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ANALYSIS OF JUNIOR OFFICER TRAINING NEEDS

Richard S. Wellins, Michael G. Rumsey, and Arthur C. F. Gilbert

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PERSONNEL UTILIZATION TECHNICAL AREA

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The objective of this research project was to insure that precommissioning training for ROTC cadets is both comprehensive and relevant. ARI research teams interviewed and surveyed more than 1,300 officers, NCOs, and enlistees in the field to (a) determine problems new lieutenants encounter in performing their jobs effectively, (b) evaluate the current ROTC curriculum, and (c) gather suggestions for improving precommissioning training. -- next page (Continued)			

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cont → Most problems described by junior officers and corroborated by NCOs and enlistees were of an interpersonal and organizational nature, such as relationships with subordinates, military justice, discipline, counseling, and command and leadership. The training and coursework cadets received in these areas was rated as extremely valuable. Analysis of the interview and questionnaire data suggest several ways to improve precommissioning training, including a greater interaction with active Army personnel; more on-the-job experience before commissioning; the use of problem-oriented, realistic training; and more emphasis on interpersonal, "soft skill" training. ↗

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ANALYSIS OF JUNIOR OFFICER TRAINING NEEDS

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**Office, Deputy Chief of Staff for Personnel
Department of the Army**

February 1980

**Army Project Number
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Officer Training

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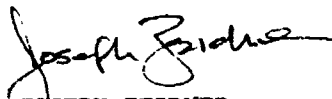
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FOREWORD

For many years, the Army Research Institute for the Behavioral and Social Sciences (ARI) has maintained a continuous research program in support of Army officer accession, training, evaluation, and career retention. The Personnel Utilization Technical Area of ARI undertook the project reported here at the request of the Deputy Chief of Staff for ROTC, Army Training and Doctrine Command (TRADOC), to investigate whether current ROTC training is preparing young officers properly for their first command. The results of the investigation have already led to modifications in the proposed ROTC core curriculum.

This research was done under Army Project 2Q162717A766 and 2Q163731A768, Officer Accession, Training, and Development Processes, and in response to the Human Resource Need to assess training needs of junior officers expressed by the DCSROTC, TRADOC.



JOSEPH ZEIDNER
Technical Director

ANALYSIS OF JUNIOR OFFICER TRAINING NEEDS

BRIEF

Requirement:

To assess the training needs of junior officers. The research was accomplished in response to a request from the Army Training and Doctrine Command (TRADOC) to identify leadership skills and competencies required of new officers and to use the findings as a basis for improving the ROTC curriculum.

Procedure:

The research was conducted in three phases. First, officers and enlistees were interviewed to obtain information on the problems faced by junior officers and to gather suggestions for improving precommissioning training. Second, a questionnaire was used to validate problem areas and training suggestions identified in the interviews. Third, the research evaluated the current ROTC curriculum.

Findings:

The data tended to reflect consistent themes. The most prevalent theme was the importance of emphasizing leadership and managerial skills in precommissioning training. To prepare cadets in these skill areas, respondents stressed the importance of providing training experiences dealing with realistic, job-related problems.

Utilization of Findings:

The results of this research provide valuable information for persons responsible for designing and developing precommissioning training programs. Some of the findings contained in this report have already affected current TRADOC efforts to standardize instructions for ROTC.

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ANALYSIS OF JUNIOR OFFICER TRAINING NEEDS

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ANALYSIS OF JUNIOR OFFICER TRAINING NEEDS

INTRODUCTION

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) is currently engaged in a long-term research project designed to insure that precommissioning training for the Reserve Officers' Training Corps (ROTC) is comprehensive and relevant. This research effort comes at a time when the Army is seriously examining officer education and training systems. The Office of the Chief of Staff has published a five-volume report that contains numerous recommendations for revamping the officer educational system ("A Review of Education and Training for Officers," 1978). Several of these recommendations are now being implemented. The Army Training and Doctrine Command (TRADOC) is engaged in a comprehensive officer job analysis that will eventually be used as the basis for developing officer training programs. The U.S. Army Infantry School has sponsored a conference to evaluate leadership training for officers (TRADOC Leadership Conference, 1979). Also, ROTC is revising its program of instruction and preparing a Soldier's Manual for officer trainees. The manual will contain a list of all subjects and tasks to be taught during ROTC, the locations of primary training, and various diagnostic tests to insure that the training mission is being accomplished at each detachment and camp.

One of the most important training and development phases in an officer's career occurs before commissioning. The Army commissions thousands of new officers annually through three programs: Officer Candidate School (OCS), the U.S. Military Academy at West Point (USMA), and the Reserve Officers' Training Corps (ROTC). Each program has a somewhat different training orientation. The Military Academy offers, at one location, a 4-year program that combines a college education with military training. The ROTC program enables students to receive military instruction in conjunction with a college education at 200 college and university campuses nationwide. The ROTC program is supplemented with additional military skill training at Army installations during the summer months. OCS allows individuals with past military experience to become officers by attending a concentrated 14-week program that emphasizes physical fitness, military skills, and small-group leadership training. Upon completion of a precommissioning program, new officers are assigned to a short Officer Basic Course (OBC), where they receive additional training in their assigned specialty.

Although the orientation of these programs differs, all three, along with OBC, have the common purpose of producing well-qualified and effective junior officers ready to assume command duties and responsibilities. This common goal is best summarized in the introduction to the U.S. Army Senior ROTC Division Program of Instruction published in 1970:

The curriculum is designed to support the Army ROTC mission which is to obtain well-educated officers in sufficient numbers to meet Army requirements....

Specific objectives include providing students an understanding of the nature and operations of the U.S. Army; developing the

leadership and managerial potential of students to facilitate their future performance; developing students' abilities to think creatively and write effectively. Inherent in the above is a need to encourage the development of mental and moral standards that are essential to military service. These essentials include the ability to evaluate and estimate situations before making decisions; the ability to know and understand people, and how to lead, not drive them; the fundamentals of self-discipline; a set of standards for appearance and performance; as well as the ability to recognize these standards in others; and above all, a strong sense of personal integrity, honor and individual responsibility.

To insure that precommissioning training is meeting its primary goal, a systematic way to evaluate and modify the instructional process is needed. This research effort is aimed at the first step in this approach, assessing junior officer training needs. An adequate system for identifying training needs can help determine curriculum content and the level of training; it can also help determine the most advantageous training strategies. This effort should complement and supplement other officer training analyses by providing a more general picture of the problems encountered by new officers and possible ways to solve these problems through improved precommissioning training.

METHOD OF INVESTIGATION

This report is the result of three related research investigations. First, ARI research teams interviewed several hundred officers, NCOs, and enlistees at three Army installations in the United States to identify some of the problems a junior officer encounters on the job and to gather suggestions for precommissioning training. Upon completion of the field work, the research teams listened to the tape-recorded interviews and organized the information. The teams soon noticed that the same problem areas, required skills and duties, and suggestions for training were being mentioned repeatedly by those interviewed.

Although patterns began to emerge from the first set of interviews, it was difficult to reach any definitive conclusions based on the verbal dialogs alone. For example, although several interviewees complained about being overburdened with secondary duties, it was impossible to determine from the interview data the importance of this problem relative to other frequently mentioned problems or how it affected overall job effectiveness. In addition, the sample was somewhat biased because the majority of persons interviewed were captains enrolled in advanced courses who had graduated from precommissioning programs several years before the data collection effort. Consequently, their perspectives on precommissioning training may have been somewhat outdated.

To obtain a more rounded view of the new officer, four more field trips were planned for the second research phase. This time the interviewees were primarily second lieutenants, NCOs, and enlistees. In conjunction with these interviews, a questionnaire was designed and administered to a sample of the

interviewees in the field so that the researchers could quantify and validate some of the interview data.

The last phase of the research consisted of a mail questionnaire designed to elicit opinions from a sample of newly commissioned officers on the value of their precommissioning education. Respondents were asked to evaluate several broad training areas and to make suggestions for improving precommissioning training.

This report is divided into four major sections: (a) methodology and results of the interview data, (b) field questionnaire design and data, (c) results of the mail questionnaire, and (d) combined findings of the three research efforts as they relate to precommissioning training.

FIELD INTERVIEWS

Method

Interview Participants. About 600 soldiers were interviewed at seven U.S. Army installations: Forts Bragg, Bliss, Sill, Campbell, Stewart, Ord, and Carson. Approximately 150 soldiers from different branches fell into each of the following rank categories: captain, lieutenant, NCO, and enlistee below the rank of E-4. The number of soldiers interviewed is estimated because support requirements were not always met and attendance was not recorded. The interviews took place from March through August 1978.

Interview Teams. Two or more ARI researchers conducted the interviews at each installation. The researchers worked as a team; one member took notes while the other member asked the questions. Each team interviewed groups of 6 to 10 people in 90-minute sessions. With few exceptions, the interview groups were composed of soldiers from one branch and rank category. All sessions were tape recorded for further analysis.

Interview Questions. Before each session, all participants were briefly told the purpose of the interview. After this orientation, participants were asked a series of open-ended questions that they were asked to answer on the basis of their own experiences.

First, officers were asked to summarize a typical first duty assignment for newly commissioned lieutenants just entering active duty. NCOs and enlistees were asked to describe briefly their own duties. Officers were also asked to discuss some of the major secondary duties usually assigned to the second lieutenant in their specialty. The primary purpose of this part of the interview was to help the participants understand the requirements of new junior officers.

All participants were then asked to elaborate on some of the problems faced by new lieutenants in trying to accomplish their duties. Again, participants were requested to base their answers on actual experiences. If a participant mentioned discipline as a problem, for example, the interviewer encouraged the participant to relate personal experiences in disciplining subordinates. Most of the interview time was spent gathering such examples. Finally, participants were given the opportunity to recommend training and

education that might better prepare new lieutenants to overcome problems discussed during the interviews.

Results

Interview Analysis. More than 60 hours of interviews were taped. The major objective of the interviewing was to create an information base on typical problems new officers encounter and training recommendations for solving these problems. Once the interview information was organized and synthesized, it could be used to develop a quantitative data collection instrument.

The research teams organized the interview data as follows. First, one member of each team took notes on the major points made during the interviews. However, it was extremely difficult to take notes and listen to the interviews at the same time; as a result, the notes did not always adequately reflect the information discussed in the interviews. Therefore, in the second step of the interview analysis at least one member of the ARI research staff listened to many of the tapes, this time taking more complete notes. After this second stage, all project members met to discuss a system for organizing the data contained on the tapes. It was decided to listen to all of the tapes a second time, organizing the material into eight problem area categories that were mentioned repeatedly during the interviews. These problem areas were as follows:

- Officer/superior relationships
- Officer/subordinate relationships
- Officer/NCO relationships
- Counseling
- Discipline and military justice
- Command and leadership
- Overburden with secondary duties
- Skill deficiencies.

In addition to the problem area categories, researchers established categories for job expectancies and training suggestions. As members of the research team listened to the tapes for the third time, using their notes as a guide, pieces of information were transcribed and placed into one of the coding categories.

Problem Areas. Most of each interview was spent discussing problem areas faced by junior officers and describing relevant experiences. Appendix A contains a sample of these experiences, organized by problem area category. These experiences vividly portray some of the difficulties associated with assuming a leadership position. A frequent complaint was that junior officers were overburdened with secondary duties. Many had little time to become combat ready or to become familiar with the individuals in their units because secondary duties took as much as 60% of their time. Typical secondary duties required of second lieutenants mentioned during the interviews were motor pool; supply; mess; physical security; arms room; training; nuclear, biological, and chemical (NBC); and survey and investigation. Some of these duties take only a small amount of time. For example, the company historian needs only to file an occasional report. Other duties, such as motor officer, take up more of a lieutenant's time. The majority of

lieutenants receive minimal, if any, training in these duties; they must learn them on the job.

Many problems described by junior officers and corroborated by NCOs and enlistees were of an interpersonal nature. Establishing effective working relationships with superiors, subordinates, and enlistees was often difficult for the new lieutenant. Several interview participants mentioned that a superior could "make or break" a new lieutenant. Unfortunately, the lieutenant's relationship with the superior officer is often less than ideal. The senior officer may not take time to supervise, guide, and correct the performance of the new lieutenant. Conversely, second lieutenants are frequently overprotected by their superiors and thus are not allowed to learn through experience. Also, some lieutenants are afraid to ask their commanding officers for advice or guidance for fear of appearing ignorant.

Equally critical to an effective junior officer/superior relationship is the association between the lieutenant and the NCO. One officer stated that "the most important problem for a new lieutenant when he first comes on duty is understanding the relationship and value of the NCO." The NCOs interviewed agreed that a good relationship between the officer and the NCO is imperative to successful officer performance. Frequently, however, interpersonal and organizational barriers obstruct good relations. These barriers can be classified into several categories. First, the new lieutenant will often walk into the unit with a "know-it-all" attitude, telling the NCO what to do and how to do it. Obviously, a 40-year-old NCO with 15 years of service experience is likely to resent the instructions of a "kid" just out of college. The NCO frequently reacts to this attitude by taking a passive role making the lieutenant's job more difficult. On other occasions, however, the NCO will take a more active role and actually make the new officer look bad. Other interviewees complained that poor officer/NCO relationships were due not to overly confident lieutenants but to communication problems. Officers often experienced difficulty in communicating with NCOs who come from backgrounds different from their own. Finally, officers alleged that incompetent NCOs interfered with unit effectiveness. They gave examples of NCOs who needed close supervision in performing even basic tasks.

The junior officers also noted difficulties in dealing with enlistees. Upon arrival in the unit, new officers are put through a ritual of being tested by their subordinates. If they can pass these informal tests, they will gain the respect and confidence of their troops; if not, their leadership positions may be seriously jeopardized. For example, lieutenants who are not technically proficient will quickly lose the respect of their troops. Even though new lieutenants are anxious to make a good impression, they often do not know how. As one interview participant explained, "It's hard for the new officer to figure out his role with troops; it isn't taught in school, and if you come on too hard or too soft, you will be hurt by it." New officers experience some of the same communication problems with enlistees as they do with the NCOs. Differences in attitude, socioeconomic background, and educational level hinder effective communications and working relationships.

After leaving the Officer Basic Course, many new lieutenants are assigned leadership positions in which they must assume immediate command. Several interview participants commented that precommissioning education

cannot totally prepare the cadet for this first assignment; they stressed the importance of job experience in building competency. Anywhere from 3 months to a year was suggested as the minimum amount of time the new officers need to be on the job before they can become effective leaders. Nevertheless, several problems related to command that came up during the interviews have important implications for precommissioning education and training. Many lieutenants complained of insufficient training in leadership skills. The training they did receive was often criticized for being irrelevant or unrealistic. For example, one officer expressed a concern that training in leadership theory was a waste of time unless the principles of the theory could be related directly to the job. New officers also frequently lacked the ability to manage resources, people, and time. In the field, the lieutenant is required to be a competent military leader; in garrison, the lieutenant's job is more like that of a mid-level manager in a large corporation. Surprisingly, several captains complained that new officers did not know even the "basics" of assuming a command position, and mentioned they are often unaware of the Army organization and system and of how to give orders, to march, to wear brass, or to keep documents and property secure. Obviously, a new officer who comes in, as one captain put it, with "brass on wrong, unshined boots, and name tags on upside down will have a hard time commanding his troops." As pointed out previously, it is critical for new officers to gain the respect of their troops immediately. A working knowledge of basic custom, tradition, and the military system can help new officers gain that respect.

