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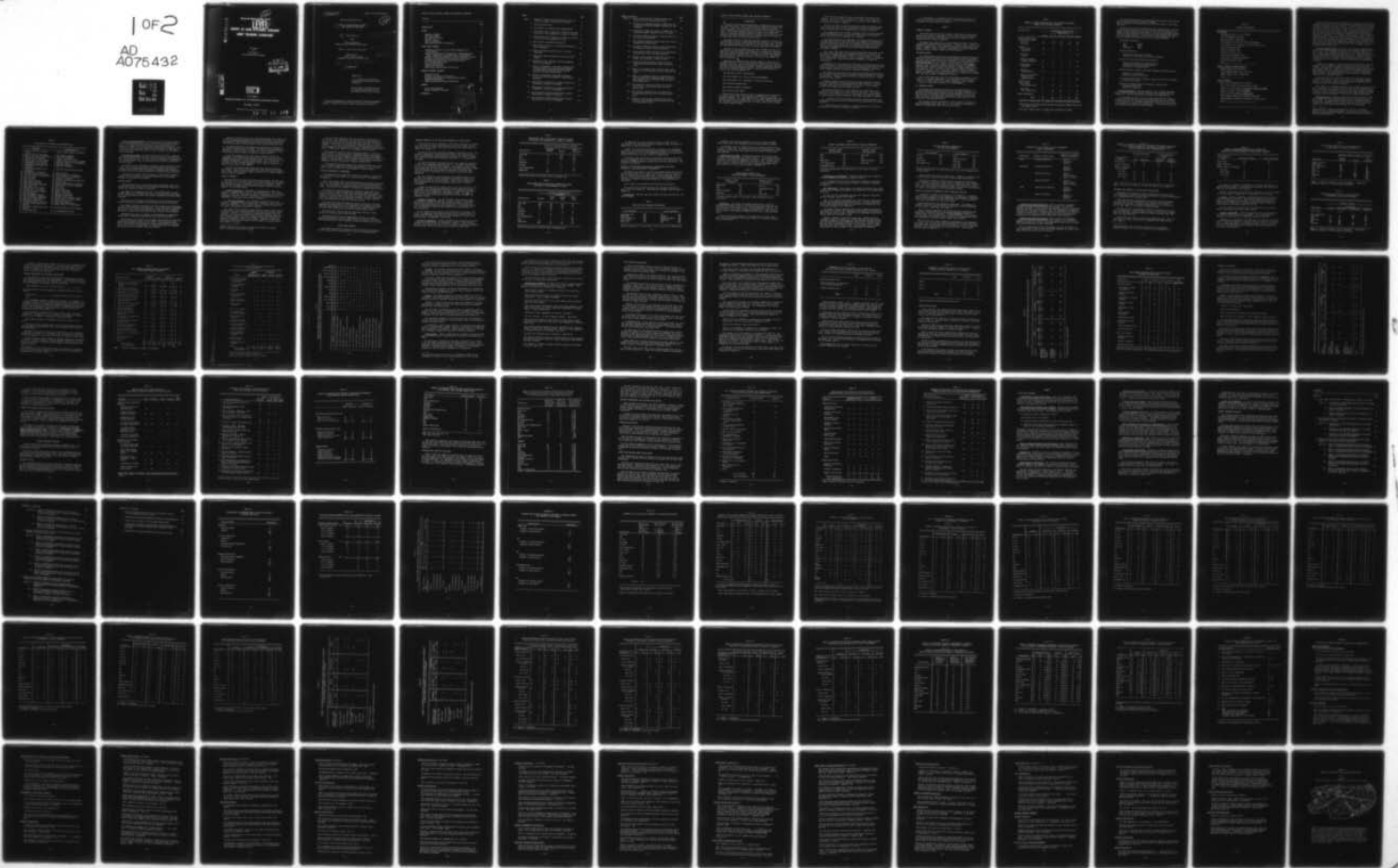
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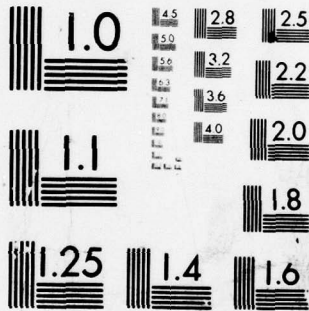
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Research Memorandum 78-14

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**SURVEY OF USER ATTITUDES TOWARDS  
ARMY TRAINING LITERATURE**

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Morris Showel  
and  
Mark F. Brennan  
Human Resources Research Organization

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U. S. Army  
Research Institute for the Behavioral and Social Sciences

October 1978

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Combat Training Techniques

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6 SURVEY OF USER ATTITUDES TOWARDS  
ARMY TRAINING LITERATURE

10 Morris/Showel  
and  
Mark F./Brennan

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Human Resources Research Organization

9 Research memo

Robert T. Root, Work Unit Leader

12 124

Submitted by:  
Frank J. Harris, Chief  
Engagement Simulation Technical Area

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11 October 1978

Approved by:

A. H. Birnbaum, Acting Director  
Organizations and Systems Research  
Laboratory

Joseph Zeidner, Technical Director  
U.S. Army Research Institute for  
the Behavioral and Social Sciences

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**SURVEY OF USER ATTITUDES TOWARDS ARMY TRAINING LITERATURE**

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## SURVEY OF USER ATTITUDES TOWARDS ARMY TRAINING LITERATURE

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### INTRODUCTION

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To achieve an effective fighting force, the Army maintains an extensive training system. Officer training places emphasis on formal school training. Formal school training also provides enlisted personnel initial exposure to the principles of soldiery in Basic Combat Training (BCT). The training prepares soldiers to function at an apprentice level in a Military Occupational Specialty (MOS), on the basis of either Advanced Individual Training (AIT) at a training center or training at an Army branch school for more technical MOSs.

Subsequent training of individual enlisted personnel is carried out largely within the unit to which personnel are assigned. Unit "schools" provide varied training in the context of the unit; leadership training for noncommissioned officers (NCO) is usually provided in this manner.

Training is also provided within the unit to combine the skills of individuals into effectively functioning units. During unit training--Basic Unit Training, Advanced Unit Training, and Operational Readiness Training--enlisted personnel learn to function as a unit, and officers gain experience in leading troops and in the exercise of command and control procedures.

←  
Supporting the extensive Army training system is a large body of training literature. This literature may be categorized into two major groupings--that concerned with the administration of training, and that covering the subject matter of training. Included among the documents that may be considered administrative in nature and of interest to trainers and training managers are:

Army Regulation 350-1: Army Training

Army Field Manual 21-5: Military Training Management

Army Field Manual 21-6: Techniques of Military Instruction

Army Training Programs (ATP)

Army Subject Schedules (ASubjScd)

Army Training Tests (ATT)

Subject matter texts which are used to supplement other instruction are usually in the form of Field Manuals, Training Texts, and other training documents, e.g., Training Circulars. These documents may range from basic texts for the combat arms, e.g., FM 21-75, Combat Training of the Individual Soldier and Patrolling, to highly technical FMs covering very complex weapon systems.

There has been a renewed interest in training, particularly unit training. On 30 June 1971 the Army Chief of Staff decentralized unit training, placing full responsibility for training on the commanders of battalions and separate companies.

Further, the Chief of Staff established the Board for Dynamic Training to study the state of unit training and to isolate major problems impacting negatively on the accomplishment of effective training.

This ad hoc board was followed in December 1971 by the more permanent Combat Arms Training Board, charged with identifying and developing methods and materials for improving unit training.

Activities directed at an enhancement of training effectiveness have included modification of (BCT) and (AIT), with emphasis on performance-oriented instruction and the concept of mastery (go-no/go) in the attainment of instructional objectives. This modification was based on the results of the Experimental Volunteer Army Training program (EVATP) and HumRRO's APSTRAT.

Also, since 1968, Army school training courses have been under review and revision has been based on "systems engineering for training," as spelled out in CONARC Regulation 350-100-1. This procedure is intended to require course developers to take a systematic look at the material to be included and to base the selection of material on actual job requirements.

Significant activities have been initiated to revitalize Army training. Modern techniques of instruction have been introduced in BCT and AIT. New technology for instruction is being actively investigated--training devices, computer-assisted instruction, videotape techniques, etc.

The emphasis is away from the time-worn lecture-demonstration-practice instructional paradigm, toward a performance-oriented approach to training and evaluation. Training literature must be similarly revised to complement these other efforts.

Outdated literature must be brought up to date, reflecting innovations and improvements in training techniques and technology. Training literature must provide maximum benefit to the user; it must be made relevant and readable for the intended audience.

The research objective of this report was the identification of actual user requirements for revised training literature. The research objective of this report was one of several tasks to accomplish related to improving Army training literature. The other tasks were as follows:

1. A detailed review of representative Army training literature and on-going Army research projects concerned with the development of training literature.
2. Identification and analysis of promising methods of instruction which might be included in training literature.

3. Development of a guidebook that could be used by writers of training literature, which has resulted in the ARI "Guidebook for the Development of Army Training Literature."

## METHOD

### SUMMARY OF METHOD

The research was carried out by means of structured interviews conducted with a sample of personnel in two training centers, seven Army schools, and two active Army TO&E divisions, and by means of a mail questionnaire for Reserve Components.

The sample was stratified by role and branch of service. Four role categories were represented in the sample: students; first-, second-, and third-line supervisors. Ten branches of service were represented in the sample: Infantry, Armor, Artillery, Quartermaster, Ordnance, Engineer, Adjutant General, Finance, Signal, and Transportation.

### THE SURVEY SAMPLE

The research design specified that approximately 335 Active Army personnel be contacted to obtain their views regarding training literature. The sample was stratified along four dimensions to insure representation: phase of training--BCT, AIT, schools, and TO&E units; training site--two training centers, seven schools, and two TO&E divisions; branch--Infantry, Armor, Artillery, Ordnance, Engineer, Signal, Quartermaster, Transportation, Adjutant General and Finance; and role--student; first-line supervisor (e.g., instructor, drill sergeant, platoon sergeant), second-line supervisor (e.g., commanding officer or executive officer of company or battery) and third-line supervisor (e.g., battalion or brigade S3). The survey sample is summarized in Table 1.

The original plan also called for interviewing approximately 33 individuals in the Reserve Components. The constraints on this situation later led to a mail survey of the Reserve Components, with a design calling for a return mail response of 137 questionnaires.

### THE INTERVIEW SURVEY

The research was conducted by means of structured interviews in Active Army units (training centers, schools, and TO&E divisions). The specific interviewees were selected by staff personnel at each of the training sites in accordance with guidelines provided by the research team. With only a few exceptions, the research teams were able to interview all the designated persons.

The interview form was pretested on a small sample of personnel at the Army Training Center, Fort Ord, CA. As a result of the pretest, a number of revisions were made in the interview form.

Table 1

SUMMARY OF PLANNED RESEARCH DESIGN FOR SURVEY OF ATTITUDES  
TOWARDS ARMY TRAINING LITERATURE

Training Site	Personnel to be contacted				Totals
	Students	Supervisors			
		1st line	2nd line	3rd line	
<b>Active Army Training Centers (BCT &amp; AIT)*</b>					
Fort Ord	8	12	10	12	42
Fort Knox	8	12	10	12	42
<b>Schools</b>					
Fort Benning (Infantry)	12	6	3	2	23
Fort Knox (Armor)	12	6	3	2	23
Aberdeen Proving Grounds (Ordnance)	12	6	3	2	23
Fort Belvoir (Engineer)	12	6	3	2	23
Fort Lee (Quartermaster)	12	6	3	2	23
Fort Ben. Harrison** (Institute of Administration)	12	6	6	2	26
<b>TO&amp;E Units***</b>					
Fort Carson (4th Infantry Div)	--	30	16	9	55
Fort Lewis (9th Infantry Div)	--	30	16	9	55
Reserve Components	--	--	--	--	33
Total	88	120	73	54	335

\*At each of these sites, the sample was stratified by phase and branch

\*\*The sample was divided equally between the Adjutant General School and the Finance School.

\*\*\*At each of these sites, the sample was stratified by branch

The revised form was then reviewed by the Army Research Institute and the Training Literature Section of TRADOC. Their suggestions were incorporated into the final version of the interview form.

The interview survey was conducted by four research teams. One team conducted the interviews at Fort Ord, Fort Lewis, and Fort Carson. A second research team was at Fort Belvoir, Fort Lee, and Aberdeen Proving Grounds, a third team was at Fort Knox, and a final team at Fort Benning and Fort Benjamin Harrison. Each interview lasted approximately one hour and covered the following topics in the order indicated:

#### Background Information

Rank	Branch
Role	Phase
Experience	Site

#### Screening Questions

- Publications used most frequently
- Importance of publications used most frequently

#### Critique of Publications Used Most Frequently

- Problems encountered in using publications
- Suggestions for improving publications
- Satisfaction with publications

#### CATB Publications (Infantry and Armor Personnel in TO&E Units Only)

- Exposure to publications
- Satisfaction with publications

#### Unit Training Publications (Infantry, Armor, and Artillery Personnel in TO&E Divisions Only)

- Proposals for Change (Except for Students in BCT and AIT)
- Proposed publications
- Training by objectives

Screening questions. The main purpose of the screening questions was to identify those publications with which the respondent was most familiar as a prelude to having him critique those publications.

The respondent was shown a list of training publications (Table 2) and asked to identify those publications most often used on the job or in the classroom. The respondent understood that he was not restricted to considering only these listed publications. These plus others of his choice were to be discussed in the interview.

Table 2

TRAINING PUBLICATIONS

---

DA Prepared

DA Pamphlets 310-1, 3, or 4 (Index)  
Other DA Pamphlets (DA Pam)  
Army Regulations, 350 Series  
Field Manual 21-5 Military Training Management  
Field Manual 21-6 Techniques of Military Instruction  
Other Field Manuals (FM)  
Technical Manuals (TM)  
Training Circulars (TC)  
Army Training Programs (ATP)  
Army Subject Schedules (ASubjScd)  
Army Training Tests (ATT)  
Other \_\_\_\_\_

TRADOC, FORSCOM or CONARC Prepared

TRADOC Regulations, 350 Series  
Force Command Regulations, 350 Series  
CONARC Pamphlet 600-4, SMART Book  
Other \_\_\_\_\_

Locally Prepared

Post or Unit Regulations, 350 Series  
Post, Unit, School, or Course Training SOPs  
School or Course prepared programs of instruction (POI)  
School or Course prepared textbooks  
School or Course prepared lesson plans  
ORT documents (Operational Readiness Training)  
ORTT documents (Operational Readiness Training Tests)  
Other \_\_\_\_\_

---

A special effort was made to determine the frequency with which each respondent used FM 21-5, FM 21-6, and AR 350-1 to determine the relevance of these publications for Army training.<sup>1</sup> Frequency of use was recorded as "daily," "weekly," "monthly," or "less often." No record was kept of publications used less than once a month; all questions refer to publications used at least once a month. The respondent was then asked to rate each publication on a nine-point scale where "9" indicated "most important or necessary," "5" indicated "about average," and "1" indicated "least important or necessary." When two or more of the same type of publications were reported, the most frequently used of this publication type was used in the subsequent analysis. However, data on FM 21-5 and FM 21-6 and on AR 350-1 were compiled regardless of any other FMs or ARs. Many respondents could not give the precise title or number of their frequently used publications.

Critique of publications. Following the screening, respondents were asked to critique those publications that they reported using at least once a month. The respondent was asked (1) to tell what problems, if any, he had encountered with the publication; (2) to rate the publication on its availability, index and table of contents, readability, and completeness; and (3) to suggest how the publication could be improved to make it more useful for him. These were asked about the publications as a whole.

In addition, a number of similar questions were asked about specific components of ATP, ASubjScd, and ATT reported as used at least once a month. When possible, "problems" and "suggestions" were recorded using code numbers (Table 3). Answers for which no code numbers existed and amplifications of coded responses were written in by the interviewer. Since "problems" and "suggestions" were direct opposites, answers were combined in the subsequent analysis.

Respondents did not critique every publication that they reported using, for two reasons. First, to save time, if a respondent reported using two or more of the same type of publication he would be asked to critique only the one used most frequently.

For example, if a respondent reported using two FMs, one daily and the other once a week, he critiqued the first one. The only exceptions were FM 21-5, FM 21-6, and AR 350-1, if used at least once a month, they were critiqued. Second, the hour allocated for each interview was not always long enough for the respondent to critique all eligible publications.

CATB publications. Infantry, armor and artillery personnel in TO&E units completed a one-page questionnaire on their reactions to CATB publications. The questionnaire listed titles of 16 CATB publications and asked the respondent if he had seen them, and if he had, how they compared with older publications designed for the same purpose.

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<sup>1</sup>These 1964-1967 documents are superseded by TC 21-5-1, Training Management Digest, Training Management: An Overview; TC 21-5-2 (Test Edition), Training Management Digest, Performance-Oriented Training, and FM 21-6 (Test Edition).

Table 3

## Code Numbers For Problems and Recommendations

Problems	Recommendations
1. Hard to find info in publication	1. Improve index, table of contents
2. Hard to read or understand	2. Use simpler language
3. Hard to get copy of publication	3. Make more available
4. Information is obsolete	4. Up-date the publication
5. Hard to keep up with changes	5. Improve system for posting changes
6. Information is too general	6. Make more specific; give examples
7. Information is too specific	7. Make more general
8. Information internally contradictory	8. Reconcile internally
9. Information externally contradictory	9. Reconcile with external sources
10. Information is incorrect	10. Correct errors
11. Too much info in publication	11. Reduce amount of information
12. Too little info in publication	12. Increase amount of information
13. Text too wordy	13. Compress or condense
14. Text too dull	14. Use more interesting writing style
15. Text lacks pictures	15. Add pictures
16. Text poorly organized	16. Improve organization of material
17. Text and pictures separated	17. Bring picture and text together
18. Text lacks color	18. Add color
19. Publication is too bulky	19. Reduce bulk
20. Publication is too flimsy	20. Improve sturdiness
21. Text/pictures are illegible	21. Improve legibility
22. Not job related	22. Improve job relevance
23. Not performance oriented	23. Emphasize performance
24. Time allocations inadequate	24. Increase time or reduce content
25. Time allocations excessive	25. Reduce time or increase content
26. Procedures ineffective	26. Improve procedures
27. Information widely scattered	27. Consolidate publications
28. Too much leeway given local persons	28. Reduce leeway for local people
29. Too little leeway given local persons	29. Increase leeway for local people
50. No problems noted	50. No recommendations made

Unit training publications. Questions about unit training publications were asked of infantry, armor, and artillery personnel in TO&E units. The respondents examined three current publications (ATP, ASubjScd, and ATT) and three experimental publications designed to facilitate unit training and were asked which publications or combination of publications they would most prefer to use as a guide for the conduct of unit training.

Proposals for change. The final phase of the interview, conducted with all respondents except students in BCT and AIT, was concerned with two training innovations. The first was the respondents' recommendations for new publications, that is, publications not currently in the Army training system.

The second was the respondents' attitudes towards "training by objectives," that is, specifying training objectives and standards to be achieved, and allowing instructors and unit commanders the flexibility to develop their own training procedures for attaining these objectives.

At present, the lesson outline component of Army Subject Schedules provides detailed guidance on training procedures but only general guidance on objectives and standards.

#### THE MAIL SURVEY

Original plans were to replicate the Active Army sample design in a National Guard unit located in the Los Angeles metropolitan area, and to conduct the research by means of interview.

The sample in the National Guard unit was reduced because it was a brigade rather than a division size unit. A mail survey was substituted for an interview survey because the brigade's component units were widely dispersed.

The units met for training on weekends only, and the personnel were actively recruiting throughout the area during the time of the survey.

The research procedure followed in the mail survey was an abbreviated version of the interview survey procedure. In the mail survey, respondents were asked to list the four publications that they used most frequently and then to critique these four publications, writing in their comments.

Respondents were asked to complete the questionnaire on CATB publications and to describe new publications they would like produced.

Questionnaires were mailed to the brigade executive officer along with instructions on whom to select for the sample. The brigade executive officer distributed the questionnaires to the persons selected, directed them to fill out the questionnaires, collected and mailed the completed questionnaires to the research staff for analysis.

Because of the small size of the California National Guard sample (26 of the 33 designated respondents returned questionnaires), the data were supplemented by administering the mail survey in the Oklahoma National Guard Division and in selected Reserve units from the First Army area.

The Oklahoma National Guard sample was drawn from four battalions. The specific procedure was as follows: the National Guard headquarters designated a contact officer, who was sent a list of personnel in each battalion who would be asked to complete the questionnaires.

It was the responsibility of the contact officer to select the respondents, give them the questionnaires, and collect and return the completed questionnaires to the research staff. In each battalion, the personnel designated to complete questionnaires were: one S3, one Assistant S3, three company commanders, and six platoon sergeants, no more than two from the same company.

The First Army Reserve sample was drawn from five battalions and one company. The procedure was identical to that used in the National Guard, except that the company sample consisted of the company commander and four section sergeants.

#### METHOD OF ANALYSIS

The data from Active Army installations were analyzed for each type of publication e.g., FM, TM, by phase of training in which the respondent was involved, by role of respondent, and by total respondents. Data from the Reserve Components were handled separately, because they were gathered in a different manner.

a. Phase of Training: Three phases of training were used in the analysis: training centers, schools, and TO&E divisions. This analysis presents the data for each phase as a whole, disregarding the role of the respondents concerned. Detailed information on the characteristics of respondents in each phase can be found in Appendix A.

b. Role of Respondents: Four respondent roles were used in the analysis: students, first-line supervisors, second-line supervisors, and third-line supervisors. This analysis presents the data for each role as a whole, disregarding the phase of training.

