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BEHAVIORAL SCIENCE STUDY:

EXECUTIVE SUMMARY AND MAIN BODY.

Volume I.

(12) 591

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VOLUME I

OFFICE OF THE SPECIAL ASSISTANT FOR THE MODERN VOLUNTEER ARMY

S/C 391751

(11) JUNE 1972

(approx. '72-73)

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Major, Infantry
R&D Coordinator

ERRATA SHEET

1. Annex A, Appendix 5, Grand Total should read: 2764

2. Recommendation 2-3, p.13, should read: "That DCSPER direct OPO to identify officers with B.A.'s in the behavioral sciences and, if otherwise qualified, assign them to leadership instructor positions and to Army Staff positions requiring behavioral science knowledge."

3. Recommendation 5-1, p.18, should read: "That DCSPER...."

4. Recommendation 5-2, p.18, should read: "That DCSPER be assigned responsibility for establishing organizational development programs to assist commanders at the division and installation level."

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ABSTRACT

A study directed by the Chief of Staff of the Army and executed by a working group in the Office of the Special Assistant for the Modern Volunteer Army to determine how the Army might make better use of the behavioral sciences to improve organizational effectiveness. Focus is on the Army staff, Army schools, the Army research system, lessons from industry and includes recommendations in those areas.

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I EXECUTIVE SUMMARY

1. Background. The Chief of Staff of the Army directed that a study group be formed to determine how the Army could make better use of the behavioral sciences. A working group was brought together in the Office of the Special Assistant for the Modern Volunteer Army on 13 December and was given three months to produce a plan for improving the Army's use of behavioral science knowledge. (See Annex J, Working Group Members and Staff Agencies Represented.)

2. Statement of the Problem. The Study Group put the Chief of Staff guidance into the following statement of the problem: Conduct a study to determine how the Army can improve its use of the behavioral sciences to improve organizational effectiveness.

3. Scope. This study is an exploratory effort to provide direction for further staff development of specific actions. The following principal areas were investigated:

a. The role education is playing and should play to improve the Army's use of the behavioral sciences.

b. The use of the behavioral sciences and organizational development techniques by American industry and lessons which apply to the Army.

c. The relevance of the behavioral sciences to the Army staff and the need for officers qualified in the behavioral sciences.

d. The Army research system and the application of behavioral science knowledge.

4. Methodology. Information was obtained by:

a. Visits to CONARC, The Infantry School, Command and General Staff College and The Army War College and interviews with staff and faculty (Annex A).

b. Visits to large American business firms and interviews with management. (See Appendix 2, Annex B.)

c. A questionnaire completed by 267 members of the Army staff. (See Annex G.)

d. Interviews with Army Staff Officers selected on the basis of their responsibilities in human resources management (Annex I).

e. Interviews with Air Force, Navy and Marine Corps officers assigned to research and development organizations (Annex C).

f. Correspondence with military, academic and business staff and leadership.

g. Correspondence and visits with academic and business consultants (Appendix 2, Annex B).

h. Interviews with key personnel from Combat Developments Command (Annex D).

5. Definitions. Definitions of Behavioral Science, Organizational Development, Human Resource Accounting, Job Enrichment, Job Matching, Team Building, Management by Objectives, Assessment Centers and other programs and techniques used in industry can be found in para 6.a.(6) of the Main Report.

6. Findings. Twelve (12) specific findings are listed in the Main Report along with a discussion of each of them. These 12 findings can be categorized in four general statements:

a. The Army lacks a sufficient number of officers educated in the behavioral sciences, and those with behavioral science training are not being used in the most efficient manner.

b. The Army is not making full use of behavioral science knowledge and techniques despite abundant evidence of their success in industry.

c. The Army research system is not clearly understood by many potential users, and user-researcher communication is unclear.

d. Behavioral science advice is not readily available to top Army decision-makers because of the present structure of Headquarters, Department of the Army or other major command headquarters.

7. Cost Factors. Most of the deficiencies highlighted in this study can be corrected at near zero cost to the Army. A few corrections would require relatively modest funding. Improving

...NG 1: There are not enough officers trained in the behavioral sciences to satisfy Army needs.	CONCLUSION: Specific short and long-range steps should be taken to satisfy Army needs.	RECOMMENDATION 1-1: That OPO send officers to the many available short advanced management courses and executive seminars emphasizing organizational development.	DCSPER		
		RECOMMENDATION 1-2: That CONARC task Ft. Benning with the establishment of an instructor training course for personnel assigned as leadership instructors.	DCSPER		
		RECOMMENDATION 1-3: That CONARC encourage ROTC cadets to study the behavioral sciences and organizational development.	DCSPER		
		RECOMMENDATION 1-4: That DCSPER and OPO encourage officers preparing for ROTC teaching positions to study psychology, sociology and anthropology and require a certain number to do so.	DCSPER		
...NG 2: Personnel with behavioral science backgrounds are not efficiently used.	CONCLUSION: Given more requirements than assets, close management of assets becomes a necessity, and it is advisable that the Army make more efficient use of undergraduate background of our officers.	RECOMMENDATION 2-1: That DCSPER direct OPO to exercise intense management of officers with graduate degrees in psychology, sociology and cultural anthropology.	DCSPER		
		RECOMMENDATION 2-2: That officers assigned to the Army staff having graduate degrees in the behavioral sciences and not occupying validated positions be assigned to validated positions.	DCSPER		
		RECOMMENDATION 2-3: That DCSPER direct OPO to identify officers with BA's in the behavioral sciences and, if otherwise qualified, assign them to leadership instructor positions and to Army Staff positions requiring behavioral science knowledge.	DCSPER		
...NG 3: There are not enough ...tions validated for graduate ...ees in the behavioral sciences.	CONCLUSION: The survey of the Army Staff strongly indicates that requirements for an increased number of validated behavioral science positions clearly exist.	RECOMMENDATION 3: That each Army staff agency and major command review its requirements for officers with graduate degrees in the behavioral sciences.	DCSPER		
...NG 4: Managers in industry are ...lyers of human resources. ...rams used are: job enrichment, ...gement by objectives, personnel ...sment centers, job matching and ...an resources accounting.	CONCLUSION: Managers have become more sophisticated in applying behavioral science concepts to cope with human problems. They have adopted specific behavioral science programs which have been successful.	RECOMMENDATION 4-1: That the Army consider implementing pilot programs of "job enrichment" to develop a greater scope for personal achievement and more opportunity for individual growth.	DCSPER		
		RECOMMENDATION 4-2: That the Army consider adopting the management by objectives system.	DCSPER		
		RECOMMENDATION 4-3: That the Army investigate the use of Assessment Centers as a means of providing more definitive career counseling.	DCSPER		
		RECOMMENDATION 4-4: That the Army investigate the use of behavioral job-matching methods to develop more definitive career paths and development programs.	DCSPER		
		RECOMMENDATION 4-5: That the Army investigate the concept of "Human Assets Accounting" to develop appreciation of the values of human resources and the dollar cost of turnover.	DCSPER		
...NG 5: Industry has responded to ...eed to integrate organizational ...ture, technology, environment, ...human behavior by using ...nizational Development concepts.	CONCLUSION: Organization Development is a concept for applying behavioral science principles and techniques to corporate problems. The role of the behavioral scientist in industry has become more general in scope.	RECOMMENDATION 5-1: That DCSPER develop capacity to conduct Organizational Development activities which integrate organizational goals with individual needs for growth.	DCSPER		
		RECOMMENDATION 5-2: That DCSPER be assigned responsibility for establishing organizational development programs to assist commanders at the division and installation level.	DCSPER		
		RECOMMENDATION 5-3: That DCSPER implement an Organization Development program in a DA staff agency.	OPO		
		RECOMMENDATION 5-4: That CRD develop and DCSPER implement an Attitude-Motivation Measurement System designed to assist commanders in the identification and resolution of human problems.	DCSPER		
...NG 6: The United States Army is ...fully using the available ...ledge and techniques developed by ...vioral scientists.	CONCLUSION: There is abundant evidence to indicate that better use of the behavioral sciences can contribute to the solution of some of the Army's "people problems".	RECOMMENDATION 6-1: That an office be created within the Office of the Chief of Staff to advise the Chief of Staff on the use of organizational development techniques.	CSA		
		RECOMMENDATION 6-2: That a behavioral science advisory group composed of eminent civilian behavioral scientists be established to meet twice yearly with the Chief of Staff and other senior officers to provide behavioral science advice.			
...NG 7: DCSPER is the dominant ...eral staff agency in the ...fication of behavioral science ...ledge and experience.	CONCLUSION: ODCSPER needs an increased capability to use the behavioral sciences in order to deal more effectively with today's human problems.	RECOMMENDATION 7-1: That DCSPER consider assigning responsibility for race relations, drug abuse, discipline and order, and motivation, morale and leadership to a single directorate.	DCSPER		
		RECOMMENDATION 7-2: That ODCSPER develop an increased capability to provide central direction to the applications of behavioral science knowledge in support of ODCSPER missions.	DCSPER		
...NG 8: The interaction between ...mber and the researcher is in-...mate.	CONCLUSION: Because improved feedback and liaison provide objective data to the operator and researcher, the Army would benefit from the adoption of procedures used by other large organizations to improve communications between operator and researcher.	RECOMMENDATION 8-1: That each DA staff agency define and publicize responsibilities within that agency for identifying research requirements and evaluating and applying research findings.	OCRD		
		RECOMMENDATION 8-2: That in-house research organizations increase the use of interim reports and newsletters to expeditiously communicate their findings.	OCRD		
		RECOMMENDATION 8-3: That in-house organizations increase the use of technical advisory services and field teams.	OCRD		
		RECOMMENDATION 8-4: That OCRD adopt a structural procedure for obtaining and evaluating feedback from the user.	OCRD		
...NG 9: There is much yet to be ...rned about employee motivation, ...sion making, conflict, work ...ure and social inter-action.	CONCLUSION: A review of the Human Resources R&D Program reveals basic research and exploratory development in employee motivation is inadequate and should be expanded.	RECOMMENDATION 9: That basic research and exploratory development in motivation be expanded.	OCRD		
...NG 10: The Army has not fully ...ed the capabilities of the civilian ...arch community.	CONCLUSION: The exchange of research information in the human area is as important as it is in the hardware business.	RECOMMENDATION 10: That the Military Themes Program provided for in AR 70-35 be activated for the behavioral and social sciences.	OCRD		
...NG 11: CDC has not fully used ...ioral science knowledge in ...opment of doctrine and ...nization, particularly in the ...of motivation, job satisfaction ...organizational development.	CONCLUSION: CDC, as one of the major developers of behavioral and social science research requirements in the Army, has done little to apply behavioral science knowledge in developing TOE's	RECOMMENDATION 11: CDC be tasked to make an intensive evaluation of TOE organizations to determine means of improving motivation, job satisfaction, and overall people interface within these units.	ACSFOR		
...In the Headquarters, Combat ...lopments Command, does not have ...sufficient number of qualified ...onnel to make maximum use of ...ing behavioral science knowledge.	CONCLUSION: There is a need for qualified officers to coordinate the many applications of behavioral science knowledge within CDC.	RECOMMENDATION 12: That HQ CDC consider the assignment of officers with graduate degrees in general or experimental psychology to coordinate the use of behavioral science knowledge within CDC.	DCSPER		

