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THE RELATIONSHIP BETWEEN PERCEPTIONS OF COMPANY LEADERSHIP CLIMATE AND MEASURES OF UNIT EFFECTIVENESS

Bruce Sterling and Dwight Carnes

ARI FIELD UNIT IN USAREUR

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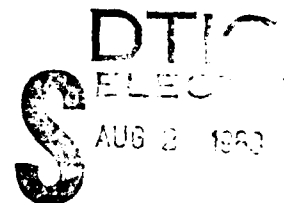


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April 1981

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A model of company leadership was developed by means of extensive inter-views with troops and leaders in a USAREUR battalion. Surveys (one for troops and one for leaders) were built using this model, and revised on the basis of a pilot study. Revised surveys were administered to 513 troops and 237 lead-ers in a USAREUR brigade. Criterion measures of personnel readiness at com-pany level were collected for a 6-month period immediately preceding survey administration. T-tests were then performed on each survey item, examining (Continued)		

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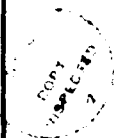
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the differences in means between troops from companies falling above vs. below the median on that criterion. Items showing significant mean differences on at least two criteria were factor analyzed and scores on items loading moderately on the factors were also calculated. T-tests were also performed on the scale scores.

Results indicated that troops and leaders from companies with higher rates of complaints, punishments, and awards, as well as lower numbers of sick calls, rated leaders highly in task-related and interpersonal areas. Thus, effective leaders may use higher levels of punishments as well as rewards, and perhaps inspire more complaints among soldiers resenting the structure effective leaders impose.

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Technical Report 523

THE RELATIONSHIP BETWEEN PERCEPTIONS OF COMPANY LEADERSHIP CLIMATE AND MEASURES OF UNIT EFFECTIVENESS

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FOREWORD

The Leadership and Organizational Effectiveness Work Unit of the USAREUR Field Unit, US Army Research Institute for the Behavioral and Social Sciences, conducts research designed to supply Army decisionmakers with personnel-related information. One project currently underway is to develop a model of leadership at and below the company level. The purpose of this model is partly diagnostic--that is, to give unit commanders information about current perceptions of leadership in their units so that they can take steps to change those perceptions if they choose. Another purpose is to determine effective leader behaviors under different situations for leaders at various levels in a company so these behaviors can be institutionalized through Army training programs. The following report uses such a model to examine the relationship between perceptions of leaders' behavior and objective measures of personnel readiness.

The research reported here was sponsored by the USAREUR Command Sergeant Major and is responsive to Human Research Needs 78-15, Study of Performance Counseling and Organizational Climate Implementation in the US Army; and 79-181, Enhancement of Organizational Effectiveness in USAREUR Through Development of Unit Leadership Roles and A792 Command Processes and Evaluation in USAREUR (Project Number 2Q163731A792).


JOSEPH ZEIDNER
Technical Director

THE RELATIONSHIP BETWEEN PERCEPTIONS OF COMPANY LEADERSHIP CLIMATE
AND MEASURES OF UNIT EFFECTIVENESS

BRIEF

Requirement:

This report examines how troops' and leaders' perceptions of leadership relate to measures of personnel readiness. As an outgrowth of the Junior NCO project, this research examines the leadership environment into which Junior NCOs transition (e.g., Cosentino & Carnes, 1976; Cosentino, 1977a and b).

Method:

A model of company leadership was developed by means of extensive interviews with troops and leaders in a USAREUR battalion. Surveys (one for troops and one for leaders) were built using this model, and revised on the basis of a pilot study. Revised surveys were administered to 513 troops (E1s to E4s in nonleadership positions) and 237 leaders (team leaders, squad leaders, platoon sergeants, and platoon leaders) in 15 companies of a USAREUR brigade. Criterion measures of personnel readiness at company level were collected for a 6-month period immediately preceding the survey. For each criterion measure, soldiers were divided into two groups, depending on whether they were from companies above or below the median of the distribution on that criterion measure. *t*-tests were then performed on each survey item, examining the difference in means between soldiers in companies falling above vs. below the median on that criterion. Items which showed significant ($p < .05$) mean difference between soldiers from units falling above vs. below the median on a criterion were said to show a relationship to that criterion. Items showing significant mean differences on at least two criteria were factor analyzed, and scores on items loading moderately on the factors were added to produce scale scores. *t*-tests were again performed on scale scores.

Findings:

Results indicated that soldiers from companies with higher rates of complaints (IG), punishment (field grade and total Article 15s), awards (Army Commendation Medals), and lower numbers of sick calls rated leaders higher in task and interpersonal orientation.

Utilization of Findings:

These findings should be considered, along with other information the military deems relevant, in making management decisions in the following areas:

1. Development of leadership training programs: For instance, the results suggest that effective leaders are active in both task and interpersonal matters; thus, emphasizing only interpersonal skills may not be sufficient.
2. Evaluation of units based on rates of complaints or punishments: The data suggest that effective leaders discipline and reward more frequently than less effective leaders. Also, members of their units may make more complaints.
3. The viability of developing an externally validated leadership instrument: The data indicate that perceptions of leadership relate to objective measures of personnel readiness, thus supporting the idea that it is possible to develop a valid survey measure of leaders' behaviors.

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THE RELATIONSHIP BETWEEN PERCEPTIONS OF COMPANY LEADERSHIP CLIMATE AND MEASURES OF UNIT EFFECTIVENESS

INTRODUCTION

Only a limited number of studies have examined the relationship between responses on military leadership surveys and behavioral measures. When these efforts have been undertaken, they have generally consisted of relating responses on leadership surveys to responses on other paper and pencil measures, such as overall satisfaction with the leader or perceptions of readiness or effectiveness (Connelly, Malone, Penner, & Olmer, 1971; Downey & Medland, 1974). Thus, it is generally not known how perceptions of leadership in the military relate to behavioral measures of readiness, such as punishments, awards, complaints and sick call, and effectiveness measures, such as ARTEP scores or operational readiness indicators.