The student group included 16 newly inducted trainees in BCT and AIT training centers and 72 experienced NCOs and officers attending classes in schools. Because of the disparity in experience between these two subgroups, they have been treated separately where experience might affect attitudes toward a particular training publication<sup>2</sup> and where the number of respondents permits such treatment. Appendix B shows those publications which were critiqued by both trainees in training centers and students in schools.

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<sup>2</sup>TRADOC Pamphlet 600-4, Soldier's Manual Army Testing, the "Smart Book," is designed specifically for BCT.

The first-line supervisor group can be viewed as two subgroups. Of the 114 first line supervisors, 49 were instructors: NCOs assigned as instructors on BCT and AIT training committees, and NCOs and officers assigned as instructors at Army schools, whose main job is to teach students. Of the first-line supervisors, 57% were managers/instructors: drill sergeants in BCT companies and platoon sergeants and section sergeants in TO&E units, whose job is to manage as well as teach.

The second-line supervisor group consisted primarily of officers and included 21 at training centers, commanding officers and executive officers in BCT training companies, officers in charge and noncommissioned officers in charge of BCT training committees and CIT courses; 18 members of the department staff at schools, and 30 company and battery commanding officers and executive officers in TO&E units.

The third-line supervisor group, also consisting primarily of officers, included battalion and brigade level personnel, 26 in training centers and 18 in TO&E units, and 18 members of school staffs.

#### RANK AND EXPERIENCE OF RESPONDENTS

All respondents were asked their rank and the number of months that they had been in their present or a similar position. See Appendix A for details.

While all students, both in training centers and in schools, reported being in student status less than six months, they differed markedly in rank. All the students in training centers were private first class or below. Two-thirds of the students in schools were company-grade officers.

The first-line supervisor group were primarily senior NCOs (E-6 or E-7) in training centers and TO&E units, and senior NCOs and company grade officers in schools. Most first-line supervisors had been in their present, or similar, position more than two years. The most experienced first-line supervisors were in TO&E units (78% over 2 years), and the least experienced were in schools (52% over 2 years).

The second-line supervisor group was varied in rank but relatively homogeneous in experience. In training centers, they tended to be senior NCOs and company grade officers; in schools, field grade officers and civilians; and in TO&E units, exclusively company grade officers.

Only about 40% of the second-line supervisors had been in their present (or similar) position over one year.

Third-line supervisors were company grade officers in training centers and TO&E units and field grade officers in schools. Only about 20% of them had been in their present (or similar) position over one year.

#### ACTIVE ARMY FINDINGS

This chapter presents the results of the interview survey conducted in Active Army units--training centers, schools, and TO&E divisions.

## FREQUENCY/INTENSITY OF USE AND RATED IMPORTANCE OF PUBLICATIONS

Two measures of use are reported in the study, the percent of respondents who reported using a publication at least once a month, and the mean frequency with which these publications were used, where Daily = 1, Weekly = 2, Monthly = 3.

The mean score can be considered a measure of intensity of use. The measure of importance is the mean rating given to the publication by those respondents who reported using it at least once a month. Ratings were made on a 9-point scale where Most Important = 9. See Appendix C for tables.

The three publication types used at least once a month by one-third or more of the respondents are Other FMs, i. e., FM other than FM 21-5 or 21-6, TMs, and FM 21-6 (1967 version). The percent of total respondents using these publications was 58%, 40%, and 32% respectively. While other FMs and TMs are used intensively and receive high importance ratings, FM 21-6 is relatively low in intensity of use and in rated importance.

The least frequently used publications are FORSCOM documents, TCs, and ATTs, the percent of total respondents using them at least once a month being 2%, 6%, and 7% respectively. ATTs are used normally only when preparing for unit tests, a periodic rather than a recurring requirement.

A number of publications, though used by fewer than one-third of the respondents, were used intensively and given high importance ratings. Among these were the SMART Book, Other AR, i. e., ARs other than 350-1, School Texts, Local Regulations, and TRADOC Documents. As might be expected, the more intensively a publication is used, the higher its importance ratings.

By phase of training. The most frequently and intensively used publications, by phase of training, are shown in Table 4. The publications most frequently used in both schools and TO&E divisions are Other FMs and TMs, and both are used intensively. In training centers, only the SMART Book, among the most frequently used publications, is used intensively.

In the category of publications used intensively by relatively few people are programmed texts, TMs, and Other ARs in training centers. In schools and TO&E units, publications in this category are school texts and Other ARs. See Appendix C for details.

By role of respondent. The most frequently and intensively used publications are shown by role of respondent, in Table 5. Other FMs are frequently and intensively used by all four groups, and TMs are frequently and intensively used by all groups except third-line supervisors.

Table 4

PUBLICATIONS USED AT LEAST ONCE A MONTH BY AT LEAST  
ONE-THIRD OF THE RESPONDENTS, BY PHASE OF TRAINING

Publications	Percent of Users, by Phase of Training		
	Training Centers	Schools	TO&E Divisions
Other FMs	53	<u>54*</u>	<u>69</u>
TMs	—	<u>34</u>	<u>67</u>
FM 21-6	35	—	35
ASubjScds	52	—	37
DA Pams	—	35	—
Local Regulations	—	—	<u>44</u>
SMART Book	<u>48</u>	—	—

\*Underlining indicates intensive (above the median) use.

Table 5

PUBLICATIONS USED AT LEAST ONCE A MONTH BY AT LEAST  
ONE-THIRD OF THE RESPONDENTS, BY ROLE

Publications	Percent of Users, by Role			
	Students	Supervisors	Supervisors	Supervisors
		First Line	Second Line	Third Line
Other FMs	<u>58*</u>	<u>65</u>	<u>54</u>	<u>52</u>
TMs	<u>38</u>	<u>56</u>	<u>42</u>	—
FM 21-6	—	36	—	—
ASubjScds	—	—	46	53
DA Pams	—	35	—	—
Local Regulations	—	—	—	<u>52</u>
ATPs	—	—	—	39
SMART Book	<u>100</u>	<u>76</u>	<u>92</u>	<u>59</u>

\*Underlining indicates intensive (above the median) use.

The SMART Book such high frequency/intensity because the data were gathered from respondents directly involved in BCT, for which the SMART Book was especially designed.

However, first-line supervisors make infrequent use of ASubjScds and second- and third-line supervisors make infrequent use of AR 350-1, TRADOC regulations, FM 21-5, and FORSCOM regulations, all of which were designed specifically for their level of responsibility.

Publications used intensively by relatively few people are school texts and programmed texts by students and first-line supervisors, and DA Pams and TRADOC Documents by second- and third-line supervisors. See Appendix C for details.

**RATINGS OF PUBLICATION'S AVAILABILITY, ORGANIZATION AND INDEX, READABILITY, AND COMPLETENESS OF INFORMATION**

Respondents were asked to critique those publications that they reported using at least once a month. One form this critique took was to have the respondent rate the publication on four dimensions--ease of getting a copy of the publication, ease of finding information in the publication, readability and understandability, and completeness of information.

In all cases, the respondent was offered four alternatives.

This section of the report presents only the major findings for each of the four dimensions. More detailed information may be found in Appendix D.

Availability. The most and least readily available publications, are shown in Table 6.

Table 6

**MOST AND LEAST AVAILABLE PUBLICATIONS**

Most available		Least Available	
Programmed Text	97%*	ATPs	52%
SMART Book	95%	AR 350-1	53%
Local Regulations	83%	TRADOC Documents	56%
School Texts	74%	ASubjScds	60%
Other FMs	73%	TMs	62%

\*Percent reporting it is "very easy" to get a copy of this publication

Evidently, publications designed to be used as textbooks (SMART Book, school texts, and programmed texts) are most readily available.

As textbooks, they are issued routinely to students enrolled in the courses in which used. No evidence exists that training centers of TO&E divisions are less likely than schools to have access to publications used regularly.

Organization and Index. Publications in which it was easiest and hardest to find information are shown in Table 7. An interesting pattern is evident in publications designed as textbooks. Both trainees and instructors on BCT found the SMART Book very easy to use. In AIT courses and in schools, students found the school texts and programmed texts more difficult to use than did instructors (Appendix D).

Table 7

PUBLICATIONS IN WHICH IT IS  
EASIEST AND HARDEST TO FIND INFORMATION

Easiest to Find Information		Hardest to Find Information	
SMART Book	82%	FM 21-5	50%
ATTs	77%	Programmed Texts	50%
TRADOC Documents	70%	TMs	53%
ASubjScds	68%	Other ARs	53%

\* Percent reporting that is "very easy" to find information in the publication.

Readability. The easiest and hardest publications to read and understand are shown in Table 8. The Army Training Test (ATT) and Army Training Program (ATP) appear easily read and understood by users. The pattern noted in the previous section is repeated here. Both trainees and instructors in BCT found the SMART Book very easy to read and understand.

In AIT courses and in schools, on the other hand, students found school texts and programmed texts more difficult to read and understand than did instructors.

Table 8

## EASIEST AND HARDEST PUBLICATIONS TO READ AND UNDERSTAND

Easiest to Read And Understand		Hardest to Read And Understand	
ATTs	91%	Other ARs	55%
ATPs	77%	TMs	56%
SMART Book	75%	TRADOC Documents	56%
Local Regulations	72%	Other FMs	57%
Programmed Texts	72%		

\* Percent reporting that the publication is "very easy to read and understand.

Completeness of Information. Publication most and least complete in terms of information contained, are shown in Table 9.

It is apparent that of the four dimensions considered, respondents are most critical of a publication's failure to include all necessary information.

Role Differences. There seems to be general satisfaction with availability, ease of finding information, and readability of the publications critiqued.

At least half the respondents gave even the "poorest" publication the most favorable rating ("very easy").

Most of the remaining respondents gave these "poorest" publications the next most favorable rating ("fairly easy"). Very few respondents rated a publication "fairly hard" or "very Hard" on availability, ease of finding information and readability.

For example, TMs were rated one of the least readable publications (see Table 8), yet 56% of the respondents rated them as "very easy" and 32% as "fairly easy" to read. Only 12% of the respondents rated TMs as "fairly hard" or "very hard" to read.

However, compared to first-line supervisors, students give more favorable ratings for availability and less favorable ratings for ease of finding information and readability, based on the five publications where at least 15 respondents existed for each group: FM-21-6, Other ARs, Other FMs, TMs, and school texts. The two groups did not differ consistently in their ratings of the completeness of information.

TABLE 9

PUBLICATIONS WHOSE INFORMATION IS  
MOST AND LEAST COMPLETE

Most Complete		Least Complete	
AR 350-1	58%*	ATPs	17%
DA Pams	52%	TRADOC Documents	33%
SMART Book	52%	ASubjScds	39%
Programmed Texts	52%	Other ARs	40%
		Other FMs	40%

\*Percent reporting that the publication "has all of the information that it should have."

These findings are what one would expect. Students critiqued the publications given to them for the course in which they were enrolled.

Difficulty in finding information and in reading and understanding it was probably a function of their relative unfamiliarity with the material. First-line supervisors might not only be more reluctant to admit difficulty, but as the most experienced group, they may well have memorized the location and meaning of the publications's content.

## RATINGS OF SELECTED COMPONENTS OF ATPS, ASUBJSCDS, AND ATTS

In addition to rating the publication on availability, or organization and index, readability, and completeness of information, respondents rated selected components of ATPs, ASubjScds, ATTs if they had reported using these publications at least once a month.

Ratings were done on the dimensions shown below. For example, respondents rated the training objectives component of ATPs and ASubjScds on their clarity, importance, and quantity.

Data on clarity, importance, and effectiveness are presented as the percentage of respondents who chose the most favorable alternative-- "always clear," "all are important," "all are effective." Data on quantity and amount are presented as the percentage of respondents who chose each alternative-- "too much," "about right," "too little."

This section of the report presents the findings for the respondents as a whole. For the most part, these respondents were second- and third-line supervisors, in training centers and schools in the case of ATPs and ASubjScds, and in TO&E divisions in the case of ATTs. More detailed data are found in Appendix E.

Table 10

DIMENSIONS OF ATP, ASUBJSCD, AND ATT COMPONENTS  
RATED BY RESPONDENTS

Publication	Component of Publication	Dimension of Component Rated by Respondent
ATPs	Training Objectives	Clarity Importance Quantity
ASubjScds	Training Objectives	Clarity Importance Quantity
	Training Procedure	Clarity Effectiveness Amount of detail
	Testing Procedure	Clarity Effectiveness Amount of detail
ATTs	Situations and Missions	Clarity Importance Quantity
	Items on Checklist	Clarity Importance Quantity

Training and testing objectives: Table 11 shows how respondents viewed the training and testing objectives component of the ATPs, ASubjScds and ATTs. On both clarity and importance, ATTs are viewed most favorably and ATPs least favorably. While the respondents are generally satisfied with the amount of material that the publications say should be covered (or checked on), a sizable number feel that too many training objectives are in ASubjScds and too many items on ATT checklists.

Training and testing procedures. Table 12 shows how respondents viewed the training and testing procedures component of the ASubjScds. Respondents viewed the clarity of the suggested procedures more favorably than the effectiveness of these procedures.

While a large majority of the respondents felt that the amount of detail (guidance) in the training and testing component was "about right," about 18% felt that there was "too little."

Table 11  
 PERCENT OF RESPONDENTS RATING MOST FAVORABLY THE TRAINING OBJECTIVES  
 IN ARMY TRAINING PROGRAMS AND ARMY SUBJECT SCHEDULES AND THE  
 TESTING OBJECTIVES IN ARMY TRAINING TESTS

Most Favorable Answer	Training Objectives		Testing Procedures ATTs <sup>a</sup>	
	ATPs	ASubjScds	Situations/ Missions	Items on Checklist
Always clear	32	43	52	55
All are important	24	42	52	50
Amount of Material to be covered				
Too Much	27	34	28	45
About Right	53	56	48	45
Too Little	20	10	24	10
N =	45	95	21	20

Note. Because of the small Ns, the data for ATTs are only suggestive

#### FREQUENCY AND INTENSITY OF CRITICISM OF PUBLICATIONS

Respondents were asked to criticize publications by rating them on four dimensions, by identifying problems encountered in using the publications, and by suggesting ways to improve them.

These data provide two measures of the degree to which respondents were satisfied with the publications that they used--the percent of respondents criticizing or suggesting improvements in the publication, and the mean number of criticisms or suggestions made.

The mean score can be considered a measure of "intensity" of criticism. See Appendix F. Publications most often criticized by the respondents were ATTs (86%), ASubjScds (85%), TMs (83%), Other ARs (81%), ATPs (80%), and Other FMs (75%).

Publications least often criticized were FORSCOM Documents (25%), FM 21-6 (45%), TCs (50%), DA Pams (51%), Programmed Texts (56%), and AR 350-1 (58%).<sup>3</sup>

<sup>3</sup>Four publications were criticized by fewer than 25 respondents: FORSCOM Documents, by 4; TCs by 12; AR 350-1 by 19; and ATTs by 22.

Table 12  
 PERCENT OF RESPONDENTS RATING MOST FAVORABLY THE  
 TRAINING AND TESTING PROCEDURES IN ARMY SUBJECT SCHEDULES

Most Favorable Answer	Training Procedures	Testing Procedures
Always clear	38	48
Always effective	18	31
Amount of Detail (Guidance)		
Too much	7	8
About Right	75	75
Too Little	18	17
N =	94	42

The greater the number of respondents criticizing a publication, the greater the mean number of criticisms directed against that publication. There was one exception to this pattern.

FM 21-6, criticized by only 45% of the respondents, was fourth highest in the mean number of suggestions for improvement (2.22) received.

By Phase. The most frequently criticized publications are shown in Table 13 by phase of training. Other FMs and ASubjScds received criticism at all three phases of training, and the publications which are phase specific (SMART Book in training centers and ATTs in TO&E Divisions) received criticism by those who use them.

FM 21-6, though criticized by fewer than two-thirds of the respondents, was severely criticized by those who did.

By Role of Respondent. The most frequently criticized publications are shown in Table 14 by role of respondent. The only publication consistently criticized by all respondent groups is Other FMs.

ASubjScds are criticized by all supervisors, but ATPs are criticized only by third-line supervisors. This may well be a function of frequency of use. Though the number of respondents is small, there is some evidence that the SMART Book is criticized more often by supervisors than by trainees (See appendix F).

Table 13

PUBLICATIONS CRITICIZED BY AT LEAST TWO-THIRDS  
OF RESPONDENTS, BY PHASE OF TRAINING

Publication	Percent of Users, by Phase of Training		
	Training Centers	Schools	TO&E Divisions
TRADOC Documents	..	81 s	..
SMART Book	<u>68</u>	..	..
Local Regulations	<u>69</u>	..	69
Other FMs	<u>78</u>	<u>74</u>	<u>74</u>
ATPs	<u>76</u> s	..	<u>78</u> s
Other ARs	..	<u>83</u>	<u>87</u> s
TMs	..	<u>82</u>	<u>88</u>
ASubjScds	<u>83</u>	<u>93</u> s	<u>84</u>
ATTs	..	..	<u>89</u> s

Note. s = Small Ns, between 15 and 25 respondents. Underlining indicates frequency of criticism above the median.

Table 14

PUBLICATIONS CRITICIZED BY AT LEAST TWO-THIRDS  
OF RESPONDENTS, BY ROLE OF RESPONDENT

Publication	Percent of Users			
	Students	Supervisors		
		First Line	Second Line	Third Line
School Texts	..	69 s	..	..
Local Regulations	..	..	<u>68</u> s	80
Other FMs	<u>69</u>	<u>70</u>	<u>84</u>	<u>82</u>
ATPs	..	..	..	<u>82</u> s
Other ARs	<u>73</u> s	<u>89</u> s	..	..
TMs	<u>73</u>	<u>90</u>	77	..
ASubjScds	..	<u>80</u>	<u>85</u>	<u>85</u>

Note. s = Small Ns, between 15 and 25 respondents. Underlining indicates frequency of criticism above the median.

A number of publications, though criticized by few respondents, were severely criticized by those who did. In this category are FM 21-6 by second- and third-line supervisors, school texts by students, ATPs by first-line supervisors, TMs by third-line supervisors, and ATTs by second- and third-line supervisors.

#### PROBLEMS ENCOUNTERED WITH TRAINING PUBLICATIONS

This section of the report presents specific problems that respondents reported having with those publications. Two questions were asked about each publication that the respondent critiqued. The first question was asked before the respondent rated the publication.

"What problems, if any, do you have in using \_\_\_\_\_?"

The second question was asked after the respondent had rated the publication.

"How could \_\_\_\_\_ be improved to make it more useful to you?"

If a respondent reported a problem and also made a recommendation for solving the problem, his two responses were scored as one problem. If a respondent reported no problems but recommended improving the publication, he was scored as having the problem which his recommendation would have solved. The respondent's answers were coded using the Problems and Recommendations Code Sheet (Table 3).

Many respondents reported two or more problems with a particular publication. In Tables 15, 16, 17, N refers to the number of problems reported, not the number of respondents reporting problems.

The problems reported by respondents are shown in Tables 15, 16, and 17.

More than half the problems consist of two or more subproblems each. Many respondents reported having two or more subproblems with a particular publication.<sup>4</sup>

Whenever this situation was true of a publication, all the problems reported were recorded. As a consequence, the frequency for a particular problem may approach or even exceed the number of respondents interviewed.

The last column of Table 15 shows the problems reported by respondents as a whole. The most frequently reported problem, obsolescence of information and difficulty in keeping up with changes, constituted 20% of all problems reported.

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<sup>4</sup>See Appendix G for the relationship between the alphabetical categories used in the tables and the numerical categories used in the Problem and Recommendation Code Sheet, Table 3.

Table 15

MOST FREQUENTLY REPORTED PROBLEMS WITH TRAINING  
PUBLICATIONS BY PHASE OF TRAINING

Problems Reported	Training Centers		Schools		TO&E Divisions		Total	
	N	%	N	%	N	%	N	%
A. Information is obsolete or it is hard to keep up with changes.	89	20	101	20	109	20	299	20
B. Too little information or information is scattered.	39	9	78	15	75	14	192	13
C. Information is too general	38	8	69	13	68	12	175	11
D. Text too dull, wordy, or lacks pictures and color.	38	8	42	8	35	6	115	7
E. Hard to find information in publication.	15	3	43	8	35	6	93	6
F. Hard to read or understand	13	3	45	9	31	6	89	6
G. Text poorly organized.	23	5	31	6	26	5	80	5
H. Not job related or performance oriented.	25	6	9	2	43	8	77	5
I. Hard to get copies of publication.	15	3	14	3	29	5	58	4
J. Information is inconsistent or incorrect.	22	5	25	5	11	2	58	4
K. Too little leeway given to local persons.	30	7	7	1	19	3	56	4
L. Information contradicts other publications.	14	3	15	3	22	4	51	3
M. Too much information or information too specific.	16	4	11	2	19	3	46	3
N. Publication is too bulky or flimsy.	18	4	11	2	13	2	42	3
O. Time allocations are inadequate.	22	5	3	1	12	2	37	2
P. Other.	34	7	11	2	10	2	55	4
Total Problems	451	100	515	100	557	100	1523	100
Total Respondents	89		141		103		333	

Note. N = Number of problems, not number of respondents.

