2 | 2.5 | 2.0 | 2.0 | 2.2 | 2.1 | 1.9 | 2.1 | 2.2 | 2.1 |
| g. Battalion CO | 3.0 | 2.7 | 3.4 | 3.0 | 2.8 | 3.1 | 3.0 | 2.5 | 3.0 | 3.0 | 3.1 |
| h. Battalion XO | 2.6 | 1.9 | 2.6 | 2.3 | 2.4 | 2.3 | 2.4 | 2.2 | 2.6 | 2.4 | 2.4 |
| i. Battalion S3 | 3.3 | 2.7 | 3.4 | 3.0 | 3.1 | 3.1 | 3.1 | 2.9 | 3.1 | 3.1 | 3.1 |
| j. Battalion S1, S2, or S4 | 2.0 | 1.9 | 2.0 | 1.9 | 2.4 | 2.0 | 1.9 | 2.4 | 2.1 | 2.0 | 2.0 |
| k. Company Commander | 3.5 | 2.2 | 3.0 | 2.8 | 3.2 | 2.9 | 3.1 | 3.1 | 2.8 | 2.9 | 3.0 |
| 3. TO WHAT EXTENT DID YOU HAVE ACCESS TO RELEVANT: (Circle one response for each of the following) | NEVER 1 | | | | | SOMETIMES 2 | | | | USUALLY 3 | ALWA 4 |
| a. Army Training Programs (ATP) | 3.1 | 3.7 | 3.1 | 3.7 | 3.3 | 3.2 | 3.5 | 3.0 | 3.4 | 3.4 | 3.2 |
| b. Army Subject Schedules | 3.3 | 3.7 | 3.6 | 3.2 | 3.3 | 3.3 | 3.5 | 3.1 | 3.4 | 3.4 | 3.2 |
| c. Field Manuals (FM) | 3.8 | 3.8 | 3.8 | 3.6 | 3.8 | 3.7 | 3.8 | 3.7 | 3.8 | 3.8 | 3.8 |
| d. Technical Manuals (TM) | 3.8 | 3.6 | 3.7 | 3.6 | 3.7 | 3.5 | 3.8 | 3.8 | 3.7 | 3.7 | 3.6 |
| e. Army Regulations | 3.8 | 3.7 | 3.7 | 3.6 | 3.7 | 3.6 | 3.7 | 3.7 | 3.7 | 3.7 | 3.7 |

| | NEVER 1 | | | SOMETIMES 2 | | USUALLY 3 | | | ALWAYS 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| T DID YOU USE THE FOLLOWING IN AINING: (esponse for each of the following) | 06-08 | 05Z3, Bn CO | 04, 05Z3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
| ning Programs (ATP) | 2.7 | 2.9 | 3.1 | 2.6 | 2.8 | 2.7 | 2.9 | 2.4 | 2.8 | 2.8 | 2.6 | 2.6 |
| ect Schedules | 2.8 | 2.8 | 3.0 | 2.6 | 2.8 | 2.8 | 2.9 | 2.4 | 2.8 | 2.9 | 2.6 | 2.6 |
| uals (FM) | 3.3 | 3.4 | 3.4 | 3.4 | 3.6 | 3.5 | 3.5 | 3.4 | 3.5 | 3.5 | 3.4 | 3.4 |
| Manuals (TM) | 3.3 | 3.0 | 3.1 | 3.2 | 3.4 | 3.1 | 3.3 | 3.5 | 3.4 | 3.3 | 3.4 | 3.2 |
| lations | 3.0 | 3.0 | 3.1 | 3.0 | 3.2 | 3.0 | 3.1 | 3.1 | 3.2 | 3.1 | 3.0 | 3.1 |

| TE HOW OFTEN EACH OF THE FOLLOWING LITIES WAS AVAILABLE TO YOU IN ALL UNIT TRAINING: (esponse for each of the following) | NEVER 1 | | | SOMETIMES 2 | | FREQUENTLY 3 | | | WHENEVER DESIRED 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| anges | 3.3 | 3.3 | 3.4 | 2.9 | 3.3 | 3.1 | 3.1 | 3.0 | 3.4 | 3.2 | 2.6 | 3.1 |
| Individual Training | 3.4 | 3.4 | 3.4 | 3.0 | 3.3 | 3.2 | 3.0 | 3.1 | 3.5 | 3.3 | 3.0 | 3.1 |
| Small Unit Training | 3.3 | 3.3 | 3.3 | 3.0 | 3.3 | 3.2 | 3.0 | 3.0 | 3.4 | 3.2 | 3.0 | 3.1 |
| s | 3.4 | 3.4 | 3.2 | 3.3 | 3.4 | 3.3 | 3.4 | 3.3 | 3.4 | 3.4 | 3.5 | 3.2 |
| ield Training Areas | 3.3 | 3.2 | 3.1 | 2.8 | 3.2 | 3.0 | 2.9 | 2.6 | 3.3 | 3.1 | 2.7 | 2.9 |

| HE TRAINING FACILITIES YOU INDI- AILABLE AT LEAST SOMETIMES, PLEASE I WHAT SOURCE OR SOURCES THEY WERE (priate responses for each column) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | OWN RESOURCES | | | | | | | | | | | |
| anges | 67 | 8 | 13 | 21 | 37 | 23 | 16 | 44 | 14 | 14 | 25 | 38 |
| Individual Training | 89 | 80 | 76 | 77 | 89 | 79 | 74 | 89 | 83 | 77 | 70 | 89 |
| Small Unit Training | 78 | 70 | 41 | 60 | 76 | 64 | 46 | 73 | 66 | 58 | 53 | 73 |
| s | 89 | 96 | 97 | 89 | 95 | 89 | 97 | 89 | 88 | 88 | 98 | 92 |
| ield Training Areas | 60 | 15 | 17 | 18 | 29 | 24 | 19 | 21 | 14 | 15 | 18 | 29 |
| | HIGHER HEADQUARTERS | | | | | | | | | | | |
| anges | 100 | 93 | 72 | 72 | 92 | 87 | 86 | 82 | 74 | 79 | 84 | 92 |
| Individual Training | 90 | 90 | 79 | 76 | 86 | 85 | 90 | 63 | 74 | 82 | 85 | 73 |
| Small Unit Training | 80 | 90 | 77 | 81 | 89 | 86 | 88 | 82 | 74 | 84 | 88 | 80 |
| s | 67 | 71 | 66 | 63 | 64 | 65 | 71 | 49 | 46 | 92 | 39 | 52 |
| ield Training Areas | 100 | 85 | 73 | 70 | 99 | 82 | 81 | 79 | 69 | 80 | 64 | 79 |

tion No. 6 indicates percentage responding "Yes".

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| | NEVER 1 | | SOMETIMES 2 | | | USUALLY 3 | | | | ALWAYS 4 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 4. TO WHAT EXTENT DID YOU USE THE FOLLOWING IN CONDUCTING TRAINING: (Circle one response for each of the following) | 06-08 | 05*3, Bn CO | 04, 05*3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE |
| a. Army Training Programs (ATP) | 2.7 | 2.9 | 3.1 | 2.6 | 2.8 | 2.7 | 2.9 | 2.4 | 2.8 | 2.8 | 2.6 |
| b. Army Subject Schedules | 2.8 | 2.8 | 3.0 | 2.6 | 2.8 | 2.8 | 2.9 | 2.4 | 2.8 | 2.9 | 2.6 |
| c. Field Manuals (FM) | 3.3 | 3.4 | 3.4 | 3.4 | 3.6 | 3.5 | 3.5 | 3.4 | 3.5 | 3.5 | 3.4 |
| d. Technical Manuals (TM) | 3.3 | 3.0 | 3.1 | 3.2 | 3.4 | 3.1 | 3.3 | 3.5 | 3.4 | 3.3 | 3.4 |
| e. Army Regulations | 3.0 | 3.0 | 3.1 | 3.0 | 3.2 | 3.0 | 3.1 | 3.1 | 3.2 | 3.1 | 3.0 |

| | NEVER 1 | | SOMETIMES 2 | | | FREQUENTLY 3 | | | | WHENEVER DES 4 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 5. PLEASE INDICATE HOW OFTEN EACH OF THE FOLLOWING TRAINING FACILITIES WAS AVAILABLE TO YOU IN CONDUCTING SMALL UNIT TRAINING: (Circle one response for each of the following) | | | | | | | | | | | |
| a. Weapons Ranges | 3.3 | 3.3 | 3.4 | 2.9 | 3.3 | 3.1 | 3.1 | 3.0 | 3.4 | 3.2 | 2.6 |
| b. Areas for Individual Training | 3.4 | 3.4 | 3.4 | 3.0 | 3.3 | 3.2 | 3.0 | 3.1 | 3.5 | 3.3 | 3.0 |
| c. Areas for Small Unit Training | 3.3 | 3.3 | 3.3 | 3.0 | 3.3 | 3.2 | 3.0 | 3.0 | 3.4 | 3.2 | 3.0 |
| d. Classrooms | 3.4 | 3.4 | 3.2 | 3.3 | 3.4 | 3.3 | 3.4 | 3.3 | 3.4 | 3.4 | 3.3 |
| e. General Field Training Areas | 3.3 | 3.2 | 3.1 | 2.8 | 3.2 | 3.0 | 2.9 | 2.6 | 3.3 | 3.1 | 2.7 |

| 6. FOR EACH OF THE TRAINING FACILITIES YOU INDICATED WERE AVAILABLE AT LEAST SOMETIMES, PLEASE INDICATE FROM WHAT SOURCE OR SOURCES THEY WERE OBTAINED: (Circle appropriate responses for each column) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | OWN RESOURCES | | | | | | | | | | |
| a. Weapons Ranges | 67 | 8 | 13 | 21 | 37 | 23 | 16 | 44 | 14 | 14 | 2 |
| b. Areas for Individual Training | 89 | 80 | 76 | 77 | 89 | 79 | 74 | 89 | 83 | 77 | 7 |
| c. Areas for Small Unit Training | 73 | 70 | 41 | 60 | 76 | 64 | 46 | 73 | 66 | 58 | 5 |
| d. Classrooms | 89 | 96 | 97 | 84 | 95 | 89 | 97 | 89 | 88 | 88 | 9 |
| e. General Field Training Areas | 60 | 15 | 17 | 18 | 29 | 24 | 19 | 21 | 14 | 15 | 1 |
| | HIGHER HEADQUARTERS | | | | | | | | | | |
| a. Weapons Ranges | 100 | 93 | 72 | 72 | 92 | 87 | 86 | 82 | 74 | 79 | 8 |
| b. Areas for Individual Training | 80 | 90 | 79 | 76 | 86 | 85 | 90 | 63 | 74 | 82 | 8 |
| c. Areas for Small Unit Training | 80 | 90 | 77 | 81 | 89 | 86 | 88 | 82 | 74 | 84 | 8 |
| d. Classrooms | 67 | 71 | 66 | 63 | 64 | 65 | 71 | 49 | 46 | 92 | 3 |
| e. General Field Training Areas | 100 | 85 | 73 | 70 | 99 | 82 | 81 | 79 | 69 | 80 | 6 |

NOTE: Question No. 6 indicates percentage responding "Yes".

CENTRAL TRAINING AREA

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| nges..... | 80 | 59 | 80 | 74 | 81 | a. | 79 | 79 | 55 | 75 | a. | 74 | 93 | 65 |
| Individual Training..... | 60 | 54 | 62 | 50 | 52 | b. | 57 | 61 | 30 | 51 | b. | 54 | 35 | 39 |
| Small Unit Training..... | 50 | 56 | 75 | 57 | 60 | c. | 63 | 64 | 38 | 63 | c. | 62 | 74 | 50 |
| ..... | 33 | 8 | 19 | 21 | 32 | d. | 23 | 19 | 21 | 21 | d. | 23 | 27 | 16 |
| ield Training Areas..... | 100 | 63 | 79 | 67 | 73 | e. | 72 | 74 | 53 | 74 | e. | 68 | 94 | 66 |

NEVER 1 SOMETIMES 2 FREQUENTLY 3 WHENEVER DESIRED 4

| ATE HOW OFTEN EACH OF THE FOLLOWING S WAS AVAILABLE TO YOU IN CONDUCTING RAINING: (response for each of the following) | 06-08 | 05>3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| quipment..... | 3.8 | 3.6 | 3.6 | 3.1 | 3.3 | 3.2 | 3.4 | 3.4 | 3.4 | 3.3 | 3.3 | 3.3 |
| ..... | 2.3 | 2.2 | 2.3 | 2.0 | 2.1 | 2.2 | 2.1 | 1.8 | 2.2 | 2.2 | 1.9 | 1.9 |
| ..... | 2.2 | 2.2 | 2.3 | 2.0 | 2.1 | 2.2 | 2.0 | 1.7 | 2.1 | 2.2 | 1.8 | 1.8 |
| Materials..... | 3.1 | 2.8 | 2.8 | 2.5 | 2.7 | 2.6 | 2.5 | 2.5 | 2.6 | 2.7 | 2.4 | 2.4 |
| ..... | 2.5 | 2.4 | 2.5 | 2.1 | 2.3 | 2.3 | 2.2 | 2.1 | 2.3 | 2.4 | 1.9 | 2.1 |
| rds..... | 3.6 | 3.8 | 3.6 | 3.6 | 3.6 | 3.6 | 3.8 | 3.4 | 3.7 | 3.7 | 3.7 | 3.3 |
| ..... | 3.0 | 3.4 | 3.2 | 3.0 | 3.1 | 3.0 | 3.2 | 2.8 | 3.3 | 3.3 | 2.8 | 2.7 |
| les..... | 2.6 | 2.2 | 2.2 | 2.1 | 1.9 | 2.3 | 2.1 | 1.6 | 1.8 | 2.1 | 2.6 | 1.8 |
| y trained demonstrators..... | 2.2 | 2.0 | 1.9 | 1.8 | 1.8 | 1.9 | 1.6 | 1.7 | 1.8 | 1.8 | 1.7 | 1.9 |
| Demonstrations..... | 2.2 | 2.1 | 2.2 | 1.9 | 2.1 | 2.1 | 1.9 | 1.9 | 2.2 | 2.1 | 1.9 | 2.0 |
| rs and Aggressor Materials..... | 2.8 | 2.7 | 2.5 | 2.1 | 2.4 | 2.3 | 2.4 | 1.9 | 2.3 | 2.4 | 2.1 | 2.2 |
| of War Interrogation Personnel..... | 2.0 | 1.9 | 1.8 | 1.5 | 1.7 | 1.8 | 1.6 | 1.2 | 1.5 | 1.7 | 1.5 | 1.5 |

ion No. 6 indicates percentage responding "Yes".