	ACTION AGENCY	APP.	DIS-APP.	REMARKS
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advice to top decision-makers, improving user-researcher communications, structural changes and improving use of government sponsored schools are possible at near zero cost. Increased use of consultants and short management courses at universities and sending more officers for graduate education would require additional funds or the elimination of some other training currently funded by the Army. (See Appendix 3, Annex A.)

8. Findings, Conclusions and Recommendations. (See fold-out, Summary Sheet.)

II MAIN REPORT

1. Introduction.

a. Background. MFR, OCSA, Subject: Suggestions for General Westmoreland, dated 26 November 1971, directs SAMVA to form a working group to study ways in which the Army Staff can improve the application of behavioral science knowledge in human resources management. A report was required by mid-March.

b. Composition of Group. The working group was formed and met on 13 December 1970. Members and staff agencies represented can be found in Annex J.

c. Statement of the Problem. Conduct a study to determine how the Army Staff can improve its use of the behavioral sciences to improve organizational effectiveness.

d. Scope. This study is an exploratory effort to provide direction for further staff development of specific actions. The following principal areas were investigated:

(1) The role education is playing and might play to improve the Army's use of the behavioral sciences.

(2) The use of the behavioral sciences and organizational development by American industry and lessons which might apply to the Army.

(3) The need for people qualified in the behavioral sciences on the Army Staff.

(4) The Army research system and the application of behavioral science knowledge.

e. Collection of information. Information has been obtained by:

(1) Visits and interviews with the staff and faculty of Army schools at CONARC, Ft. Benning, Ft. Leavenworth and the Army War College. (See Annex A.)

(2) Visits to large American business firms and interviews with management. Corporations providing the most useful information have been: General Electric, General Foods, Pan-Am World Airways, AT&T, General Motors, Sears-Roebuck & Company, Dow Chemical, duPont, and Standard Oil of New Jersey. (See Annex B.)

(3) A questionnaire completed by 267 members of the Army Staff to determine their appreciation for and use of behavioral sciences. (See Annex G.)

(4) Interviews with, and requests for data from Army Staff officers selected on the basis of their responsibilities in human resources management. (See Annex I.)

(5) Interviews with Air Force, Navy and Marine Corps officers assigned to research and development organizations. (See Annex C.)

(6) Correspondence with military, academic, and business staff and leadership.

(7) Correspondence and visits with academic and business consultants such as: Harvard, University of Michigan, Northwestern, University of Wichita, R. Schreiber Associates, Organizational Resource Councelors, Behavioral Science Technology, Inc., Personnel Data Systems, and University Affiliates. (See Annex B, Appendix 2.)

f. Definitions.

(1) Behavioral Sciences: Behavioral Science is the study of human behavior through the use of scientific principles. It considers all of the components of a man's personality: his needs, his emotions, his thinking, and his ability to relate his thoughts and feelings. The behavioral sciences always include anthropology, psychology and sociology, and often some aspects of political science, psychiatry, economics, education, physiology, public administration and business administration.

(2) Organizational Development: The study of organizations using specific diagnostic techniques to determine the structure which best allows the development of a proper fit among tasks, people and environment.

(3) Job Enrichment: The process of challenging employees by affording them the opportunity to plan and control their jobs as well as perform them.

(4) Team Building: A process in which organizational development specialists are used to increase a work group's skills, mutual trust and cooperation through the use of survey-data feedback and special experience-based learning exercises.

(5) Management by Objectives: A process whereby superiors and subordinates jointly identify their common goals, define each individual's major area of responsibility in terms of the results expected of him, and use these measures as guides for operating the unit and assessing the contribution of each of its members. It assists in establishing four types of objectives for each individual: routine duties, problem-solving goals, creative and personal development goals.

(6) Assessment Procedures: The use of management games, in-basket tests, and leaderless discussion sessions to simulate "live" the types of situations with which a man would be faced if he were promoted. The results are used to evaluate and counsel participants.

(7) Job Matching: Analytical methods for matching the behavior content of any job with the behavior previously demonstrated and currently preferred by people who seek to fill a job.

2. Main Body.

A panacea for the social and organizational problems facing the Army and American society will not be found in what follows nor will it be suggested that the behavioral sciences can make a good man of a bad one. It is suggested that education can make one aware of the root causes of dissatisfaction and dissent; that awareness is the first step in problem solving; that the behavioral sciences are concerned with the scientific study of human behavior; and, finally, that organizational effectiveness can be improved through the use of the behavioral sciences.

American industry shares many problems with the Army and is currently making use of the behavioral sciences. Technological developments proceed at an accelerating pace, and

streamlined administrative procedures are constantly reviewed and improved. In the area of human factors industry is seeking to improve effectiveness through organizational development. In the past, systems, procedures, and hardware received extensive executive attention to the detriment of the most valuable commodity of any organization - its people. Given the changes in American society this is no longer tenable.

The new emphasis on the behavioral sciences as a tool in solving human problems is also found in the Federal Government. Recently the President's Science Advisory Committee, formerly a "hard" science group, was expanded to include social and behavioral scientists.

In industry and in government certain fundamental changes in American society are being officially recognized, and steps have been taken to keep organizations abreast of events. Changes create new expectations among individuals, particularly the young, as to how people should be treated. These expectations profoundly affect attitudes. It becomes imperative, therefore, that the Army place people in the organization who have an understanding of group dynamics, the principles relating to the modification of behavior, peer group influence, morale, motivation, job satisfaction, organization development and organization change. Policies, procedures, and practices must support this understanding, since well-meaning statements of philosophy make only transitory impressions.

This report addresses four main areas: the shortage of people educated in the behavioral sciences; organizational changes on the DA staff to facilitate and exploit the use of behavioral sciences; means of improving user-researcher relationships; and specific programs which have proved effective in industry and might have a place in the Army. It presents findings and recommendations specifically addressed to these four areas. Some of the recommendations deal with actions that can be implemented at once, and some deal with actions which, by the nature of their complexity, require further study. This is an exploratory effort which suggests a number of starting points for more definite work.

The findings, discussion and recommendations which follow offer a plan which will enable the Army to use the disciplines included in the behavioral sciences: psychology, sociology and anthropology. Some recommendations deal with organization and education, and others are concerned with the research system. The recommendations stand alone and are submitted for approval, each on its own merit, but they represent a beginning for a cohesive program. Research can only be requested by people who can ask the right questions and used by people who understand the data and its relationship to people, tasks, organizations,

and their environment. A soldier skilled in psychology or sociology can only be effective if his supervisor, colleagues and subordinates know what he is doing and what his capabilities and limitations are. In brief, the organizational climate must be receptive if the knowledgeable person is to be effective.

It is sometimes contended that the research of the behavioral scientist is of questionable value, since his message often seems a matter of folk wisdom or common sense. However, the fact that unsolved problems abound is ample proof that "common sense" is not sufficient. It is not enough to wait for the military genius who intuitively perceives those things the normal man must learn. Until we are assured a constant flow of geniuses it would appear prudent to scientifically study human behavior in the hope that we will thereby improve organizational effectiveness.

The application of behavioral science is a complex process, both organizationally and emotionally. Its success depends on developing understanding of what the behavioral sciences are and what they can and cannot accomplish and on developing effective long-range plans that will insure that specific programs are carried out to their fruition. For these and other reasons the first and most important requirement for proper use of behavioral science is to create a climate for the next two or three years in which a high level of interest is maintained and in which awareness of the state of the art is fostered throughout the Army staff. The most important recommendations this study makes, therefore, deal with a few key organizational changes designed to enable those things to happen. Those recommendations are designed to create a structure which can maintain the requisite level of interest and understanding over the next few years and allow for the detailed work required to convert recommendations to functioning programs. It does little good to develop programs or educate officers if the ideas and techniques do not reach receptive ears.

The report is submitted on the premise that the U.S. Army desires to undertake a long-range program of education and organizational development and to keep pace with the rate of change evident in American society. Some of the creativity and resources formerly reserved for hardware development must be shared with those seeking the maximum realization of human potential which ultimately is more important to the U. S. Army than hardware.

FINDING 1: There are not enough officers trained in the behavioral sciences to satisfy current Army needs. Future Army needs

for such officers are expected to be greater than current needs.

a. Discussion.

(1) There are 191 positions in the Army validated for officers with graduate degrees in the behavioral sciences and only 179 qualified officers to fill those positions. On the surface it would appear that the short-fall is 12 officers, but that is not correct. Only 31 positions are filled by qualified officers, a current short-fall of 160. (See Annex G, Appendix 4.) There are other demands made of the qualified officers, such as short tours, command tours, time spent in schools and other assignments dictated by career development objectives. Other qualifications possessed by the officers in question frequently result in assignment to non-validated positions.