Table 16  
 MOST FREQUENTLY REPORTED PROBLEMS WITH TRAINING PUBLICATIONS,  
 BY ROLE OF RESPONDENT

Problems	Students				Supervisors					
	Training Centers		Schools		1st Line		2nd Line		3rd Line	
	N*	%**	N*	%	N*	%	N*	%	N*	%
A. Information is obsolete or it is hard to keep up with changes.	—		41	17	112	23	66	17	80	21
B. Too little information or information is scattered.	1		34	14	66	13	48	12	43	12
C. Information is too general	1		26	11	58	12	46	12	44	12
D. Text too dull, wordy, or lacks pictures and color.	2		25	10	35	7	25	6	28	8
E. Hard to find informations in publication.	3		25	10	27	5	20	5	18	5
F. Hard to read or understand.	2		29	12	28	6	17	4	13	3
G. Text poorly organized.	1		14	6	30	6	24	6	11	3
H. Not job related or performance oriented.	—		4	2	20	4	24	6	29	8
I. Hard to get copies of publication.	—		5	2	25	5	18	4	10	3
J. Information is inconsistent or incorrect.	1		12	5	19	4	18	4	8	2
K. Too little leeway given to local persons.	—		4	2	8	2	22	6	22	6
L. Information contradicts other publications.	—		6	2	16	3	12	3	17	4
M. Too much information or information too specific.	—		6	2	10	2	18	4	12	3
N. Publication is too bulky or flimsy.	—		10	4	15	3	9	2	8	2
O. Time allocations are inadequate.	—		1	—	6	1	12	3	18	5
P. Other.	1		3	1	19	4	19	5	13	3
Total Problems	12		245	100	494	100	398	99	374	100
Total Respondents	16		72		114		69		62	

\* Number of problems, not number of respondents.

\*\*Percentages were not calculated because of the small N.

Table 17

PERCENT MOST FREQUENTLY REPORTED PROBLEMS WITH VARIOUS TYPES OF TRAINING PUBLICATIONS  
(PROBLEMS WHICH EQUAL OR EXCEED 8% OF TOTAL PROBLEMS REPORTED FOR THE PUBLICATION)

Problems	N = Total Problems													
	FM 21-5	FM 21-6	DA Pams	Other ARs	Other FMs	TMs	ATPs	ASubjScds	ATs	TRADOC	SMART Book	Local Regs	School Texts	Programmed Texts
A. Information obsolete--changes a problem	32	26	33	27	29	15	22	13	12	15	19	31	16	--
B. Too little or scattered information	14	--	15	15	12	13	11	10	25	11	--	12	22	20
C. Information is too general	25	--	12	15	12	--	8	13	8	22	--	12	18	17
D. Text dull, wordy, lacks pictures/color	--	11	--	--	13	10	--	--	--	--	14	--	10	10
E. Hard to find information	--	--	13	--	--	11	--	--	--	11	--	9	--	--
F. Hard to read or understand	--	--	--	10	--	9	--	--	--	--	--	--	--	17
G. Text poorly organized	--	--	--	--	--	11	--	--	--	11	--	--	--	--
H. Not job related or performance oriented	--	15	--	--	--	--	10	10	15	--	--	--	--	--
I. Hard to get copies of publication	--	--	--	--	--	9	--	--	--	--	--	--	--	--
J. Information inconsistent or incorrect	--	--	--	--	--	--	--	--	--	--	8	--	--	17
K. Too little leeway given local person	--	--	--	--	--	--	12	9	--	--	--	--	--	--
L. Information contradicts other sources	--	--	--	--	--	--	--	--	--	--	--	9	12	--
M. Too much or too specific information	--	--	--	--	--	--	--	--	18	--	--	--	--	--
O. Time allocations are inadequate	--	--	--	--	--	--	8	10	12	--	--	--	--	--

\* The small size of the N involved makes these results suggestive only.

The second and third most frequently reported problems concern missing or scattered<sup>5</sup> information (13% of all problems reported) and excessively general information (11% of all problems reported).

By Phase. The problems reported are shown in Table 15, by phase of training. The rank order of problems for each phase closely parallels the rank order for the respondents as a whole. While differences between phases are generally minor, a few are suggestive.

Personnel in TO&E divisions showed the most concern, while personnel in schools showed the least concern with job relevance and performance orientation of the publications used. Training center personnel were the most satisfied, and school personnel the least satisfied with the readability and understandability of the publications that they used.

The problems of absence, scattering, and generality of information were reported less frequently by training center personnel than by personnel in schools and TO&E divisions.

By Role. The problems reported are shown in Table 16 by role of respondent. The student category has been divided into those in training centers and those in schools, because they differ markedly in experience.

Students in training centers are recruits and unfamiliar with Army publications. Students in schools are NCOs and officers, presumably familiar with Army publications.

The rank order of problems for each group of respondents closely parallels the rank order of problems for all respondents combined. The student-in-school group was more critical than the first-line supervisors of dullness of text, ease of finding information, and readability.

The responses of students in training centers are only suggestive, because this group consisted of only 16 persons, many of whom reported no problems with publications.

In comparison to other groups, students in training centers were less critical of obsolescence, changes, absence or scattering of information, and the generality of information. They were more critical of text dullness, wordiness, readability, and ease of finding information.

By Publication. Table 17 shows the most frequently encountered problems with various types of publications as reported by respondents as a whole.

The rank order of problems for each type of publication is similar to the rank order reported earlier for publications as a whole. Most frequently reported problems for most publications were obsolescence and difficulty in keeping up with changes, the absence or scattering of information, and the excessive generality of information.

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<sup>5</sup>The publication does not have all the information needed and the respondent is forced to go to other publications to fill the gap.

For example, of 107 problems reported with Other ARs, 27% centered around obsolescence and changes, 15% on absence or scattering of information and 15% on excessive generality of information.

Table 17 also reveals important differences between types of publications. For example, ATPs, ASubjScds, and ATTs were most frequently criticized for lack of job relevance or a performance orientation, restrictions on local initiative and/or excessive specificity of information, and inadequate time allocations.

The 1967 edition of FM 21-6 was frequently criticized for a lack of job relevance or performance orientation.

Representative Comments. An idea of the types of problems reported by the respondents may be derived from some of their answers. (See Appendix H for additional representative comments.)

"The doctrine on assault is outdated and needs to be rewritten."  
(FMs, Infantry Series)

"Basic maintenance checklists are needed for those who perform maintenance." (TMs on signal equipment)

"The ATP, ASubjScd and ATT for the rifle company could be consolidated into one document."

"There are too many requirements...each level adds something to the basic requirement...often these additional requirements are superfluous." (Local Regulations)

"There are too many supplements to this AR." (AR 350-1)

"Put out a new one. It has 35 changes already." (AR 725-50)

"They should add situations where there is no pat answer...where innovation and creativity on the part of the commander are required."  
(ATT 17-35)

"The teaching methods advocated are more appropriate for a captive audience...rather than today's soldier. They do not lend themselves to arousing interest in the student." (FM 21-6)

"Include a more complete set of references." (ATP 29-15)

"The material should be issued on a quarterly basis so that we can be sure that we are aware of the most current publications and changes."  
(DA Pam 310 Series)

"The concepts of 'dynamic training' should be adopted and included in the FM." (FM 21-5)

## UNIT TRAINING PUBLICATIONS

Since a considerable amount of existing training literature is directed toward training of combat units, considerable thought and discussion were given to proper design of the survey for personnel in the Infantry, Armor, and Artillery units.

Answers were needed to the primary questions: "Are existing publications meeting the needs of the tactical units for their training?", and "What types of publications should be produced to meet field requirements better?"

The individuals selected for interview were directly responsible for training of their units. This group consisted of company and battery commanders, platoon and section leaders, plus an additional number of battalion and brigade training officers selected to cover the training management aspects.

The experience level of these individuals, while not high in terms of years of service, included considerable combat duty in Vietnam. Those who had previous experience in training troops had done so under a centralized training system where training time and content were fixed, and scheduled by higher echelons.

However, most had little or no background in training troops under the decentralized training program now being instituted in TO&E units, in which leaders at lowest echelons are responsible for planning and conducting the necessary training for their unit to reach designated levels of proficiency.

A reasonable familiarity with the Army Field Manuals and other training publications was assumed, as all the officers and most of the NCOs had attended courses within the Army school system.

In discussing this, it was apparent that many individuals had worked with existing training publications, were quite familiar with content, and used them frequently as a reference material. The existing publications were serving their needs quite well.

For individuals who were familiar with only standard Army training publications, sample unit training documents in different styles were prepared to make this group aware of other styles of training literature. The inclusion of sample documents also was to elicit opinions on what types of publications should be produced to meet field requirements.

Three sample unit training documents were prepared (Appendix I). The samples were partially extracted from publications familiar to interviewees; however, each was presented in a different style.

The first, Form A, was taken from an existing Combat Arms Training Board (CATB) publication. A small unit tactical problem is presented on

one page by a three-dimensional sketch of the tactical action and an accompanying scenario. Brevity and simplicity are its chief assets.

The second, Form B, was taken from the same CATB publication. A four-page document, it contains a three-dimensional sketch and scenario.

Added are the essential elements of a five-paragraph field order, and a Go-No/Go performance checklist which covers the key performance measures that must be accomplished successfully for the tactical exercise to succeed. Study references in appropriate Field Manuals are also included.

The third, Form C, was extracted from a Field Manual on small unit tactical operations. The six-page document consists of a diagram of the entire tactical exercise on one page, followed by a successive phase breakdown with appropriate diagrams and checklists, and instructions for the evaluator. Appropriate references to Field Manuals are included.

The three proposed forms were field-tested on a sample of Infantry, Armor, and Artillery officers and NCOs at Fort Ord, CA. After receiving their comments, Forms A, B, and C were edited and included in the survey package.

The interviews for proposed unit training documents were conducted at the 4th Infantry Division (Mech) at Fort Carson, CO, and at the 9th Infantry Division at Fort Lewis, WA. Only respondents from Infantry, Armor, and Artillery were surveyed.

Each was shown three documents currently in use--an ATP, an ASubjScd, an ATT, and Forms A, B, and C. A brief explanation was given as to content and purpose of each document. After the individual studied the series of documents, he was asked,

"Which of the six documents, or combination of documents, would you most prefer to use as a guide when training your unit?"

"What do you like most about your choice?"

"Where is the document (or combination of documents) you chose still weak as far as providing a guide for unit training?"

The answers to the first question are summarized in Table 18. The "Proposed Documents Only" were preferred; however, a sizable percentage of individuals preferred that the proposed forms be used as supporting documents for an existing training document. Only 6% of the respondents preferred to continue to use existing documents alone. Table 19 shows the preference for use of a style similar to Form C, either singly or in combination with existing documents.

The answers to the other questions--what individuals liked about their choice and what they felt were weaknesses in their choice--were useful and constructive (Appendix J).

Table 18

PREFERENCE OF NCOs AND OFFICERS IN TO&E UNITS FOR  
EXISTING AND PROPOSED DOCUMENTS DESIGNED FOR UNIT TRAINING

	NCOs	Officers	Total
Existing Documents Only	2	1	3
Existing Documents in Combination With Proposed Documents	5	11	16
Proposed Documents Only	11	16	27
<u>Total</u>	18	28	46

Most individuals needed a "how to" document, one which would save them preparation time by putting together a sample problem that could be used readily as a guide in conducting a training exercise. Form C seemed to fit their need most readily; the breakout by phases, with diagrams and checklists for each, was the most desirable aspect of this choice.

Deficiencies in Form C were the lack of a field order, and its use of diagrams rather than three-dimensional sketches. Many liked Form B, including its checklist, but rejected it in favor of C because it omitted a breakdown of tactical phases.

Some expressed the opinion that Form C could be used for initial instruction of troops, who could then use Form B after becoming more experienced. Many said that Forms B and C, with their checklists, could be used as testing documents instead of an ATT.

Form A was almost universally rejected as not containing enough guidance. However, several expressed the opinion that this form would be quite suitable for conducting battalion and brigade exercises.

Lack of formally published guidance in Field Manuals for brigade and mechanized unit operations was mentioned by training officers at battalion and brigade levels.

Other suggestions were for greater durability for field use and a looseleaf binding for easy copying.

Table 19

PREFERENCES OF NCOS AND OFFICERS IN TO&E UNITS FOR  
PROPOSED DOCUMENTS DESIGNED FOR UNIT TRAINING

	NCOs	Officers*	Total
Form A	1	0	1
Form B	3	9	12
Form C	14	22	36
	18	31	49

\*Some respondents preferred more than one form.

PROPOSED PUBLICATIONS

After critiquing those publications which they used at least once a month, NCOs, officers and civilians at Army schools were asked "Is there a kind of publication that the Army doesn't now have, that you would like to see the Army produce?"

The answers to this question, by rank and by phase of training, are shown in Table 20. Rank and phase of training are related to attitudes toward new publications.

Officers in TO&E divisions were more likely than officers in schools or training centers to request one or more new publications. A similar, though less pronounced, pattern is evident for NCOs.

Table 21 shows the types of publications recommended by those respondents who felt that new publications were needed. The most frequent recommendation by personnel from ATCs and schools was that publications be consolidated.

The most frequent recommendations by personnel in TO&E divisions were for publications oriented around job duties of leaders and non-leaders. This was also a frequent recommendation by personnel from schools and by both officers and NCOs.

An MOS Reference-Study Guide to prepare for annual MOS Proficiency Tests was frequently requested by personnel from Training Center. Representative comments on proposed publications are in Appendix K.

Table 20  
ATTITUDES OF NCOs AND OFFICERS TOWARD PRODUCTION ON NEW TRAINING PUBLICATIONS

Attitude	NCOs			Officers*			NCOs and Officers		
	ATCs	Schools	TO&E Divs. Total	ATCs	Schools	TO&E Divs. Total	ATCs	Schools	TO&E Divs. Total
Recommends one or more new publications	13	25	33 71	15	38	39 92	28	63	72 163
Recommends no new publications	20	46	27 93	21	28	9 58	41	74	36 151
Total N	33	71	60 164	36	66	48 150	69	137	108 314

\* Includes civilians at Army Schools

Table 21

**MOST FREQUENT SUGGESTIONS MADE BY NCOs AND OFFICERS  
REGARDING NEW PUBLICATIONS**

Suggestions	NCOs	Officers	ATCs	Schools	TO&E Divisions
<b>Publication Type</b>					
Consolidate existing publications	21*	30	10	29	12
Leader's Job Duties Handbook	11	17	2	9	17
Non-Leader's Job Duties Handbook	7	19	--	7	19
Complete training program	7	11	3	2	13
MOS Reference-Study Guide	11	6	7	6	4
Basic Military Information	9	7	5	4	7
Comprehensive Index	4	9	2	6	5
Small Unit Tactical Exercises	6	6	--	--	12
Special Equipment Texts	5	6	1	1	9
Other Publications	11	18	1	19	9
<b>Publication Format</b>					
Compact, waterproof, looseleaf	10	16	6	9	11
Include a checklist	9	16	3	4	18
Improve distribution	8	5	4	2	7

\*Table shows number of suggestions. Some respondents made more than one suggestion.

## TRAINING BY OBJECTIVE

NCOs and officers were also asked their opinion about changing the present system of guidance for the conduct of training, found in the training objectives and lesson outline components of ASubjScds.

The training objective component specifies the objective of the training. The lesson outline component specifies the training procedure-- content, sequence, method, and time allocations for the conduct of the training.

Respondents were asked if they preferred the present system or a system in which the only guidance would be provided by the training objectives and in which they would be responsible for developing the procedure for conducting the training. They were also asked why they made the choice that they did.

Because so many respondents qualified their answers to the first question, it was necessary to establish three categories of preferences: training objectives and lesson outlines; training objectives only; and training objectives and a modified lesson outline with one or more of the following qualifications:

Consider it a guide, not a requirement,

Relax time requirements,

Include alternative procedures for conducting training,

Table 22 shows the respondents' choices among the three categories.

The respondents generally appear about equally divided between preferring training objectives and lesson outlines, and training objectives alone. Less than a fifth of the respondents chose training objectives and modified lesson outline.

Personnel in training centers closely follow the overall pattern, but differ considerably in TO&E units and schools. Personnel in TO&E units, primarily officers, prefer to use training objectives and lesson outlines. Personnel in schools, again primarily officers, prefer training objectives alone.

The views of TO&E personnel may reflect the fact that both divisions recently instituted a system of decentralized training which increased training responsibilities of low-level personnel.

Many NCOs and officers in TO&E units may have felt a need for firm guidance from above. Views of school personnel may reflect the fact that they are responsible for preparing training doctrine and training publications.

Table 22  
ATTITUDES OF NOCs AND OFFICERS TOWARDS MAINTAINING OR MODIFYING CURRENT TRAINING GUIDELINES

Prefer Guidance By	NCOs			Officers*			NCOs and Officers					
	ATCs	Schools	TO&E Divs. Total	ATCs	Schools	TO&E Divs. Total	ATCs	Schools	TO&E Divs. Total			
Training Objectives and Lesson Outlines	10	11	16	37	13	20	21	54	23	31	37	91
Training Objectives Only	10	16	14	40	10	53	4	67	20	69	18	107
Training Objectives and Modified Lesson Outlines	5	5	4	14	8	13	9	30	13	18	13	44
<b>Total</b>	<b>25</b>	<b>32</b>	<b>34</b>	<b>91</b>	<b>31</b>	<b>86</b>	<b>34</b>	<b>151</b>	<b>56</b>	<b>118</b>	<b>68</b>	<b>242</b>

\*The officer group includes civilians at Army schools.

Table 23 shows the reasons given by the respondents for their preferences. Most frequently given reasons for modifying current guidelines are to allow more flexibility for the instructor, and to account for differences in student ability and needs.

Most frequently given reasons for preferring to keep current guidelines are to insure a high degree of standardization of training, and to compensate for instructors' lack of knowledge or experience. The rationale of standardization is particularly frequent for NCOs and personnel in Army training centers.

#### COMBAT ARMS TRAINING BOARD PUBLICATIONS

In an effort to improve the quality of Army training literature, the CATB has issued a number of new publications. The titles of 16 of these publications were shown to combat arms personnel in the TO&E divisions. The personnel were asked whether they had seen the publication, and if they had, to indicate how it compared with older publications designed for the same purpose. Table 24 presents the findings of this brief survey.

The number of respondents reporting that they had seen CATB publications ranged from a low of 2 respondents for Techniques of Training Armored Cavalry in Battle Drill to a high of 26 respondents for Operator's Manual, M-60 Machine Gun. While conclusions about attitudes towards CATB publications must be tentative because of the extremely small numbers involved, most respondents seem to have felt that the CATB publications they had seen were an improvement over older publications.

#### RESERVE COMPONENT FINDINGS

Two mail surveys were conducted with Reserve Component units. The first survey with the California National Guard resulted in only 26 questionnaire responses.

Therefore, a second survey was conducted with the Oklahoma National Guard and the First Army Area Reserve units. The number of persons sent questionnaires by unit and the number of persons returning completed questionnaires are shown in Table 25.

#### FREQUENCY OF USE

The training publications used most frequently by personnel responding from the National Guard and Army Reserve units are shown in Table 26. The most frequently used publications in both types of units are Other FMs; 47 of the 68 National Guardsmen and 23 of the 34 Reservists reported using this type of publication frequently.

Table 23

REASONS GIVEN BY NCOs AND OFFICERS FOR  
MAINTAINING OR MODIFYING CURRENT TRAINING GUIDELINES

Reasons	NCOs	Officers	ATCs	Schools	TO&E Divs.
<b>Modify current guidelines because--</b>					
Instructors differ in teaching style	4*	4	1	4	3
Students differ in ability and needs	19	33	7	40	5
Resources are not always available	3	5	3	5	—
It would allow instructors more flexibility	32	50	15	55	12
It would involve instructors in the planning process	2	4	4	4	3
In effect, the guidelines are relaxed now	2	4	—	4	2
<b>Maintain current guidelines because--</b>					
Instructor lacks time to prepare materials	1	9	—	1	9
They insure a high degree of standardization	17	23	21	8	11
Instructors lack knowledge or experience	9	20	1	14	4
Guidelines are needed	11	19	1	17	12
Lesson outlines are only a guide	2	10	—	6	6

\*Table shows number of reasons. Some respondents gave more than one reason.