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| 6. (Continued) | 06-08 | 05>3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | CENTRAL TRAINING AREA | IN | AR | ADA | FA | CONUS | EUROPE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a. Weapons Ranges | 80 | 59 | 80 | 74 | 81 | a. | 79 | 79 | 55 | 75 | a. 74 | 93 |
| b. Areas for Individual Training | 60 | 54 | 62 | 50 | 52 | b. | 57 | 61 | 30 | 51 | b. 54 | 35 |
| c. Areas for Small Unit Training | 50 | 56 | 75 | 57 | 60 | c. | 63 | 64 | 38 | 63 | c. 62 | 74 |
| d. Classrooms | 33 | 8 | 19 | 21 | 32 | d. | 23 | 19 | 21 | 21 | d. 23 | 27 |
| e. General Field Training Areas | 100 | 63 | 79 | 67 | 73 | e. | 72 | 74 | 53 | 74 | e. 68 | 94 |

| 7. PLEASE INDICATE HOW OFTEN EACH OF THE FOLLOWING TRAINING AIDS WAS AVAILABLE TO YOU IN CONDUCTING SMALL UNIT TRAINING: (Circle one response for each of the following) | 06-08 | 05>3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| NEVER 1 / SOMETIMES 2 / FREQUENTLY 3 / WHENEVER DESIRED 4 | | | | | | | | | | | |
| a. Actual Equipment | 3.8 | 3.6 | 3.6 | 3.1 | 3.3 | 3.2 | 3.4 | 3.4 | 3.4 | 3.3 | 3.3 |
| b. Models | 2.3 | 2.2 | 2.3 | 2.0 | 2.1 | 2.2 | 2.1 | 1.8 | 2.2 | 2.2 | 1.9 |
| c. Mockups | 2.2 | 2.2 | 2.3 | 2.0 | 2.1 | 2.2 | 2.0 | 1.7 | 2.1 | 2.2 | 1.8 |
| d. Graphic Materials | 3.1 | 2.8 | 2.8 | 2.5 | 2.7 | 2.6 | 2.5 | 2.5 | 2.6 | 2.7 | 2.4 |
| e. Displays | 2.5 | 2.4 | 2.5 | 2.1 | 2.3 | 2.3 | 2.2 | 2.1 | 2.3 | 2.4 | 1.9 |
| f. Chalkboards | 3.6 | 3.6 | 3.6 | 3.6 | 3.6 | 3.6 | 3.8 | 3.4 | 3.7 | 3.7 | 3.7 |
| g. Films | 3.0 | 3.4 | 3.2 | 3.0 | 3.1 | 3.0 | 3.2 | 2.8 | 3.3 | 3.3 | 2.8 |
| h. Sand Tables | 2.6 | 2.2 | 2.2 | 2.1 | 1.9 | 2.3 | 2.1 | 1.6 | 1.8 | 2.1 | 2.6 |
| i. Specially trained demonstrators | 2.2 | 2.0 | 1.9 | 1.8 | 1.8 | 1.9 | 1.6 | 1.7 | 1.8 | 1.8 | 1.7 |
| j. Training Demonstrations | 2.2 | 2.1 | 2.2 | 1.9 | 2.1 | 2.1 | 1.9 | 1.9 | 2.2 | 2.1 | 1.9 |
| k. Aggressors and Aggressor Materials | 2.8 | 2.7 | 2.5 | 2.1 | 2.4 | 2.3 | 2.4 | 1.9 | 2.3 | 2.4 | 2.1 |
| l. Prisoner of War Interrogation Personnel | 2.0 | 1.9 | 1.8 | 1.5 | 1.7 | 1.8 | 1.6 | 1.2 | 1.5 | 1.7 | 1.5 |

NOTE: Question No. 6 indicates percentage responding "Yes".

| THE TRAINING AIDS YOU INDICATED LE AT LEAST SOME ...S, ...ASE M WHAT SOURCE OR SOURCES THEY D: opriate responses for each column) | 06-08 | 05>3, CO | 04, 05-3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| quipment | 100 | 98 | 100 | 91 | 96 | 95 | 98 | 95 | 96 | 95 | 97 | 97 |
| | 67 | 59 | 38 | 49 | 48 | 52 | 53 | 39 | 43 | 46 | 56 | 50 |
| | 67 | 35 | 30 | 38 | 41 | 81 | 36 | 32 | 38 | 34 | 45 | 45 |
| Materials | 75 | 77 | 67 | 64 | 55 | 70 | 57 | 47 | 67 | 64 | 61 | 64 |
| | 71 | 75 | 73 | 62 | 80 | 71 | 69 | 60 | 73 | 73 | 57 | 69 |
| rds | 91 | 91 | 99 | 90 | 93 | 93 | 91 | 87 | 92 | 91 | 98 | 92 |
| | 0 | 14 | 10 | 15 | 35 | 19 | 14 | 32 | 14 | 17 | 18 | 20 |
| les | 100 | 50 | 48 | 53 | 56 | 67 | 57 | 33 | 28 | 50 | 80 | 47 |
| y Trained Demonstrators | 70 | 60 | 53 | 43 | 60 | 62 | 52 | 38 | 37 | 54 | 32 | 51 |
| Demonstrations | 73 | 71 | 74 | 62 | 76 | 75 | 61 | 66 | 66 | 67 | 53 | 80 |
| rs and Aggressor Materials | 67 | 56 | 47 | 50 | 61 | 62 | 60 | 37 | 40 | 52 | 74 | 50 |
| of War Interrogation Personnel | 40 | 25 | 16 | 12 | 38 | 23 | 25 | 11 | 11 | 20 | 25 | 15 |
| HIGHER HEADQUARTERS | | | | | | | | | | | | |
| quipment | 33 | 45 | 59 | 52 | 58 | 69 | 52 | 36 | 43 | 59 | 41 | 53 |
| | 100 | 86 | 69 | 64 | 80 | 76 | 75 | 62 | 60 | 69 | 74 | 72 |
| | 100 | 79 | 68 | 62 | 75 | 75 | 77 | 65 | 52 | 65 | 79 | 72 |
| Materials | 81 | 88 | 72 | 61 | 76 | 76 | 75 | 70 | 65 | 71 | 68 | 77 |
| | 90 | 72 | 72 | 64 | 73 | 76 | 69 | 66 | 53 | 67 | 64 | 73 |
| rds | 100 | 50 | 38 | 46 | 49 | 51 | 57 | 25 | 42 | 98 | 42 | 37 |
| | 89 | 84 | 61 | 63 | 82 | 74 | 75 | 70 | 56 | 63 | 84 | 75 |
| les | 75 | 54 | 37 | 31 | 47 | 44 | 37 | 30 | 30 | 38 | 29 | 39 |
| y Trained Demonstrators | 100 | 77 | 54 | 53 | 65 | 66 | 59 | 44 | 52 | 59 | 54 | 60 |
| Demonstrations | 100 | 78 | 63 | 56 | 68 | 68 | 65 | 51 | 57 | 64 | 66 | 59 |
| rs and Aggressor Materials | 100 | 84 | 72 | 62 | 77 | 72 | 75 | 64 | 65 | 68 | 61 | 72 |
| of War Interrogation Personnel | 100 | 23 | 59 | 57 | 68 | 74 | 67 | 27 | 48 | 66 | 69 | 54 |
| CENTRAL TRAINING AREA | | | | | | | | | | | | |
| quipment | 0 | 30 | 17 | 27 | 50 | 43 | 25 | 14 | 22 | 33 | 22 | 26 |
| | 25 | 66 | 78 | 52 | 70 | 73 | 65 | 35 | 58 | 73 | 37 | 48 |
| | 25 | 72 | 79 | 60 | 78 | 77 | 67 | 31 | 65 | 80 | 43 | 42 |
| Materials | 0 | 71 | 77 | 64 | 79 | 79 | 70 | 45 | 72 | 62 | 45 | 48 |
| | 0 | 53 | 56 | 56 | 60 | 64 | 62 | 28 | 49 | 71 | 41 | 34 |
| rds | 0 | 32 | 40 | 34 | 47 | 44 | 39 | 14 | 36 | 48 | 25 | 16 |
| | 86 | 76 | 61 | 77 | 83 | 80 | 77 | 71 | 82 | 65 | 65 | 68 |
| les | 67 | 35 | 41 | 29 | 63 | 59 | 49 | 25 | 37 | 47 | 25 | 26 |
| y Trained Demonstrators | 0 | 24 | 29 | 27 | 40 | 28 | 32 | 26 | 31 | 34 | 25 | 21 |
| Demonstrations | 0 | 24 | 27 | 34 | 29 | 30 | 29 | 23 | 35 | 34 | 32 | 23 |
| rs and Aggressor Materials | 0 | 48 | 47 | 41 | 56 | 51 | 47 | 23 | 44 | 52 | 39 | 34 |
| of War Interrogation Personnel | 0 | 20 | 23 | 17 | 41 | 27 | 26 | 4 | 21 | 24 | 32 | 17 |

ion No. 8 indicates percentage responding "Yes".

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8. FOR EACH OF THE TRAINING AIDS YOU INDICATED WERE AVAILABLE AT LEAST SOME[illegible]S, [illegible]ASE INDICATE FROM WHAT SOURCE OR SOURCES THEY WERE OBTAINED:
(Circle appropriate responses for each column)

| | 06-08 | 05>3, CO | 04, 05 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| a. Actual Equipment | 100 | 98 | 100 | 91 | 96 | 95 | 98 | 95 | 96 | 95 | 97 |
| b. Models | 67 | 59 | 38 | 49 | 48 | 52 | 53 | 39 | 43 | 46 | 56 |
| c. Mockups | 67 | 35 | 30 | 38 | 41 | 81 | 36 | 32 | 38 | 34 | 45 |
| d. Graphic Materials | 75 | 77 | 67 | 64 | 55 | 70 | 57 | 47 | 67 | 64 | 61 |
| e. Displays | 71 | 75 | 73 | 62 | 80 | 71 | 69 | 60 | 73 | 73 | 57 |
| f. Chalkboards | 91 | 91 | 99 | 90 | 93 | 93 | 91 | 87 | 92 | 91 | 98 |
| g. Films | 0 | 14 | 10 | 15 | 35 | 19 | 14 | 32 | 14 | 17 | 18 |
| h. Sand Tables | 100 | 50 | 48 | 53 | 56 | 67 | 57 | 33 | 28 | 50 | 80 |
| i. Specially Trained Demonstrators | 70 | 60 | 53 | 43 | 60 | 62 | 52 | 38 | 37 | 54 | 32 |
| j. Training Demonstrations | 73 | 71 | 74 | 62 | 76 | 75 | 61 | 66 | 66 | 67 | 53 |
| k. Aggressors and Aggressor Materials | 87 | 56 | 47 | 50 | 61 | 62 | 60 | 37 | 40 | 52 | 74 |
| l. Prisoner of War Interrogation Personnel | 40 | 25 | 16 | 12 | 38 | 23 | 25 | 11 | 11 | 20 | 25 |
| **HIGHER HEADQUARTERS** | | | | | | | | | | | |
| a. Actual Equipment | 33 | 45 | 59 | 52 | 58 | 69 | 52 | 36 | 43 | 54 | 41 |
| b. Models | 100 | 86 | 69 | 64 | 80 | 76 | 75 | 62 | 60 | 69 | 74 |
| c. Mockups | 100 | 79 | 68 | 62 | 75 | 75 | 77 | 65 | 52 | 65 | 79 |
| d. Graphic Materials | 87 | 88 | 72 | 61 | 76 | 76 | 75 | 70 | 65 | 71 | 68 |
| e. Displays | 90 | 72 | 72 | 64 | 73 | 76 | 69 | 66 | 53 | 67 | 64 |
| f. Chalkboards | 100 | 50 | 38 | 46 | 49 | 51 | 57 | 25 | 42 | 98 | 42 |
| g. Films | 89 | 84 | 61 | 63 | 82 | 74 | 75 | 70 | 56 | 63 | 84 |
| h. Sand Tables | 75 | 54 | 37 | 31 | 47 | 44 | 37 | 30 | 30 | 38 | 29 |
| i. Specially Trained Demonstrators | 100 | 77 | 54 | 53 | 65 | 66 | 59 | 44 | 52 | 59 | 54 |
| j. Training Demonstrations | 100 | 78 | 63 | 56 | 68 | 68 | 65 | 51 | 57 | 64 | 66 |
| k. Aggressors and Aggressor Materials | 100 | 84 | 72 | 62 | 77 | 72 | 75 | 64 | 65 | 68 | 61 |
| l. Prisoner of War Interrogation Personnel | 100 | 23 | 59 | 57 | 68 | 74 | 67 | 27 | 48 | 66 | 69 |
| **CENTRAL TRAINING AREA** | | | | | | | | | | | |
| a. Actual Equipment | 0 | 30 | 17 | 27 | 50 | 43 | 25 | 14 | 22 | 33 | 22 |
| b. Models | 25 | 66 | 78 | 52 | 70 | 73 | 65 | 35 | 58 | 73 | 37 |
| c. Mockups | 25 | 72 | 79 | 60 | 78 | 77 | 67 | 31 | 65 | 80 | 83 |
| d. Graphic Materials | 0 | 71 | 77 | 64 | 79 | 79 | 70 | 45 | 72 | 82 | 45 |
| e. Displays | 0 | 53 | 56 | 56 | 60 | 64 | 62 | 28 | 49 | 71 | 41 |
| f. Chalkboards | 0 | 32 | 40 | 34 | 47 | 44 | 39 | 14 | 36 | 48 | 25 |
| g. Films | 86 | 76 | 61 | 77 | 83 | 80 | 77 | 71 | 82 | 85 | 65 |
| h. Sand Tables | 67 | 35 | 41 | 29 | 63 | 59 | 49 | 25 | 37 | 47 | 25 |
| i. Specially Trained Demonstrators | 0 | 24 | 29 | 27 | 40 | 28 | 32 | 26 | 31 | 34 | 25 |
| j. Training Demonstrations | 0 | 24 | 27 | 34 | 29 | 30 | 29 | 23 | 35 | 34 | 32 |
| k. Aggressors and Aggressor Materials | 0 | 48 | 47 | 41 | 56 | 51 | 47 | 23 | 44 | 52 | 39 |
| l. Prisoner of War Interrogation Personnel | 0 | 20 | 23 | 17 | 41 | 27 | 26 | 4 | 21 | 24 | 32 |