In the leadership literature, a great deal of research has been performed on the relationship between leader behaviors and "morale" type measures. Research has generally shown that higher levels of leader task-related behaviors (called Initiating Structure) relate to higher levels of complaints and turnover and lower levels of job satisfaction, while higher levels of leader interpersonal behavior (called Consideration) relate to lower levels of complaints and turnover, and higher levels of job satisfaction (Fleishman, 1973; Sheridan & Vredenburg, 1978). However, Fleishman and Harris (1962) found that the negative effects of high initiating structure on complaints and turnover are mitigated when leaders are also high in consideration. Many recent studies suggest that the relationship between leader behaviors and measures of job satisfaction or morale varies with the situation (e.g., House, 1971; House & Dressler, 1974; Johns, 1978).

The present research explores the relationship between perceptions of military leaders' performance and behavioral measures of personnel readiness. The research is also an attempt to validate externally a leadership survey concerning perceptions of leadership against behavioral measures of readiness.

METHOD

Subjects

Surveys were administered to a sample of 513 troops and 237 leaders from 15 companies in USAREUR. First sergeants in each of the companies were told to provide approximately 35 troops and 20 leaders, evenly divided among the various platoons and squads in the company. Troops were E1s to E4s in nonleadership positions. The leader sample consisted of 13 platoon sergeants (i.e., roughly 1 per company), 100 squad leaders, and 72 team leaders. The remaining 34 did not record their leadership position on the survey. Additional characteristics of the troop and leader samples are presented in Table 1. Most leaders were E4s and E5s with a little over 6 months in their current position and 12 months in their present location. About 60% of the leaders came from line units, with 20% each from combat support and

Table 1
Characteristics of Samples^a

Troops					
Rank	%	Time in overseas location	%	Type of unit	%
E1 (<u>n</u> = 11)	2	0-3 months (<u>n</u> = 31)	7	Line unit (<u>n</u> = 321)	63
E2 (<u>n</u> = 80)	17	4-6 months (<u>n</u> = 40)	8	Combat support	
E3 (<u>n</u> = 172)	36	7-12 months (<u>n</u> = 149)	32	(<u>n</u> = 89)	18
E4 (<u>n</u> = 211)	45	13-18 months (<u>n</u> = 88)	19	HQ company (<u>n</u> = 97)	19
		19-24 months (<u>n</u> = 105)	22		
		Over 24 months (<u>n</u> = 55)	12		
Leaders					
Rank	%	Position	%	Time in position	%
E4 (<u>n</u> = 53)	24	Platoon leader		0-3 months (<u>n</u> = 52)	25
E5 (<u>n</u> = 114)	51	(<u>n</u> = 13)	7	4-6 months (<u>n</u> = 51)	24
E6 (<u>n</u> = 31)	14	Platoon sergeant		7-12 months (<u>n</u> = 61)	29
E7 (<u>n</u> = 13)	6	(<u>n</u> = 19)	9	13-18 months (<u>n</u> = 17)	8
E8 (<u>n</u> = 1)	--	Squad leader (<u>n</u> = 100)	49	19-24 months (<u>n</u> = 14)	6
O1 (<u>n</u> = 9)	4	Team leader (<u>n</u> = 72)	35	Over 24 months (<u>n</u> = 16)	8
O2 (<u>n</u> = 3)	1				
		Time in location	%	Type of unit	%
		0-3 months (<u>n</u> = 17)	8	Line (<u>n</u> = 145)	63
		4-6 months (<u>n</u> = 30)	13	Combat support	
		7-12 months (<u>n</u> = 61)	27	(<u>n</u> = 43)	18
		13-18 months (<u>n</u> = 19)	9	HQ (<u>n</u> = 44)	19
		19-24 months (<u>n</u> = 27)	12		
		Over 24 months (<u>n</u> = 70)	31		

^aThese figures are approximate because (a) not everyone surveyed gave demographic information and (b) the n varies slightly from item to item due to missing data.

headquarters units. Most troops were E3s or E4s with a little over 12 months overseas. Like the leaders, about 60% came from line units, with 20% each from combat support and headquarters units.

Instruments

A model of leadership at and below the company level was developed through unstructured interviews with personnel at various levels in a USAREUR battalion. A rough model was designed through 1-hour interviews with battalion commander, command sergeant major, two company commanders, five first sergeants, several platoon leaders, platoon sergeants, squad leaders, team leaders, and E1s to E4s in nonleadership positions.

Selection of platoon leaders and below was done by requesting first sergeants to provide three to six leaders, each at various levels, representing several different platoons/squads within the company. All interviews were unstructured. Leaders from battalion commander through platoon sergeant were interviewed separately. Squad leaders, team leaders, and troops were interviewed in small groups; but only soldiers at the same level were interviewed together. After a rough model was developed, it was refined and validated by 1-hour interviews with each of the five company commander-first sergeant teams and the battalion commander. The final detailed model was then used by the research team to design two survey instruments--one for troops (E1s to E4s in nonleadership positions) and one for leaders (team leaders through platoon leaders). These instruments were then reviewed and revised by the field unit staff.

Even though these instruments were not developed exclusively using the research literature, an examination of the original instrument (see Appendix A) and the present draft (Appendix B) reveals that contents of most items relate to either Consideration or Initiating Structure. These two dimensions are frequently cited in reviews of leadership or organizational literature (i.e., Hamner & Organ, 1978; Korman, Greenhaus, & Irwin, 1977; Vroom, 1976; and Chemers & Rice, 1974).

The original instruments, consisting of one form for leaders and one form for troops (see Appendix A), were administered to a sample of 150 troops and 75 leaders in a USAREUR battalion. Some items were eliminated on the basis that they were answered substantially the same by subjects in all units. The remaining items were revised and pilot-tested for readability with a small group of troops and leaders. The items were again revised and organized into the current version containing six content areas, as shown in Figure 1. This represents a conceptual versus an empirical organization of the items.

The model postulates that leaders must be proficient in three main areas: training, troop handling, and garrison activities. Each area is divided into two subareas. Training is broken into training management (the planning of training) and training instruction (the actual training and critiquing of training). Troop handling is divided into management/interpersonal skills, which relates to informing, counseling, and rewarding troops; and maintaining standards and discipline, or getting the job done and using punishment. Garrison activities is subdivided into garrison

Leaders should be proficient in:

- I. Troop Training
 - A. Training Management (questions 1-22^a for leaders and 1-5^b for troops)
 - B. Training Instruction (questions 23-40 for leaders and 6-15 for troops)
- II. Troop Handling
 - A. Management/Interpersonal Skills (questions 41-62 for leaders and 16-46 for troops)
 - B. Maintaining Standards/Discipline (questions 63-87 for leaders and 47-59 for troops)
- III. Garrison Activities (questions 60-67 for troops)
 - A. Management (questions 88-100 for leaders)
 - B. Supervision (questions 101-108 for leaders)
- IV. Miscellaneous Questions (questions 109-131 for leaders and 68-83 for troops)

^aRefers to questions in Leader Survey.

