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ARI TECHNICAL REPORT

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ANALYSIS OF INDIVIDUAL RACE RELATIONS AND EQUAL OPPORTUNITY
TRAINING IN ARMY SCHOOLS

by

William S. Edmonds, and Peter G. Nordlie
Human Sciences Research, Inc.
7710 Old Springhouse Road
McLean, Virginia 22101

October 1978

Contract DAHC 19-76-C-0015

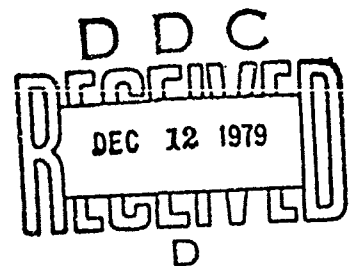
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EXECUTIVE SUMMARY

Study Title Analysis of Individual Race Relations and Equal Opportunity Training in Army Schools

Authors William S. Edmonds and Peter G. Nordlie
Human Sciences Research, Inc.

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

Contract Number DAHC 19-76-C-0015

Contracting Officer's
Technical Representative Dr. James A. Thomas

This is one in a series of reports from an on-going study of Army race relations and equal opportunity training. The scope of this particular report is limited to individual RR/EO training given in Army schools. The total set of reports prepared on this project is listed at the end of this summary.

The primary objective of this task in the project was to describe and analyze the individual RR/EO training that was being given in Army Training Centers, service and professional schools in order to complete an analysis of all RR/EO training and education currently being given in the Army. The primary emphasis in this task was on description and analysis rather than on impact analysis because the limited resources available could provide neither the time nor the resources to collect impact data within the framework of a comprehensive research design.

The approach in this phase of the study involved interviewing staff and faculty at two selected training centers, four service schools, and three senior service colleges; reviewing lesson plans and associated documents of the training given at the various schools; and a questionnaire survey of students currently enrolled in the training regarding their attitudes toward and perceptions of RR/EO training.

From these sources, information on the following was sought: (1) the objectives of RR/EO training; (2) the school's approach to meeting the objectives; (3) content of RR/EO

instruction, (4) how the training is managed, (5) an evaluation of success in meeting its objectives; and (6) recommendations for modifications.

Highlights from the findings of this part of the study were:

- On the whole, RR/EO instruction appeared to be considered a low priority subject matter and was only reluctantly incorporated into course curricula.
- The *Uniform Service School Standards for Race Relations/Equal Opportunity Instruction* had been implemented in only 5 out of 16 courses reviewed, although the Standards had been issued nine months previously.
- The RR/EO courses in schools were generally not taught by RR/EO-qualified instructors.
- RR/EO training is still largely oriented toward creating awareness.
- There has been little progress in tailoring training courses to specific job needs of trainees.
- Students are seldom tested on or held accountable for knowing RR/EO information.
- Staff and faculty of schools tended to view RR/EO training as an unwanted orphan—a low priority, directionless program.
- There was an overall lack of a common understanding of what the race problem is to which training is directed.
- RR/EO training was generally perceived to be important and needed but not in its present form.
- RR/EO training was far more favorably received by students at entry-level schools than it was at other schools.
- The general image of RR/EO training in the schools is negative.
- There is an increasing demand by school faculty and staffs to eliminate RR/EO instruction given as a block and to incorporate its content into other blocks of instruction.

- There is a general consensus among faculty and staff interviewed that *race relations* is a poor label for the training and it should be called something like *human relations*.
- There is little or no use of highly confronting type training approaches which have been associated with some RR/EO training in the past.
- There is very little emphasis in the schools on the phenomenon of institutional discrimination, how it operates and how it can be eliminated.
- Those responsible for implementing RR/EO training in the schools are generally not convinced of its importance, its relevance to the school's mission, or its relevance to the jobs performed by Army personnel.
- RR/EO training in Army schools gives little evidence of being vigorously implemented by a coherent approach which faculty, staff and students find meaningful and useful.

Other reports under this contract are:

Analysis and Assessment of the Army Race Relations and Equal Opportunity Training Programs - Summary Report of Conclusions and Recommendations (1978).

An Analysis of the Unit Race Relations Training Program in the U.S. Army (1976).

Analysis of Experimental Race Relations/Equal Opportunity Training (1977).

Analysis of Race Relations/Equal Opportunity Training in USAREUR (1978).

Analysis of Race Relations/Equal Opportunity Training in Korea (1977).

An Analysis of the Training of Army Personnel at the Defense Race Relations Institute (1977).

*The Development of a Management Tool to Assess Institutional
Discrimination at Division, Brigade, and Battalion Levels
(1977).*

*Commanders' Handbook for Assessing Institutional Discrimination
in Their Units (1977).*

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ANALYSIS OF INDIVIDUAL RACE RELATIONS AND EQUAL OPPORTUNITY TRAINING
IN ARMY SCHOOLS

CHAPTER I

INTRODUCTION AND OVERVIEW

This is one of a series of reports from an on-going analysis of Army race relations and equal opportunity training and education. The primary focus of the total research project was to describe and analyze the Army's race relations/equal opportunity (RR/EO) training program and assess its impact. When the main part of the study had been substantially completed, it became evident that a missing piece of a total picture of RR/EO training and education was the training and education that was being given at the various service and professional schools. To help fill in this gap, the scope of the study was enlarged by an additional task which permitted at least a partial look at the program in a number of Army schools.

All of the service and professional schools were contacted by phone or letter; one-to-two day visits were made by two-person research teams to 14 schools at 9 different installations visited in late summer, 1977. Figure 1 shows the different schools visited in the study. Data were obtained from 705 students at four schools which happened to be in session at the time of this study. While not exhaustive nor definitive, this part of the study did permit a rounding out of the total Army picture of race relations/equal opportunity training and education.

The primary objective of this task in the project was to describe and analyze the RR/EO training that was being given in Army Training Centers, service schools, and selected professional schools based on a review of the training at a sample of Army schools. The primary emphasis in this task was on description and analysis rather than on impact analysis because the limited resources available could provide neither the time nor the resources to collect impact data systematically within the framework of a comprehensive research design.

Army Regulation 600-42 issued in 1974 set forth the general goals and objectives of the training and in September 1977, these goals were updated and included in Army

Figure 1

Schools Visited during Study

Installation	School or Center	Courses at Each Center or School		
		Training Center	Service School	Senior Service College
Fort Bliss, TX	Air Defense Center	BCT	ANCOC, OBC, AOC, WO Advanced Course	SGTS Major Academy
	Air Defense School			
Fort Sill, OK	SGTS Major Academy	BCT		
	Field Artillery Center			
Fort Belvoir, VA	Field Artillery School		OBC, AOC, ANCOC	
	Engineer School			
Fort McClellan, AL	Military Police Center	AIT	OBC, AOC, ANCOC	
	Military Police School			
Fort Benning, GA	WAC Center	BT	ANCOC, AOC	
	Infantry School			
Fort Benjamin Harrison, IN	Institute for Administration		OBC, AOC, ANCOC	
	Quartermaster School			
Fort Lee, VA	Command and General Staff College		OBC, AOC, ANCOC	C&GSC Curriculum
Fort Leavenworth, KS				
Carlisle Barracks, PA	U.S. Army War College			Army War College Curriculum

Abbreviations: AIT: Advanced Individual Training (E1-E2)
 ANCOC: Advanced NCO Course (E7-E8)
 AOC: Advanced Officer Course (O2-O3)
 BCT: Basic Combat Training (E1)
 OBC: Officer Basic Course (O1)

Regulation 600-21. In addition, specific goals for each level and form of race relations training were developed and presented in the *Uniform Service School Standards for Race Relations/Equal Opportunity Instruction* (hereinafter referred to as "Standards"), prepared by the U.S. Army Institute for Administration and distributed in December 1976.