NOTE: Question No. 8 indicates percentage responding "Yes".

| | | 06-08 | 05 Bn CO | 04 3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUR PE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ANIZATION USE THE FOLLOWING METHODS | | | | | | | | | | | | | |
| G SMALL UNIT TRAINING: | | | | | | | | | | | | | |
| Post Exercises (CPX)..... | | 75 | 86 | 80 | 59 | 79 | 66 | 73 | 79 | 76 | 69 | 83 | 69 |
| then: | | | | | | | | | | | | | |
| Conducted by..... | OWN RESOURCES | 91 | 94 | 87 | 71 | 84 | 86 | 82 | 84 | 67 | 77 | 89 | 83 |
| | HIGHER HQ | 100 | 95 | 92 | 94 | 93 | 95 | 95 | 94 | 88 | 93 | 98 | 91 |
| low often used..... | YEARLY | 23 | 4 | 15 | 18 | 19 | 17 | 12 | 26 | 15 | 18 | 18 | 13 |
| | EVERY 6 MONTHS | 15 | 45 | 15 | 42 | 34 | 38 | 42 | 20 | 40 | 36 | 38 | 34 |
| | EVERY 3 MONTHS | 6 | 51 | 70 | 40 | 46 | 45 | 45 | 54 | 45 | 46 | 44 | 53 |
| ining Exercise (FTX)..... | | 80 | 87 | 94 | 80 | 86 | 93 | 84 | 79 | 93 | 87 | 99 | 74 |
| hen: | | | | | | | | | | | | | |
| onducted by..... | OWN RESOURCES | 100 | 80 | 95 | 98 | 91 | 94 | 92 | 86 | 94 | 97 | 100 | 81 |
| | HIGHER HQ | 100 | 67 | 83 | 97 | 95 | 98 | 90 | 93 | 89 | 96 | 100 | 86 |
| ow often used..... | YEARLY | 0 | 29 | 21 | 26 | 26 | 26 | 24 | 41 | 19 | 26 | 20 | 24 |
| | EVERY 6 MONTHS | 37 | 43 | 34 | 41 | 37 | 39 | 39 | 21 | 45 | 38 | 41 | 40 |
| | EVERY 3 MONTHS | 63 | 29 | 39 | 32 | 37 | 36 | 37 | 38 | 36 | 36 | 38 | 36 |
| CEIVE INSTRUCTION ON HOW TO TRAIN | | | | | | | | | | | | | |
| S IN: (Circle one response for each) | | | | | | | | | | | | | |
| hools..... | | 40 | 42 | 54 | 46 | 77 | 66 | 66 | 34 | 73 | 69 | 41 | 60 |
| mmission Course..... | | 50 | 75 | 58 | 39 | 34 | 44 | 47 | 27 | 32 | 42 | 36 | 39 |
| tion Course (e.g., OCS, ROTC, USMA)..... | | 64 | 85 | 82 | 78 | 6 | 77 | 68 | 50 | 67 | 73 | 68 | 69 |
| Course..... | | 67 | 84 | 84 | 59 | 43 | 65 | 75 | 49 | 58 | 66 | 59 | 59 |
| d Course..... | | 71 | 84 | 81 | 67 | 50 | 71 | 71 | 51 | 63 | 69 | 66 | 63 |

"Yes" to any part of Question #10, answer Question #11. Otherwise go
12.)

THE INSTRUCTION I HAVE RECEIVED ON HOW TO TRAIN SMALL UNITS

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ely adequate information for the training of small units. | 4 | | | | | | | | | | | | |
| eful information but not completely adequate..... | 3 | | | | | | | | | | | | |
| ttle useful information..... | 2 | 3.3 | 3.0 | 2.9 | 2.8 | 3.1 | 3.0 | 2.9 | 2.8 | 2.9 | 2.9 | 2.8 | 3.0 |
| ul information..... | 1 | | | | | | | | | | | | |

useful information" was circled, please write WHY you
this conclusion on the lines below.)

NOTE: Questions Nos. 9 & 10 indicate percentage responding "Yes".



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| | | 06-08 | 05 Bn | 04 3 | 01-03 | E7-E9 | IN | AR | ADA | FA | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 9. DID YOUR ORGANIZATION USE THE FOLLOWING METHODS OF CONDUCTING SMALL UNIT TRAINING: | | | | | | | | | | | |
| a. Command Post Exercises (CPX)..... | | 75 | 86 | 80 | 59 | 79 | 66 | 73 | 79 | 76 | 6 |
| If YES, then: | | | | | | | | | | | |
| Conducted by..... | OWN RESOURCES | 91 | 94 | 87 | 71 | 84 | 86 | 82 | 84 | 67 | 7 |
| | HIGHER HQ | 100 | 95 | 92 | 94 | 93 | 95 | 95 | 94 | 88 | 9 |
| How often used..... | YEARLY | 23 | 4 | 15 | 18 | 19 | 17 | 12 | 26 | 15 | 1 |
| | EVERY 6 MONTHS | 15 | 45 | 15 | 42 | 34 | 38 | 42 | 20 | 40 | 3 |
| | EVERY 3 MONTHS | 6 | 51 | 70 | 40 | 46 | 45 | 45 | 54 | 45 | 4 |
| b. Field Training Exercise (FTX)..... | | 80 | 87 | 94 | 80 | 86 | 93 | 84 | 79 | 93 | 8 |
| If YES, then: | | | | | | | | | | | |
| Conducted by..... | OWN RESOURCES | 100 | 80 | 95 | 98 | 91 | 94 | 92 | 86 | 94 | 9 |
| | HIGHER HQ | 100 | 67 | 83 | 97 | 95 | 98 | 90 | 93 | 89 | 9 |
| How often used..... | YEARLY | 0 | 29 | 21 | 26 | 26 | 26 | 24 | 41 | 19 | 2 |
| | EVERY 6 MONTHS | 37 | 43 | 34 | 41 | 37 | 39 | 39 | 21 | 45 | 3 |
| | EVERY 3 MONTHS | 62 | 29 | 37 | 32 | 38 | 36 | 37 | 38 | 36 | 3 |
| 10. DID YOU RECEIVE INSTRUCTION ON HOW TO TRAIN SMALL UNITS IN: (Circle one response for each) | | | | | | | | | | | |
| a. NCO Schools..... | | 40 | 42 | 54 | 46 | 77 | 66 | 66 | 34 | 73 | 6 |
| b. Pre-Commission Course..... | | 50 | 75 | 58 | 39 | 34 | 44 | 47 | 27 | 32 | 4 |
| c. Commission Course (e.g., OCS, ROTC, USMA)..... | | 64 | 85 | 82 | 78 | 6 | 77 | 68 | 50 | 67 | 7 |
| d. Basic Course..... | | 67 | 84 | 84 | 59 | 43 | 65 | 75 | 49 | 58 | 6 |
| e. Advanced Course..... | | 71 | 84 | 81 | 67 | 50 | 71 | 71 | 51 | 63 | 6 |

(If you circled "Yes" to any part of Question #10, answer Question #11. Otherwise go on to Question #12.)

11. IN GENERAL, THE INSTRUCTION I HAVE RECEIVED ON HOW TO TRAIN SMALL UNITS GAVE ME:

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| a. Completely adequate information for the training of small units.....4 | | | | | | | | | | |
| b. Some useful information but not completely adequate.....3 | | | | | | | | | | |
| c. Very little useful information.....2 | 3.3 | 3.0 | 2.9 | 2.8 | 3.1 | 3.0 | 2.9 | 2.8 | 2.9 | 3 |
| d. No useful information.....1 | | | | | | | | | | |

(If "No useful information" was circled, please write WHY you reached this conclusion on the lines below.)

_____

NOTE: Questions Nos. 9 & 10 indicate percentage respondi

| | AGREE STRONGLY 4 | | | | | AGREE SOMEWHAT 3 | DISAGREE SOMEWHAT 2 | | | DISAGREE STRONGLY 1 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 06-08 | 05 3, Bn CO | 04, 05 3 | 01-03 | E7-E9 | | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
| ECOMMEND THAT INSTRUCTION IN SMALL ING GIVEN IN SERVICE SCHOOLS/ Please indicate degree of agree- greement with each of the following) | | | | | | | | | | | | | |
| d remain about as it is..... | 2.5 | 2.1 | 2.0 | 2.0 | 2.4 | | 2.1 | 2.2 | 2.1 | 2.3 | 2.1 | 2.0 | 2.2 |
| d include more instruction on use ld expedients..... | 3.2 | 3.3 | 3.2 | 3.3 | 3.5 | | 3.4 | 3.3 | 3.3 | 3.2 | 3.3 | 3.3 | 3.4 |
| d have more practical work by nts on conducting small unit ing..... | 3.5 | 3.6 | 3.6 | 3.6 | 3.8 | | 3.7 | 3.6 | 3.6 | 3.6 | 3.7 | 3.6 | 3.6 |
| d offer more methods of instruction ly like those used in units..... | 3.5 | 3.4 | 3.4 | 3.5 | 3.5 | | 3.5 | 3.5 | 3.4 | 3.5 | 3.5 | 3.5 | 3.5 |
| | NEVER 3 | | | | | | OCCASIONALLY 2 | | | | FREQUENTLY 1 | | |
| KE SUGGESTIONS TO YOUR SENIORS ON HOW T TRAINING COULD BE IMPROVED: ly one)..... | 1.6 | 1.7 | 1.4 | 1.6 | 1.6 | | 1.5 | 1.5 | 1.8 | 1.5 | 1.5 | 1.5 | 1.8 |
| | NEVER 3 | | | | | | OCCASIONALLY 2 | | | | FREQUENTLY 1 | | |
| KE SUGGESTIONS TO YOUR SUBORDINATES ALL UNIT TRAINING COULD BE IMPROVED: ly one)..... | 1.3 | 1.3 | 1.3 | 1.3 | 1.5 | | 1.3 | 1.4 | 1.6 | 1.4 | 1.4 | 1.3 | 1.5 |

ESTIONS ARE GENERALLY:
- ed and implemented into training.....5
- ly accepted but rarely implemented.....4
- ly rejected but are sometimes implemented later
- d and never implemented.....2
- make suggestions.....1

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4.4 | 4.4 | 4.7 | 4.2 | 4.2 | | 4.2 | 4.3 | 4.1 | 4.4 | 4.3 | 4.2 | 4.2 |

ESTIONS ARE GENERALLY:
- ed upon by imaginative subordinates...5
- d out as you would have wanted.....4
- d out, but in an unimaginative fashion
- es not carried out.....2
- make suggestions.....1

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 3.9 | 3.8 | 3.6 | 3.8 | 3.7 | | 3.8 | 3.7 | 3.6 | 3.7 | 3.7 | 3.8 | 3.8 |

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| | AGREE STRONGLY 4 | | | | | AGREE SOMEWHAT 3 | DISAGREE SOMEWHAT 2 | | | DISAGREE STRONGLY 1 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 06-08 | 05 3,Bn CO | 04, 05 3 | 01-03 | E7-E9 | | IN | AR | ADA | FA | CONUS |
| 12. I WOULD RECOMMEND THAT INSTRUCTION IN SMALL UNIT TRAINING GIVEN IN SERVICE SCHOOLS/ CENTERS (Please indicate degree of agreement/disagreement with each of the following) | | | | | | | | | | | |
| a. Should remain about as it is..... | 2.5 | 2.1 | 2.0 | 2.0 | 2.4 | | 2.1 | 2.2 | 2.1 | 2.3 | 2.1 2 |
| b. Should include more instruction on use of field expedients..... | 3.2 | 3.3 | 3.2 | 3.3 | 3.5 | | 3.4 | 3.3 | 3.3 | 3.2 | 3.3 3 |
| c. Should have more practical work by students on conducting small unit training..... | 3.5 | 3.6 | 3.6 | 3.6 | 3.8 | | 3.7 | 3.6 | 3.6 | 3.6 | 3.7 3 |
| d. Should offer more methods of instruction exactly like those used in units..... | 3.5 | 3.4 | 3.4 | 3.5 | 3.5 | | 3.5 | 3.5 | 3.4 | 3.5 | 3.5 3 |
| | NEVER 3 | | | | | OCCASIONALLY 2 | | | | FREQUENTLY 1 | |
| 13. DO YOU MAKE SUGGESTIONS TO YOUR SENIORS ON HOW SMALL UNIT TRAINING COULD BE IMPROVED: (Circle only one)..... | 1.6 | 1.7 | 1.4 | 1.6 | 1.6 | | 1.5 | 1.5 | 1.8 | 1.5 | 1.5 1 |
| 14. THESE SUGGESTIONS ARE GENERALLY: | | | | | | | | | | | |
| a. Accepted and implemented into training.....5 | | | | | | | | | | | |
| b. Seemingly accepted but rarely implemented.....4 | | | | | | | | | | | |
| c. Seemingly rejected but are sometimes implemented later | 4.4 | 4.4 | 4.7 | 4.2 | 4.2 | | 4.2 | 4.3 | 4.1 | 4.4 | 4.3 4 |
| d. Rejected and never implemented.....2 | | | | | | | | | | | |
| e. Did not make suggestions.....1 | | | | | | | | | | | |
| | NEVER 3 | | | | | OCCASIONALLY 2 | | | | FREQUENTLY 1 | |
| 15. DO YOU MAKE SUGGESTIONS TO YOUR SUBORDINATES ON HOW SMALL UNIT TRAINING COULD BE IMPROVED: (Circle only one)..... | 1.3 | 1.3 | 1.3 | 1.3 | 1.5 | | 1.3 | 1.4 | 1.6 | 1.4 | 1.4 1 |
| 16. THESE SUGGESTIONS ARE GENERALLY: | | | | | | | | | | | |
| a. Improved upon by imaginative subordinates...5 | | | | | | | | | | | |
| b. Carried out as you would have wanted.....4 | | | | | | | | | | | |
| c. Carried out, but in an unimaginative fashion3 | 3.9 | 3.8 | 3.6 | 3.8 | 3.7 | | 3.8 | 3.7 | 3.6 | 3.7 | 3.7 3 |
| d. Sometimes not carried out.....2 | | | | | | | | | | | |
| e. Did not make suggestions.....1 | | | | | | | | | | | |