^bRefers to questions in Troop Survey.

Figure 1. Leadership model.

management, or understanding and planning garrison tasks, and garrison supervision, which includes giving instructions, checking on job progress, etc. A miscellaneous area contains questions concerning agency or policy effectiveness. The miscellaneous items which did not deal directly with leadership behaviors were deleted from these analyses.

Personnel Readiness Criteria

The criteria of personnel readiness shown in Figure 2 were collected on the companies. However, it was possible to collect certificates of achievement, total awards, serious incident reports, and requests for transfer in only 10 companies. Sick call rate was available in 13 units. All measures were collected from the battalion personnel action center (PAC).

Procedure

Surveys were administered to personnel during regular duty hours. A 1-hour block was allotted, but average administration time was approximately 30 minutes plus 10 minutes for instructions. Troops and leaders were always surveyed separately. For 11 of the 15 companies, personnel from the same company were surveyed together; and in the remaining 4 companies, surveys were administered to personnel from 2 companies combined. Subjects were told that responses would be reported only in group form (anonymous in nature) and that results would not be used as an official evaluation of the unit in general or of anyone in particular. Each survey item was answered on a 5-point scale with "1" always least positive and "5" most positive.

During the month preceding survey administrations, all units were in a garrison environment and were doing approximately the same tasks. Also, all units surveyed were located on the same post. Thus, differences between units in perceptions of leadership probably could not be attributed to different levels of satisfaction in either tasks recently performed (e.g., training vs. garrison) or the physical location, or to the brigade command climate.

RESULTS

Criterion Measures

A correlational matrix of related behavioral criteria was computed. Significant results ($p < .05$) reported in Table 2 suggested that criteria fell into three categories--morale measures, punishments, and awards.

The first category is morale measures. The frequency of action line calls, IG complaints, requests for transfer, and serious incident reports all correlated significantly and positively. Surprisingly, rates of IG complaints and serious incident reports related negatively to sick calls. An attempt to explain this finding is offered later in this report.

The second category is labeled punishment. Frequency of company grade Article 15s did not correlate significantly with frequency of field grade

Morale Measures

- *Action Line Calls (a type of complaint)
- +Complaints to Inspector General (IG)
- +Sick Calls
- +Serious Incident Reports
- +Requests for Transfer

Punishment Measures

- *Company Grade Article 15s
- *Field Grade Article 15s
- +Total number of Article 15s per company

Reward Measures

- +Meritorious Service Medals (MSMs)
- +Army Commendation Medals (ARCOMs)
- +Total of above awards per company

- + These measures were divided by the total strength of the unit to give comparable ratios for each company.
- * These measures were divided by the number of enlisted personnel in each unit to give comparable ratios for each company. Measures were divided by number of enlisted personnel because the authors believed that it was very unlikely that officers would be involved in any of these measures.

Figure 2. Personnel readiness measures.

Table 2
Significant Intercorrelations of Criterion Measures

Morale measures					
	<u>Action line complaints</u>	<u>IGs</u>	<u>Sick calls</u>	<u>SIRs</u>	<u>Request for transfer</u>
Action line complaints	--	.77 $\underline{n} = 15$ $\underline{p} < .001$	n.s. ^a	.74 $\underline{n} = 10$ $\underline{p} < .05$	.87 $\underline{n} = 10$ $\underline{p} < .001$
IGs		--	-.71 $\underline{n} = 13$ $\underline{p} < .01$	.81 $\underline{n} = 10$ $\underline{p} < .01$	.79 $\underline{n} = 10$ $\underline{p} < .01$
Sick calls			--	-.79 $\underline{n} = 10$ $\underline{p} < .01$	n.s. ^a
SIRs				--	.82 $\underline{n} = 10$ $\underline{p} < .01$
Punishment measures					
	<u>Company grade Article 15s</u>	<u>Field grade Article 15s</u>	<u>Total Article 15s</u>		
Company grade Article 15s	--	n.s. ^a	.97 $\underline{n} = 15$ $\underline{p} < .001$		
Field grade Article 15s		--	.63 $\underline{n} = 15$ $\underline{p} < .05$		

^an.s. = not significant.

Table 2 (continued)

Award measures				
	<u>MSMs</u>	<u>ARCOMs</u>	<u>COAs</u>	<u>Total awards</u>
MSMs	--	.68 $\underline{n} = 15$ $\underline{p} < .05$	.78 $\underline{n} = 10$ $\underline{p} < .01$	.85 $\underline{n} = 10$ $\underline{p} < .01$
ARCOMs		--	.67 $\underline{n} = 10$ $\underline{p} < .05$	.84 $\underline{n} = 10$ $\underline{p} < .01$
COAs			--	.96 $\underline{n} = 10$ $\underline{p} < .001$
Correlations between categories				
	<u>COAs</u>	<u>Total awards</u>	<u>SIRs</u>	
Company grade Article 15s	-.77 $\underline{n} = 10$ $\underline{p} < .01$	-.67 $\underline{n} = 10$ $\underline{p} < .05$	-.78 $\underline{n} = 10$ $\underline{p} < .01$	
Total Article 15s	n.s. ^a	n.s. ^a	-.73 $\underline{n} = 10$ $\underline{p} < .05$	

^an.s. = not significant.

Article 15s ($r = +.41$, $n = 15$, $p = n.s.$). However, as expected, frequency of both company grade and field grade Article 15s correlated with total amount of Article 15s (i.e., company + field grade Article 15s), inasmuch as one makes up a good deal of the variance in the other.

The other category is one of awards. Frequency of meritorious service medals, Army commendation medals, certificates of achievement, and total awards (i.e., sum of all awards) all interrelated significantly and positively.