Despite the massiveness of the program of training and large amount of supporting resources given to it, little was known about how the training was actually being implemented in the field and what its impacts were upon personnel and the Army.

One finding in the study of race relations at unit level, mentioned previously, was that senior NCO's and officers seldom attended except as instructors. When asked why they did not attend the unit RR/EO training, they frequently explained that they had received such training in the career and professional development courses they attended as officers and NCO's. Because these groups have such great impact upon the Army and its personnel, the effect of training upon them is especially important. Little was known, however, about what the training at the schools was and what impact it had upon the students. This report addresses those questions.

Objectives

The specific objectives of this part of the study were to.

- describe the race relations training conducted at the various levels and courses in the career and professional development schools; and
- assess the impact of this training upon students.

The first objective involves describing the official goals and objectives of the program and determining the extent to which they are being met by the training. By comparing course curricula against the requirements specified in AR 600-42, AR 600-21, and the Standards, the extent to which training conforms to these requirements can be determined.

The second objective is more difficult to achieve in a systematic and objective manner. The data obtained were largely in the form of interview responses and the observations by the researchers. There were also limited questionnaire data from students in the courses.

Research Approach

The approach in this phase of the study involved:

- collecting interview data from the staff and faculty at nine selected training centers, service schools and senior service colleges. Included were:
 - (a) personnel responsible for the overall training at the school, usually the commandant or his representative;
 - (b) personnel responsible for developing the program of instruction;
 - (c) personnel responsible for developing the lesson plans that dealt with race relations; and
 - (d) personnel responsible for conducting the race relations instruction.
- a review of lesson plans and other relevant documentation associated with training at the school, college or center.
- a survey through questionnaire of students currently enrolled in training regarding their attitudes and perceptions toward the RR/EO training. (Approximately 700 students responded to the survey.)¹

From these sources the following information about each schools was collected:

- the objectives of RR/EO training;
- the school's approach to meeting the objectives;
- the content of RR/EO instruction and how the training is managed;
- an evaluation of success in meeting objectives;

¹ Unlike questionnaire data in other parts of the total study, data for this phase came from a non-random sample of students enrolled in courses and schools where training was occurring during the months of September and October 1977. All schools are not represented in the sample of respondents.

- recommendations for modification; and
- how RR/EO training is managed.

The conclusions drawn in this phase of the study are based upon the discussions with and comments from persons who were interviewed; a review of the lesson plans used, and responses to the questionnaire.

The report is organized as follows. In Chapter II the regulations and policy documents which specify or impact on school training are described. Training conducted at the service schools is examined in Chapter III. Examined in Chapter IV are student attitudes toward training, and Chapter V examines trends in training and provides a summary and conclusions.

CHAPTER II

REGULATION AND POLICY AFFECTING RR/EO TRAINING

The regulation governing Army race relations training at the time this study was conducted was AR 600-42, "Race Relations Education for the Army." Under that regulation, the objective of RR/EO training was "to create and maintain the highest degree of organizational and combat readiness by all military personnel under Army control." Specifically, one part of the regulation directed that Army personnel receive specialized individual training in RR/EO as part of their instruction while attending the various Army training centers, service schools, colleges, and other career and professional development courses. Three sequential levels of that specialized training were identified, each corresponding to one of the three levels of general Army career training. The first level, *Racial Awareness for Soldiers*, was included as part of the general military instruction given to all newly enlisted personnel. The second level, *Racial Awareness for Leaders*, was provided as part of the career training given to newly commissioned officers, middle grade officers and middle grade NCO's. Senior service personnel, officer and enlisted, received the third level of training, *Racial Awareness for Managers*.

The instruction under each level was provided by the staffs of the schools under direction from TRADOC. In order that the training be systematic throughout the Army's, many schools, TRADOC directed that standardized instructional programs be implemented. Guidance for, and specific content of, that instruction was made available in December 1976 through the development of the *Uniform Service School Standards for Race Relations/Equal Opportunity Instruction*.

This guidance, commonly known as the "Standards" was developed by the U.S. Army Institute for Administration. For each course at a given racial awareness training level, the Standards provide specific outcomes and goals that should be reached by the student at the end of training, specific lesson plans that lead to the achievement of those

goals, objective tests measure the achievements of students and supplementary annexes to be used with the lesson plans. The lesson plans and annexes are presented in the outline below. In addition to these materials, it was recommended by the Standards that instruction in RR/EO be provided by trained race relations educators, preferably graduates of the Defense Race Relations Institute.

Description of the Uniform Standards and Contents

A. Twelve specific teaching tasks regarding subjects in RR/EO:

1. Identify how cultural differences/misconceptions (real or perceived) cause tension within a unit/section.
2. Identify instances of prejudice and discrimination.
3. Identify authority/authorities to whom discrimination should be reported.
4. Take appropriate action on complaints of discrimination.
5. Decrease racial/tension unrest within a unit or section.
6. Identify instances when the proper assignment and/or utilization of women soldiers have been violated.
7. Make personnel decisions affecting military personnel based upon local RR/EO Affirmative Actions Plan (AAP) guidance.
8. Make personnel decisions affecting department of Army civilians (DAC) based upon local Equal Employment Opportunity (EEO) plan of action.
9. Identify goals/items in a unit affirmative actions plan which are not being achieved.
10. Identify items/goals for inclusion in a revised Affirmative Actions Plan (AAP).
11. Determine the racial climate within a unit/section.
12. Determine appropriate action(s) necessary to reduce racial tension/unrest within a unit/section.

B. Annexes providing additional information for the lesson plans.

1. RR/EO complaint processing procedures.
2. EEO complaint processing procedures.
3. Racial unrest in the Army.
4. A problem solving program.
5. Reducing intergroup tension and unrest.
6. Assignment and utilization of Army women.
7. List of references (Army women).
8. Guidance for supervisors of Army personnel.
9. Development of local command Affirmative Actions Plan (AAP).
10. Crisis management continuum.
11. Format of an affirmative actions plan.

The rest of the chapter details each course of instruction at a given awareness training level, the requirements established by the Standards and the titles of the appropriate lesson plans to meet the training objectives.

Racial Awareness for Soldiers

Racial Awareness for Soldiers is a part of the basic military training given to newly inducted enlisted personnel at Army Training Centers. Men receive Basic Combat Training and, in some instances, On-Site Unit Training, while women are given Basic Training. The emphasis of RR/EO training provided at this level is an effort to counter racial tension. Its specific objectives are to

1. Identify how cultural differences/misconceptions (real or imagined) cause tension within a unit.

2. Identify instances of prejudice or discrimination.
3. Identify authority/authorities to whom discrimination should be reported.

Racial Awareness for Leaders

This level of RR/EO training is provided to those Army personnel designated as leaders, company grade officers and junior NCO's. These personnel receive at their branch school MOS-specific training in either the Advanced Non-Commissioned Officer Course if they are newly commissioned officers, or the Advanced Officer Course if they are senior company grade officers. The RR/EO training at this level is designed to reinforce any entry level training the student may have received. It is intended to make students aware of their leadership responsibilities in RR/EO and appropriate techniques for dealing with racial tension. The specific objectives of this training for each course are:

Non-Commissioned Officer Advanced Course Teaching Tasks

1. Decrease racial tension/unrest within a unit/section.
2. Identify instances where the proper assignment and/or utilization of women soldiers have been violated.
3. Make personnel decisions affecting military personnel based upon local RR/EO Affirmative Actions Plan guidance.
4. Make personnel decisions affecting DA civilians based upon Equal Employment Opportunity Plan of Action guidance.

Officer Basic Course Teaching Tasks

1. Identify how cultural differences/misperceptions cause tension within a unit/section.
2. Identify instances of prejudice or discrimination.
3. Identify authority or authorities to whom discrimination should be reported.

4. Decrease racial tension/unrest within a unit/section.
5. Identify instances where the proper assignment or utilization of women has been violated.