Closely related to the command and leadership area are the problems a junior officer encounters in applying military law and in disciplining subordinates. Many of the comments on military law concerned handling drug problems. What should a second lieutenant, who has been with a unit only a month, do when he or she finds a soldier using an illegal drug? Should the lieutenant go by the book, let the soldier off, or make some sort of compromise? Does the lieutenant know how to conduct a legal search and seizure? Improper handling of a drug problem can result in an embarrassing situation for the new officer as well as in decreased troop morale. Many experienced officers recommended that new lieutenants take immediate action on all drug problems or risk losing their effectiveness as leaders. Disciplining troops in today's Army also presents a difficult situation for the new officer. As one participant said, "You can't go out and give a guy an order anymore and expect it to be obeyed." The lieutenants complained of low-quality personnel who could not be depended upon; they noted that soldiers often do just enough to get by and many times will not follow orders until threatened with an Article 15 or some similar action. Such formal discipline procedures often take too long to initiate and are frequently rejected higher up in the chain of command, further frustrating the lieutenant.

Counseling is another important aspect of the new lieutenant's job that requires interpersonal skills. One officer estimated that a large portion of a second lieutenant's time on the job is spent counseling subordinates. Unfortunately, most cadets receive only rudimentary training in counseling skills and knowledges. Counseling serves three major purposes. First, it is used to improve job performance. Second, it helps subordinates through a variety of personal problems, ranging from poor performance during a training exercise to marital difficulties, letters of indebtedness, and checkbook balancing. Third, counseling serves a more subtle purpose. Some

of the captains pointed out that counseling is often a preliminary for disciplinary action. A new lieutenant who tries to discipline subordinates without prior counseling and records to document it may expect trouble from superiors. No matter what purpose counseling serves, it seems critical that new lieutenants become competent in this area before they begin their first duty assignments.

The last general problem category identified in the interviews concerned skill deficiency. Interview participants often complained that new officers were not adequately trained in the hard skills necessary to accomplish effectively their assigned duties. It is difficult to teach cadets every hard skill they will need to know prior to arrival at units; some skills must be learned on the job. Nevertheless, several new officers felt that there was a great deal of pressure on them to perform every task competently or risk receiving a bad Officer Efficiency Report from their superiors. Other participants felt that skill deficiencies could interfere with establishing effective interpersonal relationships with the enlistees and NCOs in the unit. Unit members may try to take advantage of an officer who is not properly trained in needed skills. The largest number of complaints about job skill deficiencies came from officers who felt that they were not prepared to deal with the load of secondary duties that they were typically assigned. For example, officers often did not know how to handle assignments such as mess or supply officer. There were, however, several examples of officers who were inadequately trained to handle even their primary duties or basic military skills such as land navigation and map reading. Thus, new officers not only may have problems in the soft skill areas but in hard skill areas as well. A high level of competency in primary and secondary duties appears to be critical for later job effectiveness.

Expectancies. Not all interview comments could be placed in discrete categories; some applied across all problem areas. One such class of comments concerned the large discrepancies between what officers expected the Army to be like and what they found it to be. Many junior officers' reactions ranged from mild surprise to shock when they arrived for their first duty assignment. These reactions are not hard to understand if one considers the rapid transition a new officer must make from a college environment to military life. Unlike new employees in most vocations, Army officers are given little time to become acquainted with their jobs before they are expected to assume full responsibility. Only a few cadets have the opportunity to become part of a unit before they are commissioned and must actually lead their units. In addition, it seems that precommissioning instruction often does little to prepare the cadet realistically. In fact, perhaps because of enrollment problems, precommissioning programs are often to blame for painting a picture of Army life that is more attractive than real. Some of the more frequently mentioned disillusionments are summarized below:

- Several officers expected an 8 a.m. to 5 p.m., 5-day-a-week job. When they arrived at the unit, they were often expected to work 12 hours a day or more, including Saturdays and Sundays.
- Officers believed they would be able to trust and depend on their NCOs to guide them in "learning the ropes." Often they were disappointed. One officer remarked that more than 50% of the NCOs he first encountered were inefficient.

- Other officers expected to deal with high-quality enlistees whom they could trust to follow orders and do their jobs with a minimum of supervision. Instead, they had to deal with individuals who needed constant supervision and discipline to accomplish the simplest tasks.
- Many officers expected to be doing what they were trained to do instead of devoting large amounts of time to secondary duties and paperwork.

Other expectations dealt with discipline, drugs, physical fitness, social life, living facilities, and branch assignments. It would appear from the interview comments that cadets might benefit from a more realistic understanding of Army life. Then, perhaps, the new officer would be better able to concentrate on mission effectiveness rather than on job adjustment.

Suggestions for Training. The last part of each interview asked participants for suggestions about precommissioning training that might better prepare junior officers for their early Army careers. Most participants were eager to offer suggestions. Many suggestions were mentioned only once, but others came up repeatedly.

The single most frequently mentioned training suggestion was the adoption of the Cadet Troop Leadership Training (CTLT) program for all cadets. This program assigns cadets to active Army units, where they are given some of the responsibilities of a second lieutenant. Currently, all U.S. Military Academy cadets go through this program, but only a few ROTC scholarship cadets do. Although interview participants of all ranks repeatedly mentioned CTLT as a valuable training vehicle, some cautioned that the program must allow the cadet a certain amount of freedom and responsibility. If the cadet is treated as a trainee or assistant and given minor duties, the experience will be wasted.

Other training suggestions mentioned during the interviews included the following:

- Training that includes performing under stress
- Training in counseling skills
- Use of NCOs in training
- Earlier introduction to assigned or selected branch
- Introduction to general secondary duties
- More realistic leadership training
- Greater concentration on drill, military bearing, etc. in ROTC
- Training in interpersonal skills
- Training in management skills
- Training in dealing with drug and discipline problems

- Use of guest speakers from various branches and ranks lecturing on their military experiences
- Permitting all officers to serve as enlistees for short periods of time.

In addition to the general suggestions above, interview participants mentioned specific skills that new officers often have problems in performing effectively. These skills included map reading and land navigation, security regulations, tactics, ability to give orders, handling surveys and reports, and using Army forms. Some of these skills can be taught before commissioning or in OBC. The interviewees pointed out, however, that there is often no substitute for on-the-job training.

FIELD QUESTIONNAIRE

Method

Overview. To quantify and validate the interview information, the Officer Training Requirements Questionnaire was administered to a sample of officers and enlistees (including NCOs). The questionnaire was constructed after the interviews at Forts Bragg, Sill, and Bliss and was based on the information gathered during those interviews.

Respondents. One hundred fourteen officers and 114 enlistees completed the Officer Training Requirements Review. The questionnaire was administered to participants immediately after their ARI interviews at Forts Campbell, Stewart, Ord, and Carson. The interviews and questionnaire administration took place during August and September 1978.

Instruments. Two versions of the questionnaire were developed, one for officers and one for enlisted personnel (see Appendix B). The officer version had five major sections. First, officers were asked to provide background information on branch of service, rank, years in service, MOS, sex, age, and race. Confidentiality of all responses was insured and a Privacy Act statement enclosed.

The second portion of the survey dealt with several problem areas identified in the first set of interviews. Questionnaire items were in the areas of leadership, officer-superior relationships, handling of NCOs, counseling, discipline, and training. Officers were asked to rate, on a 5-point scale, 15 problem-area items on three dimensions: the extent to which they personally experienced the problem, how widespread they thought the problem was among their peers, and how important the problem was in terms of job performance and leadership effectiveness. The higher the numerical rating, the greater the extent the respondent had experienced the problem or saw it as being important or widespread. This section of the questionnaire included an extra item on counseling that required respondents to indicate how often they had to counsel their subordinates in drug and alcohol abuse, job performance, and family problems.

The third section of the questionnaire dealt with expectancies. Many interviewees said their Army life during their first assignment was not as they had anticipated. This part of the survey asked respondents to indicate the extent of this discrepancy. In addition, specific questions examined some of the more commonly mentioned expectancies, such as not having to work long hours, having a competent NCO, and being assigned the job they were trained to do.

The fourth section of the questionnaire concerned the skills and duties required of new officers. Fifteen skills and duties mentioned repeatedly in the interviews were incorporated into the questionnaire. Respondents were asked to rate the 15 items on a 5-point scale: a rating of 1 indicated that the skill or duty was not important; a rating of 5 indicated that the skill or duty was very important. Respondents were also asked where they thought a particular skill or duty should be taught--at the precommissioning level, in the Officer Basic Course, or on the job.

For the fifth section, several suggestions for training were taken from the interviews and incorporated into the questionnaire. These suggestions ranged from CTLT programs to management training. Respondents were asked to rate the value of the suggested training on a 5-point scale (from not at all valuable to very valuable).

The questionnaire for enlisted personnel was a similar but shortened version of the officer survey. Enlistees were asked to evaluate all but one problem area on the "widespread" and "importance" dimensions--the item on the quality of enlisted personnel was omitted from the problem area section to avoid alienating the respondents. Enlistees were not asked to provide ratings on the "experience" dimension, nor were they asked questions on training or expectancies because they were not in a position to assess the officer educational system. Finally, although enlistees were asked to evaluate the importance of the skills and duties to officer performance, they were not asked to indicate at what level the courses should be included in the curriculum.

Results

Sample Characteristics. Officers completing the questionnaire--78 first lieutenants, 31 second lieutenants, 2 captains, and 2 participants who did not specify their ranks--had an average of 2.2 years in service and a mean age of 24.6. Approximately 19% of the officers had graduated from West Point, 75% from ROTC programs, and 8% from OCS. There were 20 females and 94 males in the sample. The officers represented almost all the branches, with a heavy concentration from Infantry.

Of the enlistees who completed the questionnaire, 21 were below the rank of E-4 and 83 were NCOs. Enlistees had an average of 6.2 years in service and a mean age of 25.3. There were 14 females and 100 males in the sample.

Problem Areas. Table 1 presents the ratings of the problem areas on the different dimensions. The table contains only abbreviated descriptions of the problem areas; a complete description can be found in the questionnaire (Appendix B). The means are not always computed on a full sample

Table 1
Problem Area Mean Ratings

Problem area	Ratings					
	Officers		Enlistees		Combined	
	Experienced ^a	Widespread ^b	Importance ^c	Widespread ^b	Importance ^c	Widespread ^b
1. Seeking advice from superiors	2.23	2.58	3.76	2.87	4.18	2.73
2. Not having a supportive superior	2.16	2.56	4.07	2.89	4.19	2.73
3. Unable to rely on NCO	2.79	3.15	4.41	2.39	4.50	2.77
4. Not admitting lack of knowledge	2.11	2.93	3.87	3.91	4.23	3.42
5. Low quality enlisted soldiers	3.92	4.16	4.42	--	--	--
6. Differences in attitude and background between officers and enlistees interfere with effective communication	2.63	3.19	3.70	3.37	4.09	3.28
7. Insufficient leadership training	2.39	3.04	3.98	3.46	4.50	3.25
8. Insufficient training in military law and regulations	3.06	3.48	4.15	3.03	3.96	3.28
9. Inadequate training in primary duty	2.57	2.89	3.96	3.27	4.41	3.08
10. Overburdened with secondary duties	3.72	4.05	3.90	3.64	3.66	3.84
11. Lacking skills to counsel on job matters	2.58	3.13	3.87	3.73	4.34	3.43
12. Lacking skills to counsel on personal problems	2.54	3.18	3.97	3.57	4.30	3.37
13. Too much reliance on formal discipline	2.19	2.70	3.11	3.47	3.63	3.00
14. Unwilling to make decisions	1.80	2.41	3.62	3.16	4.13	2.78
15. Hesitant to exercise authority over subordinates	2.33	2.86	3.83	2.92	3.79	2.89

^a1 = never experienced; 5 = experienced problem to large extent. ^b1 = not widespread; 5 = very widespread. ^c1 = not important; 5 = very important.

because some participants failed to respond to every item. The "experience" dimension in the enlistee and combined columns of the table is eliminated because only officers rated problem areas on that dimension.

Examining the combined column, the mean ratings on the "widespread" dimension ranged from 2.73 to 3.84, with an overall average of 3.13. Thus, the respondents perceived the major problem areas identified in the interviews as at least moderately widespread among new officers. Mean ratings on the "importance" dimension were higher, ranging from 3.37 to 4.45, with an overall average of 4.00; this indicates that officers and enlistees viewed the problems as fairly important in terms of job performance and leadership effectiveness.

The eight highest-rated problem areas (3.0 or above) on the "widespread" dimension are listed in order below:

- Overburdened with secondary duties
- Lacking skills to effectively counsel subordinates on job-related matters
- Unwilling to admit lack of knowledge in certain areas, thus alienating NCOs
- Lacking skills to counsel subordinates on personal problems
- Insufficient training in military laws and regulations
- Insufficient leadership training
- Differences in attitude and background between officers and enlistees which interfere with effective communication
- Inadequate training in primary duty.

Similarly, the eight highest-rated problem areas (rated 4.00 or above) on the "importance" dimension were the following:

- Inability to rely on NCO for job-related guidance
- Insufficient leadership training
- Inadequate training in primary duty
- Lacking skills to counsel subordinates on personal problems
- Not having a supportive superior
- Lacking skills to counsel subordinates on job-related matters
- Unwilling to admit lack of knowledge in certain areas, thus alienating NCOs
- Insufficient training in military law and regulations.

Of the eight problems rated 3.0 on the "widespread" dimension and the eight problem areas rated above 4.0 on the "importance" dimension, six were identical and two items were different. These two discrepancies are not particularly surprising because a problem can be critically important in terms of interfering with job performance and leadership effectiveness but not particularly widespread among officers.

Looking at the officer ratings separately, the mean rating on the "experience" dimension ranged from 1.80 to 3.92, with an overall average of 2.60. This relatively low overall mean indicates that the officers who completed the questionnaire often did not admit experiencing many of the problems themselves. Officers' mean ratings on the "widespread" dimension ranged from 2.41 to 4.16, with an overall mean of 3.08. Thus, although officers were unwilling to admit that they had frequently experienced the problems, they were willing to admit the problems were at least moderately widespread among their peers. The mean ratings on the "importance" dimension ranged from 3.11 to 4.42, with an overall mean of 3.90, indicating that the problems were perceived as fairly important in terms of job performance and leadership effectiveness.

Officer ratings on the "experienced" dimension were generally lower than the "widespread" dimension ratings. In turn, ratings on the "widespread" dimension were lower than the ratings on the "importance" dimension. As shown in Table 2, a series of repeated measures analysis of variance accompanied by internal Scheffé tests revealed that all but one of these differences were statistically significant. The fact that the "importance" ratings were higher than the "widespread" ratings was explained earlier; a problem need not be experienced by an officer or widespread among his or her peers to be important. The differences between the "experienced" ratings and the "widespread" ratings are more difficult to explain. A probable explanation is that officers are somewhat defensive about admitting they personally have experienced a problem.

Enlistees' mean ratings on the "widespread" dimension ranged from 2.87 to 3.91, with an overall mean of 3.27. The overall average on the "importance" dimension was 4.14, with individual problem area averages ranging from 3.63 to 4.50. Once again, the "importance" ratings were higher than the "widespread" ratings.

Differences Between Officers and Enlistees. Table 1 shows that the enlistees rated the problem areas as more widespread and important than did the officers. A series of t tests were performed to test these differences statistically, and in most cases the differences were significant. The results of these analyses are summarized in Table 3. These differences leave in doubt which population, officers or enlistees, presents a more accurate picture of how widespread and important the problems really are. It could be argued that the officers were somewhat defensive and unwilling to show themselves as a group in a bad light; remember that officers were asked to indicate how widespread the problem was among their peers whereas enlistees were asked to indicate how widespread the problem was among new lieutenants. However, it is equally plausible that enlistees are biased against the officers and thus were unable to make purely objective evaluations. The "true" ratings probably lie somewhere between the officer ratings and enlistee ratings.