All categories were interrelated to a certain extent. However, company grade Article 15s correlated negatively with certificates of achievement, total awards, and serious incident reports.

Analysis of Individual Items

On each of the 12 criterion measures, companies were rank-ordered from those having the lowest frequency to those having the highest frequency. Then, for each criterion measure, companies were divided into two groups: those who fell above the median and those who fell below the median. A median split was not possible with one measure, meritorious service medals (MSMs). This is because, for 9 of 15 companies, no MSMs were given during the 6-month time period. Thus, a t -test was performed for MSMs between units with no MSMs and units with at least one MSM. t -tests examining the mean differences between companies falling above and below the median on each criterion were then performed on each survey item. Thus, 12 t -tests (one for each criterion) were performed on each survey item. This method was used to analyze both leader and troop surveys.

As stated previously, the correlation matrix between criteria suggested that effectiveness measures fall into three categories. Results of these t -tests will be discussed using these categories as the unit of organization; that is, leader behavior related to (a) morale indicators, (b) punishments, and (c) awards. Within each of these categories leader data will be discussed first, followed by troop data.

Examination of Tables C1 to C4 (see Appendix C) reveals that, in general, leaders from units with higher rates of action line and IG complaints, serious incident reports, and requests for transfer, as well as lower rates of sick calls, gave higher ratings of leadership in both task and interpersonal areas. Perceptions of leadership seemed most sensitive to rates of IG complaints and sick calls, however; that is, more items showed significant relationships to rates of IG complaints and sick calls than to action line complaints, serious incident reports, or requests for transfer.

The data concerning the relationship between troops' perceptions of leadership and morale measures are contained in Tables C5 to C8 in Appendix C. Inspection of these tables suggests that, for the most part, troops from units with higher rates of IG complaints and lower sick call rates perceived leaders as more effective in task and interpersonal areas. There did not seem to be any clear relationship between troops' perceptions of leadership and any of the other three morale measures. Only four items showed statistically significant mean differences between troops from units above versus below the

median in action line complaints. Also, there was no consistent relationship between rates of requests for transfer or serious incident reports and troops' perceptions of leadership. For five items, troops from units with higher rates of serious incident reports/requests for transfer and significantly higher ratings of leadership and for four items troops from units with higher rates of serious incident reports/requests for transfer had significantly lower ratings of leadership. Both rate of IG complaints and sick calls seemed equally related to perceptions of leaders, as measured by the number of items showing significant mean differences between troops from units above versus below the median on these morale measures.

Analysis of Tables C9 to C11 (see Appendix C) shows that leaders from units with relatively higher rates of company grade, field grade, and total Article 15s gave higher ratings of leadership in both task and interpersonal matters. Perceptions of leadership seemed most sensitive to rate of field grade Article 15s, however, judging from the number of items showing significant mean differences between leaders from units above versus below the median on field grade versus company grade or total Article 15s.

Perceptions of leadership in both task and interpersonal areas were generally higher for troops in units above the median in field grade and total Article 15s. The relationship between company grade Article 15s and perceptions of leadership is mixed, since for four items leadership ratings are higher for troops in units above the median and for five items leadership ratings are lower for troops in units above the median (see Tables C12 to C14 in Appendix C). Also, for troop data, field grade and total Article 15s seemed equally positively related to perceptions of leadership since both had about the same number of items showing significant mean differences, with troops in units above the median on these criteria reporting more favorable perceptions.

Data concerning the relationship between perceptions of leadership (by leaders) and award rates are contained in Tables C15 to C18 in Appendix C. Examination of these data shows that, in general, higher ratings of leadership in task and interpersonal areas were given by leaders in units above the median in rates of meritorious service medals, Army commendation medals, and certificates of achievement. Only four items showed significant mean differences between leaders from units above versus below the median on total number of awards. Perceptions of leadership by leaders seemed equally related to rates of meritorious service medals, Army commendation medals, and certificates of achievement since about the same number of items showed significant mean differences between leaders from units above versus below the median on each of the three award measures. However, Army commendation medals seem to have a more consistent relationship to perceptions of leadership in that, for all items relating to these medals, soldiers from units above the median in Army commendation medals showed higher ratings of leadership, while, for several items related to meritorious service medals and certificates of achievement, soldiers in units below the median had higher ratings.

Examination of Tables C19 to C22 shows that ratings of leadership by troops in units above the median in rate of Army commendation medals were higher. Only a few (i.e., three or four) items showed significant mean differences between soldiers in units above versus below the median in meritorious service medals or certificates of achievement. Data on total awards were mixed, with six items having significantly higher means for troops in

units above the median in total awards (items 2, 3, 4, 15, 39, and 46, Table C22) and six items having significantly higher means for troops in units below the median in total awards (items 9, 10, 16, 27, 35, 59, Table C22).

Factor Analysis of Items Related to Criterion Measures

Because of the number of survey items involved, analysis of the data on an item-by-item basis is cumbersome. Therefore, a factor analysis was performed on the items which showed a degree of external validity. That is, factor analyses were performed on items which showed statistically significant mean differences between the soldiers in units above versus below the median on at least 2 of the 12 criteria. This latter figure was chosen because, with an alpha level of .05, an item had a 34% chance of relating to at least 1 criterion just by chance, but only a 12% chance of relating to at least 2 criteria by chance alone (Hays & Winkler, 1971, p. 181). All factor analyses described in this section were performed using SPSS version seven (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975).

Factor analysis is a multivariate versus univariate technique. Therefore, a subject must provide data on all items included in the factor analysis unless various correlations are to be computed on different numbers of cases. However, only 69% of the leaders and 61% of the troops responded to all items included in the factor analysis. Replacing a subject's missing data with the sample mean for at most 10% of the items would not alter the results of the factor analysis appreciably, but would add an additional 31% of the leader sample and 25% of the troop sample to the factor analysis. Therefore, for those subjects missing between one and five items, missing data were replaced by the sample mean of that item. Results of these factor analyses (one for leaders and one for troops) are reported below.