(2) The Army Educational Requirements Board, through its experience in the management of the various specialist programs, has learned that it is necessary to train 2.5 to 3 officers for each validated position, if validated positions are to be filled at all times. Therefore, to keep the 191 validated positions filled, there must be from 480 to 575 qualified officers available. The short-fall right now thus amounts to 300 to 400 officers with graduate degrees in the behavioral sciences.

(3) Future requirements will likely be greater than current needs as appreciation increases for officers with an understanding of human behavior. The question of validated positions will be discussed in connection with FINDING 3, but for each validated position 2.5 to 3 qualified officers are needed.

(4) The number of positions on the Army staff validated for officers with graduate degrees in the behavioral sciences is 26, but only 14 are filled with qualified officers. The officers in these validated positions are expected to evaluate behavioral science research and translate research findings into practical military applications, functions requiring a deep understanding of both the behavioral sciences and the Army. They insure that the contributions of behavioral science are considered during the formative stages of policy development. Since the staff study by a single staff officer and the ad hoc study group are the primary problem solving methods used by the staff, it is important to have qualified personnel available to advise or to participate in studies affecting people, particularly since most staff officers are generalists lacking particular qualifications for addressing the complex problems of human behavior. The required

level of competence in behavioral science varies in each staff agency according to the complexity and frequency of the human problems addressed, but one fact is clear: only 14 of the 26 positions validated are filled. Additionally, of the 267 respondents to the questionnaire (Annex G), 26 stated that a graduate degree in the behavioral sciences is essential to their duty position, and 72 stated it was desirable.

(5) Largely as a result of the CONARC Leadership for Professionals Study, there is a renewed emphasis on teaching leadership in the Army schools system. (See Annex A, page A-2.) Fort Benning, as proponent for leadership instruction, is developing a scientific approach to the whole man in its draft program of instruction for teaching leadership at the Officer Advanced Course level. The old practice of simply listing the principles of leadership and the traits of the good leader are being replaced by increased attention to personality, motivation, job satisfaction, perception, social interaction and other phenomena formerly left to academic psychologists, sociologists and anthropologists (Annex A, Appendix 2). While this is a step in the right direction, it must be clearly understood that teaching this material requires a depth of knowledge and sensitivity previously lacking in Army leadership instructors. The problem has already been recognized and partially addressed by CONARC. One officer with an advanced degree in the behavioral sciences has been requested for each of the schools at which officer leadership instruction is given. This represents a new demand for already limited resources. Additional demands should result when Fort Benning turns its attention to the Officer Basic Course where teaching leadership is even more critical.

(6) Related to leadership, and more fully discussed under Lessons From Industry (FINDING 5 and Annex B), is the question of management and its use of the behavioral sciences to improve organizational effectiveness. Since other mission requirements and prohibitive costs will probably deny the Army a sufficient number of officers with graduate education everywhere it would like to have them, alternate means must be found to satisfy our needs.

The Federal Government, educational consultants and the universities offer short middle-management courses and executive seminars which have proved useful to other large organizations as they attempt to develop managers. Costs, course content and the amount of time involved vary, but Army needs can be partially satisfied by the intelligent use of existing managerial development programs. (See Annex A, Appendix 3.) Similar programs could be made a part of the Army schools and be taught in leadership and management courses (Annex B).

(7) Quick response is an advantage found in the use of the Army schools system or short management courses. Long-range solutions and greater depth of understanding can be expected from systematic study in the universities. Both approaches can be used simultaneously. ROTC cadets could be encouraged to study the behavioral sciences, but to require them to do so could possibly cause problems in recruitment. On the other hand, officers whose graduate education is funded by the Army to prepare them for ROTC duty should be expected to study those disciplines for which there is a military pay-off. Since leadership is one of the subjects common to all ROTC programs, a portion of the officers in graduate school preparing for ROTC duty should be required to take their degrees in the behavioral sciences.

b. Conclusions.

Given a shortage of officers qualified in the behavioral sciences and a demonstrable need for them, specific short and long-range efforts should be made to satisfy Army needs.

RECOMMENDATION 1-1: That OPO send the following categories of officers to the many available short advanced management courses and executive seminars emphasizing organizational development and human relations: (See Annex A, Appendix 3.)

-- Those without graduate degrees but assigned to positions validated for behavioral science graduate degrees.

-- Those assigned to key people-sensitive positions, validated or not, including Colonels and General Officers.

-- Those assigned to leadership instructor positions or positions requiring the supervision of leadership instructors in the Army schools.

RECOMMENDATION 1-2: That CONARC task Ft. Benning to establish an instructor training course for personnel assigned to leadership instructor positions in Army schools and for personnel who supervise leadership instructors.

RECOMMENDATION 1-3: That CONARC, through Professors of Military Science, encourage ROTC cadets to study the behavioral sciences and organizational development.

RECOMMENDATION 1-4: That DCSPER and OPO encourage officers pursuing graduate study in preparation for assignment to ROTC

teaching positions to study psychology, sociology and anthropology and require a certain number to do so.

FINDING 2: Personnel with behavioral science backgrounds are not being efficiently used.

a. Discussion.

(1) Of the 179 officers with graduate degrees in the behavioral sciences only 31 of them are being used to fill 191 validated positions (Annex G, Appendix 4).

(2) Of the 26 validated positions on the Army staff, 14 are filled by qualified officers while 22 qualified officers are assigned to non-validated positions, and only 6 of them are being used in the discipline for which they were trained (Annex G, Appendix 5).

(3) The emphasis placed thus far on graduate education should not denigrate the fact that an officer whose bachelor's degree is in the behavioral sciences has a contribution to make in positions dealing with human behavior. It seems only logical that the knowledge represented by a B.A. should be put to use by the Army. Officers otherwise qualified for Army staff assignment and educated in human behavior would seem likely to succeed in assignments involving behavioral science applications. On active duty, as of February 72, there were 420 Majors and 218 Lieutenant Colonels whose undergraduate study was in the behavioral sciences, most of them in psychology and sociology (Annex A, Appendix 5). It would appear that these numbers represent a significant source of skills valuable at the action officer level for staff agencies having responsibilities in human development, manpower and human considerations. Currently, no systematic consideration is given to assigning officers on the basis of disciplines studied at the undergraduate level.

b. Conclusions. Given more requirements than assets, close management of assets becomes a necessity, and it is advisable that the Army make more efficient use of a previously neglected asset, the undergraduate background of our officers.

RECOMMENDATION 2-1: That pending an increase in the number of officers qualified at the graduate level, DCSPER direct the Office of Personnel Operations to exercise intense management of officers with graduate degrees in psychology, sociology and cultural anthropology and to fill leadership teaching positions and people-sensitive staff positions with qualified people.

RECOMMENDATION 2-2: That officers assigned to the Army staff having graduate degrees in the behavioral sciences and not occupying validated graduate level positions be considered, where practicable, for reassignment to positions validated for graduate level training in the behavioral sciences.

RECOMMENDATION 2-3: That DCSPER direct OPO to identify officers with B.A.'s in the behavioral sciences and assign them to leadership instructor positions and, if otherwise qualified, to Army Staff positions requiring behavioral science knowledge.

FINDING 3: There are not enough positions validated for graduate degrees in the behavioral sciences to meet current Army needs.

a. Discussion.

(1) The Army Educational Requirements Board (AERB) reports that 191 validated positions exist for officers with graduate degrees in the behavioral sciences, and 60 new requests are being considered by the current board (Annex G, Appendix 4).

(2) The number of student positions is limited by funds available and is translated into an absolute number of student positions. There are competing demands by many disciplines for the limited number of student places, and priority is considered by the AERB. Currently it would seem that the behavioral sciences have less than a "fair share" of the validated positions. The nine disciplines considered under behavioral science represent 2.4% of the total validations compared, for example, to the 7.5% for Civil Engineering (one discipline) or to the 4% for Comptrollership (one discipline). (See Annex A, Appendix 4 for some representative samples.)

(3) It is important to note that the process of validation by the AERB drives the system. Officers are sent to graduate school based upon the Army's needs expressed in terms of validated positions. The priority of need is given by the requesting agency and evaluated by the AERB. Normally new requirements are programmed over a seven year period. That is, given a new requirement for 21 officers in a discipline, three per year would be trained. The twenty-first would become available only seven years later, if all other requirements for that discipline remained constant.

(4) The survey of the Army staff, as previously indicated, revealed that 26 respondents said that their un-validated positions should be filled by officers with graduate degrees in the

behavioral sciences. "Essential" was the word used. Another 72 respondents believed that graduate degrees in the behavioral sciences were "desirable" for their positions (Annex G). There is nothing binding about these answers and no indication that requests for validation were submitted by the respective staff agencies, although the need was clearly expressed in the questionnaires.

(5) CONARC's request for one graduate behavioral scientist per Army school would seem to be a minimal satisfaction of Army needs. Both the number of students passing through the various schools and the amount of behavioral science content in the different curricula varies considerably. Fort Benning, for example, puts many more students through its Advanced Course than Fort Monmouth, while the behavioral science content of the Advanced Course curricula ranges from seven (7) (Fort Sill) to one hundred and thirteen (113) hours (Fort Benjamin Harrison) (Annex A, Appendix 1). The size of the leadership department and the resultant need for qualified leadership instructors, therefore, are factors of branch, size of the school and the importance one attaches to human behavior.

b. Conclusions. The survey of the Army Staff strongly indicates that requirements for an increased number of validated behavioral science positions clearly exist. The exact magnitude of the short-fall by duty position and academic discipline cannot be identified with certainty without a detailed analysis of the functions within each staff agency, a task beyond the scope of this study. The specific actions being taken by the staff agencies are not presently known. Personnel involved in development or evaluation of human factors research or concerned with the technical aspects of personnel assessment or selection should certainly be well versed in the behavioral sciences.

CONARC's request for qualified instructors in the various leadership departments is modest and requires translation to validation of positions, a process which can take a long time. Attaching high priority to the need for more graduate degrees in the behavioral sciences would emphasize the need and improve the likelihood of approval by the AERB.