| EXTENT IS EACH OF THE FOLLOWING AN TO YOUR DEVELOPING INNOVATIVE AND SMALL UNIT TRAINING: one response for each of the following) | 06-08 | 05>3, Bn C | 04, 05≤3 | A MAJOR OBSTACLE 4 | | A SERIOUS OBSTACLE 3 | | | A MINOR OBSTACLE 2 | | NO PROBLEM 1 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
| of training in small unit training niques | 2.1 | 2.3 | 2.1 | 2.3 | 2.4 | 2.3 | 2.2 | 2.4 | 2.3 | 2.3 | 2.2 | 2.4 |
| of expertise about specific subject er (e.g., Weapons, Land Navigation) | 2.1 | 1.9 | 2.0 | 2.1 | 2.4 | 2.2 | 2.2 | 2.3 | 2.2 | 2.2 | 2.3 | 2.2 |
| of knowledge about what standards erformance to expect in small unit ning | 2.4 | 2.1 | 2.1 | 2.1 | 2.4 | 2.2 | 2.1 | 2.2 | 2.2 | 2.2 | 2.2 | 2.2 |
| of familiarity with the techniques ield training in general, including use of field expedients | 2.3 | 2.3 | 2.1 | 2.3 | 2.4 | 2.4 | 2.2 | 2.2 | 2.2 | 2.2 | 2.4 | 2.3 |

| EXTENT IS EACH OF THE FOLLOWING A HY THERE IS NOT MORE DYNAMIC TRAIN- ARMY SMALL UNITS: one response for each of the following) | | | | A MAJOR CAUSE 4 | | A SERIOUS CAUSE 3 | | | A MINOR CAUSE 2 | | NOT A FACTOR 1 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| fficient priority set by higher HQ.. | 2.4 | 2.5 | 2.7 | 3.0 | 2.6 | 2.8 | 2.8 | 2.6 | 2.7 | 2.8 | 3.0 | 2.7 |
| ility to change because of the dly prescribed Army training system. | 1.9 | 2.3 | 2.3 | 2.9 | 3.5 | 2.8 | 2.4 | 2.7 | 2.5 | 2.6 | 3.0 | 2.7 |
| of interest in change by immediate ors | 1.8 | 1.6 | 1.8 | 2.5 | 2.2 | 2.3 | 2.1 | 2.4 | 2.0 | 2.1 | 2.6 | 2.3 |
| of interest in change by sub- nates | 2.1 | 1.8 | 2.0 | 2.0 | 2.2 | 2.0 | 2.0 | 2.2 | 2.0 | 2.0 | 2.2 | 2.1 |
| onnel turbulence | 3.4 | 3.5 | 3.5 | 3.3 | 2.8 | 3.2 | 3.4 | 2.7 | 3.3 | 3.2 | 3.3 | 3.0 |
| of adequate budget | 2.6 | 2.7 | 2.7 | 3.0 | 2.8 | 2.9 | 2.9 | 2.6 | 2.9 | 2.9 | 3.0 | 2.7 |
| of knowledge about exactly what ges to make | 2.2 | 2.1 | 2.2 | 2.4 | 2.4 | 2.4 | 2.2 | 2.4 | 2.3 | 2.4 | 2.3 | 2.3 |
| equate manning levels | 3.2 | 3.0 | 2.9 | 3.0 | 2.8 | 3.0 | 2.8 | 2.9 | 3.0 | 2.9 | 3.1 | 3.0 |
| of imagination among junior onnel | 2.6 | 2.5 | 2.3 | 2.2 | 2.5 | 2.3 | 2.3 | 2.2 | 2.5 | 2.4 | 2.3 | 2.3 |
| equate motivation among junior onnel | 2.6 | 2.2 | 2.3 | 2.3 | 2.6 | 2.4 | 2.3 | 2.4 | 2.6 | 2.4 | 2.2 | 2.4 |
| equate qualification of junior onnel | 2.8 | 2.5 | 2.5 | 2.3 | 2.8 | 2.5 | 2.5 | 2.6 | 2.6 | 2.6 | 2.3 | 2.5 |

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| 17. TO WHAT EXTENT IS EACH OF THE FOLLOWING AN OBSTACLE TO YOUR DEVELOPING INNOVATIVE AND DYNAMIC SMALL UNIT TRAINING: (Circle one response for each of the following) | 06-08 | 05>3, Bn Cdr | 04, 05<3 | A MAJOR OBSTACLE 4 | | A SERIOUS OBSTACLE 3 | | | A MINOR OBSTACLE 2 | | NO PROBLEM 1 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | |
| a. Lack of training in small unit training techniques..... | 2.1 | 2.3 | 2.1 | 2.3 | 2.4 | 2.3 | 2.2 | 2.4 | 2.3 | 2.3 | 2.2 | 2. |
| b. Lack of expertise about specific subject matter (e.g., Weapons, Land Navigation) | 2.1 | 1.9 | 2.0 | 2.1 | 2.4 | 2.2 | 2.2 | 2.3 | 2.2 | 2.2 | 2.3 | 2. |
| c. Lack of knowledge about what standards of performance to expect in small unit training..... | 2.4 | 2.1 | 2.1 | 2.1 | 2.4 | 2.2 | 2.1 | 2.2 | 2.2 | 2.2 | 2.2 | 2. |
| d. Lack of familiarity with the techniques of field training in general, including the use of field expedients..... | 2.3 | 2.3 | 2.1 | 2.3 | 2.4 | 2.4 | 2.2 | 2.2 | 2.2 | 2.2 | 2.4 | 2. |

| 18. TO WHAT EXTENT IS EACH OF THE FOLLOWING A REASON WHY THERE IS NOT MORE DYNAMIC TRAINING FOR ARMY SMALL UNITS: (Circle one response for each of the following) | | | | A MAJOR CAUSE 4 | | A SERIOUS CAUSE 3 | | | A MINOR CAUSE 2 | | NOT A FACTOR 1 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a. Insufficient priority set by higher HQ.. | 2.4 | 2.5 | 2.7 | 3.0 | 2.6 | 2.8 | 2.8 | 2.6 | 2.7 | 2.8 | 3.0 | 2. |
| b. Inability to change because of the rigidly prescribed Army training system. | 1.9 | 2.3 | 2.3 | 2.9 | 3.5 | 2.8 | 2.4 | 2.7 | 2.5 | 2.6 | 3.0 | 2. |
| c. Lack of interest in change by immediate seniors..... | 1.8 | 1.6 | 1.8 | 2.5 | 2.2 | 2.3 | 2.1 | 2.4 | 2.0 | 2.1 | 2.6 | 2. |
| d. Lack of interest in change by subordinates..... | 2.1 | 1.8 | 2.0 | 2.0 | 2.2 | 2.0 | 2.0 | 2.2 | 2.0 | 2.0 | 2.2 | 2. |
| e. Personnel turbulence..... | 3.4 | 3.5 | 3.5 | 3.3 | 2.8 | 3.2 | 3.4 | 2.7 | 3.3 | 3.2 | 3.3 | 3. |
| f. Lack of adequate budget..... | 2.6 | 2.7 | 2.7 | 3.0 | 2.8 | 2.9 | 2.9 | 2.6 | 2.9 | 2.9 | 3.0 | 2. |
| g. Lack of knowledge about exactly what changes to make..... | 2.2 | 2.1 | 2.2 | 2.4 | 2.4 | 2.4 | 2.2 | 2.4 | 2.3 | 2.4 | 2.3 | 2. |
| h. Inadequate manning levels..... | 3.2 | 3.0 | 2.9 | 3.0 | 2.8 | 3.0 | 2.8 | 2.9 | 3.0 | 2.9 | 3.1 | 3. |
| i. Lack of imagination among junior personnel..... | 2.6 | 2.5 | 2.3 | 2.2 | 2.5 | 2.3 | 2.3 | 2.2 | 2.5 | 2.4 | 2.3 | 2. |
| j. Inadequate motivation among junior personnel..... | 2.6 | 2.2 | 2.3 | 2.3 | 2.6 | 2.4 | 2.3 | 2.4 | 2.6 | 2.4 | 2.2 | 2. |
| k. Inadequate qualification of junior personnel..... | 2.8 | 2.5 | 2.5 | 2.3 | 2.8 | 2.5 | 2.5 | 2.6 | 2.6 | 2.6 | 2.3 | 2. |

| | 06-08 | 05>3, CO | 04, 05 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E FOLLOWING IS THE SINGLE MOST SERIOUS REASON WHY T MORE DYNAMIC TRAINING FOR ARMY SMALL UNITS: | | | | | | | | | | | | |
| cient priority set by higher HQ..... | 6 | 10 | 15 | 17 | 16 | 16 | 17 | 12 | 15 | 16 | 15 | 16 |
| ty to change because of the rigidly prescribed aining system..... | 6 | 7 | 15 | 26 | 15 | 23 | 17 | 19 | 13 | 17 | 23 | 23 |
| interest in change by immediate seniors..... | 12 | 0 | 1 | 8 | 6 | 7 | 6 | 8 | 3 | 5 | 8 | 7 |
| interest in change by subordinates..... | 0 | 0 | 0 | 1 | 2 | 0.5 | 1 | 2 | 1 | 1 | 2 | 2 |
| el turbulence..... | 38 | 46 | 32 | 22 | 16 | 20 | 32 | 17 | 28 | 28 | 14 | 17 |
| adequate budget..... | 0 | 5 | 6 | 11 | 10 | 12 | 8 | 5 | 8 | 9 | 14 | 8 |
| knowledge about exactly what changes to make..... | 6 | 3 | 8 | 4 | 7 | 5 | 3 | 7 | 5 | 5 | 6 | 5 |
| ate manning levels..... | 12 | 20 | 9 | 4 | 11 | 6 | 8 | 12 | 11 | 8 | 9 | 9 |
| imagination among junior personnel..... | 12 | 5 | 5 | 1 | 2 | 3 | 1 | 0 | 3 | 3 | 0 | 3 |
| ate motivation among junior personnel..... | 0 | 2 | 4 | 4 | 4 | 3 | 3 | 7 | 5 | 3 | 4 | 5 |
| ate qualification of junior personnel..... | 6 | 3 | 6 | 2 | 10 | 4 | 4 | 10 | 6 | 7 | 4 | 4 |
| ENT CAN SMALL UNIT TRAINING BE IMPROVED BY HAVING THE OR TRAINING SUPERVISOR) SHOW A GREAT DEAL OF ENERGY, AND LEADERSHIP WHEN SUCH TRAINING IS BEING CONDUCTED: | | | | | | | | | | | | |
| gnificantly.....5 | | | | | | | | | | | | |
| jor degree.....4 | | | | | | | | | | | | |
| derate degree.....3 | 4.6 | 4.1 | 4.4 | 4.2 | 4.3 | 4.4 | 4.2 | 4.2 | 4.1 | 4.2 | 4.3 | 4.3 |
| nor degree.....2 | | | | | | | | | | | | |
| all.....1 | | | | | | | | | | | | |
| E YOU TO PROVIDE THIS LEADERSHIP, ENERGY, AND ENTHUSIASM RAINING IS TO BE CONDUCTED IN YOUR UNIT: | | | | | | | | | | | | |
| prohibits me from doing so.....4 | | | | | | | | | | | | |
| re occasional times when I cannot do so.....3 | | | | | | | | | | | | |
| re many times when other responsibilities prohibit doing so.....2 | 2.8 | 2.9 | 2.7 | 2.6 | 2.6 | 2.6 | 2.8 | 2.4 | 2.6 | 2.7 | 2.6 | 2.6 |
| the time, other responsibilities prohibit me from o.....1 | | | | | | | | | | | | |
| ENT CAN SMALL UNIT TRAINING BE IMPROVED BY HAVING THE OR TRAINING SUPERVISOR) SHOW A GREAT DEAL OF ENERGY, AND LEADERSHIP WHEN SUCH TRAINING IS BEING PLANNED: | | | | | | | | | | | | |
| gnificantly.....5 | | | | | | | | | | | | |
| jor degree.....4 | | | | | | | | | | | | |
| derate degree.....3 | 4.4 | 4.2 | 4.4 | 4.3 | 4.3 | 4.4 | 4.3 | 4.1 | 4.2 | 4.2 | 4.4 | 4.4 |
| nor degree.....2 | | | | | | | | | | | | |
| all.....1 | | | | | | | | | | | | |

NOTE: Question No. 19 indicates percentage responding w/this answer.