The leader data were factor-analyzed using a principal components analysis. The unrotated factor matrix (principal factoring with iteration) showed that the eigenvalue dropped below one after the sixth factor. Therefore, a six-factor solution was generated using varimax rotation. However, examination of the items loading .40 or greater on each of the six rotated factors suggested that this six-factor solution did not make intuitive sense. Several factors seemed to overlap each other in item content, while other items which would seem to go together loaded on separate factors. A five-factor solution using varimax rotation was then generated and examined. This solution eliminated most of the item overlap between factors, but it had two separate factors appearing to measure the same thing: structure in the work environment. The four-factor varimax rotated solution appeared to correct this and was thus used as the appropriate solution. The percentage of total variance among items accounted for by each rotated factor is as follows: factor one (or leader structure), 14%; factor two (or company level concern), 9%; factor three (or planning of training), 9%; and factor four (or feedback), 7%. Factor loadings of all items on all four factors are contained in Table C23 in Appendix C.

Scale scores for each of the four factors were then generated by adding together a subject's scores on all items loading .40 or greater on the factor. A description of each of these scales is given below.

Leader structure (Cronbach alpha = .92) contains items concerning leaders' abilities as trainers (items 23 to 26 and 28), leaders' effectiveness in maintaining standards among soldiers (items 63 to 67), agreement over use of punishment (item 78), and leaders' supervision of subordinates (items 101, 105, 107, and 108).

Company level concern (Cronbach alpha = .85) contains items measuring the company commander's understanding of leaders' duties in training (item 2), troop handling (item 41), and garrison tasks (item 95), as well as the fairness of punishment administered in the company (item 77) and company leaders' effectiveness in maintaining good morale, rewarding good performance, and showing concern (items 85 to 87, respectively).

Planning of training (Cronbach alpha = .80) contains items relating to the degree of involvement of various levels of leadership in planning training (items 9, 13, 14, 16, and 18), the frequency with which training meetings are held (item 10), the reliability of the training schedule (item 22), and the degree of realism in training (item 28).

Feedback (Cronbach alpha = .83) measured leaders' agreement with use of both positive feedback mechanisms, such as rewards (items 54, 55, and 57), and neutral to negative feedback mechanisms, such as inspections and counseling (items 68 to 70).

Intercorrelations between scale scores are reported in Table 3. Examination of the data reveals that each scale accounts for between 26% and 42% of the variance in the other scales.

Table 3

Interrelationship Between Scale Scores: Leader Data

	Leader structure	Company level concern	Planning of training	Feedback
Leader structure	--	.60	.59	.60
Company level concern		--	.55	.65
Planning of training			--	.52

Note: $n = 220$. All $p < .001$.

The troop data were factor-analyzed using a principal components analysis. The initial unrotated factor matrix (principal factoring with iteration) showed that the eigenvalue dropped below one after the seventh factor. Thus

the seven-factor solution was retained for varimax rotation. Inspection of items loading .40 or greater on each of the seven rotated factors suggested that this seven-factor solution makes intuitive sense. The percentage of total item variance accounted for by each rotated factor is as follows: factor one (squad level concern), 8%; factor two (rewards), 7%; factor three (training satisfaction), 5%; factor four (platoon level concern), 8%; factor five (fairness and concern), 9%; factor six (training instruction), 6%; and factor seven (company level concern), 6%. Factor loadings of all items on all factors are contained in Table C24 in Appendix C.

Scale scores for each factor were created by adding together a subject's scores on all items loading .40 or greater on the factor. A description of each of the scales is given below.

Squad level concern (Cronbach alpha = .89) contains items measuring the extent that team and squad leaders help soldiers in job-related areas (items 16 and 17) and personal matters (items 35, 36, 42, and 43), maintain morale (item 47), and show concern (item 49).

Rewards (Cronbach alpha = .86) tapped the extent to which soldiers agreed with the use of rewards such as awards, time off, and promotion (items 24 to 27, 29, and 30).

Training satisfaction (Cronbach alpha = .86) contained items related to soldiers' satisfaction with time spent training as a squad, platoon, and company (items 2, 3, and 4, respectively).

Platoon level concern (Cronbach alpha = .90) consists of items measuring the extent to which platoon sergeants and/or platoon leaders help soldiers in job-related areas (items 13 and 18) and interpersonal matters (items 37 and 44), maintain morale (items 50 and 53), reward good performance (item 51), and show concern (items 52 and 55).

Fairness and concern (Cronbach alpha = .88) contained the widest variety of items. Items on this scale measured fairness of rewards (item 31) and punishments (items 56 and 57), the extent to which leaders maintained morale (items 47 and 60), treated soldiers with respect (items 19 and 63), showed concern (item 49), were available to give job-related help (item 64), and evaluated job progress (item 66). This scale seems to overlap squad level and platoon level concern to some extent.

Training instruction (Cronbach alpha = .80) contains items measuring the extent to which leaders are enthusiastic about training (item 8), can answer questions on training (item 10), critique training (items 13 and 14), and set the example (item 71).

Company level concern (Cronbach alpha = .80) contains items related to how helpful the company commander and first sergeant were in personal matters (items 38, 39, and 46).

Intercorrelations between scale scores are examined in Table 4. Considering scales accounting for 25% or more of the variance in another scale (Pearson $r < .50$), platoon level concern, fairness and concern, and training instruction are all interrelated and relate to squad level concern. The

Table 4
Intercorrelations of Scale Scores: Troop Data

	Squad level concern	Rewards	Training satisfaction	Platoon level concern	Fairness and concern	Training instruction	Company level concern
Squad level concern	--	.40	.26	.71	.71	.63	.35
Rewards		--	.25	.44	.50	.40	.28
Training satisfaction			--	.30	.38	.38	.19
Platoon level concern				--	.68	.72	.45
Fairness and concern					--	.64	.49
Training instruction						--	.33

Note: $n = 482$; all p 's $< .001$.

highest amount of variance that one factor accounts for in another is 52% (platoon level concern with training instruction).

Reducing all the items to a few scales greatly simplifies the data. However, do scores on these scales show a relationship to the various criteria of unit effectiveness, as do the individual items? This will be addressed next.

Mean scale scores between soldiers from units above versus below the median on each criterion measure were then compared by t-tests. Results of these t-tests are discussed below, first for leader data, then for troop data.