Table 24

EXPOSURE TO AND RATINGS OF CATB PUBLICATIONS BY  
COMBAT ARMS PERSONNEL IN TO&E DIVISIONS

CATB Publications	Seen Pub- lication	Number of Respondents		
		Rated Publication*	Better	Same
1. Use Your Training Publications (TC 21-6-1)	10	6	4	0
2. Training Management Digest (TC 21-5-1)	16	8	7	1
3. Don't Get Hit: Camouflage, Cover, and Concealment (TC 21-75)	21	12	8	1
4. Don't Get Lost: How to Travel in the Best Circles in a Square World (TC 21-26)	18	17	1	0
5. Operator's Manual, M60 Machine Gun	26	17	9	0
6. To Catch a Tank: Big Game Hunting Made Easy (TC 23-3)	21	21	0	0
7. Your Conduct in Combat Under Law of War (TC 27-12)	12	6	6	0
8. Howze on Training: Brains, Imagination, Initiative	6	5	1	0
9. Tips for Training the Rifle Platoon in the Conduct of the Defense	13	10	3	0
10. How to Train a Rifle Company in the Conduct of a Withdrawal . . .	15	12	3	0
11. Fastest Gun in the West: Vulcan (TC 44-5)	3	1	2	0
12. Tips for Tankers: Defeating Soviet Armor (TC 17-12-2)	20	19	1	0
13. Training Tank and Sheridan Crews to Shoot (TC17-12-2)	8	6	2	0
14. Training Indicators: Mechanized In- fantry, Tank and Armored Cavalry, Small Unit Leaders	10	8	2	0
15. Techniques of Training Armored Cavalry in Battle Drill (TC 17-36-1)	2	1	1	0
16. Techniques of Training a Tank Platoon and Tank Company in Battle Drill	12	11	1	0

\* Better, same, or worse than older publications

Table 25

PLANNED AND COMPLETED ARMY TRAINING LITERATURE QUESTIONNAIRES  
FROM NATIONAL GUARD AND RESERVE UNITS

	Planned		Completed	
	NCOs	Officers	NCOs	Officers
<u>California National Guard Units</u>				
Armor Battalion	10	6	8	7
Artillery Battalion	10	6	7	3
Armor Brigade Headquarters	0	1	0	1
	<u>20</u>	<u>13</u>	<u>15</u>	<u>11</u>
<u>Oklahoma National Guard Units</u>				
Engineer Battalion	6	5	5	5
Infantry Battalion	6	5	6	5
Field Artillery Battalion	6	5	6	4
Support Battalion	6	5	7	4
	<u>24</u>	<u>20</u>	<u>24</u>	<u>18</u>
<u>Reserve Units</u>				
Infantry Battalion	6	5	0	5
Armor Battalion	6	5	4	5
Signal Battalion	6	5	6	5
Support Battalion	6	5	0	2
Field Artillery Battalion	6	5	0	2
Personnel Services Company	4	1	4	1
	<u>34</u>	<u>26</u>	<u>14</u>	<u>20</u>

Table 26  
 NUMBER OF RESPONDENTS USING TRAINING PUBLICATIONS FREQUENTLY  
 IN THE NATIONAL GUARD AND ARMY RESERVE UNITS

Publication	National Guard	Reserve
Other FMs <sup>a</sup>	47	23
TMs	35	10
Local Regulations	24	4
DA Pams	14	8
ASubjScds	11	5
FM 21-6	10	3
AR 350-1	13	5
National Guard Regulations	7	0
FM 21-5	6	1
ATPs	8	13
Other ARs <sup>b</sup>	4	11
School Texts	8	2
FORSCOM Documents	2	4
SBs	2	1
TCs	3	0
ATTs	1	1
Reserve Regulations	0	1
Number of Respondents	68	34

<sup>a</sup>FMs other than 21-5 and 21-6

<sup>b</sup>ARs other than 350-1

This pattern is similar to that found in Active Army TO&E units. ATPs and ARs other than 350-1 were used frequently in Reserve units but not in the National Guard. This may have been a function of the particular stage of training the units were in at the time the questionnaires were completed.

#### FREQUENCY AND EXTENT OF CRITICISM

Table 27 shows the number of respondents who critiqued each type of publication which they used frequently; the number of those critiquing who made suggestions for improving the publications; and the mean number of suggestions made. Ten respondents did not comment on publications they used. It should be noted that the number of respondents critiquing a publication is very small and conclusions must be considered tentative.

Table 27

NUMBER OF RESPONDENTS SUGGESTING IMPROVEMENTS IN TRAINING  
PUBLICATIONS AND MEAN NUMBER OF IMPROVEMENTS SUGGESTED  
BY THE NATIONAL GUARD AND FIRST ARMY RESERVE UNITS

Publication	Number Of Respondents Critiquing Document	Number of Respondents Suggesting Improvements	Mean Number Of Improvements Suggested By Respondents
<u>National Guard</u>			
Other FMs	42	12	1.92
TMs	30	17	1.23
DA Pams	14	3	1.00
ASubjScds	10	8	1.12
FM 21-6	10	2	1.50
Local Regulations	16	10	1.30
AR 350-1	10	5	1.80
FM 21-5	6	3	1.33
National Guard Regulations	6	4	1.25
Other ARs	4	1	1.00
ATPs	5	4	1.00
School Texts	7	3	1.67
TCs	3	1	1.00
SBs	2	0	.00
FORSCOM Documents	2	0	.00
ATTs	1	1	1.00
<u>Reserve</u>			
Other FMs	21	10	1.40
Other ARs	11	5	1.40
ATPs	12	7	1.43
TMs	9	2	1.00
DA Pams	8	6	1.00
ASubjScds	5	0	.00
Local Regulations	4	1	1.00
AR 350-1	4	1	3.00
FORSCOM Documents	4	2	1.00
FM 21-6	3	3	1.00
FM 21-5	1	1	1.00
School Texts	2	1	1.00
SBs	1	0	.00
ATTs	1	1	2.00
Reserve Regulations	1	0	.00

The most frequently critiqued were Other FMs. These publications were critiqued by 42 National Guardsmen and 21 Reservists. Their criticism was far less severe than was evident in the Active Army study, in which 74% of personnel in Active Army TO&E units found some fault with other FMs. The parallel figures here are 50% for Reservists and 29% for National Guardsmen. The differences may be due to the manner in which data were collected in each study.

#### PROBLEMS ENCOUNTERED WITH TRAINING PUBLICATIONS

Table 28 shows the frequency with which respondents reported problems with the publications that they used most frequently. The two most frequently reported problems are the obsolescence of information/keeping up with changes, and failure of the publications to contain needed information.

A number of written comments indicated that the greatest need in this area was for publications specifically oriented toward Reserve units. The pattern of problems in Table 28 is similar to that found for Active Army units (Tables 15, 16, and 17).

#### PROPOSED PUBLICATIONS

Response to the question concerning new publications that the Army might produce was much poorer than was achieved in the interview study of the Active Army. Of the 42, Oklahoma National Guardsmen completing the questionnaire, only one answered the question. Of the 34 Reservists completing the questionnaire, only 14 answered the question.

Table 29 shows the types of publications most frequently recommended by the one National Guardsman and 14 Reservists who answered the question. The responses are very similar to those obtained in the interview study.

The most frequent suggestions are for consolidation of existing publications and for the publication of job-duties handbooks. The Reservists recommended publications specifically focused on the problems of Reserve units.

#### COMBAT ARMS TRAINING BOARD PUBLICATIONS

All respondents were asked to review a list of new publications issued by CATB, and to indicate how each publication compared with the older type publication.

Personnel from infantry and armor units were most likely to have seen CATB publications. Respondents from personnel services and signal units were least likely to have seen these publications. In an intermediate position were personnel from artillery and engineer units.

Table 30 shows how the National Guardsmen and Reservists rated publications that they had seen. Most respondents who have seen the CATB publications consider them better than the older publications. While infantry and armor personnel were more likely to have seen infantry and armor oriented publications, nearly half reported they had not seen the CATB publications specifically designed for their use.

Table 28

MOST FREQUENTLY REPORTED PROBLEMS WITH TRAINING PUBLICATIONS  
IN THE NATIONAL GUARD AND ARMY RESERVE UNITS

Problems Reported	National Guard*	Reserve *
A. Information is obsolete or it is hard to keep up with changes	16	10
B. Too little information, or information is scattered	20	22
C. Information is too general	7	5
D. Text too dull, wordy, or lacks pictures and color	16	7
E. Hard to find information in publication	8	4
F. Hard to read or understand	7	1
G. Text poorly organized	9	3
H. Not job-related or performance oriented	5	3
I. Hard to get copies of publication	6	2
J. Information is inconsistent or incorrect	2	0
K. Too little leeway given to local persons	2	0
L. Information contradicts other publications	2	1
M. Too much information or information too specific	3	0
N. Publication is too bulky or flimsy	2	0
O. Time allocations are inadequate	0	0
P. Other	0	0
Total Problems	<u>106</u>	<u>58</u>
Total Respondents	68	34

\* Number of problems

Table 29

MOST FREQUENT SUGGESTIONS FOR NEW PUBLICATIONS--  
OKLAHOMA NATIONAL GUARD AND FIRST ARMY RESERVE UNITS

Suggestion	National Guard			Reserve		
	NCOs	Officers	Both	NCOs	Officers	Both
<b>Publication Type</b>						
Consolidate existing publications	0	1	1	1	4	5
Leader's Job Duties Handbook	0	0	0	1	3	4
Non-Leader's Job Duties Handbook	0	0	0	3	3	6
Complete training program	0	0	0	1	1	2
MOS Reference-Study Guide	0	0	0	0	1	1
Basic Military Information	0	0	0	0	0	0
Comprehensive Index	0	0	0	1	0	1
Small Unit Tactical Exercises	0	0	0	0	0	0
Special Equipment Texts	0	0	0	0	1	1
Reserve Oriented	0	0	0	1	4	5
Other	0	0	0	0	1	1
<b>Publication Format</b>						
Compact, waterproof, looseleaf	0	1	1	1	1	2
Include a checklist	0	0	0	0	0	1
Improve distribution	0	0	0	0	0	0
* Total Suggestions	0	2	2	9	19	29
Total Respondents	0	1	1	6	8	14

\* Some respondents made more than one suggestion.

Table 30

EXPOSURE TO AND RATINGS OF CATB PUBLICATIONS BY PERSONNEL FROM  
OKLAHOMA NATIONAL GUARD UNITS AND FIRST ARMY RESERVE UNITS

CATB Publication N = 75 NCOs and Officers	Number of Respondents			
	Having Seen Publication	Rating Better	Publication* Same	Worse
1. Use Your Training Publications (TC 21-6-1)	28	16	12	0
2. Training Management Digest (TC 21-5-1)	38	25	13	0
3. Don't Get Hit: Camouflage, Cover, and Concealment (TC 21-75)	35	24	11	0
4. Don't Get Lost: How To Travel In The Best Circles In A Square World (TC 21-26)	37	29	8	0
5. Operator's Manual, M60 Machine Gun	50	36	14	0
6. To Catch A Tank: Big Game Hunting Made Easy (TC 23-3)	21	12	6	3
7. Your Conduct In Combat Under The Laws of War (TC 27-12)	28	18	10	0
8. Howze On Training: Brains, Imagination, Initiative	16	9	7	0
9. Tips For Training The Rifle Platoon In The Conduct Of The Defense	20	12	8	0
10. How To Train A Rifle Company In The Conduct Of A Withdrawal Not Under Enemy Pressure (TC 7-10-1)	20	13	7	0
11. Fastest Gun In The West: Vulcan (TC 44-5)	6	5	1	0
12. Tips For Tankers: Defeating Soviet Armor (TC 17-12-1)	12	6	5	0
13. Training Tank And Sheridan Crews To Shoot (TC 17-12-2)	8	3	5	0
14. Training Indicators: Mechanized Infantry, Tank and Armored Cavalry, Small Unit Leaders	18	9	8	1
15. Techniques of Training Armored Cavalry In Battle Drill (TC 17-36-1)	6	3	3	0
16. Techniques of Training A Tank Platoon And Tank Company In Battle Drill	10	7	3	0

\*Better, Same, or Worse than older publications

## SUMMARY

### ACTIVE ARMY RESPONSES

Availability of Basic Publications. While a few respondents indicated that they had difficulty in getting the basic publications they needed, and a few indicated that they were sent basic publications that they did not need, respondents were generally satisfied with the availability of the basic publications.

Obsolescence and Keeping Up with Changes. Obsolescence and keeping up with changes was one of the most frequently reported problems by all respondents other than students. This problem has four facets:

- (1) finding out that a change has occurred;
- (2) getting a copy of the change;
- (3) incorporating the change into the basic publication; and
- (4) referring to the basic publication and its numerous changes in order to retrieve needed information.

Respondents reported having difficulty on all four counts. A number of respondents in TO&E units stated that they used school-prepared materials (texts, slides, handouts) to assist them in training, primarily because the material was more training-oriented and more up-to-date than that found in FMs, TMs, and ASubjScds. They obtained this material by writing to a school or by bringing it back with them upon completion of a school course.

Ease of Finding Information in Publications. While supervisors did not frequently report having problems in finding needed information in the publications that they used, students did frequently report having such problems.

Readability. Readability also was a problem for students but not for supervisors. This was evident not only from student responses to a direct question concerning readability, but also in spontaneous criticisms of publications in terms of manner of expressions, sentence structure, writing style, and illustrations.

Completeness of Information. One of the most frequently reported problems, especially for supervisory personnel, was the need to go to a number of different publications in order to retrieve needed information.

This was evident in their responses to the question concerned with completeness of information, in their answers to the question on problems and recommendations, and in their proposals for new publications. The problem of information accessibility is compounded by the fact that the user may not know which publication has the information that he needs.

Sturdiness of Publications. A number of respondents commented about the physical format of publications. TMs, which are often used around equipment, are vulnerable to grease and oil damage. FMs and other publications, which are often carried into the field, are often bulky and subject to damage from weather and normal field usage.

Training Doctrine Programs. Some respondents indicated areas in which either doctrine or training programs were lacking, specifically areas of separate brigade operations and mechanized infantry operations at all levels. They suggested developing doctrine and training programs to correct the deficiencies.

Training Management (FM 21-5). The survey showed very little usage of the 1964 version of FM 21-5. Those responsible for planning training programs received their guidance from training regulations of higher headquarters, ATPs, and ASubjScds. The document apparently is of little value as written. However, a need was expressed for guidance in planning and managing a training program.

ATPs, ASubjScds, ATTs, and FM 21-6 (1967 version). The four publications were frequently criticized for insufficient emphasis on job relevance and job performance. Concern was expressed also about the freedom of action these publications give to local commanders in the implementation of training programs found in the ASubjScds. Local commanders want freedom to adapt the training program to meet local needs and conditions, but they also want guidance on how to conduct training.

Generality of Information. Both students in schools and supervisors reported excessive general information as a problem on two counts: (1) Respondents had to make their own interpretation of the requirements or go to another source to get the information that they needed. (2) There was always the possibility that their interpretation of the requirement would be different from that intended.

Unit Training Publications. Personnel in combat arms TO&E, given a choice among three types of existing publications (ATPs, ASubjScds, and ATTs), and three types of experimental publications for the conduct of unit training, clearly preferred one of the experimental publications, either used alone (59%), or in combination with existing publications (35%).

The preferred experimental publication was compact, job relevant, performance-oriented, specific, and brought together in one place the guidance needed to conduct unit training exercises.

This part of the survey brought out the need for training literature that would save preparation time for instructors and not require them to translate the concepts and tactical guidance in Field Manuals into usable form in training a combat unit.

Respondents felt that "how to" documents were needed in the field; if members of a unit could be given the guidelines of a tactical operation, its concept, and the required standards, they would be able to perform better in its execution.

How to Do It Handbooks. The type of new publication requested most frequently by NCOs and officers was one oriented around job duties, in effect, a "how to do it" handbook. For example, the SMART book (TRADOC Pam 600-4), a "how to do it" book of skills in basic training, is heavily relied upon at all levels in ATCs as a reference text.

#### RESERVE COMPONENT RESPONSES

The problems raised and the recommendations made by National Guard personnel and Reservists in this study, are very similar to those of Active Army personnel. The only significant exception was the frequent request by Reservists for publications specifically oriented to Reserve units.

Existing publications are oriented toward Active Army units, so that Reserve Component personnel must search out the needed information or adapt Active Army guidance to the Reserve Component situation. These tasks may be difficult for the Reservist, who probably is not as well trained or as experienced as his Active Army counterpart.

The desire of Reserve Component personnel for publications specifically oriented towards their particular needs seems to be part of a general desire on the part of all respondents for more specific guidance on how to do their job. The request may be for publications oriented toward the type of unit, such as mechanized or reconnaissance.

In other instances, the request is for publications oriented towards size of unit, such as battalion or company. In still other instances, the request is for publications which are job-oriented, such as MOS handbooks and leader guides. Such faith in written guidance speaks well for Army training literature, in general.

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Table A-1

DISTRIBUTION OF RESPONDENT ROLES BY PHASE OF TRAINING  
IN ACTIVE ARMY UNITS

Role and Phase	Respondents
<b>Students</b>	
Training Centers	16
Schools	<u>72</u>
	88
<b>1st Line Supervisors</b>	
Instructors	
Schools	33
Training Centers--Committees (Instructors)	<u>16</u>
	49
<b>Managers/Instructors</b>	
Training Centers--Companies (Drill Sergeants)	10
TO&E Divisions	<u>55</u>
	65
<b>2nd Line Supervisors</b>	
Training Centers	21
Schools	18
TO&E Divisions	<u>30</u>
	69
<b>3rd Line Supervisors</b>	
Training Centers	26
Schools	18
TO&E Divisions	<u>18</u>
	62

Table A-2

## RELATIONS BETWEEN RESPONDENT'S ROLE AND EXPERIENCE BY PHASE OF TRAINING

Months On Job/In Class	Students	Supervisors		
		1st Line	2nd Line	3rd Line
Army Training Centers	N = 12	17	13	19
Under 6 months	12	0	2	10
6 to 12 months	0	2	5	5
13 to 24 months	0	4	2	2
Over 24 months	0	11	4	2
Army Schools	N = 72	33	18	18
Under 6 months	66	5	5	7
6 to 12 months	6	2	6	6
13 to 24 months	0	9	0	2
Over 24 months	0	17	7	3
TO&E Divisions	*N = --	55	30	18
Under 6 months		6	13	13
6 to 12 months		2	5	2
13 to 24 months		4	8	3
Over 24 months		43	4	0

\* Data on "months on job/in class" were not available for some respondents.

Table A-3

RELATION BETWEEN RANK AND ROLE OF RESPONDENTS BY PHASE OF TRAINING

Phase of Training Role	Rank													Sub Total
	E-1 E-2 E-3	E-4 E-5	E-6 E-7	E-8 E-9	O-1 O-2	O-3	O-4	O-5	Civilian					
<b>Training Centers</b>														
Students	16	--	--	--	--	--	--	--	--	--	--	--	--	16
1st Line Supervisors	--	3	23	--	--	--	--	--	--	--	--	--	--	26
2nd Line Supervisors	--	--	5	1	5	9	1	--	--	--	--	--	--	21
3rd Line Supervisors	--	--	2	--	3	16	5	--	--	--	--	--	--	26
Sub Totals	16	3	30	1	8	25	6	--	--	--	--	--	--	89
<b>Schools</b>														
Students	--	8	15	1	23	25	--	--	--	--	--	--	--	72
1st Line Supervisors	--	1	10	2	2	10	6	1	1	1	1	1	1	33
2nd Line Supervisors	--	--	2	--	--	2	4	4	6	6	6	6	6	18
3rd Line Supervisors	--	--	--	1	--	3	7	5	2	2	2	2	2	18
Sub Totals	--	9	27	4	25	40	17	10	9	9	9	9	9	141
<b>TO&amp;E Units</b>														
1st Line Supervisors	--	4	47	4	--	--	--	--	--	--	--	--	--	55
2nd Line Supervisors	--	--	--	--	13	17	--	--	--	--	--	--	--	30
3rd Line Supervisors	--	--	--	1	1	10	6	--	--	--	--	--	--	18
Sub Totals	--	4	47	5	14	27	6	--	--	--	--	--	--	103
Grand Totals	16	16	104	10	47	92	29	10	9	9	9	9	9	333

Appendix B

TRAINING PUBLICATIONS CRITIQUED BY TRAINEES IN TRAINING CENTERS  
AND STUDENTS IN BOTH SCHOOLS

Publications	Respondents
<b>SMART Book</b>	
Trainees in Training Centers	8
Students in Army Schools	<u>2</u>
	10
<b>TM</b>	
Trainees in Training Centers	4
Students in Army Schools	<u>26</u>
	30
<b>AR</b>	
Trainees in Training Centers	2
Students in Army Schools	<u>20</u>
	22
<b>Programmed Texts</b>	
Trainees in Training Centers	2
Students in Army Schools	<u>23</u>
	25
<b>FM</b>	
Trainees in Training Centers	2
Students in Army Schools	<u>43</u>
	45

Table C-1

## FREQUENCY OF USE AND RATED IMPORTANCE OF TRAINING PUBLICATIONS

Publication	Percent of Respondents* Using Publication at Least Once a Month	Mean Frequency of Use ** 1 = Daily 2 = Weekly 3 = Monthly	Mean Rating** of Importance 9 = Very Important 5 = About Average
Other FMs	58	1.80	7.68
TMs	40	1.59	8.10
FM 21-6	32	2.45	6.23
ASubjScds	29	2.19	7.34
DA Pams	25	2.06	6.35
Local Regulations	24	1.70	7.41
School Texts	21	1.67	7.53
Other ARs	20	1.62	7.97
ATPs	16	2.28	7.00
FM 21-5	14	2.39	6.18
SMART Book	14	1.30	8.31
AR 350-1	12	2.18	6.68
TRADOC Documents	10	1.74	7.94
Programmed Texts	10	1.75	7.31
ATTs	7	2.17	7.05
TCs	6	2.00	7.21
FORSCOM Documents	2	1.86	5.14

Total N 333

\*Sum exceeds 100% because most respondents used more than one publication at least once a month.

\*\*Based on respondents using publication at least once a month.