Table 2

Repeated Measures Analysis of Variance on Officer Ratings
of Problem Areas on Three Questionnaire Dimensions

Problem area ^a	ANOVA			Scheffé Test probabilities	
	F	df	P	Experienced vs. widespread	Widespread vs. importance
1	73.75	2,226	.001	.05	.01
2	125.71	2,222	.001	.01	.01
3	82.80	2,226	.001	.01	.01
4	103.53	2,224	.001	.01	.01
5	17.57	2,226	.001	.01	.01
6	48.70	2,224	.001	.01	.01
7	103.03	2,224	.001	.01	.01
8	46.47	2,226	.001	.01	.01
9	74.41	2,222	.001	.01	.01
10	6.04	2,226	.01	.01	N.S.
11	77.43	2,226	.001	.01	.01
12	82.97	2,224	.001	.01	.01
13	37.22	2,224	.001	.01	.01
14	126.36	2,226	.001	.01	.01
15	82.30	2,226	.001	.01	.01

^aNumbers represent and correspond to the problem areas identified in Table 1.

Table 3

Analysis Between Officers and Enlistees on "Widespread"
and "Importance" Dimensions

Problem area ^a	Widespread			Importance		
	t	df	P	t	df	P
1	2.09	218	.05	2.67	215	.01
2	1.97	216	.05	.82	211	N.S.
3	4.78	215	.001	.82	214	N.S.
4	6.66	221	.001	2.36	211	.05
6	1.08	213	N.S.	2.45	218	.01
7	2.61	217	.01	3.62	211	.001
8	-2.36	216	.05	-1.23	209	N.S.
9	2.24	215	.05	2.97	212	.01
10	-2.56	217	.01	-1.43	214	N.S.
11	4.04	218	.001	3.55	216	.001
12	2.60	215	.01	2.46	216	.01
13	4.67	220	.001	3.06	212	.003
14	4.34	219	.001	3.09	215	.01
15	.31	220	N.S.	-.28	211	N.S.

^aNumbers represent and correspond to the problem areas identified in Table 1.

Another difference between the officers and enlistees was the extent of their agreement on the most important and widespread problems. Table 4 contains a list of the top five problem areas for both groups on all three dimensions. There is little agreement on the top five problem areas on the "widespread" dimension. Only "overburdened with secondary duties" and "lack of skills to counsel on personal matters" are on both the officer and enlistee lists. A Pearson correlation between the officer and enlistee average ratings of the problem areas on the "widespread" dimension was not significant, $r = .24$. There was more agreement between the two groups on problems considered important. Even though only two of the same problem areas appear on both lists, the correlation between the officer and enlistee ratings on this dimension was highly significant, $r = .68$, $p < .01$. However, some problem areas that directly affect the lives of the enlistees, such as counseling or discipline, were perceived as more important and widespread by enlistees than were some of the other problem areas.

Counseling. Officers were asked to indicate the frequency with which they had to counsel subordinates in three different areas. Ratings were on 5-point scales: the higher the numerical rating, the greater the frequency. Mean ratings on the three areas were Drug and Alcohol Abuse, 3.7; Job Performance, 3.7; and Family Problems, 3.2.

Expectancies. During the interviews, it became evident that many officers entered the Army with certain expectations about Army life and their jobs; after a few weeks in their new jobs, however, many of these officers were disappointed. Of the officers who completed the questionnaire, 36% reported many discrepancies between what they expected of Army life and what Army life was really like; 48% reported experiencing at least a few discrepancies; and 16% of the officers indicated no discrepancies between what they expected and what they experienced on the job.

To focus on some of the major expectations mentioned during the interviews, a list of nine frequently cited expectations were included in the questionnaire. Officers were asked to indicate whether they had these expectations before arrival at their first unit and whether these expectations were met after they had been on active duty for at least 2 months. Table 5 presents the data from this section of the questionnaire.

Chi-square analysis on the yes-no percentages before and after arrival on the job indicated significant shifts in only four items. First, officers encountered more difficulty in disciplining their troops than expected, $\chi^2 (1) = 6.08$, $p < .01$. Officers also expected to work with high-quality soldiers. Again, their expectations were not met, $\chi^2 (1) = 6.08$, $p < .01$. Officers spent more time than expected doing jobs they were not trained for, $\chi^2 (1) = 8.90$, $p < .01$. Many officers expected to work with competent NCOs but were later disappointed, $\chi^2 (1) = 7.53$, $p < .01$.

Although no other shifts were significant, it is equally important to examine some of the other items. A large percentage of officers expected to work long hours, to possess the technical skills necessary to perform their jobs, to feel competent in their new leadership positions, and to be familiar with the equipment they needed to perform their jobs. These findings are somewhat contradictory to the interview and problem area data; however, it is apparently a credit to precommissioning and OBC training that

Table 4

Five Top Problems for Officers and Enlistees
on All Dimensions

Officers	Enlistees
<u>Personally experienced</u>	
1. Low-quality enlisted soldiers 2. Overburdened with secondary duties 3. Insufficient training in military law and regulations 4. Unable to rely on NCO 5. Differences in attitude and background between officers and enlistees	
<u>Widespread among peers</u>	<u>Widespread among lieutenants</u>
1. Low-quality enlisted soldiers 2. Overburdened with secondary duties 3. Insufficient training in military law and regulations 4. Differences in attitude and background between officers and enlistees 5. Lacking skills to counsel on personal matters	1. Not admitting lack of knowledge 2. Lacking skills to counsel on job-related matters 3. Lacking skills to counsel on personal matters 4. Overburdened with secondary duties 5. Too much reliance on formal discipline
<u>Importance</u>	<u>Importance</u>
1. Low-quality enlisted soldiers 2. Unable to rely on NCO 3. Insufficient training in military law and regulations 4. Not having a supportive superior 5. Insufficient leadership training	1. Unable to rely on NCO 2. Insufficient leadership training 3. Inadequate training in primary duty 4. Lacking skills to counsel on job matters 5. Lacking skills to counsel on personal problems

Table 5
Officer Expectations

Statement	<u>Did you expect?</u>		<u>Did you experience?</u>	
	Yes	No	Yes	No
Work long hours and on week ends	71.96	27.24	75.40	22.83
Possess technical skills necessary for job performance	67.51	31.62	70.23	27.25
Have familiarity with equipment for your job	64.90	34.21	75.45	21.97
Difficulty in disciplining troops	36.80	63.20	43.98	53.56
Have a competent NCO	86.00	14.09	57.09	40.42
Work with high-quality enlisted soldiers	56.15	42.12	36.09	60.58
Spend time doing jobs you were trained for	73.70	26.31	34.23	64.07
Find only a few drug problems	44.75	55.32	49.18	49.19
Feel competent in your new leadership position	78.16	21.97	75.45	21.91

Note. Numbers in table are percentages. Percentages may not always add up to 100 since some officers failed to respond to particular items.

these expectations were met after new lieutenants had been on active duty for only a few months.

Skills and Knowledges. Survey respondents were asked to evaluate 14 skills and knowledges on 5-point scales in terms of importance of satisfactory performance. A rating of 1 indicated that the skill or knowledge was not very important; a rating of 5 indicated that the skill was very important. Table 6 presents separate and combined ratings for officers and enlistees. The combined means ranged from 2.78 to 4.63, with an overall average of 3.94. The enlistees' means ranged from 2.92 to 4.62, with an overall average of 3.95; officer ratings ranged from 2.65 to 4.63, with an overall average of 3.92.

There was considerable agreement between officers and enlistees on the importance of the skills and duties. A Spearman rank-order correlation between the two sets of ratings was highly significant, $\rho = .68$, $p < .01$. There were some discrepancies on a few items, however. Officers considered time management considerably more important than did enlistees, probably because enlistees are not in a position to assess the required management skills of a second lieutenant. Enlistees, however, evaluated tactics, security procedures, and first aid as more important than did officers.

Officers were also asked to list where they thought the skill or duty should be taught--at the precommissioning level, in the Officer Basic Course, or on the job. Table 7 shows that skills such as map reading, first aid, drill and ceremony, standards of conduct and dress, and giving orders should be taught primarily at the precommissioning level. Using Army forms, security procedures, tactics, handling surveys and reports, and performance as a motor officer and as a supply officer should be taught at OBC. Training in mess officer and supply officer knowledges should be taught, in part, on the job. It should be pointed out that with the exception of the secondary duties (mess, supply, motor), officers should be competently trained in the skills and duties listed in this questionnaire before they arrive at their first unit.

Training Suggestions. Officers were asked to evaluate several training suggestions on 5-point scales in terms of the extent to which they thought each suggestion would contribute to a new lieutenant's overall effectiveness. A rating of 1 indicated that the suggestion was not at all valuable; a rating of 5 indicated that the suggestion was very valuable. These ratings are contained in Table 8. Means ranged from 2.6 to 4.5, with an overall average of 3.88. Only "more emphasis on drill and ceremony" was rated below 3. Training suggestions that received ratings of 4 or above included realistic stress in training, use of NCOs in training, CTLT programs, training in counseling, better leadership training, and more complete introduction to selected or assigned branch in fourth year precommissioning program.

MAIL QUESTIONNAIRE

Method

Instrument. The Training and Education Appraisal Review (TEAR) was designed to elicit opinions from a sample of recently commissioned officers

Table 6
Importance of Skills and Duties^a

Skill or duty	Enlistee rating	Officer rating	Combined
Map reading, land navigation, terrain appreciation	4.62	4.62	4.63
Giving orders effectively	4.40	4.36	4.38
Tactics	4.52	4.09	4.30
Security procedures	4.42	3.96	4.19
First aid	4.36	3.75	4.19
Knowledge of weapons	4.18	4.11	4.15
Time management	3.77	4.35	4.06
Standards of conduct and dress	4.00	4.11	4.05
Using Army forms	3.81	4.06	3.93
Maintenance/motor officer	3.80	4.04	3.92
Handling surveys and reports	3.64	3.64	3.64
Drill and ceremony	3.60	3.50	3.55
Supply officer	3.31	3.60	3.46
Mess officer	2.92	2.65	2.78

^a Means based on 5-point scale; 1 indicates the skill or duty was not very important; 5 indicates it was very important.

Table 7

Training Levels of Skills and Duties

Skill or duty	Where taught ^a		
	Precommissioning	OBC	On the job
Map reading, land navigation, terrain appreciation	93.0	37.7	13.2
First aid	77.2	35.1	7.0
Using Army forms	20.2	74.6	21.9
Standards of conduct and dress	93.0	21.1	5.3
Drill and ceremony	93.9	14.9	5.3
Knowledge of weapons	70.2	46.5	11.4
Security procedures	24.6	66.7	28.1
Tactics	56.1	63.2	18.4
Giving orders	70.2	39.5	22.8
Handling surveys and reports	15.8	59.6	43.9
Mess officer	11.4	29.8	72.8
Supply officer	11.4	51.8	55.3
Maintenance motor officer	10.5	58.8	55.3
Time management	64.9	41.2	28.1

^aPercentage of officers who indicated skill and duty should be taught at that training level.

Table 8
Training Suggestions

Suggestion	Value rating ^a
CTLT programs	4.50
Use of NCOs in training	4.50
Training in counseling	4.31
Realistic stress in training	4.21
Better leadership training	4.17
More complete introduction to selected or assigned branch in fourth year precommissioning program	4.00
Learning about secondary duties before arrival on the job	3.87
Introduction to all branches	3.68
More emphasis on physical training	3.63
More discipline in precommissioning training	3.38
More emphasis on drill and ceremony	2.58

^aRating based on 5-point scales; 1 indicates not at all valuable; 5 indicates very valuable.

on the value of their precommissioning education. The TEAR, contained in Appendix C, has two sections. Booklet I is a general set of instructions and coding directories for obtaining background information on each officer surveyed, including age, sex, college, Officer Basic Course attended, year graduated, and Officer Personnel Management System (OPMS) specialty. Booklet II lists 40 precommissioning subject areas taken from the 1970 U.S. Army Senior ROTC division and Advanced Summer Camp Programs of Instruction. Where appropriate, a brief description of the subject area follows the listing.

Officers evaluated each subject area on three factors. First, they indicated whether they thought the subject area should be taught on campus, at summer camp, both at camp and on campus, after commissioning, before and after commissioning, or if it should be taught at all. Respondents then specified where they used the skills and knowledges contained in each subject area: field, garrison, both field and garrison, or did not use them at all. Finally, officers rated the value of the subject areas to job performance on a 7-point scale; 1 indicated that the subject area was of no value; 7 indicated that it was very valuable. In addition to the subject areas evaluated, officers were encouraged to list any other training areas that they thought might better prepare new officers for their first assignments.

Sample. The MILPERCEN Officer Master File was used to obtain a list of officers who graduated from a precommissioning program during the 1976-77 school year. If the time taken to complete OBC is considered, most officers had been on the job no more than a year before they received the TEAR in December 1978. The list contained the names and addresses of 4,719 officers from different branches. As Table 9 shows, 1,705 questionnaires were mailed to a random sample of officers from each branch. We wanted to obtain at least 40 completed questionnaires from each branch. Projecting a 33% return rate, ARI researchers mailed three times the questionnaires required, or 120 questionnaires. If any branch list had 150 names or fewer, questionnaires were mailed to all officers assigned to that branch. Table 9 also contains the questionnaire return rate by branch. Of 1,705 questionnaires mailed, 931 (55%) were returned. Therefore, 20% of the officers on the original MILPERCEN list were sampled, and a broad representation of officers from all branches was assured.

Results

Value Ratings. Table 10 contains the mean value ratings and standard deviations for each of the 40 subject areas. The value ratings ranged from 6.18 to 3.59. It is interesting to note that the four highest rated subject areas involve "soft," or interpersonal, skill training. Courses in management, military justice, leadership, officer/enlisted relationships, and counseling are critically valuable to new officers in performing their jobs. Similarly, subject areas that involve soldiering skills basic to all branches, such as First Aid, NBC Training, Land Navigation, Map Reading, and Equipment Inspection, also received high ratings. Conversely, subject areas that stress branch-specific skills, such as Engineer Tactics, Artillery Familiarization, and Armor Familiarization, were not rated as highly valuable by new officers. Subject areas that provide background information but have little potential for immediate application, such as Military History and Geneva/Hague Conventions, also received relatively low ratings.

Table 9

Questionnaire Response Rates

Branch	Number on master file	Number mailed	% mailed	Number returned	% returned
Air Defense	352	120	34	55	46
Adjutant General	176	120	68	62	52
Armor	635	120	18	92	77
Engineers	424	120	28	75	62
Field Artillery	685	120	17	51	42
Finance	53	53	100	22	41
Infantry	860	120	14	60	50
Chemicals ^a	62	62	100	--	--
Military Intelligence	249	120	48	54	45
Military Police	162	120	74	72	60
Ordnance	235	120	51	82	68
Signal	356	120	33	50	46
Transportation	160	120	75	44	37
Quartermaster	160	120	75	35	29
Women's Army Corps ^a	150	150	100	--	--
Total	4719	1705	36	931	55

^aWomen's Army Corps and Chemical Corps no longer exist. Personnel originally assigned to these two branches have been reassigned.