Officer Advanced Course Teaching Tasks

1. Take appropriate action on complaints of discrimination.
2. Make personnel decisions affecting military personnel based upon local RR/EO Affirmative Actions Plan guidance.
3. Make personnel decisions affecting Department of the Army civilians based upon local Equal Employment Opportunity Plan of Action.

Racial Awareness for Managers

Personnel considered to be Army managers include senior officers and NCO's. General Army training for these personnel is offered to senior NCO's at the U.S. Army Sergeants-Major Academy and to senior commissioned officers at either the U.S. Army Command and General Staff College or the U.S. Army War College. The general course of instruction at these schools is designed to prepare personnel to serve on major Army and command staffs where the primary emphasis will be the development, interpretation, revision, etc., of Army regulations and policies. The awareness training provided at this level is intended to make senior officers and NCO's aware of racial problems and to provide them the basis with which to deal with these problems. The Standards identify specific objectives for only two of these schools, the U.S. Army Sergeants-Major Academy and the U.S. Army Command and General Staff College. Objectives for the U.S. Army War College were still under development at the end of the study. The objectives of training at the SMA and USC&GSC are presented below.

Sergeants-Major Academy Teaching Tasks

1. Identify items in a unit Affirmative Actions Plan which are not being achieved.
2. Identify goals/items for inclusion in a revised Affirmative Actions Plan.
3. Determine the racial climate within a unit/section.
4. Determine appropriate actions necessary to reduce racial tension within a unit/section.

Command and General Staff College Teaching Tasks

1. Identify items/goals in a unit Affirmative Actions Plan which are not being achieved.
2. Identify items/goals for inclusion in a revised Affirmative Actions Plan.
3. Determine the racial climate within a unit/section.
4. Determine appropriate action(s) necessary to reduce racial tension/unrest within a unit/section.

The next chapter describes how the racial awareness training is conducted at several of the Army's service schools and colleges and compares that training with that required by the Standards.

CHAPTER III

INDIVIDUAL RR/EO TRAINING IN ARMY SCHOOLS

The race relations training activities at nine Army schools were reviewed for this study. The courses at these schools ranged from Basic Combat Training through the curriculum of the Army War College. Because many of the visits to these schools were made when the RR/EO training was not being given, there was no direct observation of the training. Much of the description, therefore, is based upon a review of the specific RR/EO lesson plans for each course, and interviews with the faculty and staffs of these schools.

At all but one of the schools visited, RR/EO training was included as a part of the curriculum. At that school, RR/EO instruction had been deleted from the Officer Basic, NCO Advanced and Advanced Officer Course two years earlier by the school commandant as part of a fiscal reorganization. It was justified as an effort to train students in things that were "really" essential to their MOS, in the wake of the financial crunch.

In general, the data collected during these visits indicated that the RR/EO training varied in quality and format from school to school. At some schools, the Standards had been implemented, and at others the training had been developed without their use, though some of that training did use materials and information found in the Standards. At some schools staff members and faculty insisted that they were not aware of the existence of the Standards though nine months had elapsed since they were issued. Since instruction at most of the schools visited included many different levels of awareness and courses, the descriptions here will be given by course and level rather than by school. The first of these levels is Racial Awareness for Soldiers.

Racial Awareness for Soldiers

RR/EO training at this level was reviewed at four schools, only one of which used the Standards. The others offered locally-prepared instruction. That training generally was directed at the achievement of one or more of the following goals:

1. To create understanding of Department of Defense and Army Equal Opportunity Programs from the perspective of why these programs were established.
2. The importance of proper communication.
3. The impact of prejudice and discrimination in today's society.
4. Sexism, the different ways in which it is practiced, its impact on women's thinking and why the Army has decided to include more women.

Instruction in the following subject areas was provided to achieve these goals:

1. Department of Defense Human Goals.
2. The Army Equal Opportunity Program.
3. Causes of bad communication.
4. Converting bad communication to good communication.
5. Understanding prejudice.
6. Understanding discrimination.
7. Sexism in our society.
8. The role of women in today's Army.

At one of the schools instruction was provided to newly enlisted women. The RR/EO training at the Basic Training Course had these objectives:

1. To demonstrate through discussion an increased understanding of the individual, his or her actions on attitudes, the principles of communication, and the origins and characteristics of discrimination.
2. To increase awareness of human relations, particularly the distinction between human relations and race relations, and race relations problems.
3. To increase awareness of the Army's Human Relations/Equal Opportunity Program.

These goals were achieved through instruction in:

1. Developmental factors and individual behavior patterns.
2. The reasons people's attitudes and actions differ.
3. The fundamental importance of good communication in interpersonal relationships.
4. The definition of discrimination and its various types.
5. Human relations *versus* race relations.
6. Analysis of human relations problems.
7. The Army's Human Relations/Equal Opportunity Program.

Training in the subject matter described for both BCT and BT is generally given in two 100-minute sessions. The first of these sessions occurred within the first three weeks of training and the second toward the end of the training cycle. The lesson plans were generally prepared by the instructor, who usually was not a DRRI graduate. The instruction was given as an open conference and the size of the groups receiving training averaged about 125 persons. Usually a test of student achievement was given at the end of the training.

Ordinarily RR/EO training was not a part of Advanced Individual Training (AIT), during which soldiers are trained in their primary MOS. However, personnel attending the Basic Military Police AIT do receive such training. This instruction was provided because of the probability that MP's might encounter situations involving RR/EO issues. Training in this course was therefore intended to sensitize the MP to the potential impact that these issues may have on the conduct of his/her duties. The training tasks or objectives of this instruction included:

1. Identification of how cultural differences/misconceptions cause tension.
2. Identification of instances of prejudice or discrimination.

3. To identify authorities to whom discrimination should be reported.
4. To discuss the problem solving process.

These goals/tasks were approached through the provision of training concerning:

1. information about the Equal Opportunity Program;
2. RR/EO terminology;
3. causes of intergroup tension;
4. communication; and
5. prejudice

Student performance in meeting the goals was assessed through a test given at the end of the final block of instruction. The course was taught in two 100-minute blocks of instruction. The first block was given early in the AIT cycle and the last block was given two to three weeks later. The instructor was generally DRRI-qualified.

Racial Awareness for Leaders

Advanced Non-Commissioned Officer Course

The Advanced NCO Course, provides the mid-level NCO, usually Grade E6, with training that will allow him or her to train or lead at the E7 level. Five of the schools visited during the study provided this type of training for NCO's and RR/EO instruction was a part of the curriculum at four of them. Training at three of these schools had been locally developed and centered on one or more of the following areas:

1. recognition of motivational and performance problems which occur in the military;
2. gaining familiarity with preventive and solutionary *(sic)* measures available to junior leadership and management; and
3. identification of indicators of racial unrest and appropriate corrective action.

Specific instruction at these schools included topics in combinations from among the following:

1. factors in human development;
2. motivation;
3. communication;
4. Equal Opportunity Program;
5. role of positive leadership;
6. community building through understanding and its applicability to military units; and
7. evaluate contributions made to military and American history by minorities.

Most of this instruction was presented in the form of a conference with 20 to 25 persons in attendance. The instructors at some schools were DRRI-trained, but in most instances he or she was not. The training was usually conducted in two sessions which lasted generally from 90 to 100 minutes. Personnel attending this training had ordinarily received other race relations training before attending the school.

Officer Basic Course

The Officer Basic Course is usually attended by newly-commissioned lieutenants as part of the preparation for their first assignments. Ordinarily students in this course had received little or no previous RR/EO training either while as civilians or as part of their pre-commissioning training. Four of the five schools visited when this course was given offered RR/EO training as a part of the curriculum. Where locally-developed RR/EO training was presented, it centered on the area of communication and the recognition of unit race relations problems. Two hundred minutes of class time is usually devoted to the training, divided into two, 100-minute sessions. Instruction was usually presented in the form of discussion, and discussion leaders were usually not graduates of DRRI.