Table C-2

## FREQUENCY OF USE AND RATED IMPORTANCE OF TRAINING PUBLICATIONS BY PHASE OF TRAINING

Publication	Training Centers			Schools			TO&E Divisions		
	% <sup>a</sup>	M/Fr <sup>b</sup>	M/Im <sup>c</sup>	% <sup>a</sup>	M/Fr <sup>b</sup>	M/Im <sup>c</sup>	% <sup>a</sup>	M/Fr <sup>b</sup>	M/Im <sup>c</sup>
Other FMs	53	2.0	7.5	54	1.7	7.6	69	1.8	7.8
TMs	18	1.6	8.4	34	1.8	7.8	67	1.4	8.3
FM 21-6	35	2.3	6.6	26	2.4	5.7	35	2.5	6.5
ASubjScds	52	2.1	7.9	10	2.1	6.6	37	2.3	6.3
DA Pams	3	2.3	4.3	35	2.1	6.4	29	2.0	6.5
Local Regulations	31	1.7	7.6	6	1.7	7.6	44	1.7	7.2
School Texts	--	--	--	31	1.5	7.7	24	1.9	7.2
Other ARs	7	1.2	9.0	32	1.8	7.6	14	1.3	9.0
ATPs	20	2.5	7.5	6	2.1	7.1	25	2.2	6.6
FM 21-5	11	2.5	5.9	15	2.2	6.1	14	2.5	6.3
SMART Book	48	1.3	8.3	3	1.5	5.7	--	--	--
AR 350-1	9	2.5	6.0	11	2.2	6.6	16	2.1	7.0
TRADOC Documents	13	1.7	7.8	16	1.8	8.0	--	--	--
Programmed Texts	7	1.2	8.2	18	1.9	7.2	--	--	--
ATTs	--	--	--	3	2.0	7.0	18	2.2	7.1
TCs	--	--	--	4	1.8	8.0	14	2.1	6.8
FORSCOM Documents	--	--	--	--	--	--	7	1.9	5.1
Total N	89			141			103		

<sup>a</sup>Percent of respondents using publication at least once a month. The sum of percent exceeds 100% because most respondents used more than one publication at least once a month.

<sup>b</sup>M/Fr = Mean frequency of use, where 1 = Daily, 2 = Weekly, and 3 = Monthly.

<sup>c</sup>M/Im = Mean rating of importance, where 9 = Very important and 5 = About average.

Table C-3

FREQUENCY OF USE AND RATED IMPORTANCE OF TRAINING PUBLICATIONS  
BY ROLE OF RESPONDENT

Publication	Students			Supervisors								
	% <sup>a</sup>	M/Fr <sup>b</sup>	M/Im <sup>c</sup>	1 Line			2nd Line			3rd Line		
				% <sup>a</sup>	M/Fr <sup>b</sup>	M/Im <sup>c</sup>	% <sup>a</sup>	M/Fr <sup>b</sup>	M/Im <sup>c</sup>	% <sup>a</sup>	M/Fr <sup>b</sup>	M/Im <sup>c</sup>
Other FMs	58	1.6	7.6	65	1.8	8.0	54	2.0	7.9	52	1.9	6.8
TMs	38	1.8	7.4	56	1.4	8.5	42	1.8	7.9	13	1.6	8.2
FM 21-6	31	2.4	5.6	36	2.5	6.3	31	2.3	7.0	24	2.6	6.1
ASubjScds	6	2.0	6.2	24	2.4	7.2	46	2.3	7.4	53	2.0	7.5
DA Pams	18	2.1	4.8	35	2.2	6.8	23	1.9	6.6	19	1.8	6.6
Local Regulations	1	3.0	8.0	23	1.8	6.9	31	1.5	8.0	52	1.7	7.4
School Texts	30	1.5	7.7	16	1.6	7.7	15	2.1	7.2	22	1.8	7.2
Other ARs	23	1.7	7.3	16	1.5	8.2	22	1.5	8.5	14	1.5	8.1
ATPs	4	2.2	7.0	9	2.3	7.4	20	2.5	6.5	39	2.2	7.1
FM 21-5	17	2.2	6.2	11	2.4	6.1	14	2.4	6.1	14	2.7	6.6
SMART Book <sup>d</sup> (100)	(1.0)	(8.8)	(76)	(1.1)	(6.3)	(92)	(1.3)	(8.8)	(59)	(1.5)	(7.9)	
AR 350-1	8	2.4	6.0	6	2.2	7.2	14	2.2	6.7	29	2.2	6.8
TRADOC Documents	3	1.7	7.0	3	2.0	7.3	14	1.8	7.8	29	1.7	8.3
Programmed Texts	28	1.8	7.0	4	1.6	8.4	3	2.0	7.5	--	--	--
ATTs	1	2.0	9.0	4	2.5	7.7	12	2.2	6.4	14	2.0	7.1
TCs	1	2.0	6.0	4	2.2	7.7	8	2.0	7.3	14	1.9	7.0
FORSCOM Documents	--	--	--	4	1.6	5.8	1	2.0	4.0	2	3.0	3.0
Total Ns	88			109			74			62		

<sup>a</sup>Percent of respondents using publications at least once a month. The sum of percents exceeds 100% because most respondents used more than one publication at least once a month.

<sup>b</sup>M/Fr = Mean frequency of use, where 1 = Daily, 2 = Weekly, and 3 = Monthly.

<sup>c</sup>M/Im = Mean rating of importance, where 9 = Very important and 5 = About average.

<sup>d</sup>SMART Book entries are confined to personnel who are directly involved in Basic Combat Training. The appropriate Ns are: students 8, 1st line supervisor 17, 2nd line supervisor 13, and 3rd line supervisor 17.

APPENDIX D

RATING OF PUBLICATIONS' AVAILABILITY, ORGANIZATION AND INDEX,  
READABILITY, AND COMPLETENESS OF INFORMATION

Table D-1

NUMBER OF RESPONDENTS REPORTING EASE OF GETTING A COPY OF TRAINING  
PUBLICATIONS, BY PHASE OF TRAINING

Publications	Training Centers		Schools		TO&E Divisions		Totals	
	N	NIA	N	NIA	N	NIA	N	NIA
FM 21-5	7	4	14	7	9	8	30	19
FM 21-6	23	14	34	25	23	17	80	56
AR 350-1	2	2	9	2	8	6	19	10
DA Pams	3	2	45	25	29	23	77	50
Other ARs	6	6	41	29	15	9	62	44
Other FMs	45	32	64	49	67	47	176	128
TMs	16	10	44	32	69	38	129	80
TCs	0	0	5	2	7	5	12	7
ATPs	17	7	9	5	22	13	48	25
ASubjScds	45	27	14	7	37	24	96	58
ATTs	0	0	4	2	17	12	21	14
TRADOC Documents	11	6	16	9	0	0	27	15
FORSCOM Documents	0	0	0	0	4	2	4	2
SMART Book	41	40	3	2	0	0	44	42
Local Regulations	26	26	8	5	38	29	72	60
School Texts	0	0	41	33	20	12	61	45
Programmed Texts	6	6	26	25	0	0	32	31

N = Number of respondents.

NIA = Number of respondents giving indicated answer.

Table D-2

NUMBER OF RESPONDENTS REPORTING EASE OF GETTING A COPY OF TRAINING  
PUBLICATIONS, BY ROLE OF RESPONDENT

Publications	Students		Supervisors					
			1st Line		2nd Line		3rd Line	
	N	NIA	N	NIA	N	NIA	N	NIA
FM 21-5	10	7	9	6	5	3	6	3
FM 21-6	24	18	31	20	14	9	11	9
AR 350-1	1	1	5	3	3	1	10	5
DA Pams	14	8	35	23	17	11	11	8
Other ARs	22	18	18	12	13	10	9	4
Other FMs	44	38	67	46	37	24	28	20
TMs	30	26	60	37	31	14	8	3
TCs	1	0	3	0	3	2	5	5
ATPs	4	2	9	3	13	9	22	11
ASubjScds	5	2	25	11	34	20	32	25
ATTs	1	0	3	1	8	6	9	7
TRADOC Documents	3	3	1	0	7	2	16	10
FORSCOM Documents	0	0	2	1	2	1	0	0
*SMART Book	8	8	13	13	10	9	10	10
Local Regulations	1	0	23	17	19	17	29	26
School Texts	25	21	16	11	10	6	10	7
Programmed Texts	25	25	5	4	2	2	0	0

\* Entries confined to persons directly involved in Basic Combat Training.

N = Number of respondents.

NIA = Number of respondents giving indicated answer.

Table D-3

NUMBER OF RESPONDENTS REPORTING EASE OF FINDING INFORMATION IN  
TRAINING PUBLICATIONS, BY PHASE OF TRAINING

Publications	Training Centers		Schools		TO&E Divisions		Totals	
	N	NIA	N	NIA	N	NIA	N	NIA
FM 21-5	7	3	14	4	9	8	30	15
FM 21-6	24	13	34	21	23	19	81	53
AR 350-1	2	0	9	7	7	5	18	12
DA Pams	3	2	45	22	29	26	77	50
Other ARs	6	5	41	17	15	11	62	33
Other FMs	45	28	64	29	67	46	176	103
TMs	16	10	45	15	69	44	130	69
TCs	0	0	5	2	7	4	12	6
ATPs	17	10	9	4	22	16	48	30
ASubjScds	46	32	14	7	37	27	97	66
ATTs	0	0	4	1	18	16	22	17
TRADOC Documents	11	11	6	8	0	0	27	19
FORSCOM Documents	0	0	0	0	4	4	4	4
SMART Book	41	34	3	2	0	0	44	36
Local Regulations	26	16	8	2	38	22	72	40
School Texts	0	0	41	24	19	16	60	40
Programmed Texts	6	4	26	12	0	0	32	16

N = Number of respondents.

NIA = Number of respondents giving indicated answer.

Table D-4

NUMBER OF RESPONDENTS REPORTING EASE OF FINDING INFORMATION  
IN TRAINING PUBLICATIONS, BY ROLE OF RESPONDENTS

Publications	Students		Supervisors					
			1st Line		2nd Line		3rd Line	
	N	NIA	N	NIA	N	NIA	N	NIA
FM 21-5	10	3	9	5	5	3	6	4
FM 21-6	24	15	31	21	15	10	11	7
AR 350-1	1	1	5	4	3	3	9	4
DA Pams	14	6	34	26	17	11	12	7
Other ARs	22	8	18	9	13	10	9	6
Other FMs	44	22	67	48	37	20	28	13
TMs	30	10	61	38	31	18	8	3
TCs	1	0	3	1	3	3	5	2
ATPs	4	1	9	6	13	8	22	15
ASubjScds	5	1	25	19	34	24	33	22
ATTs	1	0	4	3	8	7	9	7
TRADOC Documents	3	2	1	0	7	5	16	12
FORSCOM Documents	0	0	2	2	2	2	0	0
*SMART Book	8	7	13	12	10	7	10	8
Local Regulations	1	0	23	15	19	9	29	16
School Texts	25	9	16	15	10	9	9	7
Programmed Texts	25	11	5	3	2	2	0	0

\* Entries confined to persons directly involved in Basic Combat Training.

N = Number of respondents.

NIA = Number of respondents giving indicated answer.

Table D-5

NUMBER OF RESPONDENTS REPORTING THAT TRAINING PUBLICATIONS ARE VERY EASY TO READ  
AND UNDERSTAND, BY PHASE OF TRAINING

Publications	Training Centers		Schools		TO&E Divisions		Totals	
	N	NIA	N	NIA	N	NIA	N	NIA
FM 21-5	7	4	14	6	9	9	30	19
FM 21-6	24	14	34	18	23	19	81	51
AR 350-1	2	1	9	5	8	7	19	13
DA Pams	3	2	45	25	30	28	78	55
Other ARs	6	6	41	17	15	11	62	34
Other FMs	45	26	64	29	67	46	176	101
TMs	16	8	45	16	69	49	130	73
TCs	0	0	5	3	7	5	12	8
ATPs	17	12	9	6	22	19	48	37
ASubjScds	46	27	14	10	37	30	97	67
ATTs	0	0	4	2	18	18	22	20
TRADOC Documents	11	8	16	7	0	0	27	15
FORSCOM Documents	0	0	0	0	4	4	4	4
SMART Book	41	31	3	2	0	0	44	33
Local Regulations	26	21	8	2	38	29	72	52
School Texts	0	0	41	24	20	18	61	42
Programmed Texts	6	5	26	18	0	0	32	23

N = Number of respondents.

NIA = Number of respondents giving indicated answer.

Table D-6

NUMBER OF RESPONDENTS REPORTING THAT TRAINING PUBLICATIONS ARE VERY EASY TO READ  
AND UNDERSTAND, BY ROLE OF RESPONDENT

Publications	Students		Supervisors					
			1st Line		2nd Line		3rd Line	
	N	NIA	N	NIA	N	NIA	N	NIA
FM 21-5	10	5	9	8	5	3	6	3
FM 21-6	24	14	31	22	15	9	11	6
AR 350-1	1	1	5	4	3	2	10	6
DA Pams	14	6	35	25	17	14	12	10
Other ARs	22	9	18	9	13	10	9	6
Other FMs	44	19	67	47	37	20	28	15
TMs	30	12	61	41	31	16	8	4
TCs	1	0	3	2	3	3	5	3
ATPs	4	2	9	5	13	12	22	18
ASubjScds	5	1	25	17	34	24	33	25
ATTs	1	0	4	3	8	8	9	9
TRADOC Documents	3	1	1	0	7	5	16	9
FORSCOM Documents	0	0	2	2	2	2	0	0
SMART Book*	8	5	13	9	10	8	10	9
Local Regulations	1	0	23	16	19	14	29	22
School Texts	25	10	16	14	10	9	10	9
Programmed Texts	25	17	5	4	4	2	0	0

\* Entries confined to persons directly involved in Basic Combat Training.

N = Number of respondents.

NIA = Number of respondents giving indicated answer.

Table D-7

NUMBER OF RESPONDENTS REPORTING THAT TRAINING PUBLICATIONS HAVE ALL  
THE INFORMATION THAT THEY SHOULD, BY PHASE OF TRAINING

Publications	Training Centers		Schools		TO&E Divisions		Totals	
	N	NIA	N	NIA	N	NIA	N	NIA
FM 21-5	6	3	14	3	9	7	29	13
FM 21-6	24	12	34	13	23	12	81	37
AR 350-1	2	1	9	4	8	6	19	11
DA Pams	3	2	45	12	29	26	77	40
Other ARs	6	4	41	11	15	10	62	25
Other FMs	45	21	64	22	67	27	176	70
TMs	15	7	45	14	67	38	127	59
TCs	0	0	5	0	7	2	12	2
ATPs	17	0	9	2	22	6	48	8
ASubjScds	46	16	14	7	37	15	97	38
ATTs	0	0	4	2	18	8	22	10
TRADOC Documents	11	5	16	4	0	0	27	9
FORSCOM Documents	0	0	0	0	4	1	4	1
SMART Book	41	21	3	2	0	0	44	23
Local Regulations	26	14	8	1	37	19	71	34
School Texts	0	0	41	17	20	8	61	25
Programmed Texts	5	2	26	14	0	0	31	16

N = Number of respondents.

NIA = Number of respondents giving indicated answer.

Table D-8

NUMBER RESPONDENTS REPORTING THAT TRAINING PUBLICATIONS HAVE ALL THE INFORMATION THAT THEY SHOULD, BY ROLE OF RESPONDENT

Publications	Students		Supervisors					
	N	NIA	1st Line		2nd Line		3rd Line	
			N	NIA	N	NIA	N	NIA
FM 21-5	10	3	9	5	4	2	6	3
FM 21-6	24	12	31	14	15	8	11	3
AR 350-1	1	1	5	4	3	0	10	6
DA Pams	14	4	35	21	17	11	11	4
Other ARs	22	8	18	8	13	6	9	3
Other FMs	44	18	67	30	37	14	28	8
TMs	30	11	58	32	31	14	8	2
TCs	1	0	3	0	3	1	5	1
ATPs	4	1	9	1	13	1	22	5
ASubjScds	5	2	25	13	34	13	33	10
ATTs	1	0	4	2	8	4	9	4
TRADOC Documents	3	0	1	1	7	0	16	8
FORSCOM Documents	0	0	2	0	2	1	0	0
SMART Book*	8	3	13	8	10	4	10	6
Local Regulations	1	0	23	13	18	7	29	14
School Texts	25	12	16	6	10	4	10	3
Programmed Texts	25	15	4	1	2	0	0	0

\*Entries confined to persons directly involved in Basic Combat Training.

N = Number of respondents.

NIA = Number of respondents giving indicated answer.

Table E -1

NUMBER OF RESPONDENTS HOLDING MOST FAVORABLE OPINIONS ABOUT SELECTED COMPONENTS  
OF ARMY TRAINING PROGRAMS BY PHASE OF TRAINING

Components of Army Training Program	Training Centers		Schools		TO&E Divisions		Totals	
	N	NIA	N	NIA	N	NIA	N	NIA
Training Objectives								
Always clear	16	2	9	4	22	9	47	15
All are important	17	2	9	3	19	6	45	11
Amount of material to be taught	16		9		20		45	
Too much		3		2		7		12
About right		10		5		9		24
Too little		3		2		4		9

N = Number of respondents.

NIA = Number of respondents giving indicated answer.

Table E-2

NUMBER OF RESPONDENTS HOLDING MOST FAVORABLE OPINIONS ABOUT SELECTED COMPONENTS OF ARMY TRAINING PROGRAMS, BY ROLE OF RESPONDENT

Components of Army Training Programs	Students		Supervisors						
	1st Line		2nd Line		3rd Line				
	N	NIA	N	NIA	N	NIA	N	NIA	
Training Objectives									
Always clear	4	3	9	0	13	7	21	5	
All are important	4	2	8	2	13	4	20	3	
Amount of material to be taught	4		8		13		20		
Too much		0		1		1		10	
About right		4		4		9		7	
Too little		0		3		3		3	

N = Number of respondents.

NIA = Number of respondents giving indicated answer.

Table E-3

NUMBER OF RESPONDENTS HOLDING MOST FAVORABLE OPINIONS ABOUT SELECTED COMPONENTS OF ARMY SUBJECTS SCHEDULES, BY PHASE BY OF TRAINING

Components of Army Subject Schedule	Training Centers		Schools		TO&E Divisions		Totals	
	N	NIA	N	NIA	N	NIA	N	NIA
<b>Training Objectives</b>								
Always clear	46	17	14	8	37	17	97	42
All are important	46	18	14	7	36	15	96	40
Amount of material to be taught	46		13		36		95	
Too much		17		4		11		32
About right		22		8		23		53
Too little		7		1		2		10
<b>Training Procedures</b>								
Always clear	46	11	14	6	36	19	96	36
Always effective	45	7	14	0	35	10	94	17
Amount of detail included	46		14		36		96	
Too much		6		1		0		7
About right		32		11		29		72
Too little		8		2		7		17
<b>Testing Procedures</b>								
Always clear	30	15	7	3	7	3	44	21
Always effective	29	9	6	3	7	1	42	13
Amount of detail included	32		8		8		48	
Too much		3		0		1		4
About right		24		7		5		36
Too little		5		1		2		8

N = Number of respondents  
 NIA = Number of respondents giving indicated answer.

Table E-3

NUMBER OF RESPONDENTS HOLDING MOST FAVORABLE OPINIONS ABOUT SELECTED COMPONENTS OF ARMY SUBJECT SCHEDULES, BY ROLE OF RESPONDENT

Components of Army Training Test	Students		Supervisors					
			1st Line		2nd Line		3rd Line	
	N	NIA	N	NIA	N	NIA	N	NIA
<b>Training Objectives</b>								
Always clear	5	4	25	12	34	14	33	12
All are important	5	3	25	13	34	11	32	13
Amount of material to be taught	4		25		34		32	
Too much		1		9		10		12
About right		3		14		20		16
Too little		0		2		4		4
<b>Training Procedures</b>								
Always clear	5	2	25	12	34	12	32	10
Always effective	5	0	24	9	34	4	31	4
Amount of material to be taught	5		25		34		32	
Too much		1		4		2		0
About right		4		20		24		24
Too little		0		1		8		8
<b>Testing Procedures</b>								
Always clear	2	1	11	5	12	7	19	8
Always effective	2	2	10	4	13	2	17	5
Amount of detail included	2		11		13		22	
Too much		0		1		1		2
About right		2		7		12		15
Too little		0		3		0		5

N = Number of respondents  
 NIA = Number of respondents giving indicated answer.

Table E-5

NUMBER OF RESPONDENTS HOLDING MOST FAVORABLE OPINIONS ABOUT SELECTED  
COMPONENTS OF ARMY TRAINING TESTS, BY PHASE BY OF TRAINING

Components of Army Training Test	Training Centers		Schools		TO&E Divisions		Totals	
	N	NIA	N	NIA	N	NIA	N	NIA
<b>Situations and Missions</b>								
Always clear	--	--	4	0	17	11	21	11
All are important	--	--	4	1	17	10	21	11
Number of situa- tions/missions	--		4		17		21	
Too many	--	--		1		5		6
About right	--	--		2		8		10
Too few	--	--		1		4		5
<b>Items on Checklist</b>								
Always clear	--	--	4	0	16	11	20	11
All are important	--	--	4	1	16	9	20	10
Number of items included	--		4		16		20	
Too many	--	--		2		7		9
About right	--	--		1		8		9
Too few	--	--		1		1		2

N = Number of respondents  
NIA = Number of respondents giving indicated answer.

Table E-6

NUMBER OF RESPONDENTS HOLDING MOST FAVORABLE OPINIONS ABOUT SELECTED COMPONENTS OF ARMY TRAINING TESTS, BY ROLE OF RESPONDENT

Components of Army Training Test	Students		Supervisors					
			1st Line		2nd Line		3rd Line	
	N	NIA	N	NIA	N	NIA	N	NIA
<b>Situations and Missions</b>								
Always clear	1	0	3	2	8	6	9	3
All are important	1	0	3	3	8	5	9	3
Number of Situations/missions	1		3		8		9	
Too many		0		0		1		5
About right		1		1		5		3
Too few		0		2		2		1
<b>Items on Checklist</b>								
Always clear	1	0	3	2	7	2	9	7
All are important	1	0	3	3	7	2	9	5
Number of items included	1		3		7		9	
Too many		1		0		3		5
About right		0		2		3		4
Too few		0		1		1		0

N = Number of respondents.