Table 10

Mean Value Ratings and Standard Deviations for Subject Areas

Subject area	Mean ^a	SD
Management and Training	6.18	1.13
Military Justice	6.01	1.18
Leadership Development	5.87	1.34
Officer/Enlisted Relationships	5.75	1.24
Nuclear, Biological, Chemical	5.73	1.84
Physical Readiness	5.68	1.32
Map Reading	5.63	1.69
First Aid	5.62	1.47
Counseling Skills	5.61	1.30
Land Navigation	5.54	1.76
Equipment Inspection and Supervision	5.39	1.53
Security and Intelligence	5.35	1.37
Military Teaching Principles	5.33	1.42
Small Unit Tactics: Communication	5.24	1.69
Military Customs, Traditions and Courtesy	5.16	1.38
M-16 Rifle	5.12	1.67
Staff Procedures and Chain of Command	5.08	1.43
Small Unit Tactics: Introduction	4.94	1.81
Camouflage, Cover and Concealment	4.91	1.70
Alcohol and Drug Abuse Problems	4.84	1.48
Code of Conduct	4.82	1.47
Small Unit Tactics: Fire	4.76	1.95

Table 10 (Continued)

Subject area	Mean ^a	SD
Small Unit Tactics: Movement	4.74	1.93
Theory and Dynamics of the Military Team	4.67	1.73
Branches of the Army	4.66	1.55
Case Studies in Leadership	4.65	1.60
M-60 Machine Gun	4.60	1.74
M-203 Grenade Launcher	4.40	1.76
Hand Grenades/Mines	4.34	1.79
Army Readiness Program	4.35	1.75
Race Relations	4.32	1.72
M-72 LAW	4.26	1.80
National Security and the U.S. Defense Establishment	4.12	1.65
Geneva/Hague Conventions	4.11	1.66
Seminar in Leadership and Management	4.11	1.72
Armor Familiarization	4.07	1.84
Artillery/Mortar Familiarization	3.95	1.90
Engineer Tactics and Techniques	3.72	1.82
Organization of the Army and ROTC	3.67	1.66
Military History	3.59	1.63

^aMeans are based on 7-point scales; 1 indicates not at all valuable; 7 indicates very valuable.

Mean value ratings were also calculated separately for each of the three branch groups: combat arms, combat support, and service support (Table 11). A series of one-way analysis of variance accompanied by Scheffé tests revealed several differences among the groups of branches. This table notes subject areas that officers in the combat arms and combat support branches rated significantly more valuable than officers in the service support branches ($p < .01$). Most of these subject areas, such as Small-Unit Tactics and the M-60 Machine Gun, are, as one might expect, combat oriented. However, there were only a few significant differences among branch classes on the soft, "interpersonal" subject areas. For example, areas such as Leadership Development, Management and Training, Counseling, and Officer/Enlisted Relationships were perceived as equally valuable by officers from all three branch classes. Evidently, the current precommissioning curriculum is more valuable to officers assigned to the combat arms and combat support branches than to officers assigned to the service support branches.

Where Subject Areas Are Used. Officers were asked to specify where they used the skills and knowledges contained in the subject areas. Table 12 shows that most subject areas were useful to officers in both field and garrison environments. It might have been predicted that soft skills would have been rated as more useful in the garrison, while hard skills would have been rated as more useful in the field. In fact, many of the soft and hard subject areas are used by officers in both field and garrison. Officers obviously must be prepared to use effectively management, leadership, and counseling skills during everyday garrison activities as well as in the middle of a field exercise. Similarly, officers must know how to supervise enlistees in the use and maintenance of a weapon such as the M-60 machine gun, as well as be prepared to use the weapon in the field.

Officers indicated several subject area skills and knowledges that they used primarily in either the field or garrison. As expected, some of the combat-oriented subject areas, such as Small Unit Tactics: Fire and Movement, Engineer Tactics and Techniques, and Armor Familiarization, are used primarily in the field. Similarly, subject areas that provide general background knowledge, such as Organization of the Army and ROTC, or National Security and the U.S. Defense Establishment, are used primarily in the garrison.

Finally, for some subject areas the responses in the "never used" category were relatively frequent, although it was the largest response category. Many officers never used knowledges and skills that are branch-specific and combat oriented, or those that provide background knowledge but are difficult to apply directly (e.g., Military History, Organization of the Army and ROTC).

Where Subject Areas Should Be Taught. Respondents were asked to indicate in which training phase cadets and officers would most benefit from receiving instruction in a given subject area. Table 13 shows the number of officers who responded in each questionnaire category. Except for only five subject areas, most officers indicated that training should take place both before and after commissioning. Exceptions were Artillery/Mortar Familiarization Branches of the Army, Military History, and Organization of the Army and ROTC. Most officers suggested that training in these

Table 11

Mean Value Ratings on Subject Areas for Three Branch Classes

Subject area	Mean value ratings ^a		
	Combat Arms	Combat Support	Service Support
Management and Training	6.14	6.28	6.11
Military Justice	6.23	6.04	5.78
Leadership Development	5.97	5.94	5.71
Officer/Enlisted Relationships	5.84	5.77	5.67
Nuclear, Biological, Chemical ^b	6.25	5.80	5.16
Physical Readiness	5.82	5.71	5.52
Map Reading ^b	6.27	5.69	4.93
First Aid	5.87	5.71	5.29
Counseling Skills	5.72	5.71	5.40
Land Navigation ^b	6.29	5.55	4.78
Equipment Inspection and Supervision ^b	5.79	5.53	4.86
Security and Intelligence	5.46	5.63	4.97
Military Teaching Principles	5.43	5.53	5.03
Small Unit Tactics: Communication ^b	5.84	5.43	4.45
Military Customs, Traditions and Courtesy	5.12	5.25	5.14
M-16 Rifle ^b	5.30	5.31	4.78
Staff Procedures and Chain of Command	4.90	5.30	5.06
Small Unit Tactics: Introduction ^b	5.61	5.02	4.23

Table 11 (Continued)

Subject area	Mean value ratings ^a		
	Combat Arms	Combat Support	Service Support
Camouflage, Cover and Concealment ^b	5.47	5.01	4.22
Alcohol and Drug Abuse Problems	5.12	4.86	4.54
Code of Conduct	4.86	4.76	4.84
Small Unit Tactics: Fire ^b	5.71	4.71	3.87
Small Unit Tactics: Movement ^b	5.50	4.74	4.02
Theory and Dynamics of the Military Team ^b	5.17	4.80	4.02
Branches of the Army	4.77	4.68	4.56
Case Studies in Leadership	4.69	4.73	4.56
M-60 Machine Gun ^b	5.03	4.71	4.07
M-203 Grenade Launcher ^b	4.86	4.54	3.81
Hand Grenades/Mines ^b	4.98	4.39	3.66
Army Readiness Program	4.25	4.35	4.43
Race Relations	4.60	4.23	4.11
M-72 LAW ^b	4.89	4.26	3.67
National Security and the U.S. Defense Establishment	4.11	4.31	3.94
Geneva/Hague Conventions ^b	4.33	4.17	3.82
Seminar in Leadership and Management	4.10	4.07	4.16
Armor Familiarization ^b	5.14	3.85	3.22
Artillery/Mortar Familiarization ^b	5.08	3.69	3.02

Table 11 (Continued)

Subject area	Mean value ratings ^a		
	Combat Arms	Combat Support	Service Support
Engineer Tactics and Techniques ^b	4.03	4.07	2.93
Organization of Army and ROTC	3.62	3.79	3.60
Military History	3.87	3.62	3.60

^a Means are based on 7-point scale, 1 indicating not at all valuable and 7 indicating very valuable.

^b Subject areas which officers in the combat arms and/or combat support branches rated significantly more valuable than officers in the service support branches, $p < .01$.

Table 12

Locations Where Subject Area Skills and Knowledges Are Used

Subject area	Where used ^a			
	Garrison	Field	Both	Never used
Management and Training	92	5	667	12
Military Justice	235	4	521	14
Leadership Development	83	7	673	15
Officer/Enlisted Relationships	206	6	553	10
Nuclear, Biological, Chemical	45	108	575	40
Physical Readiness	217	27	521	9
Map Reading	34	287	389	60
First Aid	49	34	629	62
Counseling Skills	205	3	553	15
Land Navigation	25	378	303	66
Equipment Inspection and Supervision	85	15	635	40
Security and Intelligence	140	11	609	15
Military Teaching Principles	206	2	535	29
Small Unit Tactics: Communication	33	239	431	66
Military Customs, Traditions and Courtesy	283	11	469	11
M-16 Rifle	41	196	490	46
Staff Procedures and Chain of Command	174	9	559	32
Small Unit Tactics: Introduction	30	283	349	107
Camouflage, Cover and Concealment	26	456	219	73

Table 12 (Continued)

Subject area	Where used ^a			
	Garrison	Field	Both	Never used
Alcohol and Drug Abuse Problems	323	3	406	43
Code of Conduct	163	38	503	73
Small Unit Tactics: Fire	22	325	267	141
Small Unit Tactics: Movement	24	339	269	137
Theory and Dynamics of the Military Team	71	153	427	125
Branches of the Army	210	28	429	111
Case Studies in Leadership	210	13	478	78
M-60 Machine Gun	29	238	387	112
M-203 Grenade Launcher	29	256	353	136
Hand Grenades/Mines	24	287	308	154
Army Readiness Program	263	13	341	149
Race Relations	213	4	462	94
M-72 LAW	32	271	317	155
National Security and the U.S. Defense Establishment	351	15	236	176
Geneva/Hague Conventions	166	83	359	170
Seminar in Leadership and Management	367	10	242	155
Armor Familiarization	36	231	306	201
Artillery/Mortar Familiarization	33	280	244	221
Engineer Tactics and Techniques	59	188	286	242
Organization of the Army and ROTC	432	12	104	229
Military History	197	50	268	262

^aFigures represent frequency of responses in each category.

Table 13

Respondents' Views of Where and When Subject Areas Should Be Taught

Subject area	Should be taught				Before & after commissioning	Not worth teaching
	Campus	Summer camp	Both summer camp & campus	After com- missioning		
Management and Training	36	2	72	19	642	7
Military Justice	20	3	32	32	655	3
Leadership Development	39	11	130	10	580	6
Officer/Enlisted Relationships	29	5		166	526	3
Nuclear, Biological, Chemical	3	38		52	614	3
Physical Readiness	14	22	118	13	610	1
Map Reading	23	35	195	10	508	0
First Aid	19	37	143	13	562	2
Counseling Skills	47	3	41	139	543	5
Land Navigation	14	51	199	6	503	2
Equipment Inspection and Supervision	21	41	65	275	367	6
Security and Intelligence	34	22	73	158	481	5
Military Teaching Principles	101	4	95	38	529	10

Table 13 (Continued)

Subject area	Should be taught				Before & after commissioning	Not worth teaching
	Campus	Summer camp	Both summer camp & campus	After com- missioning		
Small Unit Tactics: Communication	11	61	169	31	497	1
Military Customs, Traditions and Courtesy	101	23	206	11	434	3
M-16 Rifle	22	109	206	15	420	1
Staff Procedures and Chain of Command	73	10	100	100	484	10
Small Unit Tactics: Introduction	18	47	229	21	452	4
Camouflage, Cover and Concealment	16	134	154	30	440	4
Alcohol and Drug Abuse Problems	52	5	36	211	458	12
Code of Conduct	94	22	119	21	512	10
Small Unit Tactics: Fire	14	90	187	36	425	5
Small Unit Tactics: Movement	14	90	222	27	430	5
Theory and Dynamics of the Military Team	66	49	139	87	424	11
Branches of the Army	218	26	369	6	155	4
Case Studies in Leadership	197	9	79	50	418	24
M-60 Machine Gun	18	180	207	29	360	4

Table 13 (Continued)

	Campus	Should be taught			Before & after commissioning	Not worth teaching
		Summer camp	Both summer camp & campus	After com- missioning		
M-203 Grenade Launcher	18	217	166	37	334	5
Hand Grenades/Mines	14	222	141	52	346	3
Army Readiness Program	113	11	45	221	351	25
Race Relations	84	5	46	147	425	71
M-72 LAW	18	225	115	43	330	6
National Security and the U.S. Defense Establishment	300	7	40	67	347	16
Geneva/Hague Conventions	139	11	79	53	489	7
Seminar in Leadership and Management	244	1	30	94	361	44
Armor Familiarization	30	241	162	75	250	9
Artillery/Mortar Familiarization	21	283	97	98	260	17
Engineer Tactics and Techniques	21	132	113	183	219	41
Organization of the Army and ROTC	479	19	156	4	91	27
Military History	540	5	49	7	155	22

Note. Figures represent number of respondents in each category.

subject areas should take place on campus, at summer camp, or both. Respondents' opinions were evenly divided for National Security and the U.S. Defense Establishment.

Combining the responses in the first three categories in Table 13 reveals several other subject areas in which the majority of officers noted a preference for training before commissioning. These areas are the M-60 Machine Gun, the M-203 Grenade Launcher, Hand Grenades/Mines, M-60 LAW, Armor Familiarization, and Engineer Tactics and Techniques. Thus, participants viewed subject areas that provide general background knowledge, familiarization of different branches, and use of certain weapons as deserving greater emphasis before rather than after commissioning. Participants perceived training in other subject areas to be a continual process beginning in college ROTC programs and proceeding through OBC. Finally, only a very small number of officers felt that any of the subject areas were not worth teaching at all; evidently, all 40 subject areas listed were considered to be important.

Suggestions for Training. Respondents were encouraged to make additional suggestions for training. Of the more than 1,200 suggestions received, many repeated the subject areas listed in the questionnaire. This suggests that many officers felt strongly enough about the value of these training areas to reemphasize them in the open-ended portion of the questionnaire. Several suggestions were new, however, and shed new perspectives on junior officer training requirements.

All training suggestions were combined, when feasible, into several general categories described in Table 14. Table 15 shows the frequency of suggestions in each category by branch type. Officers continued to stress soft skill areas such as leadership and management, counseling, communications, and the officer's relationship with superiors, subordinates, and civilians. Respondents also frequently selected hard skills, which were assigned to general categories, such as vehicle use and maintenance, weapon use and maintenance, and combat skills. Training in additional secondary duties was another area that appears to be neglected in officer training programs.

Finally, officers indicated a need for training and education in areas that directly affect their lives and careers in the military. For example, several officers suggested that they be given more information on educational and career opportunities available in the Army. Similarly, some officers felt that they were not adequately informed or prepared for the personal adjustments necessary in a military environment, particularly in overseas assignments.

DISCUSSION

The purpose of the precommissioning program is to train and develop cadets in skills and knowledges that they will be required to perform as Army officers. Officer selection, training, and evaluation systems can be effective only if they accurately reflect what the junior officer must do on the job. Without first assessing job requirements, selection instruments and training programs will fail to meet their objectives. In fact, one

Table 14

Description of Training Suggestion Categories

Standards of Conduct--Describes the officer's attitudes and appearance. Specific suggestions include morality, ethics, wearing and care of the uniform, and professionalism.

Property Accountability and Security--Describes the specific procedures for handling the materiel for which the officer is responsible. Specific suggestions include property accountability, document and arms room security, conducting inventories, and writing reports of survey.

Counseling and Personnel--Describes the officer's management and counseling of personnel. Specific suggestions include counseling, use of the EER in counseling, motivating troops, and knowledge of human behavior.

Supply System--Describes the procedures the officer must follow to obtain and dispense supplies. Specific suggestions include the Army Supply System.