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| | 06-08 | 05>3, CO | 04, 05 3 | 01-03 | E7-E9 | IN | AR | ADA | FA | COMBI |
|---|---|---|---|---|---|---|---|---|---|---|
| 19. WHICH OF THE FOLLOWING IS THE SINGLE MOST SERIOUS REASON WHY THERE IS NOT MORE DYNAMIC TRAINING FOR ARMY SMALL UNITS: | | | | | | | | | | |
| a. Insufficient priority set by higher HQ | 6 | 10 | 15 | 17 | 16 | 16 | 17 | 12 | 15 | 1 |
| b. Inability to change because of the rigidly prescribed Army training system | 6 | 7 | 15 | 26 | 15 | 23 | 17 | 19 | 13 | 1 |
| c. Lack of interest in change by immediate seniors | 12 | 0 | 1 | 8 | 6 | 7 | 6 | 8 | 3 | |
| d. Lack of interest in change by subordinates | 0 | 0 | 0 | 1 | 2 | 0.5 | 1 | 2 | 1 | |
| e. Personnel turbulence | 38 | 46 | 32 | 22 | 16 | 20 | 32 | 17 | 28 | 2 |
| f. Lack of adequate budget | 0 | 5 | 6 | 11 | 10 | 12 | 8 | 5 | 8 | |
| g. Lack of knowledge about exactly what changes to make | 6 | 3 | 8 | 4 | 7 | 5 | 3 | 7 | 5 | |
| h. Inadequate manning levels | 12 | 20 | 9 | 4 | 11 | 6 | 8 | 12 | 11 | |
| i. Lack of imagination among junior personnel | 12 | 5 | 5 | 1 | 3 | 3 | 1 | 0 | 3 | |
| j. Inadequate motivation among junior personnel | 0 | 2 | 4 | 4 | 4 | 3 | 3 | 7 | 5 | |
| k. Inadequate qualification of junior personnel | 6 | 3 | 6 | 2 | 10 | 4 | 4 | 10 | 6 | |
| 20. TO WHAT EXTENT CAN SMALL UNIT TRAINING BE IMPROVED BY HAVING THE COMMANDER (OR TRAINING SUPERVISOR) SHOW A GREAT DEAL OF ENERGY, ENTHUSIASM, AND LEADERSHIP WHEN SUCH TRAINING IS BEING CONDUCTED: | | | | | | | | | | |
| a. Very significantly ..... 5 | | | | | | | | | | |
| b. To a major degree ..... 4 | | | | | | | | | | |
| c. To a moderate degree ..... 3 | 4.6 | 4.1 | 4.4 | 4.2 | 4.3 | 4.4 | 4.2 | 4.2 | 4.1 | 4 |
| d. To a minor degree ..... 2 | | | | | | | | | | |
| e. Not at all ..... 1 | | | | | | | | | | |
| 21. HOW FREE ARE YOU TO PROVIDE THIS LEADERSHIP, ENERGY, AND ENTHUSIASM WHEN SUCH TRAINING IS TO BE CONDUCTED IN YOUR UNIT: | | | | | | | | | | |
| a. Nothing prohibits me from doing so ..... 4 | | | | | | | | | | |
| b. There are occasional times when I cannot do so ..... 3 | | | | | | | | | | |
| c. There are many times when other responsibilities prohibit me from doing so ..... 2 | 2.8 | 2.9 | 2.7 | 2.6 | 2.6 | 2.6 | 2.8 | 2.4 | 2.6 | 2 |
| d. Most of the time, other responsibilities prohibit me from doing so ..... 1 | | | | | | | | | | |
| 22. TO WHAT EXTENT CAN SMALL UNIT TRAINING BE IMPROVED BY HAVING THE COMMANDER (OR TRAINING SUPERVISOR) SHOW A GREAT DEAL OF ENERGY, ENTHUSIASM, AND LEADERSHIP WHEN SUCH TRAINING IS BEING PLANNED: | | | | | | | | | | |
| a. Very significantly ..... 5 | | | | | | | | | | |
| b. To a major degree ..... 4 | | | | | | | | | | |
| c. To a moderate degree ..... 3 | 4.4 | 4.2 | 4.4 | 4.3 | 4.3 | 4.4 | 4.3 | 4.1 | 4.2 | 4 |
| d. To a minor degree ..... 2 | | | | | | | | | | |
| e. Not at all ..... 1 | | | | | | | | | | |

NOTE: Question No. 19 indicates percentage responding w/thi

| | 06-08 | 05≥3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ARE YOU TO PROVIDE THIS LEADERSHIP, ENERGY, AND ENTHUSIASM H TRAINING IS BEING PLANNED IN YOUR UNIT: | | | | | | | | | | | | |
| hing prohibits me from doing so.....4 | | | | | | | | | | | | |
| re are occasional times when I cannot do so.....3 | | | | | | | | | | | | |
| re are many times when other responsibilities prohibit from doing so.....2 | 3.0 | 3.1 | 2.9 | 2.8 | 2.8 | 2.9 | 2.9 | 2.6 | 2.9 | 2.9 | 2.8 | 2.8 |
| t of the time, other responsibilities prohibit me from g so.....1 | | | | | | | | | | | | |
| U EVER PERSONALLY HAD TO CONDUCT SMALL UNIT TRAINING OUTSIDE OF BLISHED SCHOOL/CENTER USING FEW ASSISTANTS, LIMITED FACILITIES OURCES, AND RELYING HEAVILY ON FIELD EXPEDIENTS:..... | 100 | 92 | 91 | 85 | 83 | 88 | 90 | 69 | 85 | 85 | 88 | 87 |
| YOU VIEW THE CONDUCT OF SMALL UNIT TRAINING OUTSIDE OF BLISHED SCHOOL/CENTER USING FEW ASSISTANTS AND LIMITED IES AND RESOURCES: | | | | | | | | | | | | |
| ossible to conduct adequate training in such a context.....4 | | | | | | | | | | | | |
| quate training can be conducted only with very great ficulty.....3 | 1.7 | 2.0 | 2.0 | 2.1 | 2.2 | 2.0 | 2.0 | 2.4 | 2.2 | 2.0 | 2.0 | 2.2 |
| quate training can be conducted with minor difficulty.....2 | | | | | | | | | | | | |
| problem. Training qualitatively comparable to that given a school/center can be conducted with no difficulty, if the mander has initiative and resourcefulness.....1 | | | | | | | | | | | | |
| E YOUR FEELINGS ABOUT THE FORMAL WRITTEN SMALL UNIT TRAINING E SUPPLIED BY DA (E.G., ATP'S, ARMY SUBJECT SCHEDULES, G CIRCULARS, ETC.): | | | | | | | | | | | | |
| y are very valuable and should always be used as a erence when conducting training.....3 | | | | | | | | | | | | |
| y are valuable as general guidance but not always that ful when training is being conducted.....2 | 1.9 | 2.0 | 2.2 | 2.0 | 2.2 | 2.1 | 2.1 | 2.0 | 2.2 | 2.1 | 2.1 | 2.1 |
| y are of little value in that they do not take into sideration important local factors.....1 | | | | | | | | | | | | |

ion No. 24 indicates percentage responding "Yes".

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| | 06-08 | 05>3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 23. HOW FREE ARE YOU TO PROVIDE THIS LEADERSHIP, ENERGY, AND ENTHUSIASM WHEN SUCH TRAINING IS BEING PLANNED IN YOUR UNIT: | | | | | | | | | | | |
| a. Nothing prohibits me from doing so....4 | | | | | | | | | | | |
| b. There are occasional times when I cannot do so....3 | | | | | | | | | | | |
| c. There are many times when other responsibilities prohibit me from doing so....2 | | | | | | | | | | | |
| d. Most of the time, other responsibilities prohibit me from doing so....1 | 3.0 | 3.1 | 2.9 | 2.8 | 2.8 | 2.9 | 2.9 | 2.6 | 2.9 | 2.9 | 2.8 |
| 24. HAVE YOU EVER PERSONALLY HAD TO CONDUCT SMALL UNIT TRAINING OUTSIDE OF AN ESTABLISHED SCHOOL/CENTER USING FEW ASSISTANTS, LIMITED FACILITIES AND RESOURCES, AND RELYING HEAVILY ON FIELD EXPEDIENTS:.... | 100 | 92 | 91 | 85 | 83 | 88 | 90 | 69 | 85 | 85 | 88 |
| 25. HOW DO YOU VIEW THE CONDUCT OF SMALL UNIT TRAINING OUTSIDE OF AN ESTABLISHED SCHOOL/CENTER USING FEW ASSISTANTS AND LIMITED FACILITIES AND RESOURCES: | | | | | | | | | | | |
| a. Impossible to conduct adequate training in such a context....4 | | | | | | | | | | | |
| b. Adequate training can be conducted only with very great difficulty....3 | 1.7 | 2.0 | 2.0 | 2.1 | 2.2 | 2.0 | 2.0 | 2.4 | 2.2 | 2.0 | 2.0 |
| c. Adequate training can be conducted with minor difficulty....2 | | | | | | | | | | | |
| d. No problem. Training qualitatively comparable to that given in a school/center can be conducted with no difficulty, if the commander has initiative and resourcefulness....1 | | | | | | | | | | | |
| 26. WHAT ARE YOUR FEELINGS ABOUT THE FORMAL WRITTEN SMALL UNIT TRAINING GUIDANCE SUPPLIED BY DA (E.G., ATP'S, ARMY SUBJECT SCHEDULES, TRAINING CIRCULARS, ETC.): | | | | | | | | | | | |
| a. They are very valuable and should always be used as a reference when conducting training....3 | | | | | | | | | | | |
| b. They are valuable as general guidance but not always that useful when training is being conducted....2 | 1.9 | 2.0 | 2.2 | 2.0 | 2.2 | 2.1 | 2.1 | 2.0 | 2.2 | 2.1 | 2. |
| c. They are of little value in that they do not take into consideration important local factors....1 | | | | | | | | | | | |

NOTE: Question No. 24 indicates percentage responding "Yes".

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...EXTENT DOES EACH OF THE FOLLOWING
...TATION IN ARMY SMALL UNIT
... (Circle one response for each)

| | 06-08 | 05>3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ...ctors from higher levels of ...nd will note deviation from ...r training guidance and react ...tively..... | 2.2 | 2.6 | 2.5 | 3.1 | 2.6 | 2.8 | 2.7 | 2.9 | 2.7 | 2.8 | 2.8 | 2.8 |
| ...ch subject matter must be presented ... limited amount of time that it is ...possible to accomplish anything ...erent from that which is prescribed | 2.4 | 2.2 | 2.3 | 2.8 | 2.5 | 2.7 | 2.6 | 2.6 | 2.4 | 2.5 | 2.9 | 2.6 |
| ... NCO's and Junior Officers who present ...ning are unused to thinking for them- ...es and thus they do not develop any ...vative techniques on their own..... | 2.9 | 2.6 | 2.5 | 2.4 | 2.6 | 2.5 | 2.4 | 2.4 | 2.5 | 2.5 | 2.4 | 2.4 |
| ... trainers and commanders are unaware ... they are authorized to take new ...oaches and use "way-out" techniques ...raining..... | 2.3 | 2.1 | 2.3 | 2.6 | 2.4 | 2.6 | 2.4 | 2.5 | 2.2 | 2.4 | 2.5 | 2.4 |

...r (write in)_____

...YOU CONSIDER TO BE A MINIMUM PLATOON "PRESENT ..." STRENGTH TO ACHIEVE DYNAMIC PLT. TRAINING? ...answer in terms of TOE strength, not ... strength.).....

| | CONUS | EUROPE | OTHER | IN | AR | ADA | FA | CONUS | EUROPE | OTHER | IN | AR | ADA | FA |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 06-08 | 65 | 84 | 64 | 66 | 68 | 88 | 70 | 53 | 87 | 67 | 54 | 71 | 89 | 95 |
| 05>3 Bn CO | 72 | - | 77 | 72 | 78 | 85 | 70 | 75 | - | 76 | 72 | 93 | 80 | 72 |
| 05<3 04 | 75 | 69 | 78 | 74 | 80 | 67 | 70 | 78 | 65 | 82 | 76 | 89 | 73 | 78 |
| 01-03 | 76 | 79 | 79 | 77 | 77 | 76 | 81 | 78 | 81 | 83 | 80 | 82 | 76 | 81 |
| E7-E9 | 76 | 79 | 75 | 73 | 74 | 77 | 78 | 72 | 82 | 69 | 70 | 70 | 72 | 73 |

...tion No. 28 responses are in percentages.

27. TO WHAT EXTENT DOES EACH OF THE FOLLOWING REDUCE INNOVATION IN ARMY SMALL UNIT TRAINING: (Circle one response for each)

| | 06-08 | 05>3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS |
|---|---|---|---|---|---|---|---|---|---|---|
| a. Inspectors from higher levels of command will note deviation from their training guidance and react negatively..... | 2.2 | 2.6 | 2.5 | 3.1 | 2.6 | 2.8 | 2.7 | 2.9 | 2.7 | 2.8 |
| b. So much subject matter must be presented in a limited amount of time that it is not possible to accomplish anything different from that which is prescribed | 2.4 | 2.2 | 2.3 | 2.8 | 2.5 | 2.7 | 2.6 | 2.6 | 2.4 | 2.5 |
| c. Many NCO's and Junior Officers who present training are unused to thinking for themselves and thus they do not develop any innovative techniques on their own..... | 2.9 | 2.6 | 2.5 | 2.4 | 2.6 | 2.5 | 2.4 | 2.4 | 2.5 | 2.5 |
| d. Many trainers and commanders are unaware that they are authorized to take new approaches and use "way out" techniques in training..... | 2.3 | 2.1 | 2.3 | 2.6 | 2.4 | 2.6 | 2.4 | 2.5 | 2.2 | 2.4 |

e. Other (write in)_____

_____

_____

28. WHAT DO YOU CONSIDER TO BE A MINIMUM PLATOON "PRESENT FOR DUTY" STRENGTH TO ACHIEVE DYNAMIC PLT. TRAINING? (Please answer in terms of TOE strength, not assigned strength.).....

| | CONUS | EUROPE | OTHER | IN | AR | ADA | FA | CONUS | EUROPE | OTHER | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 06-08 | 65 | 84 | 64 | 66 | 68 | 88 | 70 | 53 | 87 | 67 | 5 |
| 05>3 Bn CO | 72 | - | 77 | 72 | 78 | 85 | 70 | 75 | - | 76 | 7 |
| 05<3 04 | 75 | 69 | 78 | 74 | 80 | 67 | 70 | 78 | 65 | 82 | 7 |
| 01-03 | 76 | 79 | 79 | 77 | 77 | 76 | 81 | 78 | 81 | 83 | 8 |
| E7-E9 | 76 | 79 | 75 | 73 | 74 | 77 | 78 | 72 | 82 | 69 | 7 |

NOTE: Question No. 28 responses are in percentages.

CONSIDER TO BE A MINIMUM COMPANY "PRESENT
TRENGTH TO ACHIEVE DYNAMIC CO. TRAINING?
ver in terms of TOE strength, not
rength.) .....

| | CONUS | EUROPE | OTHER | IN | AR | ADA | FA | CONUS | EUROPE | OTHER | IN | AR | ADA | FA |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 06-08 | 72 | 79 | 68 | 69 | 73 | 80 | 75 | 62 | 84 | 63 | 60 | 71 | 82 | 80 |
| 05>3 Bn Co | 72 | - | 78 | 73 | 77 | 88 | 72 | 74 | - | 78 | 75 | 78 | 80 | 74 |
| 05<3 04 | 75 | 71 | 78 | 74 | 79 | 79 | 76 | 77 | 75 | 81 | 77 | 81 | 82 | 78 |
| 01-03 | 77 | 80 | 80 | 77 | 78 | 77 | 79 | 79 | 80 | 82 | 80 | 80 | 75 | 80 |
| E7-E9 | 79 | 78 | 77 | 77 | 77 | 81 | 78 | 73 | 73 | 70 | 70 | 70 | 74 | 74 |

CONSIDER TO BE A MINIMUM BATTALION
R DUTY" STRENGTH TO ACHIEVE DYNAMIC BN.
Please answer in terms of TOE
t assigned strength).....