RECOMMENDATION 3-1: That each Army staff agency and major command review its requirements for officers with graduate degrees in the behavioral sciences and take steps to provide authorization in its manning document to include validation of positions requiring graduate training under the provisions of AR 621-108.

FINDING 4: Managers in industry, regardless of their level in the corporation, define their leadership roles as developers of human resources and producers of finished marketable end products. Specific types of programs, which support the manager's role, are job enrichment, management by objectives, personnel assessment centers, job matching and human resources accounting.

a. Discussion.

(1) Although most managers do not classify themselves as behavioral scientists, they do feel that behavioral science concepts must be applied to specific situations in the corporation, if they expect success. Initial interest in behavioral science occurs among those executives whose prime concern is the optimal use of human resources by more systematically managing the processes of recruiting, selection, assignment, utilization, and development. Specific problems which are accentuating this interest are: excessive turnover; the need to improve methods of selection and training; and concern for employee morale and motivation.

(2) Interest in applied behavioral science is increasing for two reasons. First, methods like Human Resource Accounting are being used to place a dollar value on human assets and to provide incentives for managers to stress the development of subordinates. Second, it is helping to institutionalize "human development" within corporations.

(3) The rapid expansion of product markets and technology have forced a greater decentralization of operations and authority below corporate headquarters to insure that decisions are made at the lowest possible level. In addition, the changing attitudes of employees toward their work present recurring difficulties in assuring that job satisfaction is achieved. To meet these challenges, managers have employed a variety of programs.

(a) Job enrichment programs have been extensively utilized to develop a greater scope for personal achievement and growth, to identify narrowly defined and non-motivational jobs, and to enable managers to devote more time to planning.

(b) Team building activities provide half-way houses in medium and large firms between distant top management and individual workers.

(c) Management by objectives has been used in a variety of forms to achieve a better integration of corporate and individual goals and to foster more meaningful superior-subordinate relations.

(d) Personnel assessment centers are used by a score of major companies as a more objective and valid means of identifying managerial skills, providing constructive feedback to participants for personal development, and educating line and staff personnel in observing and evaluating human behavior.

(e) Job matching methods are being employed to better match people and specific jobs thereby insuring greater satisfaction for employees and higher effectiveness and lower turnover training costs for the corporation. (The programs listed above are discussed in more detail in Annex B.)

b. Conclusion: Managers in industry have become more sophisticated in applying behavioral science concepts to human problems and demonstrate a desire to innovate using internal behavioral science expertise or outside consultants. To meet a variety of challenges, they have adopted specific behavioral science programs which have been successful.

RECOMMENDATION 4-1: That the Army implement pilot programs of "job enrichment" in three types of organizations (TDA, TOE, and DA Staff) to improve efficiency and human satisfaction. The objective is to develop a greater scope for personal achievement and its recognition, more challenging and responsible work, and more opportunity for individual advancement and growth.

RECOMMENDATION 4-2: That the Army consider adopting the management by objectives system in which superiors and subordinates jointly identify common goals, define each individual's major area of responsibility in terms of the results expected of him, and use these measures for operating the unit and assessing the contribution of each of its members.

RECOMMENDATION 4-3: That the Army investigate the use of Assessment Centers as adjuncts to evaluating the leadership skills of officers and enlisted personnel and as a means of providing more definitive career counseling.

RECOMMENDATION 4-4: That the Army investigate the use of behavioral job-matching methods as an adjunct to existing selection and assignment procedures and to develop more definitive career paths and development programs.

RECOMMENDATION 4-5: That the Army investigate the concept of "Human Assets Accounting" as a means of understanding and evaluating its investment, management, and development of human resources.

FINDING 5: Industry has responded to the need to integrate organizational structure, technology, environment, and human behavior by using Organizational Development concepts, wherein staffs of behavioral scientists look at the corporation as a system rather than as a series of connected organizational boxes.

a. Discussion.

(1) Organization Development (OD) is the study of organizations to determine the structure which best allows the development of a proper fit among tasks, people, and environment. It further identifies the required educational programs and operating procedures to ensure that the resulting organization functions as desired. Research indicates that where the proper fit exists people develop a strong commitment to the organization. Therefore, OD provides a framework for initiating deliberately planned change and emphasizes learning and problem solving by people in any organizational unit.

(2) By using the knowledge and techniques of the behavioral sciences, OD assists managers in integrating individual needs for growth with organizational goals and objectives in order to make a more effective corporation. Some of the specific objectives are: to increase professionalism by creating an open, problem-solving climate throughout the corporation; to locate decision-making and problem-solving responsibilities as close to the information sources as possible; to build trust among individuals and groups and thereby increase their self-direction; and to develop reward systems which recognize the individual's contribution to the corporation's mission.

(3) Corporations such as General Motors, Pan Am, Standard Oil of N.J., and Dow Chemical are using OD staffs and consultants. Programs are tailored to the specific organization requesting them. One of the most useful aspects of OD is the diagnostic procedures which are used prior to the implementation of an OD program. Typically, the main diagnostic technique is an attitude-motivation measurement survey that focuses on a specific plant or department rather than on the corporation as a whole. Other corporations and governmental agencies, such as AT&T and the Postal Service, have found it useful to have an outside consulting

firm scientifically analyze their organizations to identify procedural and institutional problems which prevent them from being fully effective.

(4) Cases of successful organizational change follow a pattern which includes: pressure for change and commitment felt by top management; initial intervention of an outside change agent, who is usually a consultant having a great deal of expertise in improving organizational practices; and involvement in the change process at various levels in the corporation. (See Annex E.)

(5) Behavioral scientists are increasingly employed in industry and are functioning at a level above the traditional Personnel Department. Their role is to design, implement, and interpret research and to advise key officials in the application of research findings to the corporation. Most of the larger firms support their interest in behavioral science through involvement in applied research activities and also maintain an active exchange of knowledge with educational institutions.

b. Conclusion: Organization Development is a concept for applying behavioral science principles and techniques to corporate problems. The role of the behavioral scientist in industry has become fundamental. He is concerned with growing human problems and the needs of executives to view the corporation as a totality.

RECOMMENDATION 5-1: That ACSFOR develop an in-house capacity to conduct Organizational Development activities which integrate organizational goals with individual needs for growth and job satisfaction. This capability should be made available on a consulting basis to all organizations in the Army.

RECOMMENDATION 5-2: That ACSFOR consider employing an OD team at the G-level to advise and assist commanders in applying behavioral science knowledge and organizational development techniques.

RECOMMENDATION 5-3: That DCSPER implement an Organizational Development program within the DA Staff.

RECOMMENDATION 5-4: That CRD develop and DCSPER implement an Attitude-Motivation Measurement System designed to assist commanders in the identification and resolution of human problems.

FINDING 6: The Army staff is not fully using knowledge and techniques developed by behavioral scientists to increase motivation, job satisfaction, and organizational effectiveness.

a. Discussion.

(1) It is clear from the evidence gathered by this study group that the Army is not fully using the available knowledge and techniques for improving job satisfaction and organizational effectiveness that have been developed over the past ten to fifteen years. The probable reasons for this failure follow:

(a) The Army has few officers trained in behavioral science and few positions in which these officers can serve to advise or provide ideas. (See Annex A.) Therefore, there is a lack of understanding of what behavioral sciences are and what they can and cannot accomplish.

(b) All organizations resist change, but resistance is particularly great in large, traditional organizations. A scientific approach to human behavior tends to be viewed with distrust by many officers who consider their own experience as successful leaders as evidence that there is no need for change. This is so even though much of the behavioral science knowledge is fully supportive of the wisdom gained by experienced officers.

(c) The ability to draft soldiers insulated the Army from the need to carefully examine such issues as job satisfaction, human effectiveness, or group dynamics.

(2) It is encouraging to note that analysis of the interviews and questionnaires conducted for this study indicate that some agencies in the Army, such as the Office of Personnel Operations and Combat Developments Command, acknowledge that they have not made full use of the behavioral sciences and appear eager to make better use of these disciplines where appropriate (Annexes D and G).

(3) Programs discussed in FINDING 4 have applicability to the Army's efforts to improve human performance. (See Annex B.) Studies of other large organizations indicate that the effective application of behavioral science techniques are contingent upon the development of a coherent plan that allows for education of leaders and the systematic introduction of these new techniques.

(4) A number of the organizations studied, including the Navy and the Air Force, have made structural changes in order

to better use the behavioral sciences. These changes have increased the availability of advice to key policy makers from people trained in the behavioral sciences and improved the use of the scarce resources these trained individuals represent (Annex C). The Navy now has a Human Relations Project Officer, a Rear Admiral, charged with developing an integrated group of programs in the human relations area while the Air Force has established social actions activities at Department of Air Force, at each major command headquarters, and at base levels to assist commanders in unifying such programs as race relations and drug abuse (Annex C). Willingness to make these changes both in industry and the Armed Services developed because top executives realized the most serious problems in their organizations today were the human problems and that these were likely to remain the most serious problems in the future.

b. Conclusions. There is abundant evidence that better use of the behavioral sciences, when combined with experienced judgement, can contribute to the solution of some of the Army's "people problems". The effective use of this knowledge is dependent, however, on the development of a coherent integrated plan that involves both education and the development of applied programs, and which has the continuing support of the highest leaders in the Army. A lack of sufficient people trained in these disciplines and the general lack of understanding of the behavioral sciences will continue to be impediments to the full employment of these concepts. Certain organizational changes are therefore required to create a climate in which use of the behavioral sciences will grow.

RECOMMENDATION 6-1: That an office be created within the Office of the Chief of Staff to advise the Chief of Staff on the use of organizational development techniques, to develop a comprehensive plan for the appropriate use of the latest techniques in the behavioral sciences (See Annex E), and to demonstrate commitment by the Army's top leadership to improving the Army's human development programs.

RECOMMENDATION 6-2: That a behavioral science advisory group composed of eminent civilian behavioral scientists be established to meet twice yearly with the Chief of Staff and other senior officers to provide advice on the use of behavioral science and assist in the solution of the Army's human relations problems.