The relationship between criterion measures and scale scores for leader data are summarized in Figure 3. Examination of this figure reveals that for all four scales higher leadership ratings are related to relatively higher rates of IG complaints and field grade Article 15s. For all but one scale (planning of training), higher leadership ratings are also related to lower sick call rates. Serious incident reports and requests for transfer show a mixed pattern; that is, higher scores on leader structure relate to higher rates of serious incident reports/requests for transfer, and higher scores on planning of training relate to lower rates of serious incident reports/requests for transfer. Only one scale shows any relationship to awards. Company level concern is higher for leaders in units above the median in rates of certificates of achievement.

The relationship between criterion measures and scale scores for troop data is summarized in Figure 4. Squad level concern, fairness and concern, and training instruction all show a similar pattern; with only one difference, higher ratings on these scales relate to higher rates of IG complaints, field grade and total Article 15s, and lower sick call rates. The one difference is that higher ratings of squad level concern were also associated with units above the median on action line complaints. Higher scores on the rewards scale and platoon level concern scale relate to higher levels of IG complaints and lower sick call rates. Only two scales show any relationship with award rates: Troops from units earning a higher rate of total awards gave higher ratings in training satisfaction, and troops from units with higher rates of meritorious service medals, Army commendation medals, and total awards gave higher ratings of company level concern. Higher ratings in company level concern also relate to lower rates of action line complaints and sick calls.

DISCUSSION

The following pattern will be followed in describing the results. First the interrelations between unit effectiveness measures will be discussed. Then the relationship between individual item data and unit effectiveness measures will be reviewed. Following that, leadership scales for troops and leaders will be examined. Then the relationship between these scale scores and unit effectiveness measures will be discussed. Finally, general conclusions will be drawn.

Action Line	IG Complaints	Company			MSMs	ARCOMs	COAs	Total Awards	Sick Calls	SIRS	Requests for Transfer
		Grade Article 15s	Field Article 15s	Total Article 15s							
Leader Structure	+		+	+					-	+	+
Company Level Concern	+		+				+		-		
Planning of Training	+	+	+	+						-	-
Feedback	+		+						-		

Note: + = scale mean of units above median on criterion measure is greater than ($p < .05$) scale mean of units below median on criterion measure.

- = scale mean of units above median on criterion measure is less than ($p < .05$) scale mean of units below median on criterion measure.

Figure 3. Relationship between criterion measures and scale scores: leader data.

Action Line	IG Complaints	Company			Field			Total Article 15s	MSNs	ARCOMs	COAs	Total Awards	Sick Calls	Sins	Requests for Transfer
		Article 15s	Grade Article 15s	Complaints	Article 15s	Grade Article 15s	Complaints								
+			+	+		+							-		
				+									-		
												+			
			+												
													-		
			+												

Note: + = mean of units above median on measure greater than ($\bar{p} < .05$) mean of units below median on measure.

- = mean of units below median on measure greater than ($\bar{p} < .05$) mean of units above median on measure.

Figure 4. Relationship between criterion measures and scale scores: troop data.

Results indicate that various measures of unit morale, such as complaints, antisocial behavior (i.e., serious incident reports), attempts to leave the unit (requests for transfer), and absenteeism (i.e., sick calls) are interrelated. The only surprising part of these results is that absenteeism relates negatively to measures of complaints and antisocial behavior. An explanation of this may lie in the possibility that absenteeism reflects the behavior of the majority of the company, while the other two measures reflect the behavior of only a few individuals. For example, the highest rate observed in any unit (per person per 6 months) for these morale measures discussed above is: sick calls, 3.96; IG complaints, .08; and serious incident reports, .17. In fact, the lowest rate of sick calls for any unit (.37) is higher than the highest rate of the other two morale measures.

What this seems to indicate is that a small proportion of a company could give a unit a relatively high rate of complaints or acting out. However, sick call rate appears to involve the behavior of most of the unit's personnel. It is only an assumption that sick call rate involves the behavior of the majority of the unit's personnel, since data on sick call rate were collected at the company, not individual, level. However, the above assumption appears to be warranted. That is, considering the average unit strength of companies surveyed to be about 120, an average of nearly 4 reports to sick call per person per 6 months equals a total of 480 reports to sick call. Since the highest IG complaint rate is .08, at the most 8% of the personnel were involved in IG complaints (this assumes that no one complained to the IG twice). If only 8% of the people were responsible for all 480 sick calls, then those 10 people (or 8% if 120) would have to have been on sick call an average of 48 times each or nearly twice a week for those 6 months. It is doubtful that such a level of absenteeism would be tolerated. Discussions with unit personnel verified this hypothesis.

Based on the above information, the following hypothesis seems reasonable: In units where a majority of the company is satisfied (as evidenced by a low sick call rate), there is a small but active (in terms of complaints and antisocial behavior) number of dissatisfied soldiers. More evidence to support this hypothesis will be given later.

The fact that both types of Article 15s (i.e., company and field grade) bear a statistically significant relationship to the total number of Article 15s is not surprising. It also makes intuitive sense that the various award measures are positively interrelated; that is, units with a high level of one type of award generally have a high level of other types of awards.

The correlation between unit effectiveness measures from different categories suggests that units with higher levels of punishment have lower levels of antisocial behavior. This could mean that a greater number of punishments for smaller offenses prevents more serious types of antisocial behavior. The negative relation between certain awards and punishments seems reasonable in that units with personnel who earn a high rate of awards would be expected to be effective units with relatively low rates of disciplinary problems. However, this finding seems to conflict with the data indicating relatively higher rates of awards and relatively higher rates of punishment; both seem to be present in units with more positive

perceptions of leadership. A possible resolution to this contradiction will be discussed later.

Examining the individual item data for both leaders and troops, it appears that more positive perceptions of leadership (by both leaders and troops) related to relatively high rates of IG complaints and low sick call rates. Considering the previous discussion about the negative relationship between these two measures, the following explanation is offered. In units where most soldiers are satisfied with leadership, the majority of people report to sick call infrequently, but a minority of people complain to the IG relatively often. Effective leaders must impose structure, and this involves, for instance, emphasis on training and proper use of punishments. In fact, specific items concerning training and use of punishments show significant mean differences between soldiers from units above versus below the median on both IG complaints and sick calls (e.g., items 24 and 77 for leaders; items 8, 56, and 57 for troops). While structure is desired by the majority of troops and leaders (as reflected by the overall more positive perceptions of leadership climate), it may be resented by a few soldiers who wish to do the least amount of work possible. This minority could, as previously suggested, be responsible for the relatively high complaint rate.