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 68 | 77 | 70 | 71 | 66 | 75 | 78 | 71 | 82 | 64 | 64 | 77 | 75 | 75 |
| | 74 | - | 78 | 75 | 76 | 88 | 73 | 76 | - | 78 | 77 | 80 | 80 | 73 |
| | 75 | 70 | 78 | 75 | 75 | 76 | 75 | 78 | 76 | 80 | 80 | 79 | 81 | 75 |
| | 77 | 80 | 82 | 77 | 78 | 73 | 80 | 78 | 81 | 79 | 79 | 82 | 67 | 79 |
| | 79 | 79 | 80 | 80 | 77 | 80 | 79 | 76 | 81 | 72 | 74 | 73 | 76 | 76 |

tions Nos. 29 & 30 - responses are in
entages.

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29. WHAT DO YOU CONSIDER TO BE A MINIMUM COMPANY "PRESENT FOR DUTY" STRENGTH TO ACHIEVE DYNAMIC CO. TRAINING? (Please answer in terms of TOE strength, not assigned strength.) .....

| | CONUS | EUROPE | OTHER | IN | AR | ADA | FA | CONUS | EUROPE | OTHER | IN |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 06-08 | 72 | 79 | 68 | 69 | 73 | 80 | 75 | 62 | 84 | 63 | 60 |
| 05>3 Bn CO | 72 | - | 78 | 73 | 77 | 88 | 72 | 74 | - | 78 | 75 |
| 05<3 04 | 75 | 71 | 78 | 74 | 79 | 79 | 76 | 77 | 75 | 81 | 77 |
| 01-03 | 77 | 80 | 80 | 77 | 78 | 77 | 79 | 79 | 80 | 82 | 80 |
| E7-E9 | 79 | 78 | 77 | 77 | 77 | 81 | 78 | 73 | 73 | 70 | 70 |

30. WHAT DO YOU CONSIDER TO BE A MINIMUM BATTALION "PRESENT FOR DUTY" STRENGTH TO ACHIEVE DYNAMIC BN. TRAINING? (Please answer in terms of TOE strength, not assigned strength.).....

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 68 | 77 | 70 | 71 | 66 | 75 | 78 | 71 | 82 | 64 | 64 |
| | 74 | - | 78 | 75 | 76 | 88 | 73 | 76 | - | 78 | 77 |
| | 75 | 70 | 78 | 75 | 75 | 76 | 75 | 78 | 76 | 80 | 80 |
| | 77 | 80 | 82 | 77 | 78 | 73 | 80 | 78 | 81 | 79 | 79 |
| | 79 | 79 | 80 | 80 | 77 | 80 | 79 | 76 | 81 | 72 | 74 |

NOTE: Questions Nos. 29 & 30 - responses are in percentages.

| | | 06-08 | O-3, BnCO | O-3 | 01-O-3 | E-E9 | IN | A | A | FA | CO-NS | E-ROPE | O-Ex |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CONSIDER TO BE A MAXIMUM "DEADLINE" STRENGTH OF A LES THAT WILL STILL ALLOW DYNAMIC TRAINING TO BE | 1. 0% | 0 | 0 | 0 | 2 | 3 | 2 | 1 | 3 | 2 | 2 | 1 | 2 |
| | 2. 5% | 31 | 8 | 17 | 11 | 29 | 16 | 17 | 21 | 23 | 16 | 11 | 22 |
| | 3. 10% | 31 | 27 | 32 | 29 | 29 | 28 | 31 | 26 | 30 | 29 | 31 | 31 |
| | 4. 15% | 6 | 24 | 16 | 14 | 11 | 13 | 17 | 12 | 15 | 14 | 20 | 13 |
| | 5. 20% | 0 | 17 | 16 | 21 | 13 | 18 | 17 | 17 | 17 | 19 | 19 | 19 |
| | 6. 25% | 12 | 10 | 12 | 12 | 5 | 10 | 11 | 8 | 7 | 10 | 11 | 7 |
| | 7. 30% | 0 | 8 | 2 | 5 | 2 | 5 | 1 | 4 | 4 | 5 | 1 | 3 |
| | 8. 35% | 6 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 1 | 0 | 1 |
| | 9. 40% | 6 | 5 | 5 | 5 | 6 | 6 | 5 | 6 | 3 | 5 | 5 | 6 |
| DO SAFETY RESTRICTIONS HAVE ON A UNIT'S ABILITY TO CONDUCT DYNAMIC | | | | | | | | | | | | | |
| all.....3<br>derance to training.....2<br>inderance to training.....1 | | 2.1 | 2.0 | 2.0 | 2.1 | 2.3 | 2.0 | 2.3 | 2.2 | 2.2 | 2.2 | 2.1 | 2.1 |
| , the Chief of Staff of the Army directed that all detailed training ecentralized to battalion and lower level, that mandatory subjects igher headquarters be eliminated, and that training guidance be pro- ions by mission-type instructions rather than detailed directives. vidual training records will no longer be required. | | | | | | | | | | | | | |
| RD OF THIS DIRECTIVE BEFORE RECEIVING THE PRESENT SURVEY? to Question 33 is "Yes," answer Question 34; if "No," go on to | | 100 | 97 | 84 | 72 | 73 | 13 | 86 | 61 | 83 | 80 | 81 | 70 |
| T HAS THIS DIRECTIVE HAD ON THE TRAINING OF YOUR UNIT?<br>ificant effect.....3<br>ffect.....2<br>ect at all.....1 | | 2.2 | 2.1 | 2.3 | 2.2 | 2.1 | 2.0 | 2.2 | 2.1 | 2.0 | 2.1 | 2.1 | 2.0 |
| OUR EXPERIENCE, DO YOU THINK THAT THIS DIRECTIVE WILL RE "DYNAMIC TRAINING" IN YOUR UNIT? (Circle response closest to your evaluation.)<br>have favorable impact immediately (within 3 months)..4.<br>help significantly but it will take time for the to adjust (improvement after 3 months).....3.<br>ot believe decentralization will necessarily lead to c training but it might help a little.....2.<br>ralizing responsibility won't help at all.....1. | | 2.8 | 2.9 | 3.0 | 3.1 | 3.0 | 3.1 | 2.8 | 3.0 | 3.0 | 3.0 | 3.2 | 3.0 |

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Question No. 31 indicates percentage responding w/this answer. Question No. 33 indicates percentage responding "Yes".

| | | O6-O8 | O3-BnCO | O3-O3 | O1-O2 | E5-E9 | IN | A | A | FA |
|---|---|---|---|---|---|---|---|---|---|---|
| 31. WHAT DO YOU CONSIDER TO BE A MAXIMUM "DEADLINE" STRENGTH OF A UNIT'S VEHICLES THAT WILL STILL ALLOW DYNAMIC TRAINING TO BE ACHIEVED? | 1. 0% | 0 | 0 | 0 | 2 | 3 | 2 | 1 | 3 | 2 |
| | 2. 5% | 31 | 8 | 17 | 11 | 29 | 16 | 17 | 21 | 23 |
| | 3. 10% | 31 | 27 | 32 | 29 | 29 | 26 | 31 | 26 | 30 |
| | 4. 15% | 6 | 24 | 16 | 14 | 11 | 13 | 17 | 12 | 15 |
| | 5. 20% | 0 | 17 | 16 | 21 | 13 | 18 | 17 | 17 | 17 |
| | 6. 25% | 12 | 10 | 12 | 12 | 5 | 10 | 11 | 8 | 7 |
| | 7. 30% | 0 | 8 | 2 | 5 | 2 | 5 | 1 | 4 | 4 |
| | 8. 35% | 6 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 |
| | 9. 40% | 6 | 5 | 5 | 5 | 6 | 6 | 5 | 6 | 3 |
| 32. WHAT IMPACT DO SAFETY RESTRICTIONS HAVE ON A UNIT'S ABILITY TO CONDUCT DYNAMIC TRAINING? | | | | | | | | | | |
| a. None at all | 3 | | | | | | | | | |
| b. Some hinderance to training | 2 | 2.1 | 2.0 | 2.0 | 2.1 | 2.3 | 2.0 | 2.3 | 2.2 | 2.2 |
| c. Great hinderance to training | 1 | | | | | | | | | |

On 30 June 1971, the Chief of Staff of the Army directed that all detailed training management be decentralized to battalion and lower level, that mandatory subjects prescribed by higher headquarters be eliminated, and that training guidance be provided to battalions by mission-type instructions rather than detailed directives. Also, that individual training records will no longer be required.

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| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 33. HAD YOU HEARD OF THIS DIRECTIVE BEFORE RECEIVING THE PRESENT SURVEY? | | 100 | 97 | 94 | 72 | 73 | 13 | 86 | 61 | 83 |
| (If your answer to Question 33 is "Yes," answer Question 34; if "No," go on to Question 35.) | | | | | | | | | | |
| 34. WHAT EFFECT HAS THIS DIRECTIVE HAD ON THE TRAINING OF YOUR UNIT? | | | | | | | | | | |
| a. A significant effect | 3 | | | | | | | | | |
| b. Some effect | 2 | 2.2 | 2.1 | 2.3 | 2.2 | 2.1 | 2.0 | 2.2 | 2.1 | 2.1 |
| c. No effect at all | 1 | | | | | | | | | |
| 35. BASED ON YOUR EXPERIENCE, DO YOU THINK THAT THIS DIRECTIVE WILL LEAD TO MORE "DYNAMIC TRAINING" IN YOUR UNIT? (Circle response that comes closest to your evaluation.) | | | | | | | | | | |
| a. Should have favorable impact immediately (within 3 months) | 4 | | | | | | | | | |
| b. Should help significantly but it will take time for the system to adjust (improvement after 3 months) | 3 | 2.8 | 2.9 | 3.0 | 3.1 | 3.0 | 3.1 | 2.8 | 3.0 | 3.1 |
| c. I do not believe decentralization will necessarily lead to dynamic training but it might help a little | 2 | | | | | | | | | |
| d. Decentralizing responsibility won't help at all | 1 | | | | | | | | | |

NOTE: Question No. 31 indicates percentage responding w/this answer. Question No. 33 indicates percentage responding "

ED EITHER "2" OR "1" ABOVE, WHAT DO YOU THINK THE CHIEF OF STAFF SHOULD
E DYNAMIC TRAINING? (Write in)

IN THE ARMY CONDUCT SMALL UNIT TRAINING THAT IS CALLED
TRAINING." ARE YOU FAMILIAR WITH THIS TYPE OF TRAINING?

to Question 37 is "Yes," answer Question 38; if "No," go on to

R OPINION OF "ADVENTURE TRAINING" AS A MEANS OF TRAIN-
R UNIT?
nt.....4.
.....3.
.....2.
is not equipped to conduct such training.....1.

SPECIAL FORCES TEAM REENACTED THE LEWIS AND CLARK
BY MARCHING AND BOATING ACROSS THE WESTERN PORTION
ED STATES. DO YOU THINK YOUR UNIT WOULD BE INTER-
IS TYPE OF TRAINING PROJECT?.....

to Question 39 is "Yes," answer Question 40; if "No," go on to

K YOUR UNIT IS CAPABLE OF CONDUCTING SUCH AN EXPEDITION?
ause of lack of training and equipment for this type
ation.....3.
, if provided special training and equipment.....2.
.....1.

RIBE IN DETAIL BELOW ANY KIND OF "ADVENTURE TRAINING" THAT HAS BEEN UNDER-
UR UNIT AND THE RESULTS.

tions No. 37 and 39 indicate percentage responding "Yes".

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| | 06-08 | 05>3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 79 | 82 | 71 | 57 | 48 | 72 | 55 | 24 | 47 | 61 | 51 | 55 |
| | 2.6 | 3.2 | 3.3 | 3.4 | 3.3 | 3.5 | 3.1 | 2.8 | 3.1 | 3.4 | 3.5 | 3.2 |
| | 38 | 77 | 73 | 80 | 58 | 84 | 69 | 40 | 61 | 74 | 75 | 64 |
| | 2.1 | 1.9 | 1.7 | 1.8 | 2.0 | 1.7 | 2.0 | 2.1 | 2.0 | 1.8 | 2.0 | 1.9 |

NOTE: Questions Nos. 36 & 39 indicates percentage responding "Yes".

36. IF YOU CIRCLED EITHER "2" OR "1" ABOVE, WHAT DO YOU THINK THE CHIEF OF STAFF SHOULD DO TO PROMOTE DYNAMIC TRAINING? (Write in)

_____

37. SOME UNITS IN THE ARMY CONDUCT SMALL UNIT TRAINING THAT IS CALLED "ADVENTURE TRAINING." ARE YOU FAMILIAR WITH THIS TYPE OF TRAINING?

(If your answer to Question 37 is "Yes," answer Question 38; if "No," go on to Question 39.)

38. WHAT IS YOUR OPINION OF "ADVENTURE TRAINING" AS A MEANS OF TRAINING FOR YOUR UNIT?
    a. Excellent.....4.
    b. Good.....3.
    c. Poor.....2.
    d. My unit is not equipped to conduct such training.....1.

39. RECENTLY A SPECIAL FORCES TEAM REENACTED THE LEWIS AND CLARK EXPEDITION BY MARCHING AND BOATING ACROSS THE WESTERN PORTION OF THE UNITED STATES. DO YOU THINK YOUR UNIT WOULD BE INTERESTED IN THIS TYPE OF TRAINING PROJECT?.....

(If your answer to Question 39 is "Yes," answer Question 40; if "No," go on to Question 41.)

40. DO YOU THINK YOUR UNIT IS CAPABLE OF CONDUCTING SUCH AN EXPEDITION?
    a. No, because of lack of training and equipment for this type of operation.....3.
    b. Perhaps, if provided special training and equipment.....2.
    c. Yes.....1.

41. PLEASE DESCRIBE IN DETAIL BELOW ANY KIND OF "ADVENTURE TRAINING" THAT HAS BEEN UNDERTAKEN BY YOUR UNIT AND THE RESULTS.

_____

NOTE: Questions No. 37 and 39 indicate percentage responding "Yes".