FINDING 7: DCSPER is the dominant Army General Staff agency in the application of behavioral science knowledge and experience.

a. Discussion.

(1) Results of the survey of the Army staff (Annex G), as well as the interviews conducted by the study group (Annex I), indicate that DCSPER has the greatest number of functions dependent on the behavioral sciences and the greatest need for officers trained in the behavioral sciences. There are currently only three validated positions within ODCSPER for officers with behavioral science background.

(2) DCSPER's special interest in the development and application of behavioral science knowledge to solving the Army's human problems has long been recognized. During World War II, for example, most of the behavioral science research was conducted under the general staff supervision of DCSPER. Though this practice was discontinued, as recently as 1966 DCSPER organized the Directorate of Personnel Studies and Research to help satisfy the need for officers and civilians qualified in the scientific aspects of human behavior. This directorate was eventually abolished in May 1970. As the severity of the Army's people problems have increased it appears that there has been a reduction in resources available to deal with these problems.

(3) The increase of the severity of problems, such as drug abuse and race relations, is attested by the growing size of the DCSPER studies program which in FY 72 increased $1,961,000 over its previous level. Though this increase is indicative of growing awareness of the need to study "people problems", the resources to manage this program have not kept pace. The survey results (Annex G) indicate that research results are often not available when needed, that few individuals know how to solicit research and that little effort is made to identify future problems before they reach crisis proportions. One way of improving the use of behavioral science would be to improve the effectiveness of the system by which future problems are identified and by which knowledge to solve these problems is obtained, evaluated, disseminated and applied. (See RECOMMENDATION 5-4.)

(4) The ability within DCSPER to effectively use behavioral science is hindered by the same factors mentioned in the previous finding and discussion, that is, the lack of qualified individuals and the lack of an organizational structure that would allow those few officers who have training in these disciplines to advise the policy makers. This is somewhat exacerbated by the fact that certain closely related functions within ODCSPER are shared by two directorates.

(5) The solution to problems such as race relations, drug abuse, discipline and order, is dependent on the same body of

knowledge--that derived from behavioral science. Additionally, these problems represent only the negative side of the issue. The solution to human problems depends on developing positive programs based on increasing motivation and allowing for human growth and development. There is a need to focus on the positive side of human issues as well as the negative. The grouping together of the functions listed above, and the addition of motivation and leadership as two new functions, would permit a more comprehensive assessment of our human problems as well as better use of the few officers educated in the behavioral sciences

b. Conclusions: DCSPER needs an increased capability to use the behavioral sciences in order to deal more effectively with today's human problems.

RECOMMENDATION 7-1: That DCSPER consider assigning responsibility for race relations, drug abuse, discipline and order, motivation, morale and leadership to a single directorate.

RECOMMENDATION 7-2: That DCSPER develop an increased capability to provide central direction and monitorship to the applications of behavioral science knowledge in support of DCSPER missions (Annex H).

FINDING 8: The interaction between the user and the researcher in identifying requirements, conducting research, and evaluating and applying research findings is inadequate.

a. Discussion.

(1) The results of the questionnaire (Annex G) reveal that DA staff officers are not thoroughly familiar with the procedures for initiating research. Further, the responsibility within DA staff agencies for initiating research and for evaluating and applying research findings is not well defined.

(2) AR 70-8 establishes procedures and responsibilities in these areas for the DA staff agencies. It remains for the staff agencies to establish internal implementing procedures and responsibilities.

(3) The following observations are made in Annex F:

(a) User participation in the conduct of research varies considerably.

(b) Research reports are often written in technical rather than language which is understandable to the users.

(c) OCRD procedures for obtaining and evaluating feedback from the user on research findings are unstructured.

(4) Researchers in industry have improved their communications with research users by frequent field trips and newsletters. The field trips provide an opportunity for the researcher to become sensitive to the problems and environment of the operator and to gain the operator's confidence by showing a genuine interest in the operator's problems. The newsletter, in understandable, non-technical language and from the desk of top management, widely disseminates preliminary findings and successful applications of research. In the Army, experience shows that field teams and technical advisory services provided by research organizations have gained the confidence of operators, have sharpened the focus of research, and have increased the participation of users in the conduct of research. The other Services have a clearly defined procedure for obtaining and evaluating feedback from the user.

b. Conclusions: Because improved feedback and liaison provide objective data to the operator and researcher, the Army would benefit from the adoption of procedures used by other large organizations to improve communications in the research community and between researchers and users.

RECOMMENDATIONS 8-1: That each DA staff agency define and publicize responsibilities within that agency for identifying research requirements, participating in the research, and evaluating and applying research findings.

RECOMMENDATION 8-2: That in-house research organizations increase the use of interim reports and newsletters to expeditiously communicate their findings, and that such communications be in language understood by laymen.

RECOMMENDATION 8-3: That in-house organizations increase the use of technical advisory services and field teams.

RECOMMENDATION 8-4: That CRD adopt a structured procedure for obtaining and evaluating feedback from the user.

FINDING 9: There is much yet to be learned about employee motivation, decision making, conflict, work climate and social inter-action.

a. Discussion: Several lessons from industry are highlighted in Annex B. Some areas, such as job enrichment, assessment centers, human resource accounting and professional

socialization, are well defined, have potential short term applications and are listed as separate recommendations. Under the more general subject of organizational development, however, there is a need for more fundamental knowledge, especially about employee motivation. This knowledge is particularly important if we are to be assured that we are not dealing with short term gimmicks but rather creating an enduring climate for organizational and individual growth.

b. Conclusion: A review of the Human Resources R&D Program reveals that basic research and exploratory development in soldier motivation is inadequate and should be expanded.

RECOMMENDATION 9: That basic research and exploratory development in motivation be expanded to include the following:

a. The relationship between motivation and group or individual productivity and effectiveness.

b. Decision-making processes.

c. Interpersonal and intra/inter-organizational conflict.

d. Leadership climates.

e. Social influence relationships.

f. Organizations as social-technical systems.

g. Adult socialization.

h. Planned organizational change and social indices.

FINDING 10: The Army has not fully used the capabilities of the civilian research community in that the Military Themes Program, provided for in AR 70-35, has not been activated in the behavioral and social sciences.

a. Discussion: The objectives of the Military Themes Program include securing the best exchange of information between the Army and other government and non-government organizations on basic research problems and keeping other organizations informed of Army requirements. The program functions in the physical and engineering sciences, but is yet to be activated for the behavioral and social sciences.

b. Conclusion: The exchange of research information in the human area is as important as it is in the hardware business.

Awareness of what others are doing could prevent duplication by the Army, and advertising our needs could lead to their satisfaction by outside agencies.

RECOMMENDATION 10: That the Military Themes Program provided for in AR 70-35 be activated for the behavioral and social sciences.

FINDING 11: Combat Development Command (CDC) has not fully used behavioral science knowledge in development of doctrine and organization, particularly in the area of motivation, job satisfaction and organizational development.

a. Discussion: CDC makes limited use of the behavioral sciences in areas which influence combat performance and combat effectiveness. Human engineering factors are considered in designing equipment. Physiological and medical factors, including physical fatigue in continuous operations, health, physiological reactions to stress, and automatic responses and reaction time, are considered. Sociological and anthropological factors relating to foreign cultures or nations, to include enemy political dynamics, religion, economics, morale, attitudes and demographic variables affecting enemy ability and willingness to fight, are also considered by CDC. To a lesser extent, the human element is considered sociologically, psychologically and biologically in force design. Specific consideration is given to how these behavioral factors influence enemy threat in terms of capability, willingness to fight and style of combat. It is thus evident that CDC does employ the application of behavioral science knowledge. However, CDC does not fully use this knowledge in the development of doctrine and organization, particularly in the areas of motivation, job satisfaction and organizational development.

b. Conclusion: CDC, as one of the major developers of behavioral and social science research requirements in the Army, has done little to apply behavioral science knowledge in developing TOE's and has not looked at the most effective organization from the point of view of the people in the organization.

RECOMMENDATION 11: That CDC be tasked to make an intensive evaluation of TOE organizations to determine means of improving motivation, job satisfaction, and overall people interface within these units.

FINDING 12: Headquarters, Combat Developments Command, does not have a sufficient number of qualified personnel to make maximum use of existing behavioral science knowledge.

a. Discussion:

(1) As a social organization as well as a military service, the Army must have an understanding of group dynamics; of principles of social influence, especially by peer groups; of principles relating to modification of behavior; of factors influencing morale, productivity, and satisfaction with work; and the effects of cultural background on beliefs and behaviors. It should be able to anticipate the social and psychological, as well as the military and material effects of its actions. The need for knowledge of this sort is essential to the Army, and CDC in particular, in organizing and training our citizens for military service.

(2) HQ, CDC, lacks qualified personnel assigned overall human factors coordination for the command. Such coordination is necessary for mission accomplishment. If qualified personnel were available, they could continuously survey on-going human factors work both within and outside the command, and the doctrinal reasons for these studies. They could also insure that: studies are proposed to CRD where there are human factors research gaps; that these proposals are followed through; and that the results of these studies are used by the appropriate CDC agency in formulating doctrine, organization and material needs.

b. Conclusions: There is a need for qualified officers to coordinate the many applications of behavioral science knowledge within CDC.

RECOMMENDATION 12: That HQ CDC consider the assignment of officers with graduate degrees in general or experimental psychology to coordinate the use of behavioral science knowledge within CDC.