Advanced Officer Course

This training is to reinforce the RR/EO training most students attending this course had received earlier in their Army career. It was in this course that the greatest variation in RR/EO instruction between schools was noted. At most of the schools, the Standards were not used, although much of the material contained therein was often included. The subject matter at these schools included one or more of the following:

1. problem recognition (human aspects);
2. problem recognition (organizational aspects);
3. the distribution of power;
4. culture and climate;
5. application of standards;
6. procedures for their application;
7. conflict resolution;
8. the Army Equal Opportunity Program;
9. quality control of personnel;
10. controlled communication;
11. problem prevention.

The desired outcomes of this instruction were that the student:

1. would recognize, manage and prevent performance and motivation problems in military organizations which are racially, sexually, and ethnically heterogeneous.
2. would be provided with an orientation on the Army's RR/EO program to introduce and show (see) the importance of human relations as it applies to all military personnel.

The amount of RR/EO training given these students ranged from a total of 180 to 400 minutes. Instruction is usually presented as class discussion, and all members of the class section were asked to participate. The size of the group was usually 25 to 40. The instructors for this course at most installations were not DRRI trained.

Racial Awareness for Managers

Senior NCO's and field grade officers are provided managerial training at the senior services colleges and academies. The purpose of this training is to prepare these individuals to assume senior command positions and to serve as senior level staff members. RR/EO training is intended to make these personnel knowledgeable about equal opportunity matters. However, the race relations/equal opportunity training offered at this level, is somewhat less developed and specific in content than the awareness training for the soldier and for the leader.

Although teaching tasks appropriate for use at the Sergeants-Major Academy and the Command and General Staff College were included as part of the TRADOC Standards, only at the Sergeants-Major Academy were they used, the Command and General Staff College had received authorization from TRADOC exempting it from their implementation, at least temporarily. At the Sergeants-Major Academy, the Standards had not yet been fully implemented because of the fact that the training cycle was in progress when the Standards were received.

RR/EO Training at the Sergeants-Major Academy

A review of the Program of Instruction at the Sergeants-Major Academy revealed that eight hours of locally-developed RR/EO training were given to students. This instruction entitled, "Contemporary Leadership Problems" (American Ethnic Studies), had the following objectives:

1. To list two major contributions made to American culture by each of the following ethnic groups: Black, Spanish, and Indian.
2. To interview a junior enlisted minority person and
 - a. determine if that person has perceived any racism/discrimination in the military;
 - b. determine if the person has personally experienced any racism or discrimination in the Army.

3. To identify for the interviewee at least one appropriate avenue available to him/her for resolving a complaint of racial discrimination in the Army.
4. Determine two leadership conditions which the interviewee feels would improve discipline and minimize racial tension within the organization.

Many staff and faculty members expressed the belief that this training, given as a separate block of instruction, should be deleted from the curriculum. In its place, they suggested that the training be dispersed throughout all instruction concerning either personnel or their management.

These staff members also feel that many of these students are disenchanted with RR/EO instruction; in part because its effect is negatively perceived, but particularly because the subject matter has been repetitive. As a consequence, students are "turned off." While most of the staff believed that the students thought the training to be important, they were convinced that the present methods of training were not working and they believed the current RR/EO training had little or no impact on the students.

RR/EO Training at the Command and General Staff College

Ten hours of locally-developed instruction in RR/EO were provided to the students at the C&GSC. It was primarily in the form of the assignment of an RR/EO problem to a group for resolution. The group members, usually around ten, would arrive at a consensus of what the solution should be and what actions were necessary to achieve that solution. The emphasis in the problems had to do with recognizing, and then determining what steps could be taken to minimize the effects of institutional discrimination.

In addition to the ten hours, C&GSC students are also offered 36 hours of elective study in Advanced American Ethnic Studies. In this course racial awareness was produced through the students' completion of a term paper detailing information about an American ethnic group which the student had chosen.

The instructors for these classes feel that many of their students are interested in the training. Many of the students, however, have been away from troop command and cannot always clearly define the day-to-day problems troops face. Some others, however, are "turned off" by the training and do not appear to benefit from the instruction. Objective tests as such are not used in conjunction with the training, although students are critiqued on the quality of the group work and the term paper.

RR/EO Training at the Army War College

Training in RR/EO at the Army War College attempts to take into consideration the age (average = 42 years) and rank of the student body (25 percent will become general officers). The special character of this senior service school has made it difficult to determine the most appropriate RR/EO content in the curricula. This difficulty has been reflected in the fact that in each academic year there have been changes in the RR/EO-related educational experiences, and the planning for the academic year of 1978 was not complete at the time of our visit.

The overall curriculum at the Army War College is divided into six months of core curricula divided between the U.S. and World Environment and Command and Management Departments, followed by four months of electives.

Generally the RR/EO training conducted during academic year 1977 had the following characteristics. Eight hours of instruction in RR/EO was provided during that part of the curriculum entitled, "The U.S. and World Environment." This instruction consisted of two lectures and a seminar group discussion. In addition to this training one member from each seminar group attended 15 hours of a special national issues group which analyzed the question, "Beyond school desegregation and welfare, what are the federal responsibilities to the nation's minority groups?" At the end of this discussion each seminar member reported back to his seminar group what the outcomes of that discussion were. In addition to these training experiences there were guest speakers who discussed historical and current perspectives of American minorities, and a field trip to New York City, during which some students visited black companies. A report of their experiences was made to the rest of the class.

In general, RR/EO training at the Army War College had no specific goals or desired outcomes; its emphasis was upon increasing racial awareness and one seminar was devoted to the topic of institutional discrimination. Many staff members reported a concern that more specific RR/EO material needed to be included in the curriculum, but not, however, as part of a unique block of RR/EO instruction. With some exception, the Army War College staff personnel interviewed generally felt that RR/EO training should be a part of all appropriate subject matter instruction. As in other schools, though, the staff was not certain about what were the exact impacts of the RR/EO training upon the students. They hoped and believed that the impact was positive in the long run.

Plans for academic year 1978 include the conduct of a six and one-half hour program called Minorities and Women in American Society which features an initial one-hour lecture followed by questions and discussion. This is to be followed by a panel discussion by speakers of a number of different minorities for two hours, after which, small seminar groups are to be formed to continue discussions. In addition, there will be a one-week block in the Command and Management curriculum on Human Resource Management which would, presumably, include material on race, sex, and equal opportunity, although specific plans were not set. In general, the philosophy was espoused that RR/EO training should not be a separate block of instruction but should be distributed throughout the curricula wherever it was appropriate.

The impression gained from our visit to the Army War College was that there was still considerable uncertainty as to what the content and format of RR/EO-related education should be, given the mission of the school and the characteristics of its student body. It was of note that the subject seemed to receive its greatest emphasis from the U.S. and World Environment Department and the least from the Command and Management Department, which is the reverse of what one might expect. It would seem that if RR/EO issues are of critical importance to the Army, it would be in the context of command and management.

Summary

Training in RR/EO was given at all but one of the Army's service schools visited and there the training had been dropped as part of an economy drive and never reinstated. At the time of the study, a special staff at the school was involved in an analysis of the leadership training given at the school to determine the most appropriate form of RR/EO training to be implemented. This analysis was being done with little knowledge on the part of the staff members about the existence of the Standards, and had continued for almost one and one-half years, during which time the desired, appropriate RR/EO instruction had not been developed.

At schools where RR/EO training was given the Standards were unevenly implemented and much of the training, especially at the awareness level of managers and leaders, had been locally developed. The general focus of that training was on leadership processes and the creation of racial awareness.

At the soldier and leader levels of awareness training, RR/EO instruction was given in fixed blocks of instruction lasting anywhere from 90 to 100 minutes per session. Two such sessions per course was the general requirement.