Also, perceptions of leadership are more positive among those in units with a relatively high rate of field grade and total Article 15s. This finding is less surprising when one examines the rates of punishment involved. The highest per person rate of total Article 15s (i.e., company and field grade) for any unit over the 6-month period is .26. Thus, the maximum number of people in the unit who could have received an Article 15 is 26% in a 6-month period, or an average of less than 5% per month. Therefore, even the highest amounts of punishment distributed appear to be moderate.

In this case, the relationship between perceived leadership and Article 15 rate seems to indicate that a good leader (as perceived by leaders and troops) takes action against the relatively small percentage of soldiers who do not do their job or obey regulations rather than "turning his head" to these behaviors.

Troops and leaders from units with higher levels of Army commendation medals have more positive perceptions of leadership. There are at least two interpretations of this finding. Perhaps soldiers in units with more effective leaders earn more awards or perhaps more effective leaders give more awards, regardless of subordinates' behavior. That is, more effective leaders may pay closer attention to their subordinates' behavior and when something good happens, they reward it. Of course, this pattern of reinforcement would likely increase the instances of "good" behaviors and subordinates could then be said to earn more awards, so perhaps both interpretations of this finding are reasonable.

Thus, the overall pattern concerning the relationship between individual item data concerning perceptions of leadership and measures of unit effectiveness suggests that more positive perceptions of leadership, by both leaders and troops, relates to higher levels of complaints (IG), punishments (field grade and total Article 15s), and awards (Army commendation medals),

as well as lower absenteeism (sick call) rates. At first glance, the fact that more positive perceptions of leadership are related to higher levels of both awards and punishments may seem surprising since there is a significant negative relationship between certain measures of punishments and certain awards. One would expect more positive perceptions of leadership to be related to higher levels of awards and lower levels of punishments, or vice versa. However, if one examines the specific type of punishments (company grade Article 15s) and awards (certificates of achievement and total awards) that are negatively related, they are not the same effectiveness measures associated with more positive perceptions of leadership by both leaders and troops. These effectiveness measures (field grade and total Article 15s, and Army commendation medals) are independent of each other. Thus, the type of relationship between perceptions of leadership and field grade Article 15s, for instance, would have no implications for how perceptions of leadership related to Army commendation medals.

The types of scales which emerged from the factor analysis for leaders and troops seemed fairly different, but since the content of the surveys administered to leaders and troops was different, the different factor structure emerging does not necessarily mean that leaders and troops perceive leadership differently.

For both leaders and troops, a factor concerning company level leaders' behavior emerged. This was called company level concern for both samples. Even so, the scale for troops seemed to tap only personal concern, while for leaders this scale measured company level leaders' personal concern, use of rewards and punishments, and understanding of subordinate leaders' jobs.

Scales related to training emerged from both factor analyses. However, the item content of these scales was fairly different. For leaders, items related to the planning of training emerged as a separate scale, while for troops two scales emerged. One measured soldiers' satisfaction with the training time spent at several levels (training satisfaction), while the other concerned instructors' training abilities (training instruction).

Leader data contained a scale called feedback, measuring the extent to which leaders received information concerning their performance either by rewards or by more neutral to negative mechanisms such as inspections and counseling. The scale most similar to this in the troop data was the rewards scale. However, for both leaders and troops items concerning use of rewards or punishments or both were contained in the company level concern and feedback scales for leaders and rewards, platoon level concern, and fairness and concern scales for troops.

Items related to trainers' performance, supervision of subordinates, and maintaining standards in the unit were contained in the leader structure scale, which emerged from the leader data. There is no comparable scale for troops. Trainers' abilities are measured in the training instruction scale, while an item concerning supervision (item 66) is contained in the fairness and concern scale. Comparable items relating to maintaining standards were not asked of troops and are not contained in any scale emerging from troop data.

The scales emerging from the leader data could be described as relating to either consideration or initiating structure. Leader structure and planning of training consisted of mainly structure-type items, while company level concern and feedback contained mostly consideration style items. For troops, however, several scales such as squad level concern, platoon level concern, and fairness and concern contained a mixture of consideration and initiating structure style items.

The relationship between scale scores and unit effectiveness criteria shows the same general pattern as do the individual item data, with the exception that few scale scores relate to award measures. For the leader data, in three scales (leader structure, company level concern, and feedback) more positive perceptions of leaders relate to higher levels of complaints (IG), punishments (field grade Article 15s), and lower rates of sick calls. However, only one scale (company level concern) related more positive perception of leadership to higher award (certificates of achievement) rates. Troop data formed the same pattern. In three scales (squad level concern, fairness and concern, and training instruction), more positive perceptions of leadership related to higher levels of complaints (IG), punishments (field grade and total Article 15s), and lower rates of sick call. None of these showed any relationship to rate of rewards. In fact, considering the two scales related to award rates, training satisfaction related to no criteria other than total awards; and company level concern related to lower levels of complaints (action line) and lower sick call rates, as well as higher rates of three of the four award measures (meritorious service medals, Army commendation medals, and total awards). The findings that, especially for troops, scales related to complaints and punishments are different from scales related to awards suggests that, despite the intercorrelations among scales, certain scales tend to be independent. That is, there is a large amount of unshared variance between certain scales.

Considering both troop and leader data, the two criteria showing the most sensitivity to perceptions of leadership (defined by scale scores) were IG complaints and sick call rates. This relationship was also consistent in that IG complaints always related positively to perceptions of leadership and sick calls related negatively to perceptions of leadership.

Overall, more positive perceptions of leadership in certain areas related to higher rates of complaints and punishments and lower levels of sick calls, while more positive perceptions of leadership in other areas related to high award levels. Thus, one would expect units where soldiers had more positive perceptions of leadership climate in all areas to be higher in all measures of unit effectiveness. This is similar to the finding in the leadership literature that high consideration-high structure leaders have better unit performance (Fleishman & Harris, 1962).