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D.C. 20310

12 June 1972

MEMORANDUM FOR RECORD

SUBJECT: OSAMVA Decision Briefing on Behavioral Science

1. A decision briefing was given to CSA at 1036 hours, 8 June 1972, on the OSAMVA Behavioral Science Study. The briefer was LTC Nadal, OSAMVA, and the following persons were present:

GEN Palmer, VCSA
LTG Kerwin, DCSPER
LTG DePuy, AVCSA
LTG Forsythe, SAMVA
LTG Gribble, CRD
MG Bennett, SGS
MG Bolton, ODCSOPS
MG Berry, COPO
MG McLeod, OACSFOR
BG McConnell, ODCSLOG
Dr. Hersh, ODCSPER
COL Patchell, DSGS(CAR)
COL Warner, CSA XO
COL Munnelly, ODSGS(SS)
COL Hampton, OSAMVA
COL Legters, Fort Ord
Mr. Daniels, ODCSPER
LTC Smith, OAVCSA
LTC Gabrielli, OCRD
MAJ Schaum, USMA
LTC Johns, ASGS

2. LTC Nadal stated that the purpose of the briefing was to obtain the CSA approval of recommendations made in the report of the OSAMVA Working Group on Behavioral Science. (The text of the briefing is at the inclosure.) He defined two terms that are considered critical to the study: Behavioral Science and Organizational Development (OD), and described the OD process as the use of behavioral science to integrate people, tasks, and the environment in order to increase organizational effectiveness. CSA asked if the term organizational development was widely used and LTC Nadal said yes. The consensus of attendees was that the term was unknown to most of the Army and that it might be confusing for use within the Army.

3. LTC Nadal stated the general findings of the working group were:

a. Behavioral Science advice is not readily available to the Army's top policy-makers.

b. There is an insufficient number of officers trained in the behavioral sciences.

c. The behavioral science research system is not generally understood.

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d. The Army is not fully using behavioral science knowledge to improve professionalism and leadership.

4. LTC Nadal then described the recommended action plan to correct these deficiencies:

a. To provide advice to top policy-makers:

(1) A behavioral science element should be established in the OCSA to: Advise the CSA and VCSA on behavioral science matters; maintain communication with civilian experts in the field; coordinate Armywide behavioral science activities; and provide stimulation for the Army's adoption of what is useful in this area. The recommended location of the element is OSGS.

(2) Establish an advisory board to advise the Army Staff on behavioral science.

(3) ODCSPER should develop its behavioral science capability.

b. To provide sufficient officers with behavioral science background:

(1) Determine future requirements for officers with graduate degrees in behavioral science and educate officers to fill these requirements.

(2) Assign qualified officers to authorized positions.

(3) Orient and educate key DA officers by conducting short seminars in the use of behavioral science.

(4) Establish a course for leadership instructors to prepare them to teach the improved leadership course being developed in the Army school system.

c. To improve behavioral science research:

(1) Revise AR 70-8 to improve identification of research requirements, improve dissemination of research findings, and provide for research evaluation system.

(2) Improve use of advisory service and field teams (similar to HumRRO activities).

(3) Establish behavioral science themes program.

d. To improve the Army's use of behavioral science knowledge:

(1) Conduct research on the applicability of the following within the Army: Job enrichment; assessment centers; management by objectives; and motivation measurement.

(2) Conduct pilot programs in the use of behavioral science techniques in a DA Staff element (OPO) and a field installation (Fort Ord).

(3) Total cost of this action program is estimated at $1.2 million over a 3-year period. Since $300 thousand is already programed in this year's research budget, new costs will only be $900 thousand.

5. COL Legters, Fort Ord, then described the work in organizational development now being done at Fort Ord. Under Project VOLAR, they developed a system to measure morale, attitudes, and performance of trainees, as well as job satisfaction of permanent party personnel. The measures have proven to be valuable command tools, which have assisted unit commanders at all levels to identify problem areas, and favorable or unfavorable trends in leadership and unit administration.

6. A second project in organizational development at Fort Ord was discussed by COL Legters. Beginning with top-level management, teams of skilled interviewers work with managers and workers to get answers to critical questions such as: "What are the real channels of communication?" Next, the team moves into subgroups of the organization. For example, the work in the post stockade includes the managers, the guards, the clerks, the cooks, and the prisoners themselves. The goals are to develop open and honest communication, to increase job satisfaction, and to cause individuals to view the organization's goals as their own. The assumption is that job satisfaction, and increased sharing of the organization's goals, will result in greater professionalism and better job performance.

7. COL Legters also described an "Awareness Training" project being conducted by a military psychologist as part of the organizational development program. The purpose of this project is to develop:

a. Greater self-awareness and insight.

b. Group problem-solving.

c. Better understanding of others' goals and motivations.

d. Appreciation of the importance of nonverbal communication.

SUBJECT: OSAMVA Decision Briefing on Behavioral Science

Feedback from the 89 field grade officers 6 weeks after the training reflects better counseling and communication abilities, more awareness of the need to guide subordinates, and greater confidence and assertiveness.

8. COL Legters stated that the demands for the organizational development activities are greater than the current resources available to conduct them. He stated that six officers, nine enlisted men, and nine civilians would be needed to conduct the pilot organizational development program proposed by OSAMVA. He stated that CONARC supports the program as part of the overall CONARC plan to enhance motivational training in the Army, and can provide the military spaces and funds to support the test program.

9. LTC Nadal then summarized the briefing and asked CSA to approve the following recommendations:

a. Establish a small behavioral science element in OSGS.

b. Establish an advisory board of prominent behavioral scientists.

c. Direct the identification and validation of positions Armywide for advance degrees in behavioral science.

d. Establish an Instructor Training Course for personnel who will be teaching leadership in the service schools.

e. Conduct a pilot organization development test at DA (OPO) and at a field installation (Fort Ord).

10. CSA asked if the organizational development concept includes systems engineering, which seems to have similar objectives. LTC Nadal said it did not encompass systems engineering; rather, it approaches the problem of integrating people, tasks, and environment from a different perspective, i.e., from a motivational and morale standpoint. CSA then said the OSAMVA Study Group had done an excellent job, had come to grips with the problem, and that the proposed program was a modest one. He stated that we should proceed with the program as outlined. VCSA agreed. CSA then opened the meeting for discussion.

11. The general consensus was that the proposed program had potential for a high payoff at a relatively modest expense. The idea to conduct carefully designed pilot projects, such as the Fort Ord program, was strongly endorsed. AVCSA stated that he believed it would take a new generation of officers before the program is fully accepted, however. In this regard, he recommended that we put more emphasis on pilot projects and careful demonstration of the value of behavioral science techniques before we talk too much about abstract theory to the Army. AVCSA expressed

the belief that the behavioral science element should be placed in ODCSPER rather than OCSA because:

a. Most of the subject matter is the responsibility of the DCSPER.

b. If it were put in OCSA initially and later moved to ODCSPER, this move could be interpreted to be a downgrading of the activity.

CRD and MG Bolton, ODCSOPS, agreed with AVCSA that the behavioral science element should be in ODCSPER. DCSPER agreed with it being placed in OCSA initially and then moved to ODCSPER after the program is initiated and going well.

12. CSA said he wanted the behavioral science element in OCSA because, like all new programs, this one needed impetus from the top until it gets going. SAMVA agreed and pointed out that, while the majority of the program concerns matters for which DCSPER is responsible, the behavioral science program transcends DCSPER responsibilities. CSA said the element should be in OAVCSA, however, rather than OSGS. He said he did not object to having a behavioral science capability in OSGS to ensure that the Army Staff environment was improved in this area, but that for the Armywide program, AVCSA should have responsibility. VCSA agreed, but recommended the location in OAVCSA be tentative until the future of SAMVA was determined in a meeting to be held immediately after this briefing.

13. CSA then discussed the issue of getting the program accepted throughout the Army. He agreed with the recommendation to conduct seminars for key personnel on the DA Staff and to educate leadership instructors. He said he wanted to go beyond that, however, to ensure that the behavioral science concept was understood Armywide. He asked that a program be developed, similar to the leadership traveling teams, to hold seminars at various Army installations to make key people aware of the value of behavioral science knowledge. He said we should avoid new mandatory training requirements, and where local expertise is available, use that resource to conduct the seminars. He further stated that the seminars should be closely tied to the pilot projects so that key personnel throughout the Army would be aware of these projects and informed of their results. SAMVA and AVCSA agreed that it was essential that we demonstrate the usefulness of behavioral science before too much "pure theory" is disseminated.

14. VCSA then brought up the subject of a name for the behavioral science activities. He said he did not particularly like the terms behavioral science, organizational development, or human resources management. (The latter had been suggested by SGS and SAMVA.) He asked that the behavioral science group work on that. (ACTION: OSAMVA)

SUBJECT: OSAMVA Decision Briefing on Behavioral Science

15. CSA made the following decisions:

a. The behavioral science element is approved for OCSA. Contingent on any change that may come out of the meeting to follow this briefing, it is to be located in OAVCSA. (A subsequent decision was made to leave it in OSAMVA, or the successor organization to OSAMVA.). (ACTION: SGS)

b. The Advisory Board concept is approved, with details to be determined later. (ACTION: SAMVA)

c. Action is to be taken to identify and validate positions that require behavioral science graduate degrees. (Specific numbers to be determined later.) (ACTION: DCSPER)

d. Establish an Instructor Training Course for instructors who will be teaching leadership in the Army school system. (ACTION: DCSPER)

e. Develop an Armywide orientation and education program to create awareness of the value of behavioral science and insure that these key personnel are informed of what goes on in the program, particularly the pilot projects. (ACTION: SAMVA)

f. The pilot projects in OPO and at Fort Ord are approved. (ACTION: SAMVA)

g. Brief the SA next week at a briefing separate from the regularly scheduled APC. Include in the briefing an outline of the Armywide orientation and education program (para 15e, above). (ACTION: SAMVA)

h. Monitor the pilot test in OPO to determine its applicability for the remainder of the Staff. (ACTION: SGS, SMD)

i. SGS is to prepare a CSM to the Army Staff emphasizing the importance of this program.

1 Incl
as

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8 June 1972

General Westmoreland, Gentlemen:

On 11 April, the Chief of Staff received an information briefing on the findings of the Behavioral Science Study conducted by the working group in OSAMVA.