At the manager level, the content of RR/EO instruction varied among the schools and generally it was conducted at part of the management instruction rather than as a separate block of instruction. Standard teaching tasks, developed for implementation at the Sergeants-Major Academy and the Command and General Staff College were not in use at these schools because of implementation difficulties and a TRADOC exemption, respectively. Institutional discrimination as a process is a major part of the instruction at this level only at the Command and General Staff College.

CHAPTER IV

PERCEPTIONS OF AND ATTITUDES ABOUT RR/EO TRAINING

As part of this study, almost 100 staff and faculty members at the schools visited were interviewed. These interviews focused on learning how training was being conducted and how it should be implemented, the faculty and staff members' perceptions about the training's importance, and its impact upon the students. In addition, 705 students attending six different service courses were surveyed by a questionnaire about their attitudes toward and perceptions of the RR/EO training they had received.

Faculty and Staff Attitudes toward the RR/EO Training

From the interviews with the staff and faculty of the various schools visited, several patterns regarding the perception of RR/EO training emerged. First there was general consensus among those interviewed that RR/EO training was an important and necessary part of the curriculum. This opinion was voiced even by personnel at the school where RR/EO training was not provided. However, despite this apparent endorsement of RR/EO training it is generally perceived to have a lower priority than those subjects which are thought of as being more closely MOS-related.

There was a strong tendency for those interviewed to feel that such training should be part of the general block of instruction that focused on management or leadership. However, many faculty members expressed the view that many instructors in these areas would feel uncomfortable providing even indirect RR/EO instruction. Generally, faculty personnel in the Army schools have not been trained as race relations instructors and it appeared, at many schools, that the persons who were assigned to teach RR/EO had been selected because they were either chaplains, minorities, or women, or had less seniority on the faculty than others. Rarely did a trained RR/EO instructor provide the race relations instruction. Many believed that this happened because there were currently no slots for

trained RR/EO instructors on the school staffs, though some few suggest that this is a reflection of the low priority given the training in RR/EO.

That low priority given to RR/EO training was thought to be related to several conditions. First, it was perceived to be different from other Army training for it did not appear to be goal- or objective-oriented (a perception of most interviewed, even at those schools where the goal-oriented Standards had nominally been implemented into the school's curriculum). Even when personnel did express the belief that RR/EO training was goal-oriented, many found it difficult to express what those goals *really* meant and how their accomplishment by the students could *really* be assessed. As a consequence, many of the faculty members did not believe that students should be evaluated after completion of RR/EO instruction and that tests should not be given. Most schools gave no test and at schools where the tests were used, most often the students' scores on them were not a part of the overall assessment.

Most, but not all, of those interviewed thought that the value of RR/EO instruction lay in providing managers and leaders with a means of recognizing and dealing with problems of an interpersonal nature that might occur in the unit. Others were more uncertain of its value, except that they thought it was important. At only one school—the Command and General Staff College—was there any major effort among faculty to deal with the subject of institutional discrimination in a regular block of instruction. At another school where this instruction had been formerly provided, the lesson plan had been changed to discuss more generally the various forms of discrimination.

Most persons interviewed were unsure of the effects of training upon the students, though most thought and hoped that it was positive. If anything, they felt that the training sensitized leaders and managers to the fact that there were RR/EO problems in the Army and that they might someday either have to resolve them or to provide input for their resolution. Students, they felt, were of two opinions about the training. Those receiving RR/EO training for the first time thought the training to be helpful and meaningful. This included those persons attending BCT, BT and OBC. Students who had received this kind of training before

and repeatedly, were not thought to be as positive about the training. Most staff felt that these students had been "turned off" as a result of some of the prior Army training in RR/EO and, as a consequence, thought the training to be repetitive, dull, and uninteresting.

Perceptions and Attitudes of Students Regarding RR/EO Training

Seven hundred and five students enrolled at the different service schools completed a questionnaire describing their attitudes and perceptions of the RR/EO training they had received as part of the schools' curriculum. The courses and number of respondents from each are given in the following table.

Table 1

Distribution of Service School Classes Surveyed

Basic Combat Training	N = 221
NCO Advanced Course	N = 132
Officer Basic Course	N = 129
Officer Advanced Course	N = 128
Sergeants Major Academy	N = 40
NCO Academy	N = 55
TOTAL	N = 705

Students from the Army War College and the Command and General Staff College were not surveyed because these schools were not in session during the survey phase of this study. Because of differences in the general themes between introductory and advanced levels, two slightly different versions of the questionnaire instrument were administered to students--one to Basic Combat Trainees and another to all others. Two hundred twenty-one respondents--98 non-white and 123 white--were surveyed at the BCT level, and 453 were surveyed at the advanced levels. Of these, 87 were non-white and 366 were white.

Responses from the NCO Academy were not used because RR/EO training had not been given during that course. The N for the data analysis was therefore 650.

Past research of this same kind has consistently shown that differences in responses were consistently related to race.² There generally were also differences in responses related to training level. The data collected here were analyzed by race and level of training. Where the same question had been asked at both levels of training, the responses of the two groups were compared between levels and by race. It should be noted that the respondents were not randomly selected. However, a comparison of results from this study with others where many of the same questions were asked shows that the responses here are very similar to those where randomly selected samples from the Army were employed. Finally, because the instrument was administered only at the end of training, it was not possible to compare responses before and after training.

Leaders' Perceptions of Equal Opportunity in the Army

The impact of RR/EO training upon the students is in many ways related to how he or she perceives the general conditions with respect to race in the Army. One question in the survey asked about the state of race relations in the Army and another asked how this state had changed over the past year. Table 2 shows the responses of students at the leader level. These questions were not asked of personnel at the BCT level because it was believed that they would have insufficient time on active duty to answer these questions.

²Dale K. Brown and Peter G. Nordlie, *Changes in Black and White Perceptions of the Army's Race Relations/Equal Opportunity Program--1972 to 1974* (McLean, Va.: Human Sciences Research, Inc., January 1975); and Robert L. Hiatt, Robin S. McBride, Byron G. Firman, *Measuring the Impact of Race Relations Programs in the Military* (McLean, Va.: Human Sciences Research, Inc., March 1974).

Table 2
**Leaders' Perceptions of the State of Army Race Relations
and the Changes in It**

Question: *Which of the following is closest to your opinion?*

% Non-Whites <i>(N = 87)</i>	% Whites <i>(N = 360)</i>	
25	33	In general, race relations in the Army are good.
57	59	In general, race relations in the Army are fair.
18	8	In general, race relations in the Army are poor.

$$X^2 = 9.38 \quad df = 2 \quad p = < .009$$

Statement: *Over the past year, race relations in the Army:*

% Non-Whites <i>(N = 81)</i>	% Whites <i>(N = 360)</i>	
40	36	have been getting better.
56	56	have not changed
4	8	have been getting worse.

$$X^2 = 1.92 \quad df = 2 \quad p = n.s.$$

In general, these percentages are no different from those elicited in other studies.³ When asked specifically about matters pertaining to equal opportunity, the same pattern of non-whites perceiving things less positively is repeated. When asked which racial group is best qualified for promotion to the next higher grade, both whites and non-whites agreed that chances were equal for members of all races. However, when asked about which racial group has the best chance for promotion, a majority of whites believe that chances are equal for all races (65%), while nearly 50 percent of the non-whites believe that whites have the best chance (Table 3). These findings suggest that personnel at the leader level are not very different

³Robert L. Hiett and Peter G. Nordlie, *An Analysis of the Unit Race Relations Training Program in the U.S. Army* (McLean, Va.: Human Sciences Research, Inc., December 1976).