Vehicle Use and Maintenance--Describes skills necessary to the additional duty of motor officer and more general knowledge of vehicles. Specific suggestions include motor maintenance, TAMMS (The Army Motor Maintenance System), and training in defensive driving.

Weapon Use and Maintenance--Describes the officer's familiarity and ability with weaponry, especially weapons used in the unit. Specific suggestions include hands-on experience with the weapons, weapon maintenance, and knowledge of a variety of specific weapons.

Officer's Relationship with Superiors, Subordinates, and Civilians--Describes the officer's interpersonal working relationships with superiors, subordinates, and civilians. Specific suggestions include information on the role of civilians in the military and the role and responsibilities of an NCO.

Career Development--Refers to the officer's personal career development. Specific suggestions include information on branch selection in the Army and the education opportunities available.

General Military Background--Describes what the officer should know about the Army and the Department of Defense; and the capabilities, tactics, and weaponry of the allied forces and the threat forces. Also includes military history.

Administrative--Describes the administrative functions of the officer. Specific suggestions include the Army Functional File System, DA forms, and military reports.

Communications Skills--Describes the officer's correspondence and communications skills. Specific suggestions include military writing and correspondence, briefing, public speaking, and the Army publication system.

Table 14 (Continued)

Management Skills--Describes the officer's management and leadership skills.

Personal Adjustment to Army Life--Describes the officer's personal affairs as they relate to living in the Army, especially overseas. Specific suggestions include foreign language training, personal finance counseling, and how the Army affects the officer's family.

Additional Duties--Describes all duties an officer must perform that do not fall under the description of the primary duty. Specific suggestions include dining facility manager, pay officer, motor officer, etc.

Financial Management--Describes the budgeting and financing skills an officer needs to know. Specific suggestions include accounting and budget analysis.

Combat Skills--Describes the warfare skills necessary to the officer in the field. Specific suggestions include map reading, leading a convoy, and setting up a bivouac.

Military Law and Discipline--Describes aspects of military law the officer must know to administer discipline. Specific suggestions include the UCMJ, drug busts, and general knowledge of military law.

Table 15
Number of Training Suggestions

Category	Combat Arms	Combat Support	Service Support	Total
General Military Background	41	40	13	103
Additional Duties	35	37	25	97
Supply System	31	32	28	91
Combat Skills	33	43	15	91
Administration	27	31	32	90
Vehicle Use and Maintenance	39	35	16	90
Counseling and Personnel	26	26	27	79
Communications Skills	15	27	32	74
Property Accountability and Security	18	38	10	66
Officer's Relationship with Superiors, Subordinates, and Civilians	13	25	13	51
Career Development	18	11	22	51
Standards of Conduct	6	24	19	49
Personal Adjustment to Army Life	13	14	17	44
Leadership/Management Skills	9	15	17	41
Weapon Use and Maintenance	18	6	14	38
Financial Management	8	12	14	34
Military Law and Discipline	10	5	5	20

criticism of precommissioning education from officers in the field was that it had little relevance to what was expected of new lieutenants.

The approach used in this investigation is limited in the sense that it relies on the perceptions of officers and enlistees. Thus, the accuracy of the findings depends on the accuracy of these perceptions. In addition, the interviews and questionnaires were designed to collect information on some of the broader aspects of the new lieutenant's job, not to gather task lists. Nevertheless, the results of this investigation provide a starting point for determining what junior officers need to know.

The findings of the three related studies reported in this paper tended to fall into groupings of fairly consistent themes. The most prevalent theme was the importance of soft skills for the new officer. Soft skills can generally be described as skills used to accomplish tasks that are not defined in clear, precise, detailed terms. Thus, instead of technical abilities that adapt a set of procedures to a particular problem, soft tasks require the officer's ability to define the nature of the problem and to establish a framework for the solution.

Many problems described by junior officers and validated by the data collected from the Training Requirements Questionnaire and the TEAR were of an interpersonal and organizational nature. Junior officers reported difficulties in understanding the role and utilization of the NCO, communicating with subordinates, and establishing effective working relationships with their superiors. The data obtained from this investigation also revealed problems in the areas of command and leadership, including unfamiliarity with the military and insufficient training in leadership and management techniques. Counseling and discipline problems also required a greater degree of soft skill expertise than many officers believed they had.

This research is not the first to reveal the importance of soft skill training in producing highly effective junior officers. Clement and Ayers (1976) developed a matrix of organizational leadership dimensions that is being used as the basis for U.S. Army leadership training policy. These dimensions include communications, human relations, management science, decisionmaking, planning, and ethics. Similarly, Olmstead, Cleary, Lackey, and Salter (1973) identified a set of leadership dimensions that were used as the foundation for the assessment center program at Fort Benning, Ga. Dimensions for this program included social skills, communication skills, decisionmaking, adaptability, administrative skills, and organizational leadership. Klemp, Munger, and Spencer (1977) identified several leadership and management competencies that distinguish superior from average U.S. Naval officers. The competencies revealed as the result of this investigation were counseling and advising, task achievement, skillful use of influence, and management control. Interestingly, Winter (1978) found that these leadership and management skills were more predictive than technical skills in supervisors' ratings of overall performance, even in technical jobs.

Another major theme that emerged from this investigation was the importance of expectancies to officer job satisfaction and performance. More than 80% of the officers surveyed indicated that they had expected a more favorable environment than they had found in the military. These false

expectations often interfered with a smooth transition from a college to a military environment. Efforts to familiarize the cadet with the Army before commissioning would help eliminate some of these inaccurate perceptions and thus make adjustment to Army life easier for the new lieutenant.

A third major theme is that officers seemed to feel relatively well trained in hard skill areas. Discussion of problem areas generally focused on soft skill problems, and deficiencies in hard skills were noted much less frequently. A major exception to this trend was in the area of secondary duties and basic technical skills, such as map reading and land navigation. Although tasks in hard skill areas produced fewer problems than did soft skill tasks, there was no indication from this study that officers or their subordinates believed hard skills to be unimportant. On the contrary, it was suggested that competence in hard skills gave the officer greater credibility with the troops and thus enhanced his or her capacity to lead. It should also be noted that the leadership matrix and assessment dimensions discussed earlier both have technical skill categories.

Perhaps the relationship between hard and soft skills can be explained as a two-step process. New lieutenants first must have technical competence in many of the tasks performed by their subordinates. Without this technical competence, officers would find it difficult to train and evaluate their subordinates and to coordinate their efforts in accomplishing a mission. In addition, subordinates are not likely to respect a technically incompetent leader nor be willing to follow his or her orders in life-threatening situations. However, technical competence is only one factor leading to leadership effectiveness. Officers must be motivated to accomplish the unit's mission and have the leadership skills to motivate their subordinates to do the same. For example, an infantry platoon leader may be able to take apart and put back together an M-16 rifle faster than anyone in the platoon. However, this lieutenant, if not adequately trained in the critical soft skills discussed in this report, such as communicating with subordinates and establishing an effective working relationship with the NCOs, will never win the confidence of subordinates.

In addition to revealing major problems encountered by junior officers, this investigation helped identify the training strategies for preparing junior officers to assume their leadership positions. Interview comments and questionnaire data consistently indicated the importance of giving ROTC students experience in interacting with officers and enlistees in a military environment prior to commissioning. This experience helps prepare cadets by giving them a better understanding of the backgrounds and needs of the enlistee and of their organizational relationships with NCOs and superiors. Research participants also stressed the importance of developing training programs that reflect experiences that the junior officer would later encounter. For example, training in counseling should include not only the textbook principles on how to counsel, but also allow the cadet to practice these principles in simulated military settings.

ARI has begun to move in this direction with the development of the ROTC Management Simulation Program. This modular instructional package provides ROTC cadets with the chance to apply and develop basic management skills in realistic simulated settings. Other "hands-on" training programs in counseling, leadership, and performance evaluation are expected in the future.

These programs should help cadets acquire critical soft skills essential to becoming effective leaders.

The results of this investigation have already provided valuable information to those responsible for designing precommissioning curriculum. TRADOC is currently standardizing instruction for ROTC; part of this effort involves the production of a Soldier's Manual for Officer Training (SMOT) and a standard list of core subjects and tasks to be taught in ROTC. The first draft of the SMOT did not include many of the soft skill areas identified in this investigation as critical to effective junior officer performance, but plans are underway to expand the SMOT to include many of these areas. The result should be a training program that more closely matches job requirements and that is thus more likely to produce effective junior officers.

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APPENDIX A

SAMPLE OF COMMENTS FROM FIELD INTERVIEWS¹

I. JUNIOR OFFICER/SUPERIOR RELATIONSHIP

Frequently the second lieutenants are protected by superiors so they don't make mistakes; thus, they don't gain experience. Superiors will allow "valid training errors" but not "gross ignorance" or repeated mistakes. It's hard to establish a relationship with the company commander. Commander should guide you.

The battery commander makes a lot of difference in the success of the new lieutenant by making the lieutenant aware of potential problems. It is helpful to a lieutenant if the battery commander takes a personal interest in him.

Some second lieutenants can ask their commanders questions, but others can't let their commanders know that they don't know. It depends on the two personalities.

II. JUNIOR OFFICER/NCO RELATIONSHIP

Guys don't realize the experience an NCO has. The lieutenant who thinks he knows everything doesn't get the benefit of the NCO's knowledge.

If you get a new lieutenant in and he's got a good platoon sergeant he's going to want that lieutenant to be the best platoon leader in the outfit and teach him. It's the platoon sergeants and the squad leaders that make or break the platoon leaders.

Well, it is their way of thinking and also their language. "Language" may seem a little "off," but you take somebody who had been in the NCO Corps for a long time and their language is totally different. I don't mean profanity. But right there you are going to have a difference in communicating. Maybe the NCO has been in the swamps for 5, 10, or 15 years. You have to remember that little boy was jumping in the creek when I came into the world.

Many times you get out in a unit and expect a good E-7 to help you out with equipment and people problems--but you don't get one, many are incompetent. You have to pick it up yourself.

First 6 months an NCO can run a new lieutenant ragged by playing practical jokes. This stops once the lieutenant earns the respect of the NCO.

¹This appendix contains selected quotes from more than 50 hours of interviews with junior officers, NCOs, and enlistees from seven U.S. Army installations. The comments are arranged according to the major problem areas identified in the first section of this report.

This is one of my pet peeves, that the NCO Corps isn't as strong as it should be, which is probably the fault of the Officer Corps. The reason is that the most inexperienced people in the world are the second lieutenants, the ones who are supposed to keep the NCOs shaped up.

III. JUNIOR OFFICER/ENLISTEE RELATIONSHIP

Some new lieutenants were good at little stuff as long as it was in the office--when they had to communicate with troops they lost credibility and went downhill.

One big problem was being the same age or younger than even most of the enlisted people. While wearing the rank, it was a challenge to exhibit a "greater knowledge" of many things--as was expected by the subordinates of a superior.

When a second lieutenant doesn't know about equipment "it becomes a standing joke, how to fool the officer." One lieutenant couldn't supervise weapons maintenance well until he'd been there 6 months.

Lieutenants don't know how to deal with troops--school book solutions don't help because often the situation in the book doesn't apply. You can't be exposed to real live troops in ROTC.

Before you get to troop level, you're working with peers in a school environment. In the unit, you're talking above the soldiers, not communicating with them. You don't understand their background unless you were a laborer in civilian life.

It takes a second lieutenant a long time to learn how to handle an enlisted man. The problem is due to different class backgrounds. It's hard for lieutenants to relate to enlisted men.

You can't come in and just tell a soldier what to do. It's ingrained in new soldiers that they have their rights. You just can't tell a soldier what to do--you can't be wishy-washy or take a vote--but no more blind obedience to authority.

IV. DISCIPLINE

Nothing I had ever seen had given me any idea on how to handle a situation in which you have five guys in a room and you're trying to do a legal search and seizure. You have got to keep everything legitimate so you don't lose your case. We have some cases where the MPs would come out and bust some guy for having a plant in the room that wasn't marijuana.

Second lieutenant has to know the "gray areas." Discipline isn't black and white. You have to be flexible and be able to make value judgments.

Well, as far as troops, you've got troops who are acting up. You've got what we call "----House lawyers" within the billets. They do something wrong and because of little technicalities, they can get away with it. You

could never discipline them properly and they got to be a real problem with other troops. They see one guy getting over because of technicalities and they try something and they aren't smart enough and they get caught.

V. COMMAND AND LEADERSHIP

When you first arrive on the job or in the unit, you are really messed up. You got everything going on upstairs--TAMS, military justice, tactics, maintenance. All of a sudden someone comes in and says "Here are 20-30 people you are in charge of. If something goes wrong, I'm going to hang you by your toenails." Usually, a kid doesn't know where to begin.

Second lieutenant didn't know military customs--supposed to act like officer even though he had never been taught how. You can really tell the difference between OCS and ROTC graduates, because ROTCs are lost when they get on first assignment. "ROTC guys have no idea what they are doing or where they're going--that lasts a really long time."

Cadets should learn basic military bearing and leadership, "basic soldiering," and wearing the uniform. All of this greatly affects the troop's attitude toward the second lieutenant. "You can take a dude and get him to look sharp and he will probably function as a leader, but you can't take a guy who's a rag bag, even if he's a genius, and get the guys to respect him."

Cadets never marched, wore brass backwards, their entire idea of drill and ceremony was Army Regulations, classroom instruction, and nothing else.

Lieutenants are young--they don't have confidence to lead--they were never challenged before. They will make mistakes and must learn to live by them. Guys come and just do not understand a leader-follower relationship. They have never been taught to follow or lead. New lieutenants think the Army is the ROTC fraternity.

Formal leadership training is poor. Kohlberg's level of responsibility has absolutely no relevance to reality. I don't care what level the guy is working on emotionally--it's not my job--it shouldn't have anything to do with me. When I give an order I want the order followed.

A young lieutenant has to have ability to make a decision. He has to be positive and he has to have the ability to communicate with subordinates. If he is lacking in any of these, the unit will fall apart and the lieutenant will be worthless. He must also have courage. In Korea, the lieutenant I took over from was replaced because he walked out on the van and hid in a building when North Korean aircraft were flying in South Korea. He was worthless as an asset to the battery.

VI. SKILL DEFICIENCIES

There is a lack of technical knowledge with nuclear rounds because it is on a need-to-know basis--you rarely do it--it isn't taught that much--half a day block of training in OBC.

Often end up learning the weapons system you are assigned to by teaching it to yourself: "the school of hard knocks."

Not enough training for technical knowledge--you have to know enough to be able to check the equipment--you don't have to know everything--have to know enough to make sure NCO, troops aren't bull-----.

When I first went into the Army, I was trained in a c/v system but had the misfortune of being a REDEYE Section Leader. I walked in there, first thing commander says is "you are going to be mess officer." Commander didn't give ---- about REDEYE section. Fail one mess inspection, you could be ruined as an officer. All the training at OBC did not do one iota of good as a mess officer.

We had a mess sergeant who got busted a few weeks ago for keeping a separate set of mess account sheets. You had to really know the business in order to be able to catch this guy. You have to have exposure to the Army mess system.

OBC gives only an overview of supply management. A lieutenant has no idea of how the Army supply system works until he has experience with it.

One new lieutenant upon arrival was put in charge of a terribly disorganized supply room with an inspection coming up in 1-1/2 weeks--he flunked the inspection and got into trouble.

The problem is that a lot of secondary duties are just touched on in OBC. Security documents weren't touched on at all. Most of your secondary duties are just looked at. They give you a list and say "This is morning report." Then they show you another slide and say "This is something else." But you have no idea of what is actually going on.