VG 1 On (Left)

The study findings can be summarized in four simple statements:

1. Behavioral science advice is not readily available to the Army's top policy makers.

2. The Army lacks a sufficient number of officers educated in the behavioral sciences.

3. The Army's human factors research system is not generally understood or viewed as being responsive to the user.

4. The Army is not fully using behavioral science knowledge to improve organizational effectiveness.

VG 2 On (Right)

At the conclusion of the information briefing, you provided the following guidance:

1. Obtain Staff comments.

2. Develop an action plan.

3. Brief you after your return from USAREUR.

Sir, the study was staffed and we have developed an action plan for your approval.

VG 1 Off

VG 2 Off

Our plan addresses the general findings and recommends specific actions designed to improve Army effectiveness in these areas. These actions have two objectives. The first is the improvement of existing procedures and organizations in order to facilitate the use of behavioral science knowledge in addressing the Army's human problems. The second objective is to take advantage of certain new concepts for applying behavioral science knowledge to improving organizational effectiveness. As a result of our study, several parts of this plan have already been initiated. Those items that are already underway will be identified.

Before presenting our plan for your approval, I'd like to refresh your memory with two important definitions.

VG 3 On (Left) Behavioral Science

Behavioral science is the scientific study of human behavior. It always includes the disciplines of psychology, sociology and anthropology and often includes many more. There is obviously nothing new to the use of behavioral science by the Army. We have been using behavioral sciences for years and are doing so very effectively in some areas such as classification and selection. We are not, however, as effective in using behavioral knowledge in the areas of organizational effectiveness or individual motivation.

VG 3 Off

VG 4 On R

Organizational development, or OD for short, is the application of the behavioral sciences to the management of organizations. The purpose of OD is to integrate people, tasks and the environment in order to increase organizational effectiveness.

VG 4 Off

VG 4½ Process of OD On L

The process of organizational development normally includes the steps shown on this vu-graph (Pause). The programs developed to solve the human problems of an organization obviously vary with the nature of the problem. As a general rule, two key processes are present in all OD programs. These are diagnostic procedures to identify the problems and the involvement of the work force in solving the organizational problems. OD programs range from the simple use of questionnaires for assessing employee attitudes to complex job redesign and management training programs.

VG 4½ Off

Though many of the things we propose are not new, and are in fact being tried by some commanders, what is new is the systematic study and application of organizational development to improve the performance and well being of the Army.

With that as a background, our first general finding was that

VG 5 On (Left)

Behavioral science advice is not readily available to the Army's top policy makers. The facts listed on this chart led us to this conclusion.

Our visits with industry and the other Services revealed a number of programs underway to improve organizational effectiveness. Common to the organizations we visited was an increasing use of OD techniques and in some cases a restructuring of organizations to give this OD greater application. AT&T and General Motors are two examples of organizations which have created new offices to initiate programs to improve organizational effectiveness. Within the military, Fort Ord has been using some OD techniques this past year, specifically an attitude measurement questionnaire for its trainees and a series of team building seminars for commanders and staff officers. The Navy is in the process of developing an extensive Command Development Program.

Because people are the building block of any organization, OD activities span a number of staff agencies. Though it is primarily a personnel function, a number of other functions such as training, organizational design and research are also involved.

The growing awareness of organizational development by the Army has resulted in increasing interest by the Army in the field as well as the DA Staff. We have just mentioned Fort Ord has an OD program in being. Fort Bliss is developing an educational and counseling program which includes OD techniques, and the Army War College is increasing its use of some OD programs in its new curriculum. The Comptroller's MAP-TOE

program also relies on some OD techniques. The lack of knowledge which generally exists within the Army about these techniques and programs, however, and the lack of expertise readily available to Army policy makers does not allow us to take full advantage of a potentially useful method for increasing job satisfaction and motivation within the Army.

We conclude, therefore, that a need exists for a small coordinating office within the Office of the Chief of Staff to guide, monitor and coordinate the Army's efforts in organizational development and to advise the Chief of Staff until such a time as the effectiveness of the program is tested and the requisite expertise is available within the Army Staff. We further conclude that a need exists to capitalize on behavioral sciences and organizational development expertise available outside the Army if we are to benefit from the efforts of others.

VG 6 On R

Our plan to address this general finding is on the vu-graph to your left. It consists of three tasks. The first task is the location of an organizational development group you approved at our last briefing. We recommend that it be established within the Office of the SGS. Though OCRD disagrees with this suggestion, believing this office should be within ODCSPER, we feel this office is necessary in order to get a program started. The second task is the establishment of an advisory board. It will provide the means for tapping civilian expertise in the behavioral and management sciences, and hopefully, help the Army to avoid some of the pitfalls experienced by the civilian sector in attempting to apply

organizational development concepts. It will also provide us with a window from which we can view the efforts of recognized authorities in the management field as they work toward solving human problems. It is in the nature of our society that the Army inherits many of its social problems from the civilian sector. By having access to experts in the civilian sector we will be able to predict future problems and be better prepared to cope with them. The third task involves a reorganization of certain DCSPER resources to enhance their capability in organizational and human development. Though DCSPER staff comments did not agree with our proposed reorganization, a study is being conducted within DCSPER with the view to improving their ability and knowledge in this critical field.

VG 5 and 6 Off

VG 7 On (Left)

Our second General Finding is that we lack a sufficient number of officers with training in the behavioral sciences. This chart indicates where we stand with respect to requirements and assets in the behavioral science area.

In the Army Staff we manage to fill only 14 of the 26 positions validated for officers with a background in the behavioral sciences. Our survey of the Army Staff revealed a recognized need for more officers trained in the disciplines concerned with people. Ninety-nine such positions were identified as a result of our survey.

Army-wide, we manage to fill only 31 of the 172 validated positions. It is only fair to point out that the experience of the Army Educational Requirements Board is that three officers must be trained for each position, if positions are to be filled 100% of the time. This is due to schools, short tours, the priority of command assignments, etc. The point is that requirements exceed assets and many validated positions are not filled by qualified officers. Our figures do not include Medical Service Corps officers. Our study did not include the Medical Service Corps because our focus is on organizational matters, not on the treatment of mental disorder. We should mention, however, that the Medical Service has also recently expanded its endeavors in OD.

VG 8 On (Right)

Our action plan addressing the shortage of qualified officers consists of four tasks:

1. The first is to determine requirements. In order to send officers to civilian schools, it is necessary to program the officers for validated positions. Positions must be identified and validated by major commands and Heads of Staff Agencies. The fact is that the emphasis placed on leadership and professionalism by the Chief of Staff and studies such as the CONARC Leadership Board has already been felt in the field. There are now clear signs of movement in the right direction, but to maintain the momentum qualified people must be found for key positions -- particularly leadership instructors, counselors, career managers, and officers associated with human factors research.

The procedure is simple. The review phase would begin with a DA Directive to commanders and Heads of Staff Agencies directing them to take a hard look at people-sensitive positions. Positions must be identified and validated before officers can be sent to school to fill the positions.

2. Our second recommendation in this area was to reassign qualified officers to validated positions. Currently there are many cases of officers who <u>are</u> qualified but <u>not</u> filling a validated slot while unqualified officers are in validated positions. ODCSPER nonconcurred with this recommendation. ODCSPER stated that turbulence would result from the reshuffling of officers already in the position. We concur. Commanders will continue to use assets as they see fit, but it should be pointed out that improved rearrangement of these assets is required.

3. The third task is a relatively fast method for providing officers on the Army Staff with an understanding of organizational development techniques through the use of short management courses and executive seminars. We have developed the details of a plan to familiarize top management (Colonels and Brigadier Generals) with new concepts and techniques used by other large organizations. The second phase of the plan calls for more detail on the same subjects for action officers. An evaluation of effectiveness is built into the plan. If the desired results are achieved we could continue or expand

seminars both in this building and in the field. Topics such as those indicated on this slide would be discussed. These terms will be discussed when we address research proposals.

VG 9 ON L

VG 9 OFF

4. The fourth task is to establish a leadership instructor course, probably at Fort Benning, CONARC's proponent for leade ship. New POI's for leadership have been developed by Fort Benning and the Command and General Staff College. The succes of this improved leadership instruction depends upon the instr tor's knowledge of his subject and his ability to project a complex subject to his students. The new material requires fa more than the simple listing of principles and traits of leade For this reason we believe a course for leadership instructors would serve the Army well, until such time as academically qua fied officers are available in sufficient numbers.

VG 8 and 9 OFF

VG 10 ON L

Our third General Finding is that <u>Behavioral Science research is not generally considered relevant or responsive</u>. This is a strong statement, but it is quite accurate. The facts are:

1. According to our survey of the Army Staff we learned that 71% of the respondents were either vaguely aware of the procedures for initiating research or not at all familiar with procedures.

2. 77% considered research generally unresponsive to user needs. The most common complaint being that it came too late.

3. Research findings, according to the users themselves, were not readily available to users.

4. Users also found research reports too technical and, therefore, the reports were not understood. There is a need for individuals with the capability to translate research reports into practical military applications.

5. The system for identifying and anticipating potential problem areas is not effective. It would seem that everyone is so busy with the "here and the now" that not enough effort is devoted to looking beyond the horizon. We need a system that will identify potential problem areas and permit the accomplishment of needed research to provide solutions before problems assume crisis proportion. By that time it is too late to do research. We conclude, therefore, that procedures for identifying and anticipating potential problem areas as well as user-researcher communications need to be improved.

VG / / ON (RIGHT)

1. a-c. OCRD is aware of these problems and is already taking steps to remedy them. The revision of AR 70-8 will improve the identification of research requirements; improve dissemination of research findings and provide for the evaluation of research.

2. OCRD will make more extensive use of field teams and an advisory service to improve communications between the researcher, the tester and the ultimate user. There is full appreciation of the fact that field teams are the best kind of communications. AR's and other written guidance and information will never replace face to face contact.

3. Behavioral science themes are now being prepared and will be publicized to establish links between the Army behavioral science R&D community and the civilian academic and industrial behavioral science community. This program is an outgrowth of the successful Military Themes program now in use in the physical sciences. In this program pamphlets are published describing the state of the art in various disciplines, and identifying Army problems that need solutions. These pamphlets then receive wide distribution through the academic and research community. This approach has been found useful in the physical sciences and should be equally effective in the behavioral sciences.