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| | 06-08 | 05>3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA |
|---|---|---|---|---|---|---|---|---|---|
| | 79 | 82 | 71 | 57 | 48 | 72 | 55 | 24 | 47 |
| | 2.6 | 3.2 | 3.3 | 3.4 | 3.3 | 3.5 | 3.1 | 2.8 | 3.1 |
| | 38 | 77 | 73 | 80 | 58 | 84 | 69 | 40 | 61 |
| | 2.1 | 1.9 | 1.7 | 1.8 | 2.0 | 1.7 | 2.0 | 2.1 | 2 |

NOTE: Questions Nos. 36 & 39 indicates responding "Yes".

| IT, WHAT IS THE CURRENT STATE OF TRAINING LLOWING SUBJECT AREAS: (Circle one response | 06-08 | 05)3, Bn CO | 04, 05<3 | 01-03 | EXCELLENT 3 E7-E9 | IN | ADEQUATE 2 AR | ADA | INADEQUATE 1 FA | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| cs | 2.0 | 1.8 | 2.0 | 2.0 | 1.9 | 2.0 | 1.8 | 2.1 | 2.0 | 1.9 | 2.0 | 2.0 |
| as | 2.1 | 2.0 | 2.2 | 2.1 | 2.0 | 2.1 | 1.9 | 2.1 | 2.2 | 2.0 | 2.1 | 2.2 |
| rt | 2.1 | 2.1 | 2.1 | 1.9 | 1.8 | 1.9 | 1.9 | 1.9 | 2.0 | 1.9 | 1.8 | 1.9 |
| nance | 1.9 | 2.2 | 2.0 | 2.0 | 2.0 | 2.0 | 1.9 | 2.3 | 2.0 | 2.0 | 2.0 | 2.1 |
| nication | 2.0 | 2.1 | 1.9 | 2.0 | 1.9 | 2.0 | 1.8 | 1.9 | 2.0 | 1.9 | 1.9 | 2.0 |
| IT, WHAT IS THE CURRENT STATE OF TRAIN- E FOLLOWING GENERAL AREAS: (Circle one for each) | | | | | EXCELLENT 3 | | ADEQUATE 2 | | INADEQUATE 1 | | | |
| tional Readiness Training | 2.3 | 1.8 | 2.1 | 2.0 | 2.0 | 2.0 | 1.8 | 2.4 | 2.1 | 1.9 | 2.2 | 2.2 |
| Training | 2.1 | 1.7 | 2.0 | 2.0 | 1.9 | 2.0 | 1.7 | 2.0 | 2.0 | 1.9 | 2.0 | 2.0 |
| idual Training | 2.1 | 1.9 | 1.9 | 2.0 | 1.8 | 2.0 | 1.8 | 1.8 | 1.9 | 1.9 | 1.9 | 2.0 |

LE, PLEASE DESCRIBE A SITUATION IN WHICH YOU DEVELOPED AND PRESENTED AN N IN SMALL UNIT TRAINING USING LIMITED FACILITIES AND RESOURCES. LIST PRIATE DOCUMENTS USED TO ASSIST YOU IN DEVELOPING THE TRAINING.

---

at we mean by "Dynamic Training":

ng tailored-to-need from the commander's own appraisal of his unit and

ng which meets need despite constraints, so that training progresses mmander's goals even if he is hampered by reduced strength, limited train- s, or other scarce resources.
ng in which input by the trainer (instructor) is imaginative, innovative, y stretching.
ng in which the output for the trainee (student) is job-satisfaction-- timulating, rewarding learning experience.

EXTENT WOULD YOU CHARACTERIZE THE TRAINING IN YOUR UNIT AS " AS WE USE THE TERM?

| | |
|---|---|
| ly, if ever | 4 |
| w times | 3 |
| quently | 2 |
| st always | 1 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2.4 | 2.7 | 2.7 | 2.9 | 2.9 | 2.8 | 2.9 | 2.9 | 2.8 | 2.8 | 3.0 | 2.9 |

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| | 06-08 | 05>3, Bn | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 42. IN YOUR UNIT, WHAT IS THE CURRENT STATE OF TRAINING IN THE FOLLOWING SUBJECT AREAS: (Circle one response for each) | | | | | EXCELLENT 3 | | ADEQUATE 2 | | | INADEQUATE 1 | |
| a. Tactics | 2.0 | 1.8 | 2.0 | 2.0 | 1.9 | 2.0 | 1.8 | 2.1 | 2.0 | 1.9 | 2.0 |
| b. Weapons | 2.1 | 2.0 | 2.2 | 2.1 | 2.0 | 2.1 | 1.9 | 2.1 | 2.2 | 2.0 | 2.1 |
| c. Support | 2.1 | 2.1 | 2.1 | 1.9 | 1.8 | 1.9 | 1.9 | 1.9 | 2.0 | 1.9 | 1.8 |
| d. Maintenance | 1.9 | 2.2 | 2.0 | 2.0 | 2.0 | 2.0 | 1.9 | 2.3 | 2.0 | 2.0 | 2.0 |
| e. Communication | 2.0 | 2.1 | 1.9 | 2.0 | 1.9 | 2.0 | 1.8 | 1.9 | 2.0 | 1.9 | 1.9 |
| 43. IN YOUR UNIT, WHAT IS THE CURRENT STATE OF TRAINING IN THE FOLLOWING GENERAL AREAS: (Circle one response for each) | | | | | EXCELLENT 3 | | ADEQUATE 2 | | | INADEQUATE 1 | |
| a. Operational Readiness Training | 2.3 | 1.8 | 2.1 | 2.0 | 2.0 | 2.0 | 1.8 | 2.4 | 2.1 | 1.9 | 2.2 |
| b. Unit Training | 2.1 | 1.7 | 2.0 | 2.0 | 1.9 | 2.0 | 1.7 | 2.0 | 2.0 | 1.9 | 2.0 |
| c. Individual Training | 2.1 | 1.9 | 1.9 | 2.0 | 1.8 | 2.0 | 1.8 | 1.8 | 1.9 | 1.9 | 1.9 |

44. IF POSSIBLE, PLEASE DESCRIBE A SITUATION IN WHICH YOU DEVELOPED AND PRESENTED AN INNOVATION IN SMALL UNIT TRAINING USING LIMITED FACILITIES AND RESOURCES. LIST ANY APPROPRIATE DOCUMENTS USED TO ASSIST YOU IN DEVELOPING THE TRAINING.

---

Read again what we mean by "Dynamic Training":

**Training tailored-to-need from the commander's own appraisal of his unit and his soldiers.

**Training which meets need despite constraints, so that training progresses toward the commander's goals even if he is hampered by reduced strength, limited training facilities, or other scarce resources.

**Training in which input by the trainer (instructor) is imaginative, innovative, professionally stretching.

**Training in which the output for the trainee (student) is job-satisfaction--a zestful, stimulating, rewarding learning experience.

45. TO WHAT EXTENT WOULD YOU CHARACTERIZE THE TRAINING IN YOUR UNIT AS "DYNAMIC" AS WE USE THE TERM?

a. Rarely, if ever..... 4
b. A few times..... 3
c. Frequently..... 2
d. Almost always..... 1

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 2.4 | 2.7 | 2.7 | 2.9 | 2.9 | 2.8 | 2.9 | 2.9 | 2.8 | 2.8 | 3 |

Listed below are a number of missions or problem areas a typical unit might have to deal with in a three month period. Please:

1. First, look at the list and then add any problem areas or missions which your unit faces which are not included on the list. Please add these using the blank spaces at the end of the present list.

2. Second, use the first column (Column A) to indicate on the 5 point scale given below the importance you believe your superiors attach to these missions/problems.

3. Third, use Column B to indicate the importance that you believe should be attached to these missions/problems.

4. Fourth, use Column C to indicate how much of your time and attention is required by the mission/problem.

5. Finally, use Column D to indicate what percentage of the total effort of your unit was allocated over a three month period to each mission/problem. NOTE: Column D should add up to 100%.

USE THIS SCALE FOR COLUMNS A, B, C, ONLY (Enter Number Only)

| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Most Demanding/Important | Above Average | Average | Below Average | Least Demanding/Important |

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Listed below are a number of missions or problem areas a typical unit might have to deal with in a three month period. Please:

1. First, look at the list and then add any problem areas or missions which your unit faces which are not included on the list. Please add these using the blank spaces at the end of the present list.

2. Second, use the first column (Column A) to indicate on the 5 point scale given below the importance you believe your superiors attach to these missions/problems.

3. Third, use Column B to indicate the importance that you believe should be attached to these missions/problems.

4. Fourth, use Column C to indicate how much of your time and attention is required by the mission/problem.

5. Finally, use Column D to indicate what percentage of the total effort of your unit was allocated over a three month period to each mission/problem. NOTE: Column D should add up to 100%.

USE THIS SCALE FOR COLUMNS A, B, C, ONLY (Enter Number Only)

| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Most Demanding/Important | Above Average | Average | Below Average | Least Demanding/Important |

If you would be willing to talk about your own ideas concerning training to a member of the Board for Dynamic Training, please DETACH THIS SHEET so that your name cannot be associated with your previous responses, FILL IN THE INFORMATION BELOW, and GIVE THIS SHEET SEPARATELY TO THE SURVEY TEAM OR SEND IT TO THE FOLLOWING ADDRESS.

Board for Dynamic Training
Fort Benning
Georgia 31905

Your Name and Grade _____

Mailing Address _____

_____

_____

Duty Telephone _____

Please enter below any additional comments you would like to make.

_____

_____

_____

_____

_____

_____

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If you would be willing to talk about your own ideas concerning training to a member of the Board for Dynamic Training, please DETACH THIS SHEET so that your name cannot be associated with your previous responses, FILL IN THE INFORMATION BELOW, and GIVE THIS SHEET SEPARATELY TO THE SURVEY TEAM OR SEND IT TO THE FOLLOWING ADDRESS.

Board for Dynamic Training
Fort Benning
Georgia 31905

Your Name and Grade _____

Mailing Address _____

_____

_____

Duty Telephone _____

Please enter below any additional comments you would like to make.

_____

_____

_____

_____

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_____

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AD-A056 848 HUMAN RESOURCES RESEARCH ORGANIZATION ALEXANDRIA VA F/G 5/9
ANALYSIS OF TRAINING MANAGEMENT SURVEY.(U)
OCT 71 T O JACOBS, J A SALTER, C I CHRISTIE DAHC19-70-C-0012
UNCLASSIFIED HUMRRO-CR-D4-71-33 NL

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DDC

How Important/Demanding To Your Seniors

| or Area | 06-08 | 05>3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Abuse rol | 3.8 | 3.7 | 3.7 | 3.7 | 3.9 | 3.7 | 3.8 | 3.9 | 3.8 | 3.7 | 3.7 | 3.9 |
| unity tions | 3.2 | 3.0 | 2.9 | 2.8 | 3.3 | 3.1 | 2.9 | 3.0 | 2.9 | 2.9 | 3.0 | 3.1 |
| Relations | 3.8 | 3.8 | 3.8 | 3.8 | 3.8 | 3.8 | 3.7 | 3.7 | 3.7 | 3.7 | 4.0 | 3.9 |
| l Unit ining | 2.8 | 3.4 | 3.6 | 3.4 | 3.8 | 3.6 | 3.6 | 3.4 | 3.6 | 3.6 | 3.3 | 3.7 |
| and pections | 2.4 | 3.0 | 3.4 | 3.8 | 3.5 | 3.6 | 3.6 | 3.5 | 3.4 | 3.5 | 4.0 | 3.5 |
| rational ions | 3.5 | 3.8 | 4.1 | 4.0 | 4.1 | 4.0 | 3.9 | 4.1 | 4.1 | 4.0 | 3.9 | 4.2 |
| icular ntenance | 3.4 | 4.1 | 3.9 | 3.9 | 4.1 | 3.8 | 4.2 | 4.0 | 4.0 | 3.9 | 4.1 | 4.0 |
| inistration | 3.0 | 3.6 | 3.4 | 3.5 | 3.7 | 3.6 | 3.6 | 3.5 | 3.6 | 3.6 | 3.3 | 3.6 |

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How Important/Demanding To Your Seniors

| Mission or Problem Area | 06-08 | 05>3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Drug Abuse Control | 3.8 | 3.7 | 3.7 | 3.7 | 3.9 | 3.7 | 3.8 | 3.9 | 3.8 | 3.7 | 3.7 | 3.9 |
| 2. Community Relations | 3.2 | 3.0 | 2.9 | 2.8 | 3.3 | 3.1 | 2.9 | 3.0 | 2.9 | 2.9 | 3.0 | 3.1 |
| 3. Race Relations | 3.8 | 3.8 | 3.8 | 3.8 | 3.8 | 3.8 | 3.7 | 3.7 | 3.7 | 3.7 | 4.0 | 3.9 |
| 4. Small Unit Training | 2.8 | 3.4 | 3.6 | 3.4 | 3.8 | 3.6 | 3.6 | 3.4 | 3.6 | 3.6 | 3.3 | 3.7 |
| 5. Command Inspections | 2.4 | 3.0 | 3.4 | 3.8 | 3.5 | 3.6 | 3.6 | 3.5 | 3.4 | 3.5 | 4.0 | 3.5 |
| 6. Operational Missions | 3.5 | 3.8 | 4.1 | 4.0 | 4.1 | 4.0 | 3.9 | 4.1 | 4.1 | 4.0 | 3.9 | 4.2 |
| 7. Vehicular Maintenance | 3.4 | 4.1 | 3.9 | 3.9 | 4.1 | 3.8 | 4.2 | 4.0 | 4.0 | 3.9 | 4.1 | 4.0 |
| 8. Administration | 3.0 | 3.6 | 3.4 | 3.5 | 3.7 | 3.6 | 3.6 | 3.5 | 3.6 | 3.6 | 3.3 | 3.6 |
| 9. _____ | | | | | | | | | | | | |
| 10. _____ | | | | | | | | | | | | |

How Important/Demanding In Your View

| or Area | 06-08 | 05>3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| g Abuse trol | 3.6 | 3.6 | 3.4 | 3.6 | 3.7 | 3.6 | 3.5 | 3.9 | 3.7 | 3.6 | 3.6 | 3.8 |
| munity ations | 3.0 | 2.7 | 2.7 | 2.6 | 3.0 | 2.8 | 2.6 | 2.9 | 2.8 | 2.7 | 2.5 | 2.9 |
| e Relations | 3.8 | 3.8 | 3.5 | 3.6 | 3.5 | 3.6 | 3.5 | 3.5 | 3.5 | 3.4 | 3.9 | 3.7 |
| ll Unit ining | 4.0 | 4.3 | 4.4 | 4.3 | 4.2 | 4.4 | 4.2 | 3.9 | 4.3 | 4.3 | 4.4 | 4.2 |
| mand pections | 2.8 | 3.0 | 3.1 | 2.9 | 3.2 | 3.0 | 3.2 | 3.0 | 3.0 | 3.0 | 3.1 | 3.0 |
| rational sions | 4.5 | 4.3 | 4.5 | 4.4 | 4.3 | 4.4 | 4.2 | 4.5 | 4.4 | 4.3 | 4.5 | 4.5 |
| icular ntenance | 4.2 | 4.3 | 4.1 | 3.9 | 4.0 | 3.8 | 4.3 | 4.0 | 4.1 | 4.0 | 3.9 | 4.0 |
| inistration | 3.1 | 3.4 | 3.3 | 3.3 | 3.8 | 3.4 | 3.4 | 3.4 | 3.5 | 3.5 | 3.2 | 3.4 |