VII. COUNSELING

My toughest problem was counseling an old warrant officer who had just developed marital problems. I could have been his son and yet he sought answers from me. More counseling training would have been helpful.

An ROTC cadet only learns to give an Article 15 for punishment. You don't tell them that there is counseling involved first, that these guys are going to make mistakes first. They are managers of personnel and counselors--they are not taught this in ROTC.

You don't want to pass the buck to Chaplain in counseling or the man will feel that no one cares. Before you can refer the man to anyone else, you have to talk to him at least to find out what is wrong. It is important to know what counseling resources are available.

I feel over 50% of a junior officer's time is spent in a counseling type capacity. If he relates well to his people they'll work for him and respond to everything else--maintenance, standards, conduct, etc.

I was totally unprepared to handle marital problems, letters of indebtedness, and checkbook balancing.

I had to deal with an NCO who beat his wife and had a gun. I had to go to his house and talk to him. They gave us no warning in ROTC we would be doing this.

Speaking of counseling, I would like to bring up something that I think you run into more than drugs. I haven't run into a drug bust since I have been in the service, but I have had to counsel a man frequently on his duty performance and personal problems--any number of things.

VIII. EXPECTANCIES

ROTC should teach cadets to be disappointed in the Army.

Second lieutenant expects everything he's found in writing to be true and it wasn't. He has learned about the ideal Army, not the one that really exists.

West Point sets up a very protective, idealized Army image, the way it's supposed to be. It's a big letdown when you go into the Army and find out that's not the way it is.

You expect to be familiar with the equipment you are going to be working with when you get out of OBC; many times you are not.

Should expect to arrive 6:30 a.m. and work till 8 p.m., Monday through Friday and on weekends.

Army tells its young officers that they will have great vacations--chances to ski, everything. Don't tell you about long hours, discipline problems, etc. If the Army told it like it really is, 95% would not enroll in ROTC.

ROTC tones down the amount of pressure there is in the Army, so cadets are not prepared for it. ROTC doesn't want to lose students.

Officers expect Army to be like ROTC fraternity where everyone is close and buddy-buddy--no rank structure; they get into the Army, there is formal rank structure and they have trouble.

Enlisted personnel quality was considerably lower than what I was led to believe.

Lieutenants expected competent NCOs--those who could do their jobs well. They ended up with guys who could not do their jobs and had to fire them.

IX. TRAINING SUGGESTIONS

Learned a lot of straight-leg infantry tactics, division and brigade tactics that don't apply to what a second lieutenant has to do at all unless they are in infantry.

Thinking back to what the basic class taught and what the ROTC class taught, I don't really think it prepared me. I don't think it really could because there are just too many types of jobs around. If you had to go through ROTC

and Basic and learn about all the different kinds of jobs you could get, you'd still be in school.

Situational leadership is needed, how you handle NCOs if they are not doing their jobs, etc. You can read manuals and learn skills when you get to the unit, but you must have a pretty solid base in leadership before you get there.

Problems in small unit leadership training are great and fantastic. It gives you situational problems which are really helpful.

ROTC should expose cadets to more stress and pressure to prepare them for the Army.

The one thing I thought I learned the most from was the cadet troop-leading experience at AOT where you go out with the unit for a month. I was working where my peers were actually helping me out, and wasn't in some stupid classroom. It is a situation where you have to solve all your own problems. If you blew it, it was all right--because you are there to learn.

It would be better if you find out branch assignment and then emphasize that branch in the last semester or last two quarters of ROTC.

Lieutenants should be taught to teach. That's what they will do their whole careers.

All ROTC students should have to take at least one course in management. A counseling course would also help.

APPENDIX B

OFFICER TRAINING REQUIREMENTS QUESTIONNAIRE

OFFICER VERSION



PT 5242

DATA REQUIRED BY THE PRIVACY ACT OF 1974

(5 U.S.C. 552a)

TITLE OF FORM PT 5242, Officer Training Requirements Questionnaire - Off.		PRESCRIBING DIRECTIVE AR 70-1
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1. AUTHORITY 10 USC Sec 4503
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2. PRINCIPAL PURPOSE(S) The data collected with the attached form are to be used for research purposes only.
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3. ROUTINE USES This is an experimental personnel data collection form developed by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (name or Social Security Number) are requested they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.
--

4. MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION Your participation in this research is strictly voluntary. Individuals are encouraged to provide complete and accurate information in the interests of the research, but there will be no effect on individuals for not providing all or any part of the information. This notice may be detached from the rest of the form and retained by the individual if so desired.

FORM	Privacy Act Statement - 26 Sep 75
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DA Form 4368-R, 1 May 75

OFFICER TRAINING REQUIREMENTS QUESTIONNAIRE

Officer Version

The U.S. Army Research Institute for the Behavioral and Social Sciences helps insure that education and training for the new officer is comprehensive and relevant. Based on a recent series of interviews, we have identified a number of problems areas new lieutenants may encounter in trying to accomplish their jobs. In addition, we have gathered several suggestions for training that might better prepare new lieutenants for their first duty assignment. The objective of this survey is to test some of the information gathered from these interviews and obtain additional data on the training requirements of the junior officer.

General Instructions: Please answer all the questions in this questionnaire. Provide comments where appropriate. Do not place your name on this survey.

I. Background Information

1. Rank: _____
2. Years of service: _____
3. Branch: _____
4. Duty MOS: (Number and Title) _____
5. Pre-commissioning program: USMA _____ BIOCC _____ ROTC _____
Other (please specify): _____
6. Sex: ____ Male ____ Female
7. Age: _____
8. Race: _____

II. Problem Areas

Instructions: This section of the survey is designed to find out about some of the problems encountered by the newly commissioned junior officer. Please rate each item on the three following dimensions; each dimension should be given a separate rating on a 5-point scale, as explained in the block below:

Dimension 1: From the following scale, place the number that best depicts the extent of your own experience with the problem beside the blank labeled "you experienced."				
1	2	3	4	5
never experienced		experienced problem to a moderate extent		experienced problem to a large extent
Dimension 2: From the following scale, place the number that best depicts how widespread the problem is among your peers beside the blank labeled "widespread." Peers are defined as those officers with whom you interact regularly and who hold the same rank as you.				
1	2	3	4	5
not widespread		moderately widespread		very widespread
Dimension 3: From the following scale, place the number that best indicates how important the problem is in terms of job performance and leadership effectiveness, beside the blank labeled "importance."				
1	2	3	4	5
not important		moderately important		very important

PROBLEM AREA ITEMS (Remember to rate on appropriate scale described above).

- Junior officers avoid seeking advice from their superiors.
you experienced _____ widespread _____ importance _____
- The new lieutenant does not have a supportive immediate superior to assist him on his first tour of duty.
you experienced _____ widespread _____ importance _____
- The junior lieutenant is unable to rely on his NCO for his job related guidance.
you experienced _____ widespread _____ importance _____
- Junior officers don't want to admit their lack of knowledge or expertise, thus alienating the NCO.
you experienced _____ widespread _____ importance _____
- Low quality enlisted soldiers make your job more difficult.
you experienced _____ widespread _____ importance _____
- Differences in attitude and background between you and the average enlisted soldier which interfere with effective communication.
you experienced _____ widespread _____ importance _____
- Insufficient training in leadership skills prior to duty assignment.
you experienced _____ widespread _____ importance _____

Dimension 1: From the following scale, place the number that best depicts the extent of your own experience with the problem beside the blank labeled "you experienced."

1	2	3	4	5
never experienced		experienced problem to a moderate extent		experienced problem to a large extent

Dimension 2: From the following scale, place the number that best depicts how widespread the problem is among your peers beside the blank labeled "widespread." Peers are defined as those officers with whom you interact regularly and who hold the same rank as you

1	2	3	4	5
not widespread		moderately widespread		very widespread

Dimension 3: From the following scale, place the number that best indicates how important the problem is in terms of job performance and leadership effectiveness, beside the blank labeled "importance."

1	2	3	4	5
not important		moderately important		very important

8. New lieutenants are given insufficient training in the application of military law and regulations in situations such as drug busts or instituting Article 15.

you experienced _____ widespread _____ importance _____

9. The new lieutenant is not adequately trained in his primary duty, (e. g., a typical primary duty for a field artillery lieutenant might be a Forward Observer).

you experienced _____ widespread _____ importance _____

10. The new lieutenant is overburdened with secondary duties.

you experienced _____ widespread _____ importance _____

11. Junior officers are lacking the necessary skills and techniques needed to effectively counsel subordinates on job related matters.

you experienced _____ widespread _____ importance _____

12. Junior officers are lacking the necessary skills and techniques needed to effectively counsel subordinates on personal matters.

you experienced _____ widespread _____ importance _____

13. New officers place too much reliance on formal discipline procedures.

you experienced _____ widespread _____ importance _____

14. New lieutenants are unwilling to make decisions and accept responsibility for them.

you experienced _____ widespread _____ importance _____

15. New lieutenants are hesitant to exercise authority over their subordinates.

you experienced _____ widespread _____ importance _____

16. In your opinion, what are the three most important secondary duties assigned to a new lieutenant?

- a. _____
- b. _____
- c. _____

17. Indicate how frequently you have had to counsel your subordinates in the areas listed below. Place a numerical rating next to each area using the following scale:

1	2	3	4	5
infrequently		sometimes		very frequently

a. drug and alcohol _____

b. job performance _____

c. family problems _____

d. other (please specify)

(1) _____

(2) _____

III. Expectancies (Please check your answer for each item below):

1. During your pre-commissioning education and OBC training, you probably acquired a set of expectations as to what Army life would be like. After assignment to your first unit, did you find any major discrepancies between what you expected of Army life and what Army life was really like?

____ Yes, there were many discrepancies

____ Yes, there were a few discrepancies

____ No, Army life was what I expected.

2. Immediately prior to arrival at your first unit, did you expect to:

a. Work long hours and on weekends? Yes ____ No ____

b. Possess the technical skills necessary to perform your job effectively? Yes ____ No ____

c. Be familiar with the equipment you needed to use in the performance of your job? Yes ____ No ____

IV. Skills and Duties

Instructions: Below is a list of specific skills or tasks which require a set of skills which the new lieutenant may be called upon to perform. We would like to know how important it is for the lieutenant to be able to carry out these tasks or skills successfully. Please rate each of the tasks or duties using the following scale.

1 2 3 4 5
not important moderately important very important

In addition, please indicate where you think the skills should be taught. If you think they should be taught at the precommissioning level, place the letters "PC" in the "Where Taught" column. If you think they should be taught in the Officer Basic Course, use the letters "OBC" to indicate this preference. If you think the skills should be taught on the job, use the letters "OJT."

	<u>Importance</u>	<u>Where taught</u>
map reading, land navigation and terrain appreciation	_____	_____
first aid	_____	_____
using Army forms	_____	_____
standards of conduct and dress	_____	_____
drill and ceremony	_____	_____
general knowledge of weapons	_____	_____
security procedures	_____	_____
tactics	_____	_____
giving orders	_____	_____
handling survey and reports	_____	_____
acting as a mess officer	_____	_____
acting as a supply officer	_____	_____
acting as a maintenance/motor officer	_____	_____
time management	_____	_____

List other skills or duties you consider important for the young lieutenant to know. Use the same rating system as above.

	Importance	Where taught

V. Suggestions for Training

Instructions: Based on our interviews in the field, we have gathered together several suggestions for training that might better prepare new lieutenants for their first duty assignment as well as subsequent assignments. Please indicate to what extent you think each of these training suggestions would contribute to a new lieutenant's overall effectiveness. Use the scale below for rating each training suggestion.

1	2	3	4	5
not at all		moderately		very
valuable		valuable		valuable

How valuable

More emphasis on physical training

Realistic stress in training

Introduction to all branches

Use of NCO's in training

More emphasis on ceremony and drill

More discipline in precommissioning training

"In-the-field" precommissioning leadership training (AOT)

Training in counseling

Learning about secondary duties before arrival on the job

More complete introduction to selected or assigned branch
in fourth year of precommissioning program

Better leadership training

OTHER SUGGESTIONS:

OFFICER TRAINING REQUIREMENTS QUESTIONNAIRE

ENLISTED VERSION



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TECHNICAL DIRECTOR, ARMY RESEARCH INSTITUTE
FOR THE BEHAVIORAL AND SOCIAL SCIENCES
OFFICE OF THE DEPUTY CHIEF OF STAFF FOR PERSONNEL
DEPARTMENT OF THE ARMY

PT 5241

DATA REQUIRED BY THE PRIVACY ACT OF 1974

(5 U.S.C. 552a)

TITLE OF FORM PT 5241, Officer Training Requirements Questionnaire - Enl.	PRESCRIBING DIRECTIVE AR 70-1
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1 AUTHORITY

10 USC Sec 4503

2 PRINCIPAL PURPOSE(S)

The data collected with the attached form are to be used for research purposes only.

3 ROUTINE USES

This is an experimental personnel data collection form developed by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (name or Social Security Number) are requested they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

4 MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION

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FORM

Privacy Act Statement - 28 Sep 75

DA Form 4368-R, 1 May 75

OFFICER TRAINING REQUIREMENTS QUESTIONNAIRE

Enlisted Version

The U.S. Army Research Institute for the Behavioral and Social Sciences is engaged in a project designed to obtain information to make sure that new officers are well trained before they are assigned to their first Army job. Some problem areas and skill needs have been identified in interviews with officers and enlisted personnel in the field. We now would like to obtain your views.

General Instructions: Please answer all of the questions below. Feel free to provide additional comments where appropriate. Do not place your name on this survey.

I. Background Information

1. Rank: _____
2. Years of service: _____
3. Branch: _____
4. Duty MOS: (number and title) _____
5. Sex: Male _____ Female _____
6. Age: _____
7. Race _____

II. Problem Areas

Instructions: We have listed a number of problem areas that new lieutenants may face when they first arrive on the job. Please rate each problem area on the dimensions contained in the box below:

Dimension 1: How widespread is the problem among new lieutenants. Use the scale below when rating each problem area of this dimension, placing your answer in the blank labeled "widespread."

1	2	3	4	5
not widespread		moderately widespread		very widespread

Dimension 2: How important is this problem in terms of interfering with the lieutenant's job performance and/or effectiveness as a leader. Use the scale below when rating each item on this dimension, placing your answer in the blank labeled "importance."

1	2	3	4	5
not important		moderately important		very important

PROBLEM AREA ITEMS (Remember to rate on appropriate scale described in the box above).

1. Junior officers avoid seeking advice from their superiors.

widespread _____ importance _____

2. The new lieutenant does not have a supportive immediate superior to assist him on his first tour of duty.

widespread _____ importance _____

3. Junior officers are unable to rely on their NCO for job-related guidance.

widespread _____ importance _____

4. Junior officers don't want to admit their lack of knowledge or expertise.

widespread _____ importance _____

5. Differences in attitude and background between the officer and the enlisted soldier interfere with effective communication.

widespread _____ importance _____

6. The new lieutenant is insufficiently trained in leadership skills prior to new duty assignment.

widespread _____ importance _____

7. New lieutenants are given insufficient training in the application of military law and regulations in situations such as drug busts or instituting Article 15.

widespread _____ importance _____

Dimension 1: How widespread is the problem among new lieutenants. Use the scale below when rating each problem area on this dimension, placing your answer in the blank labeled "widespread."

1	2	3	4	5
not widespread		moderately widespread		very widespread

Dimension 2: How important is this problem in terms of interfering with the lieutenant's job performance and/or effectiveness as a leader. Use the scale below when rating each item on this dimension, placing your answer in the blank labeled "importance."