Table 3

Leaders' Perceptions of Equal Opportunity

Question *As a general rule, which racial group is best qualified for promotion to higher enlisted grades in the Army?*

% Non-Whites (N = 83)	% Whites (N = 334)	
78	77	On the average, soldiers of all races are equally qualified.
18	21	On the average, white soldiers are best qualified.
4	2	On the average, non-white soldiers are best qualified.

$$X^2 = 1.59 \quad df = 2 \quad p = n.s.$$

Question *As a general rule, which racial group has the best chance for promotion to higher enlisted grades?*

% Non-Whites (N = 83)	% Whites (N = 339)	
48	65	Chances are equal for all races.
43	19	Whites have the best chance.
9	13	Blacks have the best chance.
0	3	Other minorities have the best chance.

$$X^2 = 22.97 \quad df = 3 \quad p = <.0000$$

in their perceptions of the general nature of race relations and equal opportunity matters from other personnel in Army units.⁴

Perception of Leaders' Effectiveness in RR/EO Matters

RR/EO training is provided to Army leaders and managers because of the influence these persons are thought to have on what happens in the Army, including matters pertaining to RR/EO. Table 4 shows the perceptions of leaders about their general effectiveness in RR/EO matters in the Army.

⁴A listing of all the reports on Contract No. DAHC 19-76-C-0015 was shown at the Executive Summary, above

Table 4
Leaders' Perceptions of Effectiveness in RR/EO

Question: *Do people of your same rank and responsibility really affect what happens in the area of Race Relations/Equal Opportunity in the Army?*

% Non-Whites <i>(N = 87)</i>	% Whites <i>(N = 364)</i>	
46	48	Yes, in most instances.
41	46	Yes, in some instances
13	6	No, not at all.

$\chi^2 = 3.66$ $df = 2$ $p = n.s.$

The perception among leaders that race relations in the Army are not good and the fact that these leaders perceive themselves to have some effect on what happens in the Army with respect to this area underscores the need for training in equal opportunity at the service schools. Leaders who are students at the service schools have most likely decided upon the Army as a career. Any RR/EO training they receive should therefore be helpful to them as leaders in dealing with problems or matters concerning race, sex, etc.

Description of the RR/EO Training

Students attending the service schools were asked in one question to describe how they liked the training. Responses to this question came from both BCT and leader training levels, and are given in Table 5. The data show significant differences by both race and level of training in answering this question. Non-whites at each training level liked the training more than did whites at that level. The data also showed that generally students of both races at the BCT level liked the training more than did their racial counterparts at the leader level.

Table 5

Feelings toward the RR/EO Training

Question: *How did you feel about the training which covered race relations/equal opportunity information which was given during this course?*

BCT		Leader		
% Non-Whites (N = 98)	% Whites (N = 123)	% Non-Whites (N = 83)	% Whites (N = 361)	
75	53	42	20	I liked the training very much.
25	43	41	54	I liked the training a little.
0	4	17	26	I did not like the training.
White/Non-White BCT		$X^2 = 12.85$	df = 2	p = < .0016
White/Non-White Leader		$X^2 = 18.43$	df = 2	p = < .0001
Non-White BCT/Leader		$X^2 = 27.44$	df = 2	p = < .0000
White BCT/Leader		$X^2 = 54.49$	df = 2	p = < .0000

These differences between the perception of students at BCT and leader levels continue to be evident in the responses to other questions. After describing the degree to which they liked the training, the students were asked to select from a list of adjectives as many as they thought appropriately described the training. The responses are presented in Table 6.

Table 6

Best Description of RR/EO Training

Question: *Which of the following best describes how you feel about the training in race relations/equal opportunity in this course?*

BCT		Leaders		
% Non-Whites (N = 98)	% Whites (N = 123)	% Non-Whites (N = 83)	% Whites (N = 366)	
2	8	28	40	Boring, repetitious.
56	48	21	19	Comfortable surroundings.
2	8	12	23	Sessions too long.
50	46	27	24	Accurate, reliable information.
5	11	14	14	Slanted toward non-whites.
11	15	9	14	Not relevant to Army job.
7	14	17	23	Uneven coverage of subjects.
68	67	45	43	Students got to express themselves.

Two patterns can be identified in the responses, one in which negative descriptions are selected by whites at both training levels in larger percentages than non-whites, and the other which shows negative descriptions to be selected by smaller percentages of both races at BCT.

Impacts of Service School RR/EO Training on the Individual

AR 600-42, in prescribing race relations/equal opportunity training for Army personnel, asserts that the training will focus on the individual to make him or her more racially aware. The questionnaire included several questions about what students perceived to be the personal impact of training upon them. Since it was expected that leaders might experience impacts in areas different from those of trainees, questions were asked of the leaders in addition to those asked of basic trainees.

Perceptions of the RR/EO Training in Accomplishing Army Jobs

The first of these impacts considered was the extent to which the RR/EO training would be helpful to the soldier in accomplishing his Army job. Table 7 shows that, while most think the training is helpful, again, there are differences in response to this question by both race and training level. Smaller percentages of whites at both levels perceive the training as being less helpful than do non-whites. Students at BCT describe the training as more helpful than do students at leader levels.

Table 7

Perceptions of Helpfulness for Accomplishing Army Job

Question: *Do you think the training in race relations/equal opportunity in this course will be helpful in doing your job in the Army.*

BCT		Leaders		
% Non-Whites	% Whites	% Non-Whites	% Whites	
(N = 95)	(N = 123)	(N = 85)	(N = 160)	
83	67	58	40	Yes, in most instances.
6	12	28	35	Yes, in some instances.
11	21	12	25	No, not at all.
Non-White/White BCT		$X^2 = 7.21$	df = 2	p = < .02
Non-White/White Leader		$X^2 = 9.18$	df = 2	p = < .01
Non-White BCT/Leader		$X^2 = 7.21$	df = 2	p = < .01
White BCT/Leader		$X^2 = 30.21$	df = 2	p = < .001

Usefulness of RR/EO Training

The majority response of both whites and non-whites at both BCT and leader levels was that the training they had received would *not* be helpful in problem solving. (See Table 8.) Responses at the leader level were more negative than at the BCT level. Non-whites were somewhat more positive than whites, but even with non-whites the majority response was negative.

Table 8

Perceptions of RR/EO Training Helpfulness for Problem Solving

Question: *Do you think the race relations/equal opportunity training you have received in this course will be helpful in resolving problems in that area?*

BCT		Leaders		
% Non-Whites	% Whites	% Non-Whites	% Whites	
(N = 96)	(N = 123)	(N = 85)	(N = 161)	
35	28	17	7	Yes
58	58	44	49	No
6	14	39	44	Not sure.
Non-White/White BCT		$X^2 = 3.77$	df = 2	p = n.s.
Non-White/White Leader		$X^2 = 7.88$	df = 2	p = .0500
Non-White BCT/Leader		$X^2 = 30.41$	df = 2	p = n.s.
White BCT/Leader		$X^2 = 49.4$	df = 2	p = .0000

While leaders said the training they received would not be helpful in resolving problems in RR/EO, when asked the general question about how important RR/EO training is in reducing discrimination in the Army, there is fairly high consensus that it is important (see Table 9). Non-whites see it as more important than do whites, but very few of either see it as not important at all. Apparently, leaders are distinguishing between RR/EO training in general and that which they themselves had just received.

Table 9
Leaders' Perceptions of RR/EO Training's Impact on
Racial Discrimination in the Army

Question: *How important do you think race relations/equal opportunity training is in reducing discrimination in the Army?*

% Non-Whites <i>(N = 85)</i>	% Whites <i>(N = 361)</i>	
57	29	Very important.
41	56	Of some importance.
2	15	Not important at all.

$$\chi^2 = 25.81$$

$$df = 2$$

$$p = < .0000$$

Also tempering the apparent negative thrust of the responses in Table 8 are the responses shown in Table 10 to the question of relevance of the training to one's job. About half said it was completely relevant and an additional 40 percent said it was relevant in some respects. Apparently leaders are saying that the training was relevant but would not be helpful in actual problemsolving—a distinction which seems a little fine to draw.