NIA = Number of respondents giving indicated answer.

APPENDIX F

PERCENT OF RESPONDENTS SUGGESTING IMPROVEMENTS IN TRAINING PUBLICATIONS AND MEAN NUMBER OF IMPROVEMENTS SUGGESTED

Table F-1  
NUMBER OF RESPONDENTS SUGGESTING IMPROVEMENTS IN TRAINING PUBLICATIONS AND MEAN NUMBER OF IMPROVEMENTS SUGGESTED

Publications	Number of Respondents Critiquing Document	Number of Respondents Suggesting Improvements	Mean Number of Improvements Suggested by Respondents
FORSCOM Documents	4	1	2.00
FM 21-6	82	37	2.22
TCs	12	6	1.82
DA Pams	78	40	1.68
Programmed Texts	32	18	1.67
AR 350-1	19	11	1.45
School Texts	61	38	1.79
FM 21-5	30	19	1.47
TRADOC Documents	27	17	1.59
SMART Book	44	29	2.14
Local Regulations	73	52	1.85
Other FMs	178	133	2.19
ATPs	49	39	2.31
Other ARs	62	50	2.14
TMs	130	108	2.41
ASubjScds	97	82	3.00
ATTs	22	19	2.11

Table F-2

NUMBER OF RESPONDENTS SUGGESTING IMPROVEMENTS IN TRAINING PUBLICATIONS  
AND MEAN NUMBER OF IMPROVEMENTS SUGGESTED, BY PHASE OF TRAINING

Publication	Training Centers			Schools			TO&E Divisions		
	N	NSI	M	N	NSI	M	N	NSI	M
FORSCOM Documents	0	0	0	0	0	0	4	1	2.00
FM 21-6	25	16	2.31	34	13	2.23	23	8	2.00
TCs	0	0	0	5	2	2.50	7	4	1.50
DA Pams	3	1	1.00	45	25	1.80	30	14	1.50
Programmed Texts	6	5	1.60	26	13	1.69	0	0	0
AR 350-1	2	1	1.00	9	4	2.00	8	6	1.17
School Texts	0	0	0	41	26	1.81	20	12	1.75
FM 21-5	7	5	1.80	14	8	1.13	9	6	1.67
TRADOC Documents	11	4	1.50	16	13	1.62	0	0	0
SMART Book	41	28	2.14	3	1	2.00	0	0	0
Local Regulations	26	18	1.67	8	7	1.86	39	27	1.96
Other FMs	45	35	2.43	65	48	2.06	68	50	2.14
ATPs	17	13	2.85	9	8	1.75	23	18	2.17
Other ARs	6	3	2.00	41	34	2.03	15	13	2.46
TMs	16	10	2.80	45	37	2.43	69	61	2.33
ASubjScds	46	38	3.79	14	13	2.23	37	31	2.35
ATTs	0	0	0	4	3	2.00	18	16	2.13

N = Number of respondents critiquing document.  
 NSI = Number of respondents suggesting improvements.  
 M = Mean number of improvements suggested by respondents.

Table F-3

NUMBER OF RESPONDENTS SUGGESTING IMPROVEMENTS IN TRAINING PUBLICATIONS  
AND MEAN NUMBER OF IMPROVEMENTS SUGGESTED BY ROLE OF RESPONDENT

Publication	Students			Supervisors								
	N	NSI	M	1st Line			2nd Line			3rd Line		
				N	NSI	M	N	NSI	M	N	NSI	M
FORSCOM Documents	0	0	0	2	0	0	2	1	2.00	0	0	0
FM 21-6	24	7	1.43	31	10	1.80	15	8	2.63	12	12	2.75
TCs	1	0	0	3	3	2.00	3	0	0	5	3	1.67
DA Pams	14	6	1.50	35	19	1.47	17	10	2.00	12	5	2.00
Programmed Texts	25	13	1.62	5	3	2.00	2	2	1.50	0	0	0
AR 350-1	1	0	0	5	2	1.00	3	1	1.00	10	8	1.63
School Texts	25	16	2.13	16	11	1.64	10	5	1.20	10	6	1.67
FM 21-5	10	5	1.20	9	7	1.29	5	4	2.00	6	3	1.67
TRADOC Documents	3	3	1.67	1	1	2.00	7	5	1.20	16	8	1.75
SMART Book*	8	4	1.50	13	9	1.89	10	8	3.37	10	7	1.42
Local Regulations	1	1	2.00	23	14	2.00	19	13	2.15	30	24	1.58
Other FMs	45	31	2.00	67	47	2.34	38	32	2.22	28	23	2.09
ATPs	4	4	1.00	9	8	2.38	14	9	1.88	22	18	2.78
Other ARs	22	16	2.06	18	16	2.25	13	11	2.27	9	7	1.86
TMs	30	22	2.36	61	55	2.22	31	24	2.75	8	7	2.86
ASubjScds	5	5	1.80	25	20	2.45	34	29	3.59	33	28	3.00
ATTs	1	0	0	4	3	1.33	8	7	2.29	9	9	2.22

\*

SMART Book entries are confined to personnel who are directly involved in Basic Combat Training.

N = Number of respondents critiquing document.

NSI = Number of respondents suggesting improvements.

M = Mean number of improvements suggested by respondents.

Appendix G

RELATION BETWEEN ALPHABETICAL LIST OF PROBLEMS IN TABLES 15-17  
AND NUMERICAL CODE IN TABLE 3

Problems Reported	Numerical Code*
A. Information is obsolete or it is hard to keep up with changes	4, 5
B. Too little information or information scattered in different publications	12, 27
C. Information is too general	6
D. Text too dull, wordy, lacks pictures or color	13, 14, 15, 18
E. Hard to find information in publication	1
F. Hard to read or understand	2
G. Text poorly organized	16, 17
H. Not job-related or performance-oriented	22, 23
I. Hard to get copies of the publication	3
J. Information is inconsistent or incorrect	8, 10
K. Too little leeway given local person	29
L. Information contradicts information in other publications	9
M. Too much information or information is too specific	7, 11
N. Publication is too bulky or flimsy	19, 20
O. Time allocations are inadequate	24
P. Other	
Text or pictures are illegible	21
Time allocations are excessive	25
Procedures are ineffective	26
Too much leeway given to local persons	28

\*Problems and Recommendations Code Number, Table 3.

APPENDIX H

REPRESENTATIVE COMMENTS REGARDING PROBLEMS AND RECOMMENDATIONS

ACTIVE ARMY COMMENTS

FM 21-5, Military Training Management:

"Provide alternative formats for lesson plans."

"The section on Training Records is obsolete."

"This FM is of doubtful value. Post Regulations and Policies cover the same material and are sufficient to guide those conducting training."

"It takes a sterile approach to training. It ignores the student. It should present some realistic examples of unit training. It needs to be better organized to explain how the instructor should organize himself, the equipment, and facilities to conduct training. It does not pay enough attention to motivating the student to want to learn."

"Either improve the index so that it identifies different types of training (BCT, AIT, BUT, AUT) or have a separate chapter for each type of training."

"List more information about the kinds of training aids that can be used."

FM 21-6, Techniques of Military Instruction:

"Put in material on more current instructional methods such as peer instruction and performance oriented instruction."

"This manual could be improved to allow the instructor more options in his instructional method."

AR 350-1, Training:

"Take the jargon out of the publication."

"When the number of changes has become excessive, republish the document incorporating the changes."

"The decentralized training system results in a lack of standardization and much more work for the TO&E unit commander who does not have the staff to develop a training program. More direction and guidance should be given to the unit commander in how to develop his training program . . . but this should take the form of guidance, not directives."

TRADOC Pamphlet 600-4, SMART Book, Basic Combat Training:

"Some of the steps in the Individual Tactical Training test should be more detailed."

"More information should be included on the use of protractors and on measuring straight line distance on the map reading tests."

"Use larger print."

"The major problem with the SMART Book is the interpretations placed on it by the users. Pictures and diagrams would, in some cases, explain better than words the steps to be followed."

"Some details on the Claymore test are missing."

"In some instances, less detail is required in stating performance steps. For example, it is not necessary to specify the fingers to be used to pull back the operating handle on the M-16 rifle when executing Inspection Arms."

DA Pamphlets - 310 Series, Indexes:

"It is hard to get copies of changes."

"Punch holes in them so that they can be kept in a loose-leaf binder."

"It is time-consuming to check the document to see if the publication you want has been superseded or rescinded."

"Simplify the titles of the publications."

"Increase the size of the print."

"The titles of the publications should be more descriptive so that we can more easily tell if it contains the information that we need."

Infantry Publications:

"It takes too long to get information out of an FM and put it into a form usable for instruction." FMs

"Unit reference libraries should stock special texts put out by the Infantry School." School Texts

"New terminology should be explained in an appendix . . . especially that which applies to new weapons." FMs

"The ASubjScds of infantry small-unit series are not realistic as to time, content and priorities."

Infantry Publications: (continued)

"The Infantry School and the Armor School do not always agree on the doctrine expressed in their Special Texts. Better coordination among the combat arms schools is needed."

"The FMs should give more variance in their examples. Tactics are often based on full strength when probabilities, in both training and combat, are that units will be understrength."

"There is too much classroom training. More field work and night training exercises are needed." ATPs and ASubjScds

"The checklists should cover mechanized special operations such as passage of lines, relief in place, and link-up operations. A greater scope of operations is needed in the ATTs."

"Special texts of the Infantry and Armor School are used in place of FMs because they give examples of Brigade operations for planning."

"Checklists are not definite enough to get a good evaluation. Would rather see a GO/NO-GO rating with remarks if NO-GO." ATTs

"There should be separate FMs for squad, platoon, and company operations. They should emphasize 'how to do it' for key personnel in the company. The FMs should be pocket-size and waterproof."

"Add a summary at the end of each chapter." FM 7-10

"The references cited in the ATP are often obsolete."

"Too much time is devoted to First Aid, Drill and Ceremonies and Command Information." ATP 7-18

"They should add material on the adjustment of artillery fire and the function of the weapons squad in the rifle platoon. They also should include the changes to the references that are cited." ATP

"Would prefer to see a separate ATP for each type of infantry unit--straight leg, mechanized, airborne, and airmobile."

"The ASubjScd was designed for a training center . . . not a TO&E unit. It includes too many unnecessary subjects."

"Provide guidance on how different kinds of terrain can be used to advantage and on how to operate under different kinds of terrain . . . other than ideal." ASubjScds

"The division may consider the ATT as a guide but DA test teams may view it as a hard and fast requirement. The experienced CO used the ATT as a guide. The naive CO tries to implement it exactly as stated." ATTs

Infantry Publications: (continued)

"Does not include information on what a mechanized unit should do in the event of an attack by aircraft, and does not distinguish between different types of infantry units." FM 7-10

"We need more information on how and when to resupply ammunition, how and when to evacuate the wounded, and the role of the Brigade Reserve in rear area security." FM 7-10, FM 7-20

"Eliminate or combine some of the items on the checklist. Don't always repeat items for each phase of the problem." ATTs

"We need more information on how to conduct training on the 40mm grenade launcher." FM 23-31

"These FMs should include more information on the tactics of the mortar crew and mortar section in company and battalion tactical operations . . . e.g., local security, size of mortar pit, camouflage, etc." FM on mortars

"At present, there are three FMs that must be used, one on the 81, one on the 4.2 and one on FDC. The three publications should be combined into one." FMs on mortars

Armor Publications:

"The ATP needs more emphasis on maintenance, communication, and gunnery."

"The Special Texts are sometimes divergent from the FMs on doctrine. Also, Armor School Texts and Infantry School Texts sometimes disagree on armor training."

"Provide a waterproof cover so that the FMs can be used in the field."

"The ASubjScd should include training under desert and jungle conditions and training on the identification of Sino-Soviet vehicles and aircraft."

"The guidance provided on how to set up a Tank Crew Qualification Course is not adequate." TC-QC

"Bind the publication in a loose-leaf binder to facilitate handling changes." FM 17-12

"Include a more complete set of references." ATP 17-36

"The ASubjScd is based on a standard TO&E. I am operating under a modified TO&E. The ammo specs do not conform to the organization and equipment assigned to my unit."

Armor Publications (continued):

"The situations and solutions are too canned. They do not allow enough opportunity for flexibility and innovation." ATTs

"Establish standards for the checklist." ATTs

"Recommendations for changes are not readily acted upon." ASubjScds

"The ATP needs updating to include latest training techniques. New techniques for training should be coordinated with proponent agencies."

Artillery Publications:

"The scope of the ATP for a 155 mm howitzer is far too great considering the time available to a garrison unit and personnel turnover."

"Some of the lesser used points often passed over during instruction due to infrequency of occurrence should nevertheless be included and thoroughly explained in the FM."

"The ATT should include parameters for special weapons checklists."

"The reference list is incomplete." ATPs

"Give more information on how to conduct the test and include a sample scenario." ATT

Engineer Publications:

"Improve the clarity of the pictures and diagrams." FMs

"The ATT should include more missions and allow more time. Some of the items on the checklist are obscure and their rationale should be included."

"The learning objective section should include a statement about standards." ASubjScd

"The print is too small to read." FM 5-34

"More information should be included on tactical operations." FM 5-25

"Make the tactical situations and unit missions more realistic and challenging. Add more items to the checklist." ATT 5-25

"It is hard to find out what School Texts exist."

"The programmed texts should include page references so that you would be able to move both forward and backward."

"Standardize the format for outlining material in School Texts."

Engineer Publications: (continued)

"Reduce the amount of repetition and the amount of branching. Make the text more like a standard textbook." Programmed Text

"The first section should be expanded and index tabs would be helpful."  
TM 5-333

"Standardize the format of maintenance checks." TM 5-1450-202-12-34

"Component specifications should be included in the basic end-item TM."

"Add a chapter on construction estimating." TM 5-333

Ordnance Publications:

"It would help us if we received advance knowledge about changes in references documents when we are preparing School Texts."

"The ASubjScds for 63B20 need to be performance oriented. It should allow provision for accelerating the student."

"The programmed texts are too simplistic and do not include references which the student needs if he wants to get more information."

"Reorganize the material so that it is oriented around the job of the user." TM: Infantry Equipment

"Improve the clarity of the pictures and diagrams." TM: Artillery Equipment

"Each vehicle should have a TM for its equipment and maintenance. The 10 series of TMs sometimes call for tools that are not in the OVM." TM: Armor Equipment

"Good how-to documents are needed in the technical and maintenance areas for armor." TMs

"Include information about troubleshooting along with the information about parts." TM on M15A1 (Jeep)

"Prepare a separate TM for each type of APC. This would reduce bulk, make things easier to find, and encourage operators to use the document."

"TMs should accompany the equipment when it is issued."

"TMs on APC should be better indexed, have more pictures, and have waterproof and oilproof covers."

"Since we can and often do perform 2nd echelon maintenance on the Gamma Goat, have the TM include some information on 2nd echelon maintenance or give us the TM which covers 2nd echelon maintenance."  
TM: Artillery Equipment

Ordnance Publications: (continued)

"Parts are poorly labeled on photographs and diagrams." TM Armor equipment

"Intermediate steps in the disassembly and assembly of equipment and weapons are often not included." TM: Armor Equipment

"Add a checklist for missile system checkouts." TM: Armor Equipment

"Organize the TM like the manual give to owners of Volkswagens." TM: Armor Equipment

"Some of the material included is far beyond what the student needs to know." ATP 29-15

"The mission-situation section should include units which would normally be found in the vicinity of a maintenance unit. A sample scenario should also be included." ATP 29-15

"The number of items on the checklist is excessive if the items are used as gospel by inexperienced umpires." ATT 29-15

"Make Troubleshooting Tables more explicit and include intermediate steps in Troubleshooting Tables." TM 9-2350-215-20

"The excessive use of abbreviations make it difficult for a new man to use." TM 9-2350-215-20

"There is too much information squeezed into the same picture. The inspection tables are incomplete. Disassembly and assembly instructions are hard to follow." TM: Ordnance, 1000 and 2350 series

"Put the Operator's Checklist in front of the TM." TM: Artillery Equipment

Logistics Management Publications:

"The TM could be more specific about the procedure in filling out forms. The old examples do not fit the new system" TM 38-750

"There is inadequate cross referencing in the Appendix." TM 28-750

"Use fewer abbreviations and include a TIPS section for training inspectors." TM 38-750

Logistical Operations Publications:

"Material should be added which describes the duties of an S-3 in a Supply and Transport Unit, and describes a Division when operating under the Division Logistical System" FM

Logistical Operations Publications (continued):

"Make the test more realistic by reducing the impact of total war situations. Place more weight on the technical performance of personnel. There should be more guidance given to the evaluator on what he is to look for." ATT

Signal Publications:

"The Daily Maintenance Checklist, now bound in the TM, should be prepared as a separate supplement or handout for easy reference by the vehicle operator." TM

"Add information on the steps followed to put the radio into operation." TM 11-5820-667-12

"Add a parts list . . . which is a help when signing for equipment and when ordering replacement parts. This list was included in earlier versions of the TM." TM 11-5820-667-12

"There is an error in Par. 4-8, Sec. C, Step 4." TM 11-5820-667-12

"Make all of the TMs in the 11-6665 series the same size so that they can be more easily carried." TM

"The ASubjScd should include a model lesson plan."

"Material should be added on PCM Multi-Channel equipment." ASubjScd

"It is difficult to get the reference material that is cited in the ASubjScd."

"The ASubjScd should include ideas on how the training can be made more innovative and interesting."

"The TMs need more durable covers and pages and should be bound loose-leaf." TMs

"The ASubjScd should include training objectives dealing with radio-telephone procedures . . . it is part of the job for this (36K) MOS. The ASubjScd should also include instructors guides, evaluator guides, and performance checklists."

"Add information on how to set up, operate, and maintain switchboards . . . this information is currently found in other publications." FM 24-20

"There is a need for a TM for the 10-skill level, for radio-teletype operators, written in terms the operator can understand. There is also a need for a similar publication at the 12-level--for the first line supervisors."

Quartermaster Publications:

"The procedure for developing the time frames in the course POI is inadequate. The time frames indicated are not reasonable. There should be more research and pilot testing before a POI is approved."  
QM

"The material is written at too low a level for the students . . . 23 of whom are lawyers." Programmed Text

"Break the publication into two volumes." School Text

"Make the information more applicable to individual needs." School Text

"The programmed text format is not good. A straight text format is more efficient in presenting information. The ability level of the students is high enough to comprehend a straight text presentation."  
Programmed Text

"There should be more detailed explanation of the technical terms such as glucose, fructose, etc." TM 10-410 Quartermaster

Adjutant General Publications:

"The program should be expanded so that a man can be an effective clerk in the field . . rather than just giving him some basics in clerical duties. A system is needed to frequently change the ASubjScd based on reports from the field as to the man's effectiveness . . . prerequisites for clerical training should be meeting minimum standards in reading, typing and math." ASubjScd 71B10

"Divide the text into sections based on functional areas and bind these sections separately." School Text on Army Budgeting

"Too much time is allocated for Safeguarding Defense Information." ASubjScd 71B10

"Add a requirement of a mid-course test . . . in addition to the end-of-course test and raise the minimum typing requirements for progress out of Group IV typing to 15 NWPM." ASubjScd 71B10

"Make the availability of this pamphlet more widely known."  
DA Pam 1-10

Basic Combat Training Publications:

"Give examples of real situations." ASubjScd 21-49

"This text should contain more detail on how to perform the movements in accordance with the training tests." FM 21-75

"The FM on Field Sanitation needs more detail on what must be done in the areas of personal hygiene and field sanitation." FM 21-10

Basic Combat Training Publications: (continued)

"The program could be improved by including more challenging training such as the infiltration course. There is too much emphasis on human relations, drugs, and alcohol." ATP-21-114

"Bind the FMs in loose-leaf so that pages can more easily be copied or used on an opaque projector." FMs on basic subjects

"The training procedure section should provide more than one technique on how to accomplish the objective. Flexibility in training techniques is required." ASubjScs 21-72

"The ASubjScds are seldom used or needed at company level in BCT. Lesson plans and the SMART Book have all the information that is needed in order to conduct training."

"We lack sufficient resources to implement the ASubjScd. Delete the material on combat intelligence and the handling of POWs." ASubjScd 21-20

"This publication should contain options for the instructor on how to accomplish the mission and the illustrations should closely follow what is described in the text." FM 22-5

"The material is too narrow in scope. It should incorporate the results of research conducted in a military environment." FM 22-100

"Should add information on race and human relations and on how to fill out certain administrative forms." DA Pam 350-14

"Write the manuals so it can be used by the soldier--simpler language and more pictures with blow-ups to magnify details." FM 23-9

"This FM does not contain information about known distance ranges nor about the first intersection of line of sight and trajectory." FM 23-71

"The learning objectives should be more specific." ASubjScd, BRM

"The training procedure section should include better instructor notes and instructions on testing." ASubjScd, BRM

"The FM should include information on especially effective training techniques." FM 23-12

"Many NCOs hesitate to use the FM because unit commanders often use it as a guide, not as a requirement." FM 23-12

"There should be more information on how to carry out certain operations . . . what each individual person should do in specific situations." FM 23-12

Staff Officers Publications:

"Figures and tables are unclear." FM 101-10-1

"Improve it by providing, in applicable chapters, comments and examples of staff actions and procedures at Brigade and Battalion level." FM 101-5

"FMs of the 101 series and Infantry School materials can be used at the Brigade level, but a staff manual at Brigade level would bridge the gap between lower and higher units." FMs 101-5 and 101-10

"FM 101-5 is Division and Corps oriented and does not cover Brigade operations within a Division or Separate Brigade operations. Brigade operations need to be included. Also, staff duties and responsibilities of Brigade Staff officers need to be included." FM 101-5

TRADOC and FORSCOM Regulations:

"At least make the FORSCOM regulations complete so that there is no need to refer back to an AR." 350 series

"This supplement should not exist. A special (new) edition of the AR should be produced if a supplement becomes necessary." 18 series

Army Regulations:

"Instead of referring the reader to another document, the AR should include extracts from other document . . . especially if the other document is hard to get." AR 37-103

"There are too many Policy Statements and Supplements to the AR." AR 635-20

"The AR's specifications are open to different interpretations. It should not be a matter of interpretation." AR 725-50

"The examples don't match the instruction." AR 710-2

"Explain why items are listed--don't just give several laundry lists of requirements." AR 18-1

"An AR stock facility is needed on a large installation so that one can requisition and obtain publications without delay. Two to three months elapse before ARs can be obtained out of St. Louis."