1	2	3	4	5
not important		moderately important		very important

8. The new lieutenant is not adequately trained in his primary duty, (e.g., a typical primary duty for a field artillery lieutenant might be a Forward Observer).

widespread _____ importance _____

9. The new lieutenant is overburdened with extra secondary duties.

widespread _____ importance _____

10. Young lieutenants lack the necessary skills and techniques needed to effectively counsel subordinates on job related matters.

widespread _____ importance _____

11. Young lieutenants lack the necessary skills and techniques needed to effectively counsel subordinates on personal matters.

widespread _____ importance _____

12. New officers place too much reliance on formal discipline procedures.

widespread _____ importance _____

13. New lieutenants are unwilling to make decisions and accept responsibility for them.

widespread _____ importance _____

14. New lieutenants hesitate to exercise authority over their subordinates.

widespread _____ importance _____

III. Skills and Duties

Instructions: Below is a list of specific skills or tasks which require a set of skills which the new lieutenant may be called upon to perform. We would like to know how important it is for the lieutenant to be able to carry out these tasks or skills successfully. Please rate each of the tasks or duties using the following scale:

1	2	3	4	5
not important		moderately important		very important

Importance

map reading, land navigation and terrain appreciation

first aid

using Army forms

standards of conduct and dress

drill and ceremony

general knowledge of weapons

security procedures

tactics

giving orders

handling survey and reports

acting as a mess officer

acting as a supply officer

acting as a maintenance/motor officer

time management

2. List other skills or duties you consider important for the new lieutenant to know. Use the same rating system as above.

Importance

APPENDIX C

TRAINING AND EDUCATION APPRAISAL REVIEW

Booklet I
Read first



PT5255a

DATA REQUIRED BY THE PRIVACY ACT OF 1974
(5 U.S.C. 552a)

TITLE OF FORM

PT 5255a, Training & Education Appraisal Review, Skit. I

PRESCRIBING DIRECTIVE

AR 70-1

1 AUTHORITY

10 USC Sec 4503

2 PRINCIPAL PURPOSE(S)

The data collected with the attached form are to be used for research purposes only.

3 ROUTINE USES

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FORM

Privacy Act Statement - 26 Sep 75

DA Form 4368-R, 1 May 75

I. Introduction and Purpose: The Training and Education Appraisal Review (TEAR) is a research instrument developed and distributed by the U. S. Army Research Institute for the Behavioral and Social Sciences (ARI). ARI conducts research in personnel and manpower, training devices and simulation, and human factors in training and operational systems, pursuant to its mission as prescribed in AR 70-1. The TEAR is designed to obtain information for research on pre-commissioning training. Specifically, it asks for opinions on the value of precommissioning education. These opinions will play a part in helping to determine the effectiveness of various pre-commissioning curricula in preparing officers for duty assignments early in their military careers.

II. Instructions: The Training and Education Appraisal Review (TEAR) is divided into two booklets. Booklet I, the booklet you are now reading, gives you instructions on how to provide important background information. Complete Booklet I before going on to Booklet II.

Make no marks in either booklet. All responses are to be made on the accompanying ARI answer sheet (Form PT 5207), according to the specific directions below. Use a #2 pencil. Make marks heavy and black. Make all erasures complete.

III. Background Information: Turn your answer sheet to SIDE 2 (Sides are identified in the margin). Your answer sheet should be placed so that the ARI symbol is at the right. You will notice that there are 40 numbered columns on the top right hand portion of your answer sheet. You will use only the first 22 of these columns. Fill these columns as follows:

COLUMN 1: Write a "0" if you are a male, and "1" if you are a female, in the box and then darken in the appropriate space below your response. For example, if you are a male, write the number "0" in the box just below the number 1, then darken in the space marked "0".

COLUMN 2: Leave blank.

COLUMNS 3 & 4: Indicate the year you graduated from your pre-commissioning program. For example, if you graduated in 1972, write a "7" in the box below the number 3 and a "2" in the box below the number 4. Then darken the appropriate spaces.

COLUMN 5: Leave blank.

COLUMNS 6-9: Enter the four digit code of the institution at which you received your precommissioning training and write in the code in the four boxes. Then darken the appropriate spaces. Appendix A contains the list of college and university codes. If for some reason your institution is not listed, leave columns 6-9 blank.

COLUMN 10: Leave blank.

COLUMNS 11 & 12: Enter the two digit code of the Officer Basic Course which you attended and then darken the appropriate spaces. Appendix B contains a list of these codes.

COLUMN 13: Leave blank.

COLUMNS 14 & 16: Enter the code of the specialty in which you are presently assigned, then darken in the appropriate spaces. Appendix C contains the list of these codes.

COLUMN 17: Leave blank.

COLUMN 18: Enter your rank according to the following code:
1 = 2nd LT; 2 = 1st LT; 3 = CPT; 4 = MAJ; 5 = LTC; 6 = COL. Darken in the appropriate space.

COLUMN 19: Leave blank.

COLUMNS 20-22: Enter the number of months you have been on active duty and darken the appropriate spaces. Use three digits, i.e., 6 months would be entered as "006".

YOU MAY NOW GO ON TO BOOKLET II.

Appendix A

Precommissioning School Codes

CODE	SCHOOL	CODE	DESCRIPTION
8888	Officer Candidate School	1350	Colorado St University
9999	West Point	1561	Columbus College, Ga
1086	Agricultural, Mechanical and Normal College, Arkansas	2711	Cornell University, N.Y.
1002	Alabama A&M University	2542	Creighton University, Mo
2396	Alcorn A&M College, Mississippi	9040	Dartmouth College, N. Hamp
2668	Alfred University, N.Y.	2918	Davidson College, N.C.
9010	Allen Military Academy, Texas	1671	DePaul University, Ill
2906	Appalachian State University, N.C.	3253	Dickinson College, Penn
1081	Arizona State University	3256	Drexel University, Penn
1089	Arkansas Polytechnic College	3258	Duquesne University, Penn
1090	Arkansas State University	3154	East Central St College, Okla
1009	Auburn University, Alabama	3487	East Tennessee St University
3478	Austin-Peay State University, Texas	2259	Eastern Michigan University
3548	Bishop College, Texas	2651	Eastern New Mexico University
9020	Boston College, Mass.	3775	Eastern Washington St College
9030	Boston University, Mass.	1016	Florence St University, Ala
2038	Bowdoin College, Maine	1480	Florida A&M University
3018	Bowling Green State University, Ohio	1469	Florida Institute of Technology
3670	Brigham Young University, Utah	1488	Florida Southern College
3110	Bucknell University, Penn.	1489	Florida St University
1143	California State Polytechnic College	2722	Fordham University, N.Y.
3150	Cameron College, Oklahoma	1566	Port Valley St College, Ga
2913	Campbell College, N.C.	3434	Furman University, S.C.
2681	Canisius College, N.Y.	3266	Gannon College, Penn
3242	Carnegie-Mellon University, Penn.	1445	Georgetown University, DC
3481	Carson-Newman College, Tenn.	1569	Georgia Institute of Technology
2243	Central Michigan University	1571	Georgia Military College
2454	Central Missouri State College	1574	Georgia St University
3026	Central State University, Ohio	3268	Gettysburg College, Penn
3152	Central State University, Oklahoma	3778	Gonzaga University, Wash
3423	Citadel, South Carolina	1575	Gordon Military College, Ga
2688	City College, N.Y.	3714	Hampton Institute, Va
1168	Claremont Colleges, California	3571	Hardin-Simmons University, Tex
3168	Claremore Junior College (Oklahoma Military Academy)	9050	Harvard University, Mass
2699	Clarkson College of Technology, N.Y.	1098	Henderson St College, Ark
3425	Clemson University, South Carolina	2732	Hofstra University, N.Y.
3705	College of William & Mary, Virginia	1448	Howard University, DC
1347	Colorado College	1620	Idaho St University
1348	Colorado School of Mines	1805	Indiana Institute of Technology
		1809	Indiana University
		3277	Indiana University of Penn, Penna

CODE	DESCRIPTION	CODE	DESCRIPTION
1869	Iowa St University of Science and Technology	2005	Nicholls St University, La
2410	Jackson St College, Miss	3765	Norfolk St College, Va
1020	Jacksonville St University, Ala	2905	North Carolina A&T State University
1531	John B. Stetson University, Fla	2972	North Carolina St University at Raleigh
3050	John Carroll University, Ohio	2997	North Dakota St University of Agriculture and Applied Science
2077	Johns Hopkins University, Md	1585	North Georgia College
1926	Kansas St College of Pittsburg	2020	Northeast Louisiana University
1928	Kansas St University of Agriculture and Applied Science	2495	Northeast Missouri St College
2551	Kearney St College, Neb	2199	Northeastern University, Mass
2475	Kemper Military School & College, Mo	1737	Northern Illinois University
3051	Kent St University, Ohio	2301	Northern Michigan University
1704	Knox College, Ill	3163	Northwestern St College, Okla
3287	La Salle College, Penn	2021	Northwestern St University of Louisiana
3284	Lafayette College, Penn	3692	Norwich University, Vt
2293	Lake Superior St College, Mich	3090	Ohio St University
3289	Lehigh University, Penn	3100	Ohio University
2479	Lincoln University, Mo	3170	Oklahoma St University
2010	Louisiana St University and A&M College	3728	Old Dominion University, Va
2078	Loyola College, Md	3210	Oregon St University
2016	Loyola University, La	1102	Ouachita Baptist University, Ark
1710	Loyola University of Chicago, Ill	3174	Panhandle St College of Agriculture and Applied Science, Okla
1026	Marion Institute, Ala		
3863	Marquette University, Wis	3329	Pennsylvania State University
3815	Marshall University, W.V.	3331	Pennsylvania St University, Altoona
2178	Massachusetts Institute of Technology	3342	Pennsylvania St University, Ogontz
2017	McNeese St University, La	3343	Pennsylvania St University, Schuylkill
1580	Mercer University, Ga	6922	Pennsylvania St University, Delaware
2290	Michigan St University	2796	Polytechnic Institute of Brooklyn, N.Y.
2292	Michigan Technological University	3329	Potomac St College, Va
3510	Middle Tennessee St University	3630	Prairie View A&I College, Tex
3691	Middlebury College, Vt	9070	Pratt Institute, N.Y.
3592	Midwestern University, Tex	3445	Presbyterian College, S.C.
2423	Mississippi St University	2627	Princeton University, N.J.
2490	Missouri Western College	3406	Providence College, R.I.
2532	Montana St University	1825	Purdue University, Ind
1976	Morehead St University, Ky	2803	Rensselaer Polytechnic Institute, N.Y.
2083	Morgan St College, Md	2628	Rider College, N.J.
1977	Murray St University, Ky	3084	Ripon College, Wis
2656	New Mexico Military Institute	2809	Rochester Institute of Technology, N.Y.
2657	New Mexico St University	1801	Rose Hulman Institute of Technology, Ind
9060	New York University		
2788	Niagara University, N.Y.		

CODE	DESCRIPTION	CODE	DESCRIPTION
2630	Rutgers University, N.J.	1108	University of Arkansas
3606	Sam Houston St University, Tex	1312	University of California, Berkeley
1155	San Jose St College, Cal	1313	University of California, Davis
3790	Seattle University, Wash	1315	University of California, Los Angeles
2632	Seton Hall University, N.J.	1320	University of California, Santa Barbara
2816	Siena College, N.Y.	3125	University of Cincinnati, Ohio
3446	South Carolina State College	1370	University of Colorado
3470	South Dakota School of M&T	1417	University of Connecticut
3471	South Dakota University	1418	University of Connecticut, Hartford
2024	Southeastern Louisiana University	1421	University of Connecticut, Waterbury
1365	Southern Colorado St College	3127	University of Dayton, Ohio
1107	Southern State College, Ark	1431	University of Delaware
2025	Southern University and A&M College, La	2323	University of Detroit
2503	Southwest Missouri St College	1535	University of Florida
3181	Southwestern St College, Okla	1598	University of Georgia
1041	Spring Hill College, Ala	1610	University of Hawaii
2968	St Augustine's College, N.C.	3652	University of Houston, Tex
2817	St Bonaventure University, N.Y.	1626	University of Idaho
2379	St John's University, Mich	1775	University of Illinois
2823	St John's University, N.Y.	1776	University of Illinois, Chicago
2829	St Lawrence University, N.Y.	1892	University of Iowa
3623	St Mary's University, Tex	1942	University of Kansas
3892	St Norbert College, Wis	1989	University of Kentucky
2638	St Peter's College, N.J.	2053	University of Maine
1305	Stanford University, Cal	2221	University of Massachusetts
1092	State College of Arkansas	1536	University of Miami
3624	Stephen F. Austin St College, Tex	2325	University of Michigan
2882	Syracuse University, N.Y.	2387	University of Minnesota
3631	Tarleton St College, Tex	2440	University of Mississippi
3371	Temple University, Penn	2516	University of Missouri, Columbia
3523	Tennessee Technological University	2517	University of Missouri, Rolla
3632	Texas A&M University	2536	University of Montana
3639	Texas Arts and Industries University	2565	University of Nebraska
3636	Texas Christian University	2568	University of Nevada
3644	Texas Technological University	2589	University of New Hampshire
3647	Trinity University, Tex	1840	University of Notre Dame, Ind
2029	Tulane University, La	3005	University of North Dakota
1050	Tuskegee Institute, Ala	3184	University of Oklahoma
3123	University of Akron, Ohio	3223	University of Oregon
1051	University of Alabama	3378	University of Pennsylvania
1063	University of Alaska	3379	University of Pittsburgh, Penn
1083	University of Arizona	3942	University of Puerto Rico, Rio Piedros

CODE	DESCRIPTION	CODE	DESCRIPTION
3944	University of Puerto Rico, Mayaguez	1780	Western Illinois University
3744	University of Richmond, Va	2002	Western Kentucky University
3414	University of Rhode Island	2109	Western Maryland College
1325	University of San Francisco	2330	Western Michigan University
1326	University of Santa Clara	2523	Westminster College, Mo
3384	University of Scranton, Penn	1781	Wheaton College, Ill
1057	University of South Alabama	1950	Wichita St University, Kan
3474	University of South Dakota	3110	Widener College (Pa Military College)
2441	University of Southern Mississippi	36	Wisconsin St University, La Crosse
1538	University of Tampa, Fla	3919	Wisconsin St University, Oshkosh
3530	University of Tennessee	3920	Wisconsin St University, Platteville
3529	University of Tennessee, Chattanooga	3921	Wisconsin St University, Stevens Point
3531	University of Tennessee, Martin	3924	Wisconsin St University, Whitewater
3658	University of Texas	3926	Wofford College, S.C.
3656	University of Texas, Arlington	3457	Worcester Polytechnic Institute, Mass
3661	University of Texas, El Paso	2233	Xavier University, Ohio
3131	University of Toledo, Ohio	3144	Yale University
3675	University of Utah	9080	Youngstown St University, Ohio
3696	University of Vermont	3145	
3745	University of Virginia		
3798	University of Washington		
3895	University of Wisconsin, Madison		
3896	University of Wisconsin, Milwaukee		
3932	University of Wyoming		
3677	Utah St University		
3386	Valley Forge Military Academy, Penn		
3335	Vanderbilt University, Tenn		
3753	Virginia Military Institute		
3754	Virginia Polytechnic Institute and State University		
3764	Virginia State College		
2978	Wake Forest University, N.C.		
3389	Washington and Jefferson College, Penn		
3768	Washington and Lee University, Va		
3800	Washington St University		
2520	Washington University, Mo		
3680	Weber St College, Utah		
2522	Wentworth Military Academy and Junior College, Mo		
3665	West Texas St University		
3826	West Virginia St College		
3827	West Virginia University		