Table 10
Leaders' Perceptions of the Relevancy of
RR/EO Training to Army Job

Question. *Do you think the subject matter of the race relations/equal opportunity training was relevant to your job in the Army?*

% Non-Whites <i>(N = 83)</i>	% Whites <i>(N = 361)</i>	
55	46	Yes, completely relevant.
40	42	Relevant in some respects.
5	12	No, not relevant to my job.

$\chi^2 = 3.47$ $df = 2$ $p = n.s.$

Subject Matter of the Training

The next table examines those subjects reported by personnel from BCT and leader levels which would be most relevant to them. The four topics chosen by the largest percentage for each race and level are obvious. Generally, white and non-white leaders perceive themselves as needing the same subject matter instruction. Trainees, however, differ by race. Whites indicated a preference for subjects that would increase awareness of race and equal opportunity matters; non-whites, on the other hand, while indicating some preference for awareness instruction are also interested in knowing how to deal with problems in this area. This difference in the choice of topics may be related to perceptions by non-whites that they have a greater probability of needing this information (see Table 11, below).

Students were then asked about the impact of the training upon their interest in creating good race relations in the unit. As Table 12 indicates, there were differences by race in the perceptions of leaders. Most whites remain unchanged as a result of the training, but 40 percent of the non-whites felt their interest had been increased. While non-whites were uniform in their perceptions across the courses, whites in BCT had more positive perceptions than did whites in leader training.

Table 11

Respondents' Perceptions of Most Meaningful RR/EO Subjects

Statement: *From the following subjects about RR/EO, select four (4) about which you would like to learn more.*

BCT		Leader		
% Non-White	% White	% Non-White	% White	
(N = 98)	(N = 123)	(N = 87)	(N = 366)	
22	36	24	14	Stereotypes--definition, examples, etc.
18	16	27	31	Interracial communication in the unit.
29	28	32	29	Understanding minorities' life styles.
28	12	17	9	Minorities' contributions to American life.
33	40	46	47	Ways of reducing racial tension in your unit.
30	12	10	15	Army channels for discrimination complaints.
24	37	28	32	The role of women in the Army.

Table 12

**Perceptions of Increased Interest in
Race Relations/Equal Opportunity as a Result of Training**

BCT		Leaders		
% Non-Whites	% Whites	% Non-Whites	% Whites	
(N = 98)	(N = 123)	(N = 85)	(N = 364)	
54	43	41	25	It increased my interest
46	56	58	72	My interest is about the same.
0	1	0	3	I am less interested.

Non-White/White BCT	$X^2 = 3.26$	df = 2	p = n.s.
Non-White/White Leader	$X^2 = 11.39$	df = 2	p = < .0034
Non-White BCT/Leader	$X^2 = 3.03$	df = 2	p = n.s.
White BCT/Leader	$X^2 = 16.29$	df = 2	p = < .001

When asked to compare the importance of RR/EO training with other training they had received, larger percentages of students in BCT than in leader training reported that it was of greater importance than other subject matter for which they received instruction. In this instance, again, non-whites reported in larger percentages that the training was more important than other training (Table 13)

Table 13
Perceptions of the Importance of RR/EO Training

Question: *How important was the RR/EO training in comparison to other training you have received here?*

BCT		Leaders		
% Non-Whites	% Whites	% Non-Whites	% Whites	
(N = 95)	(N = 123)	(N = 85)	(N = 563)	
56	40	16	8	Of greater importance.
41	45	58	60	Of about the same importance.
3	16	32	32	Not at all important.
Non-White/White BCT		$X^2 = 11.10$	df = 2	p = <.0039
Non-White/White Leader		$X^2 = 3.63$	df = 2	p = n.s.
Non-White BCT/Leader		$X^2 = 23.95$	df = 2	p = <.0001
White BCT/Leader		$X^2 = 71.12$	df = 2	p = <.0000

The Need for Training

A final area of inquiry had to do with how much students perceived themselves and others as needing the training. Leaders were asked if they felt that people of their rank and responsibility should be given training. Roughly 90 percent of each race believed that people of their rank needed training (Table 14). However, when both groups of students were asked if they *personally* had a need for such training, a large percentage of persons in both levels of training reported that they personally did not need the training (Table 15). This was true for members of both races and surprisingly true also of BCT students of both races.

Table 14

Leaders' Perceptions Regarding the Need for RR/EO Training

Question: *Do soldiers of your grade and responsibility really need training in the area of race relations/equal opportunity?*

% Non-Whites <i>(N = 83)</i>	% Whites <i>(N = 362)</i>	
55	46	Yes, all of them need this training.
40	42	Yes, some of them need this training.
5	12	No, some of them need this training.
$\chi^2 = 5.01$		$df = 2$
		$p = n.s.$

Table 15

Perceptions of Personal Need for Training

Question: *Do you personally feel the need for RR/EO training?*

BCT		Leaders		
% Non-Whites <i>(N = 95)</i>	% Whites <i>(N = 123)</i>	% Non-Whites <i>(N = 83)</i>	% Whites <i>(N = 363)</i>	
16	16	10	7	I need a lot of training.
58	54	58	60	I need some training.
26	30	31	3	I do not need the training.
Non-White/White BCT		$\chi^2 = .44$	$df = 2$	$p = n.s.$
Non-White/White Leader		$\chi^2 = .77$	$df = 2$	$p = n.s.$
Non-White BCT/Leader		$\chi^2 = 1.37$	$df = 2$	$p = n.s.$
White BCT/Leader		$\chi^2 = 2.59$	$df = 2$	$p = < .01$

Summary

Faculty and staff, while somewhat reserved in their appraisal of the RR/EO training, tend to agree that the training is important. They generally report, however, that such training is of lower priority than other apparently more MOS-related training. Most admit to an uncomfortableness in providing instruction in this area and believe that trained RR/EO instructors should provide the instruction. Very few such individuals are assigned, however, to the school faculty. Many staff members also believe that a primary difficulty in the conduct of RR/EO training is that it was not thought to be goal oriented. Many senior persons on the staffs of some of the schools suggested deleting separate blocks of race relations instruction from the curriculum and, instead, incorporating the RR/EO instruction into each block of instruction where the subject seems appropriate. Staff and faculty members also believed that students in the advanced courses were not as favorable to the training as were persons at lower training levels.

Consistent differences by race and level of awareness training were found to exist in the perceptions of students about the RR/EO training. Non-whites were generally more positive in their perceptions of the training's usefulness and appropriateness than were whites, and personnel attending the leader courses were far less positive in their perceptions about the training than were the Basic Combat Trainees. Differences of this kind have been found before in many previous studies.

Personnel at the leader level generally did not report liking the training very much and thought it did little to increase their interest in race relations in their units. Most agreed, however, that the training had some impact on reducing discrimination in the Army. However, many leaders did not perceive the training to be very helpful in resolving race relations problems. As might be expected most leaders, while perceiving that personnel of their same grade and rank might need RR/EO training, felt they personally needed very little of the training.

Basic Combat Trainees, on the other hand, thought the training was appropriate and would help them to solve problems. Most indicated that they liked the training and many thought it to be more important than other training they received while at BCT.

Surprisingly, most of these students reported that they needed little or no RR/EO training—just as did those at the leader level. It is suspected, however, that this response by basic trainees is related to the fact that these newly inducted soldiers may be more socially and racially aware than their older counterparts who are attending training at the leader level.

CHAPTER V

SUMMARY AND CONCLUSIONS

The study of RR/EO training at the various Army service schools was undertaken to complete an overall description and analysis of RR/EO training in the Army. The major study focused on *unit* training but since RR/EO training is also called for as part of individual training at all levels, this limited examination of RR/EO training conducted in various schools was intended to provide the basis for a more complete analysis of the total RR/EO training program in the Army.