"Using units should have a chance to review proposed changes before they become official. The decision logic tables on personnel actions do not have flexibility and do not take into consideration all the human factors that affect people. The user needs more latitude. ARs on personnel actions.

Army Regulations: (continued)

"The AR should require the unit mail clerk to check Form 1175 against the Post Locator File at least once a month. In this manner, the Post Locator File could be kept up-to-date." AR 65-75

Local Regulations:

"Post regulations often needlessly duplicate information that is found in regulations issued from higher levels."

"The requirements are often unrealistic. There should be more staffing at the operating level before the regulations are issued."

"Letters and policy statements which are designed to clarify local regulations are often too restrictive . . . thwarting the initiative of the unit commander."

"Too often changes to post regulations are verbal . . . not as good as preparing them in written form."

"Rather than repeat information in the local regulation that is already found in the AR, publish a local supplement which can be attached to the basic document." 350 series

"There are too many supplements. Each level adds something or gives the basic regulation their own interpretation. Consolidate or do away with them."

RESERVE COMPONENT COMMENTS

AR 350-1 Training:

"There are too many annexes and too many changes. It is very confusing and hard to find anything in it. Condense it and clarify it."

"There are too many contradictions between the basic document and the various supplements."

"Differentiate more clearly between Regular Army and Reserve Forces." (FORSCOM Supplement to basic document)

"They are written by people who are unaware of the problems the user faces. They are frequently too vague in their guidance." (FORSCOM Supplement to basic document)

FM 21-5 Military Training Management:

"It needs more examples and it should be updated to reflect new training doctrine and new management practice."

FM 21-6 Techniques of Military Instruction:

"It could be improved by (1) giving a more complete discussion of motivational factors influencing student participation and by (2) including a standard lesson plan outline in the Appendix as well as the text."

Infantry Publications

"There is a lack of continuity between Army Subject Schedules, Field Manuals, training films, training circulars, etc. Too often, one or more are obsolete. This is time-consuming and discouraging to the experienced instructor, let alone the poor inexperienced instructor."

"There is no gunner's test for the 106mm crewman." FM 23-82

"These are excellent manuals as far as they go. However, they need more on mechanized operations . . . problem exercises are missing." FM 7-10 and 7-20

"They need to be updated. The tests are not realistic for our present Reserve program. Special tests need to be written for Reserve units." ATT 7-16 and 7-47

"Too verbose. Not enough diagrams and charts." FM 7-10

"Some supplemental material should be furnished in test form to cover doctrine that is being changed or has been changed to insure that the units are not teaching outdated doctrine." FM 7-20

Ordnance Publications

"The page numbering is all screwed up." TM 9-2320-260-20B

"Federal Stock Numbers should be included with all items listed." TM 9-2320-218-20.

"TMs are not consistent when it comes to giving information needed to order parts. Some TMs without the letter "P" include lists of parts."

Engineer Publications

"The dollar value per unit operation should be given for both personnel and equipment so that it would be possible to maximize production and minimize cost." TM 5-333

Signal Publications

"It needs more troubleshooting information . . . what to look for . . . solutions other than the replacement of parts." TM dealing with SB 86 Switchboard.

### Combat Support Publications

"In order to find information for an individual platoon or section of our (combat support) company, it is necessary to go to three or four FMs, TMs, Subject Schedules, or ATPs. It would be beneficial to have an FM for each section or platoon of the Combat Support Company."

"These ATPs have not been revised to actually show the training program necessary for the mission-oriented units of a Support Battalion. They are mostly modifications of battalion size ATPs which have been scaled down for company-size units. Publications need to be prepared which are designed for company-size units in Support Battalions . . . mostly at the Reserve level, not only while on active duty."

### Adjutant General Publications

"Doesn't relate to the Reserve." AR 680-4

"Confusing in some cases. Some writers must make an effort to use lengthy, difficult explanations." AR 600-200

"Primarily designed for regular Army situations. With emphasis now on Guard and Reserve strength, pamphlets might point out differences between the Active Army and Reserve situation." DA Pam 600-8, AR 600-200, AR 640-10

### National Guard Regulations

"Needs to be written in plainer terms."

"Limited distribution causes 'waiting turn' for use. They should publish supplements on separate topics. This would allow the user to get the publication that he needs and not tie up the basic publication."

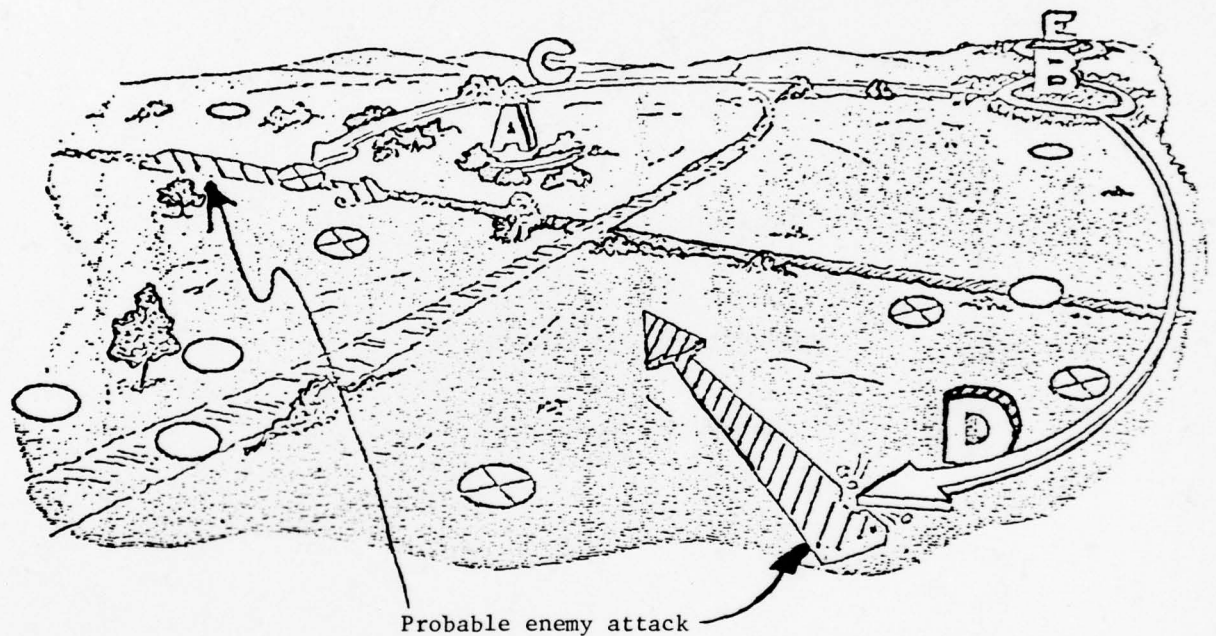
"This publication is entirely too detailed and does not allow battalion headquarters even the latitude to determine where they will place office furniture. A loosening of the requirements would stimulate more creativeness at the lower echelons."

APPENDIX I  
FORMS USED FOR SURVEY OF UNIT TRAINING PUBLICATIONS

Form A

PROBLEM

To deny a crossroad or any other small terrain feature to the enemy



PROBLEM To deny a crossroad or any other small terrain feature to the enemy. In this case also, it is usually not necessary or desirable to form a perimeter of defense around the crossroad. A single platoon at A will deny the use of the crossroad to any but a strong enemy. The rest of the company may best be emplaced a few hundred yards away, as at B, prepared to attack in flank, as per arrow C or D, any enemy effort to dislodge the platoon at A. Mortars set up at E plus artillery from a more distant location can interdict approach roads with concentrations as indicated. Again, counterattack routes must be reconnoitered to avoid unhappy surprises.

AD-A075 432

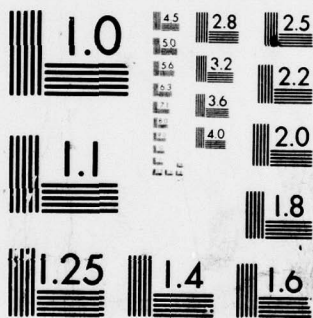
HUMAN RESOURCES RESEARCH ORGANIZATION ALEXANDRIA VA F/G 5/9  
SURVEY OF USER ATTITUDES TOWARDS ARMY TRAINING LITERATURE. (U)  
OCT 78 M SHOWEL, M F BRENNAN DAHC19-73-C-0051  
HUMRRO-RM-78-14 NL

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MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

FORM B

This is the title page of a four-page pamphlet. It is designed to be convenient for leaders to use in the field. It can also be used as a classroom handout or as a guide toward setting up a sandtable. Its brevity should allow leaders to use imagination and initiative in the conduct of training.

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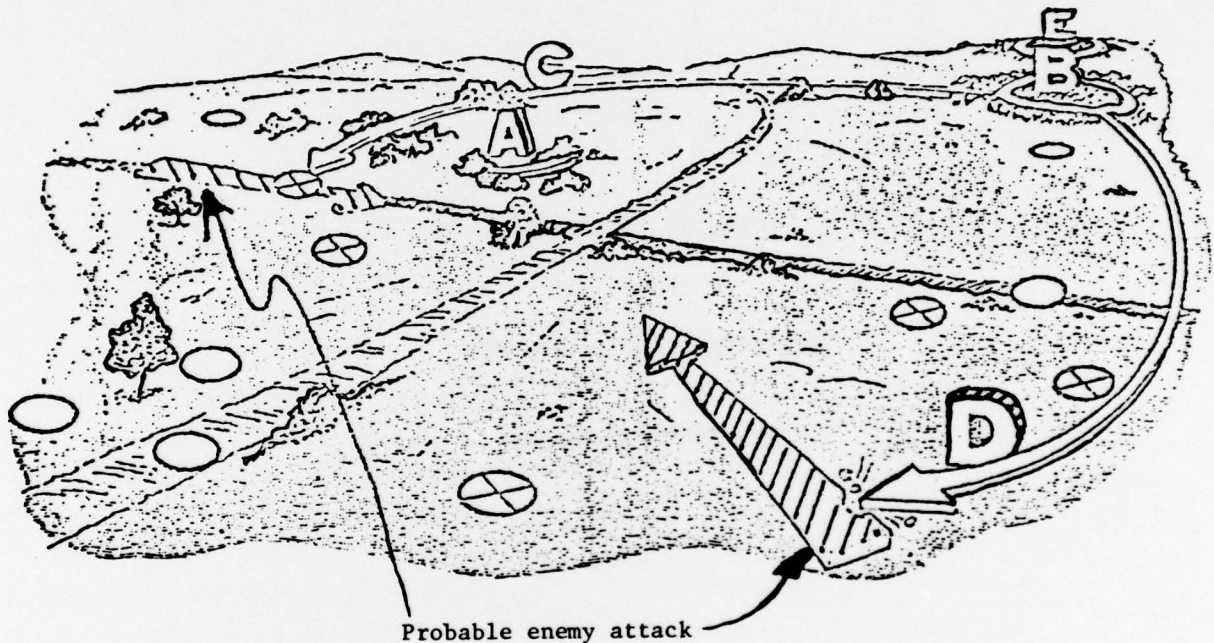
TRAINING EXERCISE  
FOR  
MECHANIZED RIFLE COMPANY  
  
HOLDING A CROSSROAD

APPENDIX I  
FORMS USED FOR SURVEY OF UNIT TRAINING PUBLICATIONS

Form A

PROBLEM

To deny a crossroad or any other small terrain feature to the enemy

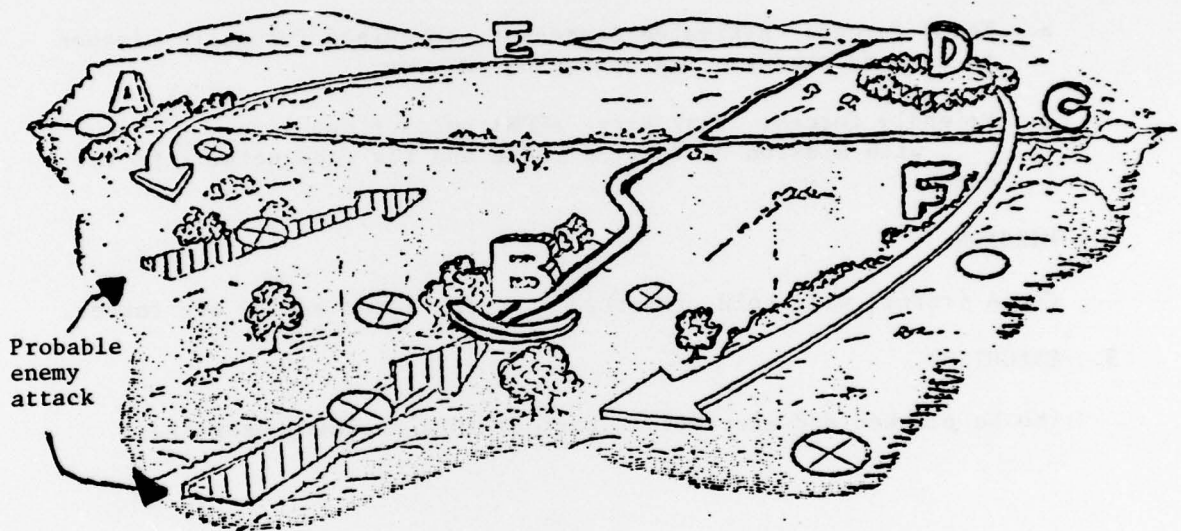


PROBLEM To deny a crossroad or any other small terrain feature to the enemy. In this case also, it is usually not necessary or desirable to form a perimeter of defense around the crossroad. A single platoon at A will deny the use of the crossroad to any but a strong enemy. The rest of the company may best be emplaced a few hundred yards away, as at B, prepared to attack in flank, as per arrow C or D, any enemy effort to dislodge the platoon at A. Mortars set up at E plus artillery from a more distant location can interdict approach roads with concentrations as indicated. Again, counterattack routes must be reconnoitered to avoid unhappy surprises.

This page contains a three-dimensional sketch of the tactical exercise plus a brief scenario of the tactical plan. It is a concept only. The leaders are thereby encouraged to adapt the ground and other local conditions to their own advantage in carrying out a similar mission.

PROBLEM

To hold a crossroad for use by your own forces



PROBLEM To hold a crossroad for use by your own forces. Sometimes it is appropriate to encircle the crossroad by a perimeter defense, but in many circumstances this solution doesn't make much sense. It is often far better to establish a good husky roadblock (a reinforced squad, maybe two, in some cases perhaps a whole platoon) at A, B, and C, hold the rest of the company in reserve at D prepared either to reinforce the roadblocks, or to counterattack an enemy thrust as per arrows E or F. Don't forget to reconnoiter counterattack routes, and don't fail to make artillery and mortar FO's prearrange concentrations so that fire may be called down very quickly on an approaching enemy.

This page contains the five paragraph field order with only those portions filled in which are necessary to start the training exercise, i.e., situation, mission, and essential administrative details if required.

---

#### TASK ORGANIZATION

Co A, 1st Bn, 1st Bde (Mech)  
Bn AT Section (-)  
D/S Arty (on call)

#### 1. SITUATION

- a. Enemy forces: Estimated Aggressor mechanized forces in platoon to company strength are operating in area.
- b. Friendly forces: Task Force ALPHA holds ridge line \_\_\_\_\_ to \_\_\_\_\_ with mission of denying ridge and its road network to the enemy.

#### 2. MISSION

Co. A (reinf) will hold crossroad \_\_\_\_\_ for later use by own forces.

#### 3. EXECUTION

(to be planned and executed as part of this training exercise)

#### 4. ADMINISTRATION AND LOGISTICS

(to be stated as local training conditions or requirements specify)

#### 5. COMMAND AND SIGNAL

(to be planned and executed as part of this training exercise)

This page contains the high priority items that are to be checked during this type of training exercise. This training exercise is one of a number of mechanized company training exercises. Each one will have its own checklist of high priority items which pertain to that exercise.

---

SAMPLE CHECK LIST

GO

NO/GO

1. Map and ground reconnaissance by Co CO and his platoon leaders.
2. Determination of a sound operational concept to accomplish mission.
3. Issuance of clear and timely orders.
4. Occupation of initial positions.
5. Rehearsal of counterattack plans.
6. Coordination of mortar and artillery fires.
7. Use of command coordination and control measures.

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The bottom of this page is reserved for study references

FMs

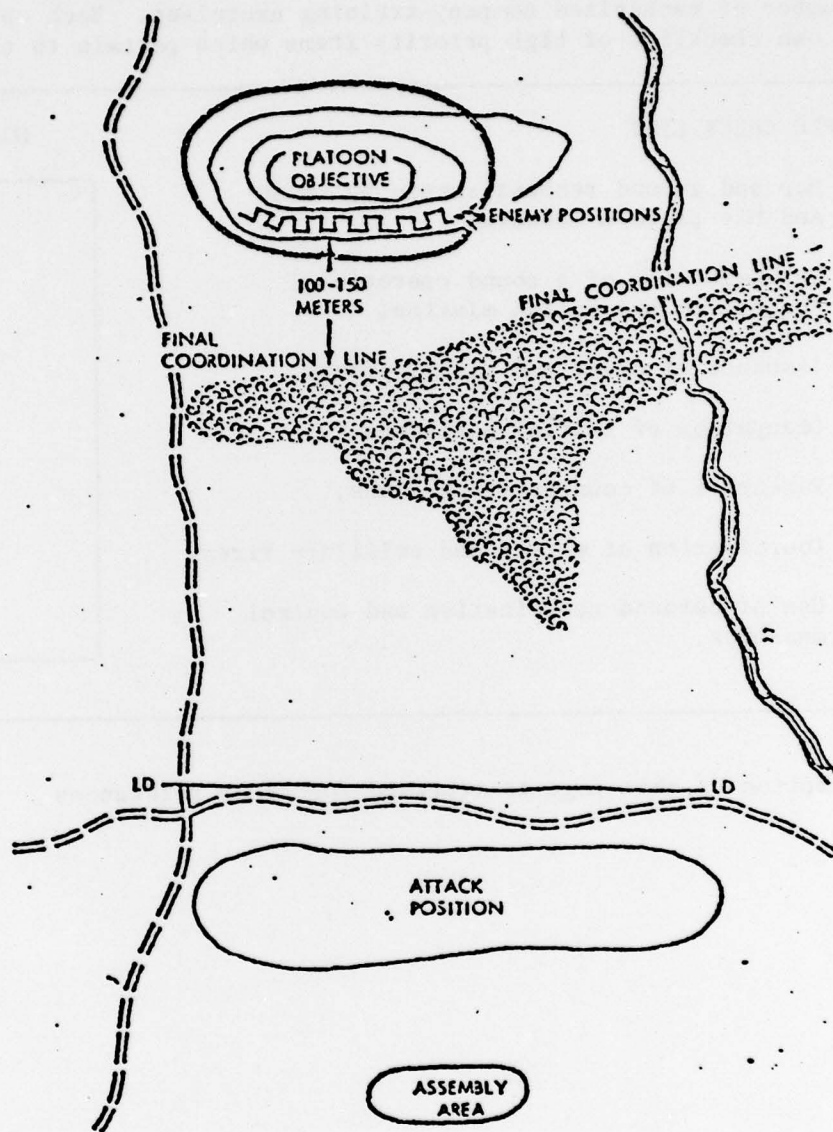
TMs

TCs

etc.

FORM C

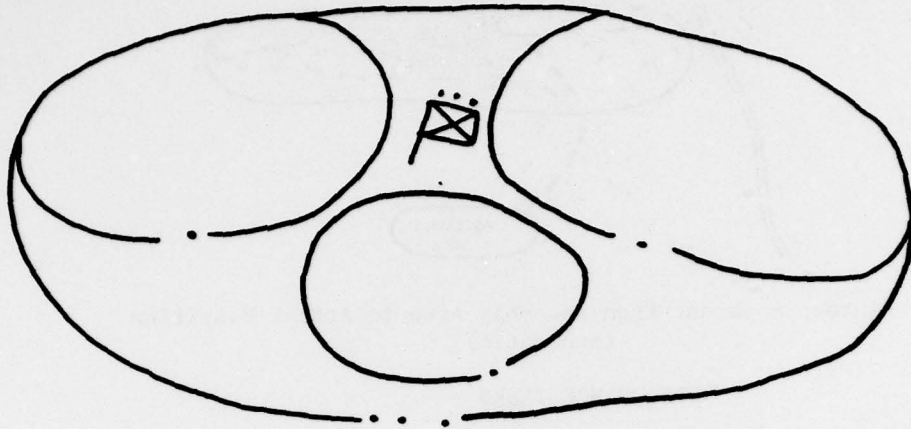
TRAINING EXERCISE AND PERFORMANCE TEST  
Infantry platoon in a daylight attack.