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How Important/Demanding In Your View

| Mission or Problem Area | 06-08 | 05>3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Drug Abuse Control | 3.6 | 3.6 | 3.4 | 3.6 | 3.7 | 3.6 | 3.5 | 3.9 | 3.7 | 3.6 | 3.6 | 3.8 |
| 2. Community Relations | 3.0 | 2.7 | 2.7 | 2.6 | 3.0 | 2.8 | 2.6 | 2.9 | 2.8 | 2.7 | 2.5 | 2.9 |
| 3. Race Relations | 3.8 | 3.8 | 3.5 | 3.6 | 3.5 | 3.6 | 3.5 | 3.5 | 3.5 | 3.4 | 3.9 | 3.7 |
| 4. Small Unit Training | 4.0 | 4.3 | 4.4 | 4.3 | 4.2 | 4.4 | 4.2 | 3.9 | 4.3 | 4.3 | 4.4 | 4.2 |
| 5. Command Inspections | 2.8 | 3.0 | 3.1 | 2.9 | 3.2 | 3.0 | 3.2 | 3.0 | 3.0 | 3.0 | 3.1 | 3.0 |
| 6. Operational Missions | 4.5 | 4.3 | 4.5 | 4.4 | 4.3 | 4.4 | 4.2 | 4.5 | 4.4 | 4.3 | 4.5 | 4.5 |
| 7. Vehicular Maintenance | 4.2 | 4.3 | 4.1 | 3.9 | 4.0 | 3.8 | 4.3 | 4.0 | 4.1 | 4.0 | 3.9 | 4.0 |
| 8. Administration | 3.1 | 3.4 | 3.3 | 3.3 | 3.8 | 3.4 | 3.4 | 3.4 | 3.5 | 3.5 | 3.2 | 3.4 |
| 9. _____ | | | | | | | | | | | | |
| 10. _____ | | | | | | | | | | | | |

How Demanding Your Time

| n or n Area | 06-08 | 0523, Bn CO | 04, 0563 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ug Abuse ntrol | 2.9 | 2.7 | 2.2 | 2.9 | 2.8 | 2.9 | 2.7 | 2.8 | 2.6 | 2.7 | 3.0 | 2.9 |
| mmunity lations | 2.6 | 2.0 | 2.0 | 2.1 | 2.3 | 2.2 | 2.0 | 2.1 | 2.0 | 2.1 | 2.2 | 2.2 |
| ce Relations | 3.1 | 2.9 | 2.4 | 3.1 | 2.8 | 3.0 | 2.9 | 2.8 | 2.7 | 2.7 | 3.5 | 3.0 |
| all Unit aining | 3.3 | 3.6 | 3.8 | 3.7 | 3.7 | 3.7 | 3.6 | 3.3 | 3.8 | 3.7 | 3.5 | 3.7 |
| mand spections | 2.7 | 2.8 | 3.2 | 3.4 | 3.1 | 3.2 | 3.5 | 3.1 | 3.1 | 3.1 | 3.8 | 3.2 |
| erational issions | 4.6 | 3.7 | 4.1 | 3.8 | 3.9 | 3.9 | 3.9 | 4.0 | 3.9 | 3.9 | 3.8 | 4.1 |
| hicular intenance | 4.1 | 4.0 | 3.3 | 3.6 | 3.4 | 3.4 | 4.0 | 3.4 | 3.5 | 3.4 | 3.9 | 3.5 |
| ministration | 3.7 | 3.7 | 3.7 | 3.6 | 3.6 | 3.6 | 3.6 | 3.2 | 3.8 | 3.7 | 3.6 | 3.6 |

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8

How Demanding Your Time

| Mission or Problem Area | 06-08 | 05>3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Drug Abuse Control | 2.9 | 2.7 | 2.2 | 2.9 | 2.8 | 2.9 | 2.7 | 2.8 | 2.6 | 2.7 | 3.0 | 2.9 |
| 2. Community Relations | 2.6 | 2.0 | 2.0 | 2.1 | 2.3 | 2.2 | 2.0 | 2.1 | 2.0 | 2.1 | 2.2 | 2.2 |
| 3. Race Relations | 3.1 | 2.9 | 2.4 | 3.1 | 2.8 | 3.0 | 2.9 | 2.8 | 2.7 | 2.7 | 3.5 | 3.0 |
| 4. Small Unit Training | 3.3 | 3.6 | 3.8 | 3.7 | 3.7 | 3.7 | 3.6 | 3.3 | 3.8 | 3.7 | 3.5 | 3.7 |
| 5. Command Inspections | 2.7 | 2.8 | 3.2 | 3.4 | 3.1 | 3.2 | 3.5 | 3.1 | 3.1 | 3.1 | 3.8 | 3.2 |
| 6. Operational Missions | 4.6 | 3.7 | 4.1 | 3.8 | 3.9 | 3.9 | 3.9 | 4.0 | 3.9 | 3.9 | 3.8 | 4.1 |
| 7. Vehicular Maintenance | 4.1 | 4.0 | 3.3 | 3.6 | 3.4 | 3.4 | 4.0 | 3.4 | 3.5 | 3.4 | 3.9 | 3.5 |
| 8. Administration | 3.7 | 3.7 | 3.7 | 3.6 | 3.6 | 3.6 | 3.6 | 3.2 | 3.8 | 3.7 | 3.6 | 3.6 |
| 9. _____ | | | | | | | | | | | | |
| 10. _____ | | | | | | | | | | | | |

statements describe various problem areas which may or may not apply
lease indicate, for <u>each statement</u>, how these areas apply to your cur-
ous unit by circling a number <u>for each statement</u> in the column to the
whether it is a "Grave Problem Area," "Major Problem Area," "Minor
" or "No Problem."

GRAVE 4 | MAJOR 3 | MINOR 2 | NO PROBLEM 1

| | 06-08 | 05>3, BnCO | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA | CONUS | EUROPE | OTHER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| otivated junior officers o adequately perform their | 2.3 | 2.0 | 2.1 | 2.0 | 2.4 | 2.2 | 2.0 | 2.2 | 2.1 | 2.1 | 2.0 | 2.2 |
| trained rifleman (MOS11B) of Vietnam, with an average hs retainability, and re- him in a different MOS so an go through required unit tion program. | 2.6 | 2.7 | 2.7 | 2.7 | 2.7 | 2.6 | 3.0 | 2.6 | 2.7 | 2.9 | 2.5 | 2.5 |
| time. Too many nontactical nts imposed on the unit. | 2.6 | 3.0 | 3.3 | 3.3 | 3.0 | 3.2 | 3.3 | 3.1 | 3.2 | 3.2 | 3.4 | 3.0 |
| of qualified NCOs. Have -5 personnel but only a few nd above. E-5 and E-6 types ledge and experience that -4's had a few years ago. | 3.0 | 3.1 | 3.1 | 3.1 | 3.0 | 3.1 | 3.1 | 2.8 | 3.1 | 3.1 | 3.1 | 3.1 |
| xperienced administrative in the hard skill areas f keeping abreast of the inistrative requirements. | 3.1 | 2.9 | 2.8 | 2.6 | 2.6 | 2.7 | 2.6 | 2.6 | 2.7 | 2.6 | 2.7 | 2.7 |
| turnover of personnel every nths and the impact on training. | 3.1 | 3.6 | 3.4 | 3.3 | 3.0 | 3.2 | 3.4 | 3.0 | 3.3 | 3.3 | 3.2 | 3.2 |

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99

The following statements describe various problem areas which may or may not apply to a unit. Please indicate, for <u>each statement</u>, how these areas apply to your current or previous unit by circling a number <u>for each statement</u> in the column to the right showing whether it is a "Grave Problem Area," "Major Problem Area," "Minor Problem Area," or "No Problem."

| | 06-08 | 05>3, BnCO | 04, 05<3 | 01-03 | E7-E9 | GRAVE 4 IN | AR | MAJOR 3 ADA | FA | MINOR 2 | NO PROBLEM 1 CONUS |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Lack of motivated junior officers willing to adequately perform their duties. | 2.3 | 2.0 | 2.1 | 2.0 | 2.4 | 2.2 | 2.0 | 2.2 | 2.1 | | 2.1 |
| 2. Taking a trained rifleman (MOS11B) just out of Vietnam, with an average of 6 months retainability, and retraining him in a different MOS so that he can go through required unit qualification program. | 2.6 | 2.7 | 2.7 | 2.7 | 2.7 | 2.6 | 3.0 | 2.6 | 2.7 | | 2.9 |
| 3. Training time. Too many nontactical requirements imposed on the unit. | 2.6 | 3.0 | 3.3 | 3.3 | 3.0 | 3.2 | 3.3 | 3.1 | 3.2 | | 3.2 |
| 4. Shortage of qualified NCOs. Have excess E-5 personnel but only a few are E-6 and above. E-5 and E-6 types have knowledge and experience that E-3 or E-4's had a few years ago. | 3.0 | 3.1 | 3.1 | 3.1 | 3.0 | 3.1 | 3.1 | 2.8 | 3.1 | | 3.1 |
| 5. Lack of experienced administrative personnel in the hard skill areas capable of keeping abreast of the daily administrative requirements. | 3.1 | 2.9 | 2.8 | 2.6 | 2.6 | 2.7 | 2.6 | 2.6 | 2.7 | | 2.6 |
| 6. Complete turnover of personnel every 7 or 8 months and the impact on training. | 3.1 | 3.6 | 3.4 | 3.3 | 3.0 | 3.2 | 3.4 | 3.0 | 3.3 | | 3.3 |

| | GRAVE 4 | | | | | MAJOR 3 | | MINOR 2 | | NO PROBLEM 1 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 06-08 | 05>3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | IN | AR | ADA | FA | | CONUS | EUROPE | OTHER |
| imer" attitude of Viet Nam . | 2.5 | 2.6 | 2.7 | 2.9 | 3.0 | 2.9 | 3.0 | 2.7 | 2.8 | | 3.0 | 2.8 | 2.6 |
| ne. The need for stronger ne in the new changing Army. | 3.1 | 2.5 | 2.8 | 2.8 | 3.3 | 2.9 | 2.9 | 3.3 | 2.9 | | 2.9 | 3.0 | 3.0 |
| cers and NCOs are called to duties well beyond the normal ce level--for example--line s commanded by lieutenants s than 2 years service. | 2.4 | 2.2 | 2.3 | 2.3 | 2.5 | 2.4 | 2.2 | 2.5 | 2.3 | | 2.2 | 2.5 | 2.5 |
| ining load made difficult by priorities of higher head- . | 2.5 | 2.3 | 2.6 | 2.8 | 2.6 | 2.6 | 2.7 | 2.7 | 2.6 | | 2.7 | 2.8 | 2.6 |
| how to adjust to a per- society of free-thinking ieutenants. | 2.1 | 1.7 | 1.9 | 1.8 | 2.4 | 2.0 | 1.9 | 2.2 | 2.0 | | 2.1 | 1.8 | 2.0 |
| e problem caused by the fact r draftee soldiers are serving npopular war and that they are are of it. | 2.1 | 2.1 | 2.1 | 2.2 | 2.6 | 2.3 | 2.3 | 2.6 | 2.3 | | 2.3 | 2.3 | 2.4 |
| g day-to-day training is ed. | 2.1 | 2.3 | 2.5 | 2.4 | 2.3 | 2.3 | 2.3 | 2.6 | 2.4 | | 2.4 | 2.4 | 2.3 |

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2

| | 06-08 | 05?3, Bn CO | 04, 05<3 | 01-03 | E7-E9 | GRAVE 4 | MAJOR 3 IN | MAJOR 3 AR | MINOR 2 ADA | MINOR 2 FA | NO PROBLEM 1 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7. "Short-timer" attitude of Viet Nam returnees. | 2.5 | 2.6 | 2.7 | 2.9 | 3.0 | | 2.9 | 3.0 | 2.7 | 2.8 | | 3. |
| 8. Discipline. The need for stronger discipline in the new changing Army. | 3.1 | 2.5 | 2.8 | 2.8 | 3.3 | | 2.9 | 2.9 | 3.3 | 2.9 | | 2. |
| 9. The officers and NCOs are called to perform duties well beyond the normal experience level--for example--line companies commanded by lieutenants with less than 2 years service. | 2.4 | 2.2 | 2.3 | 2.3 | 2.5 | | 2.4 | 2.2 | 2.5 | 2.3 | | 2. |
| 10. The training load made difficult by changing priorities of higher headquarters. | 2.5 | 2.3 | 2.6 | 2.8 | 2.6 | | 2.6 | 2.7 | 2.7 | 2.6 | | 2. |
| 11. Learning how to adjust to a permissive society of free-thinking young lieutenants. | 2.1 | 1.7 | 1.9 | 1.8 | 2.4 | | 2.0 | 1.9 | 2.2 | 2.0 | | 2. |
| 12. A morale problem caused by the fact that our draftee soldiers are serving in an unpopular war and that they are well aware of it. | 2.1 | 2.1 | 2.1 | 2.2 | 2.6 | | 2.3 | 2.3 | 2.6 | 2.3 | | 2. |
| 13. Insuring day-to-day training is conducted. | 2.1 | 2.3 | 2.5 | 2.4 | 2.3 | | 2.3 | 2.3 | 2.6 | 2.4 | | 2. |

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19. KEY WORDS (Continue on reverse side if necessary and identify by block number)

Training Management Survey
Small-unit training

20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

The present report does not elaborate all the data actually contained in the survey results. An attempt has been made to restrict the discussion to those findings of greatest salience, from the point of view of identifying the problem and factors that bear on the problem. Overall, there is substantial confidence at all rank levels in the motivation and quality of small unit leaders and commanders. This suggests that there would be no universal support for the proposition that these leaders and commanders are basically

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20. Continued...

lacking in ability. Also, there is substantial indications in the survey results that seniors and subordinates do not see eye-to-eye on many key points and expectations, many of which have to do with the present quality of small unit training, the possibility of improvement, and the ways in which improvemat might be effected.