In this chapter, we attempt to identify and discuss the overall conclusions the researchers drew from the study.

RR/EO Training at the Schools

RR/EO training at the schools varied widely in content and format. Most schools were in some stage of re-designing their RR/EO courses and few had implemented the Standards which had been issued nine months earlier. Indeed, some were not yet aware of their existence.

The researchers gained the impression that RR/EO training, as a general rule, was only reluctantly incorporated into course curricula. It tended to be perceived as low priority subject matter which was being imposed on the Army, but was not being seen as really mission- or MOS-relevant. As a rule, it was not taught by RR/EO-trained instructors, although there were exceptions. The Army RR/EO education and training program identifies two components: (1) unit training, and (2) individual training. It is our impression that the unit training part of the program has received substantially greater emphasis than has the individual training part.

Much of the training content was still very much oriented to creating racial awareness. Only at one school was there any substantial emphasis on institutional discrimination as opposed to interpersonal race relations. Although the Standards take a clear step in this direction, for the most part, there was little evidence of tailoring training content to the particular job needs of trainees. While the Standards have begun the process of identifying

job needs at various levels and tailoring training to them, it appears that school training courses are still very much warmed-over versions of earlier unit training curricula. The goal of making RR/EO training relevant to job needs has not been achieved in the schools.

Finally, seldom are students assessed on their knowledge and understanding of RR/EO knowledge and procedures. Since the results of the training tend not to be assessed, such results do not form any part of the students' grade or record; i.e., there is no punishment for failure. For the students, this fact can only communicate that RR/EO training is not important.

The overall impression of the RR/EO training program in the schools gained by the researchers was that it was an unwanted orphan. The training appears to be low priority and relatively directionless. One factor which appeared to be related to the lack of a consistent and coherent focus of the training is that there does not seem to be a common definition or understanding of what the race problem is to which the training is directed. There is, in other words, a lack of a common understanding of the objectives of RR/EO training. For some, the objective is to create greater harmony; for others, to improve interracial communication; for others, to eliminate discrimination; and for still others, to prevent violence, to upgrade minorities, or to fulfill an unnecessary requirement. Since one's approach to a problem is heavily influenced by one's definition of that problem, the lack of a common understanding of the basic problem has led to a proliferation of unintegrated approaches.

Perceptions and Attitudes of Faculty, Staff, and Students

One similarity of the schools' training and unit training was the near unanimous acknowledgment that it was important and there was a need for it, but whatever was being done currently was unsatisfactory. It was also clear that RR/EO training at the entry level was consistently much better received and evaluated than was training at the leader levels. This may have been related to the frequently voiced complaint that the training was repetitious of material the students had had previously. Another factor which may be related is that those who had been in the Army six or more years frequently described an early (1971-73 period) RR/EO seminar confrontation experience which was personally painful to them and

which clearly negatively colored their perceptions of the RR/EO program in general. Many of the attitudes and perceptions of older Army personnel are based on earlier programs no longer in existence.

As would be expected, minority personnel tend to be more favorable toward RR/EO training than are whites but, especially at the leader level, a substantial proportion of non-whites express a negative evaluation of the training. Whether this negative evaluation for non-whites is based on the same grounds as the negative evaluation by whites is not known.

All in all the image of RR/EO training in the schools is generally negative. Despite some indication that such training is perceived as needed and, in some ways, useful, the most frequent image seems to be that it is not relevant to the Army's mission and it often is a counter-productive, time-wasting activity. One fact that should receive more attention in this regard is that the RR/EO training is far more favorably received at entry levels than at any other level or school.

Some Apparent Trends

One of the trends that was apparent in the thinking of faculty and staff at many of the schools was growing support for the view that RR/EO training should not be taught as a separate block of instruction, but rather its content should be distributed as appropriate through other blocks of instruction dealing with leadership and personnel management. Those espousing this view explicitly deny that they wish to eliminate RR/EO instruction itself; rather, they wish to "re-package" it. However, where this philosophy was put forward, the researchers saw little or no evidence that RR/EO content had in fact been re-packaged. The only thing that was clear was that a block of instruction labeled RR/EO training was to be eliminated. One reason frequently given for eliminating the block was that there just was not room in an already-overcrowded curricula. This point was made in at least two schools where a new *one week block* of instruction in organizational effectiveness had just been added to the curriculum. We believe this to be a trend which is growing and which will, if unchecked, result in the elimination of RR/EO instruction in the schools. This is not a necessary consequence of the view espoused, but it appears to be the practical result of the way it is being implemented.

Another trend is away from the label of "race relations" and toward the more general "human relations." This shift is part of the negative image of RR/EO and part of the search for a more palatable label. In its emphasis on the more general, it does in fact often represent a diminution of emphasis on racial issues and, in some "Human Relations" courses, the words "race" or "racial" never appear. Avoiding the name may make the material more palatable and acceptable to some, but it is hard to see how an educational program can come to grips with racial issues without using the word "race." Once again, adopting the more general term "human relations" does *not necessarily* imply avoidance of or diminution of emphasis on racial issues, but our observation is that it most frequently does in practice.

Another trend appears to be that there are fewer and fewer instructors teaching RR/EO subjects who have been trained at DRRI or its equivalent. Personnel who are so trained were far more likely to be assigned as instructors than as curriculum developers.⁵

At least three additional trends can be noted which appear to be in the direction of improving the RR/EO training and increasing the likelihood of its achieving its objectives.

First is the general movement away the confrontation approaches to training which were associated with RR/EO instruction techniques of the early 1970's. Highly emotional and confrontation methods are simply not acceptable in the military environment and are likely to be counterproductive if pursued. It is the experience of the researchers on this study that in interviewing senior NCO's and officer personnel with more than five years in the Army, very frequently the interviewee would cite a highly emotional and unpleasant experience he had endured in a RR/EO seminar in the 1971-73 period which had clearly led to a negative image of all things relating to RR/EO. This phenomenon now appears to occur very infrequently.

A second trend which is, perhaps, more in the "expressed intent" stage rather than accomplished fact is the attempt to relate RR/EO training to the job of the trainee. In recognition of the fact that different jobs and different management levels have different RR/EO concerns, training is beginning to be tailored to meet these different needs.

⁵ An extreme example of this was at one school where, of the 11 people interviewed who played some role in RR/EO curriculum development at that school, none were minority and none had been trained at DRRI. Of the seven RR/EO instructors at that same school who were interviewed, six were minority and four had been DRRI trained. But instructors played no role in curriculum development.

Finally, is the increasing emphasis on training relating to institutional discrimination and the elimination of discrimination as opposed to training focusing on interpersonal relations and racial awareness. This trend seems important because so many Army personnel do not practice individual discrimination and are simply unaware that non-whites undergo experiences in the Army far different than do whites and these differences are not simply matters of interpersonal behavior--more importantly they have to do with who gets promoted and who gets trained. Without some education concerning institutional discrimination in the Army, it seems unlikely that the training component of the program can possibly contribute to the overall program objective of eliminating all forms of discrimination. This emphasis is still small but is clearly evident at the Command and General Staff College and the Army War College although far less so at the other schools visited.

Concluding Comment

It is, of course, most difficult to characterize an overall conclusion from a study of this type. One's general impression at the end may be something more than, or different from, the sum of all the detailed findings. In this instance, our overall impression was that RR/EO training was being implemented reluctantly in most, but not all, of the schools visited. Those responsible for its implementation are generally not convinced of its importance, its relevance to the school's mission, or its relevance to the jobs performed by Army personnel. This lack of conviction tends to lead to nominal support for the training which is attested to by its generally low priority status. Imbedded in this general picture of an impoverished and declining training program are occasional trends to the contrary reflecting a professionalization and institutionalization of RR/EO training in ways which could hold promise for the future.