*Rifle platoon in the daylight attack (schematic).*

References: FM -  
TC -

Cover page for a four- or six-page pamphlet. 8 x 10½ in size. Convenient for leaders to use in the field. Easily xeroxed for subordinates. Sketches and check lists easily placed on a vu-graph. Can be used as a handout. Can be used as a guide to set up sandtable instruction. Brevity in design will allow leaders to use imagination and initiative.



Platoon Assembly Area  
(Schematic)

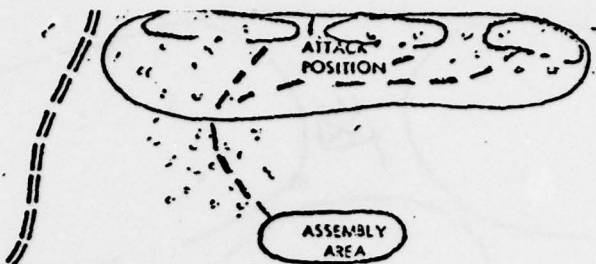
PERFORMANCE TASKS

	GO	NO/GO		GO	NO/GO
1. Receives and issues warning order			4. Formulates concept of attack		
2. Takes squad leaders on reconnaissance			5. Issues five paragraph field order		
3. Plt Sgt: and Asst Squad Leaders			6. Makes radio net checks		
Check Equipment Water Rations			etc.		
Issue Addit. Weapons Ammo Hand Grenades			etc.		
Put out local security					
Supervise Indiv camouflage Indiv security Noise discipline					

Evaluator Comments

Page 2

This page covers the first phase of a platoon in attack - actions in the assembly area. The Check List is a listing of essential high priority tasks that must be performed in the assembly area.

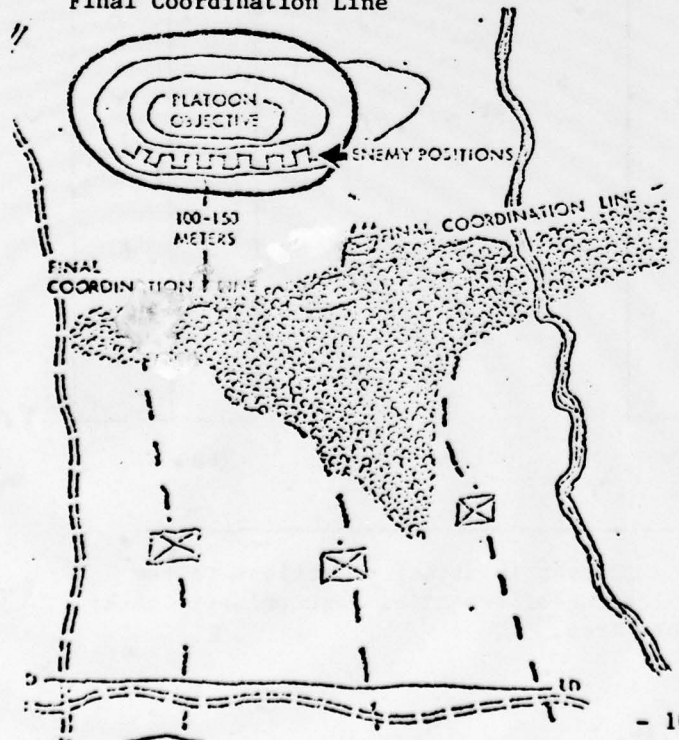


Platoon movement from Assembly Area to Attack Position (schematic)

PERFORMANCE TASKS

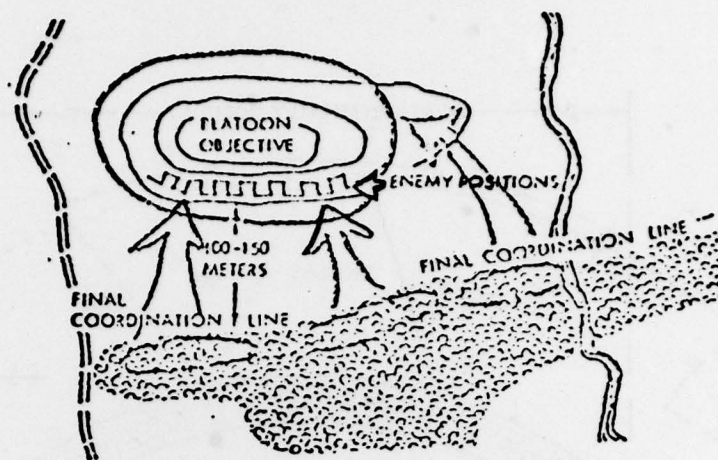
MOVE	GO	NO/GO	ATTACK PSN	GO	NO/GO
1. Uses appropriate column formation in move.			1. Squads deploy quickly in attack position		
2. Uses cover and concealment			2. Squads report to leaders when ready		
3. Exercises control by arm and hand signals			3. Time is coordinated, etc.		
4. Enforces noise discipline etc.					
5. Evaluator's Comments					

Platoon movement from LD to Final Coordination Line



PERFORMANCE TASKS

	GO	NO/GO
1. Squads move in appropriate formations		
2. Use available cover		
3. Radio silence		
etc.		
etc.		
Evaluator comments		



Assault of objective  
(schematic)  
PERFORMANCE TASKS

1. Platoon leader gives signal for assault  
Flare, radio, or open fire.
2. Calls for lifting/shifting supporting fires
3. Squads open fires -advance under fire superiority
4. Squads utilize
  - Fire distribution
  - Marching fire
  - Hand grenades
  - Fire and movement
  - etc.
5. Evaluator Comments

GO NO/GO

GO	NO/GO



Instructions for Evaluator or  
Individual conducting Training Exercise

Selection of area for exercise, to include objective, axis of advance or boundaries, etc.

Warning Order which is issued to get exercise started.

Field Order, and accompanying overlay if appropriate, which is to be issued to platoon leader.

Instructions relative to administrative arrangements, advance briefings, critique, blank ammo, pyrotechnics, etc.

Number of assistant evaluators needed, if appropriate.

APPENDIX J

REPRESENTATIVE COMMENTS REGARDING UNIT TRAINING PUBLICATIONS  
BY INFANTRY, ARMOR AND ARTILERY UNIT PERSONNEL IN TO&E DIVISIONS

These comments, expressed by individuals in the Infantry, Armor and Artillery Units in two TO&E Divisions, were in response to questions asking what they liked about their choice and what they felt were weaknesses in their choice - on their selection of sample documents placed before them. The documents were an Army Training Program, Army Subject Schedule, Army Training Test, and proposed Forms A, B, and C.

Document Preference	Comments or Recommendations
Forms B and C	The documents should be reproducible.
ATP, ATT and Form B or C	Form C has a wide application for use by Platoon Leaders. Form B can be used by Company Commanders.
ATP, ASubjScd, ATT and Forms B and C in combination	ATP and ASubjScd are good for planning. forms B and C are good field checklists.
Form C	Use a 3-dimensional sketch to outline the tactical plan.
ATP, ATT and Form C in combination	ATT is a higher command (Div) guidance document.
ATP and Form C	A five-paragraph field order should be included in each tactical exercise. A 3-dimensional sketch is better than a schematic diagram in illustrating the tactical concept.
Form C	Use Form C for platoon exercises, however, a brief operation order is needed.
Form B	Form B is better for use at company and Battalion level exercises. A series of tactical exercises at each level is needed A 3-dimensional sketch is preferable to a schematic diagram. Good checklists (or tests) are needed for each level of unit operations, starting with the individual, the crew or section, platoon (including separate platoons), company, battalion and brigade.

Document  
Preference

Comments or Recommendations

Form C	In addition, there should be reminders and sketches for leaders to consider as alternate approaches to an objective.
Forms B, C, and Subject Schedule in combination	A reference library of School Special Texts is also needed.
ATT and Form C in combination	Make each document of size convenient to be carried in field jacket pocket.
Form C, ATP, ASubjScd and ATT in combination	ATP, ASubjScd, and ATT give the complete list of requirements and suggested guides to training. Form C gives the information which is usable to conduct class at different levels (Squad, Platoon, Company).
Form C in addition to ATP, ASubjScd, and ATT	It is brief (Form C), and visual, and can be easily expanded upon.
Form C	This form covers the essentials. Reduce size so it can be carried in a pocket. Should include a model field order. Use colors in diagrams.
Form B	It is brief, easy to read and understand and has a checklist.
Form B	It is brief, has dimensional pictures, minimizes verbiage and has a checklist.
Form B	It is compact.
Form B and ATP	Combined they give you an idea about where to start and give you a lot of freedom. Form B is easy to carry into the field.
ATT	Tells you really what you are supposed to do and how.
Form C in combination with ATP, ASubjScd, and ATT	Use a 3-dimensional sketch in place of diagrams. Include a scenario of the tactical operation.

Document  
Preference

Comments or Recommendations

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Form C	A simple order should accompany the form.
Form C	Include a sample order.
Form C	Use a 3-dimensional sketch and scenario in addition.
Form C	Add a scenario. Use a 3-dimensional sketch instead of a diagram.
ATP, ASubjScd, and ATT	Use the present documents. The FM should be used in the field.
Form C with ATP	A scenario is needed.
Form C	ATP will still be required at higher echelons.
Form C in combination with ATP and ASubjScd	The ATP is for the supervisor; the ASubjScd is for the instructor; and the Form C is for the troops.
Form C	Commanders can create own battlefield realism and can utilize their own time to accomplish the training.
Form C in combination with ATP, ASubjScd and ATT	For Form C, include a scenario and a 5-paragraph field order.
Form C	Use a 3-dimensional sketch, operations order, a checklist and phases.
Form B in combination with ATT, SubjScd, and ATP	Saves on preparation time of small unit exercises.
Retain ATP, ATT, and ASubjScd	Use Form C for basic soldier. Use Form B for Platoon Leader. Use Form A for Company Commander.

APPENDIX K

REPRESENTATIVE COMMENTS REGARDING PROPOSED PUBLICATIONS

ACTIVE ARMY COMMENTS

Consolidate Publications:

"Do not produce more publications; there are too many now. Consolidate them."

"Include extracts from other publications instead of simply giving references to other publications."

"Consolidate publications by subject matter to eliminate overlapping. This would eliminate the need to look up the many references on a subject which, at times, present conflicting information."

"How To" Publications:

"A handbook on duties of the Training NCO. Now, one has to learn the job by trial and error."

"A guideline or checklist for setting up a maintenance program or a supply program in a unit. At present, the information is scattered in many publications."

"A publication designed to serve those who have not had an opportunity for formal school training in their MOS. The publications should include all important and pertinent aspects of the operation and scope of the job. It should begin with the basics and follow on into all details of technical operations."

"A SMART Book or HOW TO Book is needed for company commanders, battalion commanders and battalion staff officers...designed to fit the specifics of their job."

"A simplified TM or FM, structured around a job and containing duties and responsibilities of the individual, is needed."

"A handbook to help the soldier perform his MOS. IT should contain the MOS tests of the skills and knowledges that are performed at various levels. It should be organized around the job duties and responsibilities. It would give the commander a ready reference on the jobs of subordinates and a guide for training subordinates in their duties."

"How-to-do-it manuals on team, squad, platoon or company operations. It should include the duties of each person and information on how to conduct training."

"Performance oriented checklists for duty positions, similar to those found in TC 17-9 and TC 17-10."

"How To" Publications: (continued)

"Now they pass out little guide cards. They could make up a whole series of cards that a soldier could take with him when he had to do a job. The cards should be laminated and bound in a loose-leaf binder."

"A pocket size document, with waterproof cover, which contains SOPs. It should be written at squad and platoon level and the material should be sequenced in the order in which they occur in actual field operations."

"A series of publications centered around the job duties of an officer or NCO, i.e., Field Sanitation Officer, Motor Maintenance Officer, etc. The publications should be related to the job duties of individuals and provide guidelines for a start in a new job."

"A manual that would tell the NCO what his duties are. It should go into the type of detail contained in FM 8-36, Aid Man's Medical Guide. It should contain the type of information that could be used for MOS test questions."

Master Index:

"A better system of indexing Army publications is needed. The automatic distribution system often sends out material that the agency cannot use, yet the agency has to spend time going through the material to see if it applies to them."

"An in-depth index, in one document, is needed for all Army publications. It should be arranged by subject and include all references in FMs, TMs, etc. which refer to that subject."

"An overall index of publications that would list the publications by area of interest and would contain a brief description of the publication listed."

"We need a better way of providing information to people in the field on what publications are available and current."

Basic Combat Training Publications:

"A Soldier's Handbook, issued in the Reception Station, to orient the recruit."

"A publication on what Basic Training is, its content and objectives. It should explain the requirements that are placed on the new soldier. A publication of this nature would benefit the new soldier and the recruiter."

"A guide for the basic soldier is needed. It should contain information on wearing the uniform, wall and footlocker displays, first aid, personal hygiene, military courtesy and discipline. It should be a reference for the basic trainee on what he is supposed to do."

#### Infantry Publications:

"A series of illustrated tactical problems with checklists is needed for small unit training."

"An FM on the tactics to be used by the mortar platoon of the rifle company."

"A manual that covers all levels of command to avoid the repetition that now exists in the Series 7 FMs. The biggest need is to consolidate in order to avoid repetition."

"A handbook, small and compact, for the individual soldier to include information on tactics, weapons, patrolling, etc. which a person would use in the field. It should be MOS-oriented with checklists for the individual to follow."

#### Armor Publications:

"A TM broken down into the maintenance duties of the user. It should give practical man-hour guides for field maintenance of armor--fixing a track, changing oil, etc."

"A simple document to guide small unit leaders is needed. It should contain representative examples of all types of tactical exercises with checklists. It should be loose-leaf bound and suitable for carrying into the field."

"A pocket-size MOS-related handbook which includes checklists of procedures to be followed by tank crews."

#### Artillery Publications:

"A guide for small unit leaders is needed. It should contain examples of tactical exercises, illustrations and checklists. The guide should be organized to start with crew drill and go on up through advanced tactical exercises. It would provide examples for new men to follow."

"An MOS Book, similar to PS Magazine, for an artilleryman to do his job. Films and/or slides, with blow-ups, to show how things are done are also needed. How not to, for safety reasons, also should be included."

"Instructional Notes prepared by Artillery Missile School are especially good. They are generally better than any single DA publication for training purposes, but they are not readily available."

#### Engineer Publications:

"We need an engineering manual similar to the manual issued by the American Institute of Steel Construction. It should be a condensed version directed toward construction problems in different theaters in operation."

Engineer Publications: (continued)

"A series of publications like the Navy Construction series, which has information on individual MOS trades in construction."

"Operator's manual for each type of equipment. These could be purchased from the manufacturer. The manuals give information on how to operate the equipment . . . information which Army manuals do not presently have...and which now must be learned by experience."

Quartermaster Publications:

"An FM covering grave registration doctrine in a theater of operation. At present, there is no consolidated doctrine available."

"A food service manual which gives good technical advice similar to that found in civilian manuals. Army publications skim over a lot of needed knowledge and advice."

"An advanced cookbook (professional chef, buffet caterer) which covers advanced cooking techniques and recipes . . .which are currently not found in the recipe card file."

Transportation Publications:

"A TM or FM to serve as a job aid for vehicle drivers and mechanics. It should be organized around job duties and contain pictures, schematic diagrams, and step-by-step checklists on how to do things. The publication should be protected with an oil and waterproof cover."

"A separate checklist sheet for daily maintenance on a vehicle to be used as a reference by vehicle operators."

"A commander's guide on maintenance is needed. It should be centered around a piece of equipment and contain enough information to enable a commander to make a quick inspection and be aware of maintenance requirements. There are too many publications now at all levels, including changes, which make it difficult to keep up with requirements."

"Have one publication on POL supplies. It should cover POL operations at all levels, starting out with the basic skills and knowledges and going up to each succeeding higher level. Such a publication would contribute to a supervisor's knowledge of his own and his subordinate's job. The publication should be job-related as to the equipment, skills, and knowledges required."

Ordnance Publications:

"A TM which includes material on testing and connecting procedures for electrical equipment...alternators, generators, starters, regulators, etc."

Ordnance Publications: (continued)

"TMs for equipment should contain checklists similar to those used on aircraft where one individual can read or call off items which he or another individual will check."

Signal Publications:

"Include in FM 24-20 material on the SB-22 and SB-86 pertaining to set-up and maintenance."

"A separate TM each for radio operations, and organizational and support maintenance. When all are combined, the operator may try to do more than he is capable of."

Leadership Publications:

"A new leadership manual which condenses current material and is more performance oriented."

"A quarterly that synthesizes civilian and military research on management and leadership."

Adjutant General Publications:

"A manual that would provide refresher information for officers on delayed status on such things as administration, training, housing, etc."

"An administrative guide, on the company level, which would include detailed descriptions of administrative procedures (including legal requirements). This could serve as a guide in solving daily problems."

"Consolidate existing postal regulations."

"A publication which will assist the Division Personnel Section in training their clerks to work with officer and enlisted records, efficiency reports, etc."

Finance Publications:

"A publication that covers all accounting policies and procedures. It would eliminate the requirement to use several publications."

"A Finance Manual, similar to PS and TIPS. It should be put out quarterly and contain doctrinal and procedural changes. It should contain general information and a separate MOS section."

"A publication which describes what the comptroller does at all levels. It should be a combination of case studies and practical exercises with solutions."

"A document which would include decision tables which specified the actions prescribed for various pay and allowances situations."

Readability and Organization of Publications:

"We need overall quality control of training literature to insure that the publications meet the requirements of the users, not of the authors."

"All Army publications need to be livened up with color, girls, etc. Also add some information on why things should be done to improve understanding."

"Make all publications more interesting by writing in the current vernacular and by including more pictures."

"We need a literature writer's guide."

"All Army literature is too wordy. They should say what they mean in concise, simple terms."

"Improve the readability of training literature overall. Use more examples, and reduce the fog factor."

Training Management Publications:

"An Instructor's Guide which presents various methods for teaching students. It should be in loose-leaf form and include input from instructors at service schools as they develop effective teaching techniques. It would relieve the instructor of the problem of coming up with variations of teaching techniques on his own."

"A magazine issued annually designed for training managers which contains current information about training. It should be similar to PS."

"A publication that would assist in preparing lesson plans and in system engineering a course. The publication should include detailed descriptions and examples."

"A course and text are needed on organizing and conducting training at squad and platoon levels. They should include procedures for conducting and evaluating performance-type training."

"A pre-packaged guide for conducting training in TO&E units. Such a package would eliminate the need for instructors to go back and develop a training program from scratch and also eliminate the need to repeat training that was conducted in training centers."

"A training newsletter, published monthly or quarterly, which would contain information on new publications, training trends, and Army schools."

"A publication giving information on what foreign armies are doing for training."

Combat Support Publications:

"A training test for combat support units and for the different jobs found in combat support units."

"A training program for a Headquarters and Headquarters Company, which will bring together Medical, Signal, and Maintenance elements."

"Literature on adventure training is needed. Also needed is literature concerned with administration, maintenance, and tactical training."

RESERVE COMPONENT COMMENTS

"A publication for the infantry battalion (Mech) which would spell out specifically what training the unit personnel are to receive. It should be MOS/OJT oriented with emphasis on squad and section personnel."

. . .

"All Army publications should be directed toward guidance of the smallest command organization, with minimum coverage to battalion or higher. They should be a combined FM/TM and give complete coverage on how to accomplish any given mission or operation. They should be self-contained references and offer definitive training guidance."

"A publication for junior NCOs and officers which would assist them in planning and conducting concurrent and integrated training in the field as well as tactical exercises without troops. The material should be organized into a minimum of 2-hour blocks."

. . .

"A publication designed for the junior (platoon and company) command level which would help prepare inexperienced officers for their responsibilities. The publication should be well illustrated with pictures."

"Tank crewmen need a publication, preferably pocket size, which (1) describes the before and after operation checks on a tank, and (2) gives driving tips for the tank driver. The publication should be similar in format to Don't Get Lost: How To Travel in the Best Circles in a Square World. The small size of this publication makes it more interesting to look through than a thicker FM. Also the pictures give simple examples that you can refer to by page number when trying to teach a certain part of a lesson."

. . .

"We need a publication designed for personnel specialists in the Reserve which would assist them with regards to personnel management, actions, records, and the 201 file. It should be in outline form, and give a simplified explanation of the procedures to follow. It should be a one-book reference. At the present time, the information is scattered among many different publications."

RESERVE COMPONENT COMMENTS (continued)

"We need an index to the basic information that is used by Reservists. It would help Reservists who are not used to using standard ARs."

"The material now contained in ARs which pertains to Reservists should be extracted and put in a separate publication designed for Reservists. This would eliminate the need to search through material that does not pertain to the Reserve."

"Reservists and Guard personnel train with equipment no longer utilized by active Army units. Technological improvements to new equipment are something my people do not see or understand since we cannot get hands-on training. But we are expected to know how this equipment is utilized and how it operates when we take MOS tests. This is a most unfair disadvantage."

"What is needed is a comprehensive guide to the vehicles within the US Army arsenal . . . specifically tanks, APOs, assault vehicles. It should be broken down to give personnel a detailed explanation of the abilities and operations of all vehicles, specifically weapons systems, maintenance, communications, etc."

. . .

"A publication is needed which pinpoints the mission, organization, and responsibilities of each section of a combat support company."

"We need a publication designed for the recon platoon of an armored battalion. It should include the organization, responsibilities, duties, types of missions, and reports of a recon platoon. Put most of the necessary information into one manual."