VG 10 and 11 OFF

VG 12 ON L

The fourth General Finding is that the Army is not fully using behavioral science knowledge to improve organizational effectiveness.

1. The facts are that large organiations have used organizational development techniques with some success. AT&T for

example, has been conducting an extensive job enrichment program for approximately ten years. Sears and Roebuck has a very effective attitude measurement system (to which they attribute their good record in labor relations) and Texas Instrument Corporation represents one of the more advanced corporations in America, in using organizational development techniques throughout its entire organization.

2. For a variety of reasons, including lack of knowledge and normal resistance to change we in the Army have not investigated the application of these techniques to the Army. A significant amount of research in organizational development, however, is being funded by the Navy.

3. Army field elements and Army Staff agencies have expressed an interest in organizational development techniques and are doing so with some success. The Fort Ord questionnaire is a useful management tool to the commanders there, while the team building activities have enhanced communications among commanders and staff.

Job enrichment efforts within the Army Security Agency have also met with some success and are being further developed by the Behavioral Science Research Laboratory.

Additionally, the MAP TOE program including some seminars on job enrichment which have been very successful in increasing job effectiveness in certain supply and technical jobs at unit level.

Interest in these type programs also exists in other posts and commands such as Fort Bragg and OPO.

We conclude that organizational development techniques can be useful to the Army. However they must be tailored to the Army environment. The industrial experience does not necessarily fit our organization. Research is required to determine if certain specific organizational development concepts or techniques are useful to us and if they are how they can best be implemented. We recommend, therefore, four concepts which should be investigated and two which should be tried on a pilot basis. The concepts to be investigated are:

Job Enrichment

Assessment Centers

Management By Objectives

Motivation Measurement System

I will briefly present a definition of each of these proposals. We are prepared to discuss these in more detail should you desire to do so.

VG /2 OFF

Job enrichment involves the analysis of the job a soldier does and seeks to make that job more varied and interesting so that the soldier identifies with his job and does it better.

Job enrichment consists of a systematic analysis of jobs individuals are asked to do, and development of programs to enhance the job through creation of an increased sense of

participation and responsibility on the part of subordinates. The key to these efforts are a systematic, clearly delineated approach to creating better jobs, which involves several echelons of the chain of command. The objectives of a job enrichment enrichment program are shown on this slide.

VG /4 ON (JOB ENR. OBJ.) L

VG——OFF

Industrial examples of job enrichment programs are plentiful. The key process is called "greenlighting," a session in which members of the chain of command meet under the guidance of an experienced leader to analyze ways to enrich subordinates jobs. The procedure is relatively simple once the chain of command understands it and becomes committed to carrying it out. There is no doubt that a soldier works better when he believes that his job is important and that he is trusted by his supervisors. Most jobs can be enriched; some cannot. We want OCRD to investigate jobs and their potential for enrichment.

VG /5 ON L

The implications of Job Enrichment for the Army are great. Exciting training allowing the soldier maximum latitude could substitute self-discipline for external coercion. Rewards can be found in work itself when the soldier identifies with his job. Satisfied soldiers may be our best recruiters and, finally, soldiers who are challenged by their jobs are likely to remain in the Army.

VG 16 ON L

We honestly do not know exactly what can be done to enrich all jobs. We are asking OCRD to investigate. Our proposal entails three efforts at job enrichment as shown on our plan. The type units were picked to span the spectrum of those most similar to an industrial setting, in which case the industrial job enrichment procedures should apply without much problem, to an infantry unit. In the latter case we do not know whether the techniques would work, but certainly believe they should be investigated.

This project is already included in the FY73 Human Factors Research Program.

VG 16 OFF

VG 17 ON L

Assessment Centers are designed to provide feedback to individuals as to how effective they are in their interpersonal relations and, to simulate "live" certain situations a man would be faced with if he were promoted. In these centers, which are separate from the work environment, specially trained line and staff managers assess candidates on their potential. Candidates pass through a series of standardized exercises as shown in this vugraph. The results are of value to the individ and supervisors since they provide for: self-development; promotion and selection decisions; and more objective means of observing and evaluating human behavior.

At the briefing in April, I mentioned the experience of eleven randomly selected battalion commanders at the Center for Creative Leadership in Greensboro, N.C., an Assessment Center. These officers were rated far above their civilian counterparts in intelligence, training, motivation and a long list of attributes. It was in only two areas that the officers were out-performed by their civilian counterparts: interpersonal relations and creativity. Of the 11 battalion commanders who were assessed, 9 considered the experience worthwhile and indicated that they had learned new things about themselves and their ability to deal with people.

Since it is in the people area and not in technology or administration that industry and the social sciences anticipate the problems of the foreseeable future, deficiencies in interpersonal capabilities must be corrected as we seek the proper fit of people in the Army.

We think that Assessment Centers have a place in the Army, so we recommend a modest beginning in two Army schools.

VG /7 OFF

VG /8 ON

Ultimately assessment centers could play a role in promotion decisions, but the first step would be to use the technique at an officer school and at an NCO Academy. The initial effort will be designed to validate the use of assessment procedures as a self-development tool, and to develop assessment exercises

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relevant to the Army. The 11 battalion commanders mentioned earlier, as well as the Fort Ord team, building activities were designed to this end and have proved successful. Sometime in the future, if the techniques are valid considerations to using assessment procedures as an additional input to promotion boards could be investigated. This research project is also included in the FY 73 research program.

VG 18 OFF

LTG Kerwin has begun the process of coordinating with the Center for Creative Leadership to expose selected brigadier generals designees to this technique. Their comments on their experience should be very valuable as we consider further use of assessment centers.

The third concept we propose to be investigated is Management By Objectives.

VG 19 ON

Management by Objectives is a process by which superiors and subordinates jointly identify their common goals, define each individual's major area of responsibility, and use these measures as guides for operating the unit and assessing the contribution of each of its members.

The Secretary of the Army has recently expressed his interest in "Talk Listen Sessions," essentially a Management by Objectives technique.

VG 19 OFF

Potential applications of Management by Objectives to the Army are indicated on the next slide.

VG 20 ON

(1) Decentralized Training by providing a means of specifying goals to accomplish broadly defined missions.

(2) Superior-subordinate communications.

(3) Counseling.

(4) Performance Evaluations.

(5) Leadership Instruction.

This concept, too, should be investigated by OCRD.

The techniques of Management by Objectives have been successful in many settings. Though much of Management by Objectives is common practice to many Army leaders the objecti is to design a Management by Objectives system which could be implemented and evaluated in an Army setting. If it works the end result of such a test should be clearly outlined programs that could be taught in our service schools in order to improve our junior officers capabilities in such areas as counseling, mutual goal setting, and motivation. VG 20 off VG 21 ON Our plan calls for this research to be conducted within some semi autonomous unit such as a division or separate brigade, and within a DA Staff agenc The staff agency would be most similar to other organizations where Management by Objective programs have been tried. The unit test would determine the feasibility of Management by Objectives within a TO&E unit.

Once more this proposal represents an effort to develop systematic and more accurate ways of determining attitudes. The establishment of a system such as we envision, in which periodic surveys on issues of local importance are taken, would provide a commander with meaningful trend data that could serve as a valuable management tool. It is unfortunately too easy for all of us to delude ourselves into thinking that we have an accurate feel as to the morale of our units. This proposed system would also serve to identify potential problems before they reach crisis proportions and assist, therefore, in the development of research proposals.

The fourth concept to be investigated is a Motivation Measuremen System.

VG 21 OFF
VG 22 ON

A Motivation Measurement System consists of a questionnaire which specifies the attitudes of personnel in any unit toward their work environment. The purpose of this technique is to provide commanders with a systematic, easily analyzed, and standard method for periodically assessing a unit's climate so that commanders might consider soldier attitudes in developing policies, and ascertain the impact of policies on troop attitude and morale.

An example of this measurement system is the questionnaire used by the USAWC study, Leadership for the 1970's.

As mentioned earlier this technique has also been used at Fort Ord.

VG 2 2OFF

As we well know, programs tha'. have been successful in the civilian sector are not necessarily transferable to a military setting. But we believe that these projects show enough potential for military use to warrant serious investigation.

VG ON

VG OFF

Finally, in addition to the investigation of four concepts by OCRD, we are recommending two pilot programs to test organizational development concepts.

One test would be conducted in a staff agency in this building and the other at a field installation.

VG 23 ON L

Details of the program recommended for the DA Staff are shown on this chart. MG Berry with LTG Kerwin concurrence desires to test this program in OPO. We'd like to see it conducted in OPO on a test basis and, if successful, the principles developed could be used to improve job satisfaction and staff effectiveness Army-wide. Specifically this test program entails the following:

VG 23 OFF

VG 24 ON L

Details of the proposed extension of the Fort Ord program are on this chart. So far the CG at Fort Ord has been operatin

within his own resources. CONARC has agreed to an expanded program at Fort Ord. This program would serve to determine what can be accomplished at a single major installation used to develop techniques applicable elsewhere.

We have with us today Sir, Colonel Letgers from the program evaluation section of Fort Ord. He will briefly describe some of their ongoing activities and what they would like to do to expand their program into a full blown Organizational Development test program.

Colonel Letgers--

Goes ——— VG 24 OFF
VG 25 ON

A summary of the total cost of our plan is outlined on the next chart.

It should be pointed out, Sir, that the research project costs, $300,000 have already been approved for this year's research program.

The total cost will be spread out over a three-year period.

VG 25 OFF

VG 26 ON

Sir, to recapitulate, it can be said that the study group discovered trends in industry which could satisfy Army needs. Our action plan would provide the Army with an organizational development capability which would play a role in achieving Army objectives: Increased unit effectiveness through professionalism, leadership development and job satisfaction.

VG 26 OFF

VG 27 ON L

Summarized, Sir, our plan looks like this.

I. Some programs are already underway.

VG 28 ON R

II. The last chart lists those items requiring approval.

The key to the plan is the approval of the location of the small element near the top, in the office of the SGS.

Sir, this concludes our briefing.