APPENDIX B

OFFICER BRANCH BASIC COURSES (CODES FROM TRADOC PAM 350-1)

	<u>CODE</u>
U.S. Army Adjutant General School, Ft. Benjamin Harrison, Indiana	12
U.S. Army Air Defense School, Ft. Bliss, Texas	44
U.S. Army Armor School, Ft. Knox, Kentucky	17
U.S. Army Artillery and Missile School, Ft. Sill, Oklahoma	06
U.S. Army Chaplain School, Ft. Hamilton, New York	16
U.S. Army Engineer School, Ft. Belvoir, Virginia	05
U.S. Army Finance School, Ft. Benjamin Harrison, Indiana	14
U.S. Army Infantry School, Ft. Benning, Georgia	07
U.S. Army Intelligence School, Ft. Huachuca, Arizona (Formerly Ft. Holabird, Maryland)	30
U.S. Army Military Police School, Ft. Gordon, Georgia	19
U.S. Army Ordnance School, Aberdeen Proving Ground, Maryland	09
U.S. Army Quartermaster School, Ft. Lee, Virginia	10
U.S. Army Signal School, Ft. Gordon, Georgia (Formerly Ft. Monmouth, New Jersey)	11
U.S. Army Southeastern Signal School, Ft. Gordon, Georgia	11
U.S. Army Transportation School, Ft. Eustis, Virginia	55
U.S. Women's Army Corps School, Ft. McClellan, Alabama	35

APPENDIX C

OCCUPATIONAL SPECIALTIES FOR OPMS

CODE

014	Air Defense Artillery
076	Armament Materiel Management
012	Armor
028	Audio-Visual Instructional Technology
071	Aviation Materiel Management
074	Chemical
043	Club Management
025	Combat Communications-Electronics
027	Communications-Electronics Engineering
072	Communications-Electronics Materiel Management
070	Construction and Marine Materiel Management
036	Counterintelligence/HUMINT
037	Cryptology
021	Engineer
013	Field Artillery
044	Finance
026	Fixed Telecommunications Systems
082	Food Management
083	General Troop Support Materiel Management
088	Highway-Rail Operations
011	Infantry
031	Law Enforcement
087	Marine and Terminal Operations
073	Missile Materiel Management
075	Munitions Materiel Management
042	Personnel Administration
081	POL Management
035	Tactical/Strategic Intelligence
077	Tank/Ground Mobility Materiel Management
086	Traffic Management

TRAINING AND EDUCATION APPRAISAL REVIEW

Booklet II



PT5235 b

DATA REQUIRED BY THE PRIVACY ACT OF 1974

(5 U.S.C. 552a)

TITLE OF FORM

PT 5255b, Training and Education Appraisal Rev., Bklt. II

PRESCRIBING DIRECTIVE

AR 70-1

1 AUTHORITY

10 USC Sec 4503

2 PRINCIPAL PURPOSE(S)

The data collected with the attached form are to be used for research purposes only.

3 ROUTINE USES

This is an experimental personnel data collection form developed by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (name or Social Security Number) are requested they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

4 MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION

Your participation in this research is strictly voluntary. Individuals are encouraged to provide complete and accurate information in the interests of the research, but there will be no effect on individuals for not providing all or any part of the information. This notice may be detached from the rest of the form and retained by the individual if so desired.

FORM

Privacy Act Statement - 28 Sep 75

DA Form 4368-R, 1 May 75

I. Subject Area Evaluation: Turn your answer sheet to SIDE 1. Place your answer sheet so that the ARI symbol is at the top right. We would like you to evaluate the 40 subject areas listed on the following pages on three factors: (1) Where the subject area should be taught; (2) Where you use the skills and information contained in the subject area; and (3) How valuable the subject area has been for you in the performance of your job.

Next to each subject area is a list of three numbers. The first number in parenthesis following each subject area corresponds to the number on the answer sheet that you are to use in responding to the first factor (where taught). The second number corresponds to the number on the answer sheet you are to use in responding to the second factor (where used). Lastly, the third number corresponds to the number you should use in responding the last factor (value). Turn your answer sheet over after you have filled in the first side. You will be using the scales on the next page for evaluating the 40 subject areas on the three factors.

After completing the ratings, please take the time to offer any additional suggestions on the enclosed separate form entitled "Suggestions." Return the answer sheet and the suggestion form in the self addressed envelope within three weeks. Do not send back either booklet.

II. Subject Area Rating Scales

FACTOR 1: Darken the space next to the appropriate answer sheet number indicating WHERE YOU THINK THIS SUBJECT AREA SHOULD BE TAUGHT. Choose only one alternative using the scale below:

<u>LOCATION</u>	<u>DARKEN SPACE</u>
Should be taught in precommissioning campus programs only	1
Should be taught at precommissioning summer camp only	2
Should be taught both on campus and in camp	3
Should be taught only after commissioning	4
Should be taught at both the pre- and post-commissioning levels	5
Not worth teaching at all	6

FACTOR 2: Darken the space next to the appropriate answer sheet number indicating WHERE YOU USE THE SKILLS AND INFORMATION CONTAINED IN THE SUBJECT AREA. Choose only one alternative using the scale below:

<u>WHERE YOU USE</u>	<u>DARKEN SPACE</u>
Garrison	1
Field	2
Field and Garrison	3
Never used skills and information	4

FACTOR 3: Darken the space next to the appropriate answer sheet number indicating HOW VALUABLE THIS SUBJECT AREA IS TO YOU IN THE PERFORMANCE OF YOUR JOB using the scale below:

<u>VALUE</u>	<u>DARKEN SPACE</u>
Of no value	1
Of little value	2
Below average in value	3
Average value	4
Above average in value	5
Very valuable	6
Extremely valuable	7

Note: It may be helpful to tear this sheet out of the booklet and keep it next to the green answer sheet when rating the 40 subject areas.

Remember: First identification number in parentheses is for Factor 1 evaluation; the second number is for Factor 2 evaluation; and the third number is for Factor 3.

Subject Areas

- A. MILITARY HISTORY (Use Answer Sheet Numbers 1, 2, 3)
 - Study of the development of the American Armed Forces; relationship of strategy and tactics to geography, economics, sociology and technology through the ages.
- B. GENEVA/HAGUE CONVENTIONS (Numbers 4, 5, 6)
 - International law governing the conduct of war.
- C. NATIONAL SECURITY AND THE U.S. DEFENSE ESTABLISHMENT (Numbers 7, 8, 9)
- D. ARMY READINESS PROGRAM (Numbers 10, 11, 12)
- E. CODE OF CONDUCT (Numbers 13, 14, 15)
- F. BRANCHES OF THE ARMY (Numbers 16, 17, 18)
 - Introduction to the mission and role of the various branches in the Army.
- G. MANAGEMENT AND TRAINING (Numbers 19, 20, 21)
 - Skills needed for effective management including fact finding, delegation, decision making, planning and organizing, etc.
- H. ORGANIZATION OF THE ARMY AND ROTC (Numbers 22, 23, 24)
 - Emphasis on the local ROTC program and career opportunities for ROTC graduates; the military as a profession; review of service benefits; etc.
- I. MILITARY TEACHING PRINCIPLES (Numbers 25, 26, 27)
 - Fundamentals of educational psychology applicable to stages of instruction; techniques used in planning, presenting and evaluating instruction; etc.
- J. MILITARY JUSTICE (Numbers 28, 29, 30)
 - Legal rights; military courts; Article 15; search; etc.
- K. LEADERSHIP DEVELOPMENT (Numbers 31, 32, 33)
 - Application of leadership principles, stressing responsibilities of the leader and developing potential through planning and execution of practical exercises.

- L. OFFICER-ENLISTED RELATIONSHIPS (Numbers 34, 35, 36)
--Inspect and supervise subordinates; prepare and endorse EER's; familiarity with EPMS.
- M. EQUIPMENT INSPECTION AND SUPERVISION (Numbers 37, 38, 39)
- N. ALCOHOL AND DRUG ABUSE PROBLEMS (Numbers 40, 41, 42)
- O. RACE RELATIONS (Numbers 43, 44, 45)
- P. COUNSELING SKILLS (Numbers 46, 47, 48)
- Q. STAFF PROCEDURES AND CHAIN OF COMMAND (Numbers 49, 50, 51)
--Field orders, staff functions, sequence of command and staff action, training management.
- R. ARTILLERY/MORTAR FAMILIARIZATION (Numbers 52, 53, 54)
- S. CASE STUDIES IN LEADERSHIP (Numbers 55, 56, 57)
--Psychological, physiological, and sociological factors which affect human behavior; individual and group solutions of leadership problems common to small units.
- T. ENGINEER TACTICS AND TECHNIQUES (Numbers 58, 59, 60)
--Outline of organization and operation of infantry division engineer battalion. Means and principles of signal communication.
- U. SEMINAR IN LEADERSHIP AND MANAGEMENT (Numbers 61, 62, 63)
--Position of the United States in the contemporary world scene in the light of its impact on leadership and management problems of the military service. Analysis of selected leadership and management problems involved in unit administration.
- V. THEORY AND DYNAMICS OF THE MILITARY TEAM (Numbers 64, 65, 66)
--Combat operations of the various military teams with emphasis on planning and coordination necessary between the elements of the team.
- W. CAMOUFLAGE, COVER AND CONCEALMENT (Numbers 67, 68, 69)
--Camouflage and conceal self, equipment and defensive positions, clear fields of fire, etc.

X. LAND NAVIGATION (Numbers 70, 71, 72)

--Determine location on the ground and distance while moving between two points; orient by using terrain association, navigate using compass, etc.

Y. MAP READING (Numbers 73, 74, 75)

--Identify terrain features, determine aerial coordinates and measure ground distances using maps, read aerial photographs, etc.

Z. M-16 RIFLE (Numbers 76, 77, 78)

--Maintenance and use of the M-16 Rifle

A-A. M-60 MACHINE GUN (Numbers 79, 80, 81)

--Maintenance and use of the M-60 Machine Gun

B-B. M-203 GRENADE LAUNCHER (Numbers 82, 83, 84)

--Maintenance and use of the M-203 Grenade Launcher

C-C. M-72 LAW (Numbers 85, 86, 87)

--Preparation and firing of the M-72 LAW

D-D. HAND GRENADES/MINES (Numbers 88, 89, 90)

--Maintenance and use of hand grenades; install and recover mines; detect enemy mines.

E-E. PHYSICAL READINESS (Numbers 91, 92, 93)

--Maintain individual fitness appropriate to unit and self, and lead physical conditioning exercises.

F-F. MILITARY CUSTOMS, TRADITIONS AND COURTESY (Numbers 94, 95, 96)

--Drill, manual of arms, wearing uniform, chain-of-command, etc.

G-G. FIRST AID (Numbers 97, 98, 99)

--Apply life saving and first-aid measures; splint a fracture; perform mouth-to-mouth resuscitation, etc.

H-H. SECURITY AND INTELLIGENCE (Numbers 100, 101, 102)

--Surveillance, guard duty, safeguard classified information, etc.

I-I. ARMOR FAMILIARIZATION (Numbers 103, 104, 105)

J-J. NUCLEAR, BIOLOGICAL, CHEMICAL (Numbers 106, 107, 108)

--Maintenance and use of protective masks; decontamination of self and equipment, identify NBC hazards and take appropriate action, etc.

K-K. SMALL UNIT TACTICS: INTRODUCTION (Numbers, 109, 110, 111)

--Analysis of the leader's role in directing and coordinating the efforts of individuals and small units in the execution of offensive and defensive tactical missions.

L-L. SMALL UNIT TACTICS: COMMUNICATION (Numbers 112, 113, 114)

--Install and operate field telephones and tactical f.m. radios; prepare, transmit and receive radio messages, encode and decode messages, etc.

M-M. SMALL UNIT TACTICS: MOVEMENT (Numbers 115, 116, 117)

--Move under direct fire, supervise squad defensive positions, control fire team movement, etc.

N-N. SMALL UNIT TACTICS: FIRE (Numbers 118, 119, 120)

--Call for and adjust fire, control rate and distribution of fire, direct squad fire in the defensive, etc.

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 1 USA INFANTRY SCHOOL ATTN: ATSH-I-V
 1 US ARMY INFANTRY SCHOOL ATTN: ATSH-CD
 1 USA INFANTRY SCHOOL ATTN: ATSH-DOT
 1 USA INFANTRY SCHOOL ATTN: ATSH-EV
 1 USA MILITARY POLICE SCHOOL/TRAINING CENTER ATTN: ATZN-PTS
 1 USA MILITARY POLICE SCHOOL/TRAINING CENTER DIR. COMBAT DEVELOPMENT
 1 USA MILITARY POLICE SCHOOL/TRAINING CENTER DIR. TRAINING DEVELOPMENT
 1 USA MILITARY POLICE SCHOOL/TRAINING CENTER ATTN: ATZN-ACE
 1 USA INSTITUTE OF ADMINISTRATION ATTN: RESIDENT TRAINING MANAGEMENT
 1 USA FIELD ARTILLERY SCHOOL MORRIS SWETT LIBRARY
 1 USA INSTITUTE OF ADMINISTRATION ACADEMIC LIBRARY
 1 USA WAR COLLEGE ATTN: LIBRARY
 1 USA ENGINEER SCHOOL LIBRARY AND LEARNING RESOURCES CENTER
 1 USA ARMOR SCHOOL (USARMS) ATTN: LIBRARY
 1 US COAST GUARD ACADEMY LIBRARY
 1 USA TRANSPORTATION SCHOOL TRANSPORTATION SCHOOL LIBRARY
 1 ORGANIZATIONAL EFFECTIVENESS ING CEN + SCH ATTN: LIBRARIAN
 1 US ARMY INTELLIGENCE CENTER + SCHOOL ATTN: ATSI-TU
 1 US ARMY INTELLIGENCE CENTER + SCHOOL ATTN: ATSI-TD-LD
 4 BRITISH EMBASSY BRITISH DEFENCE STAFF
 2 CANADIAN JOINT STAFF
 1 COLS (w) LIBRARY
 1 FRENCH MILITARY ATTACHE
 1 AUSTRIAN EMBASSY MILITARY AND AIR ATTACHE
 3 CANADIAN DEFENCE LIAISON STAFF ATTN: COUNSELLOR, DEFENCE R AND D
 1 ROYAL NETHERLANDS EMBASSY MILITARY ATTACHE
 1 CANADIAN FORCES BASE CORNWALLIS ATTN: PERSONNEL SELECTION
 2 CANADIAN FORCES PERSONNEL APPL RSCH UNIT
 1 ARMY PERSONNEL RESEARCH ESTABLISHMENT
 1 ARMY PERSONNEL RESEARCH ESTABLISHMENT ARI SCIENTIFIC COORDINATION OFFICE
 6 LIBRARY OF CONGRESS EXCHANGE AND GIFT DIV
 1 DEFENSE TECHNICAL INFORMATION CEN ATTN: DTIC-TC

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1 EDITOR, R AND D MAGAZINE ATIN: URCDE-LN
1 US GOVERNMENT PRINTING OFC LIBRARY, PUBLIC DOCUMENTS DEPARTMENT
1 US GOVERNMENT PRINTING OFC LIBRARY AND STATUTORY, LIA DIV (SLL)
1 THE ARMY LIBRARY