This research parallels the leadership literature in that it suggests the effective leader is more than just "a nice person." The effective leader may concentrate on both task accomplishment and interpersonal skills, giving higher levels of awards and punishments to those who deserve them, while the ineffective leader performs few task-related or interpersonal functions and gives few awards or punishments. If this is true, many of the present military training programs, such as the Leadership and Management

Development Course (LMDC), which concentrate mainly on interpersonal skills may be inadequate to improve leadership.

Another implication from the above research is that measures of complaints and punishments may not be negative measures of unit effectiveness. That is, the above data suggest that a troop or leader in a unit which has higher levels of complaints and punishments is more likely to report more positive perceptions of leadership than a troop or leader from a unit with lower levels of punishments. A battalion commander who lets it be known that he believes a good leader should not need to give many Article 15s, for instance, might force leaders to be lenient on poor performance or discipline. This in turn could weaken motivation for those who did their jobs adequately since those who shirked "got away with it." Thus, entire unit performance could suffer.

Also, these data indicate that it is possible to develop an externally valid measure of company-level leadership. That is, perceptions of leadership (by both troops and leaders) related to objective measures of personnel readiness.

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APPENDIX A
ORIGINAL INSTRUMENT
LEADER VERSION

LEADER SURVEY



US Army Research Institute
Field Unit, USAREUR

June 1977

NOT TO BE SHOWN TO UNAUTHORIZED PERSONS. NOT TO
BE REPRODUCED IN ANY FORM WITHOUT THE SPECIFIC
PERMISSION OF THE TECHNICAL DIRECTOR OF THE U.S.
ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND
SOCIAL SCIENCES, OFFICE OF THE DEPUTY CHIEF OF
STAFF FOR PERSONNEL, DEPARTMENT OF THE ARMY.

LEADERSHIP SURVEY

INTRODUCTION

This survey is part of a research project sponsored by the USAREUR NCO Professionalism Steering Committee. The goal of this research is to provide units with a means of studying the functioning of their NCOs; of identifying areas that need improvement and of planning corrective actions.

Your responses on the questionnaire will remain confidential. Only summarized results, omitting names will be given to military personnel. Your name is being requested so that the research team can contact you for possible follow-up interviews.

This is a survey of the chain of command for the chain of command. The questions mostly deal with the behavior of leaders within the battalion. Many of these questions and the issues that they address were developed with the senior-ranking officers and NCOs of this battalion as part of a self-improvement effort. It is not an evaluation by higher headquarters. Each company commander and first sergeant will receive the results summarized for their particular unit. The battalion commanders and CSM will receive the results summarized for the whole battalion. The results in that form will go no further. The results of questions concerning the Brigade will be given the Brigade Commander and CSM when all the other battalions have been surveyed.

Please be as frank, fair and honest as possible.

1. Do you have a good understanding of your job in the following areas?

	<u>Very Good</u>		<u>OK</u>		<u>Very Poor</u>
a. In tactical training and instruction	a	b	c	d	e
b. In counselling/disciplining/handling administrative and personal matters of SM	a	b	c	d	e
c. In the management and supervision of garrison support activities (e.g. guard and details)	a	b	c	d	e

2. Assess the understanding of your job by the following personnel in your chain of command.

a. Your job in tactical training and instruction.

	<u>Very Good</u>		<u>OK</u>		<u>Very Poor</u>	<u>Don't Know</u>
1. The Bde Cdr and staff's understanding	a	b	c	d	e	
2. The Bn Cdr and staff's understanding	a	b	c	d	e	
3. The Co Cdr's understanding	a	b	c	d	e	
4. The ISG's understanding	a	b	c	d	e	
5. The Plt Ldrs' understanding	a	b	c	d	e	
6. The PSG's understanding	a	b	c	d	e	
7. The Sq/Sec ldr's understanding	a	b	c	d	e	
8. The troop's understanding	a	b	c	d	e	

b. Your job in counselling/disciplinary/handling administrative and personal matters of SM

1. The Bde Cdr and staff's understanding	a	b	c	d	e
2. The Bn Cdr and staff's understanding	a	b	c	d	e

	<u>Very Good</u>		<u>OK</u>		<u>Very Poor</u>	<u>Don't Know</u>
3. The Co Cdr's understanding	a	b	c	d	e	
4. The ISG's understanding	a	b	c	d	e	
5. The Plt ldr's understanding	a	b	c	d	e	
6. The PSG's understanding	a	b	c	d	e	
7. The Sq/Sec ldr's understanding	a	b	c	d	e	
8. The troops' understanding	a	b	c	d	e	
c. Your job in the management and supervision of garrison support activities (e.g. guard and details).						
1. The Bde Cdr and staff's understanding	a	b	c	d	e	
2. The Bn Cdr and staff's understanding	a	b	c	d	e	
3. The Co Cdr's understanding	a	b	c	d	e	
4. The ISG's understanding	a	b	c	d	e	
5. The Plt ldrs' understanding	a	b	c	d	e	
6. The PSG's understanding	a	b	c	d	e	
7. The Sq/Sec ldrs' understanding	a	b	c	d	e	
8. The troops' understanding	a	b	c	d	e	
3. At the present time, I have been provided by those for whom I work, a good understanding of "where I stand" in performing my job/meeting others' expectations on the job.						

a	b	c	d	e
strongly agree		neither agree nor disagree		strongly disagree

4. I believe that I should receive a better understanding of "where I stand" from my _____. Check the TOE position of the person or persons from whom you believe you should receive a better understanding. (Use comment sheet).

- a _____ Bn Cdr
- b _____ Co Cdr
- c _____ ISG
- d _____ Plat ldr(s)
- e _____ PSG(s)
- f _____ Sq/Sec ldr(s)
- g _____ Troops

5. I receive _____ feedback on my strong points.

a	b	c	d	e
Too much		Just right		Too Little

6. I receive _____ feedback on the areas that I need to improve.

a	b	c	d	e
Too much		Just right		Too Little

7. The feedback that I receive identifies specific actions and behaviors to be changed.

a	b	c	d	e
Very Frequently		Sometimes		Very Rarely

8. The feedback that I receive tells me how to improve/change my performance.

a	b	c	d	e
Very Frequently		Sometimes		Very Rarely

9. I am given the opportunity (e.g. a second chance, a set timeframe) to change/improve my performance.

a	b	c	d	e
Very Frequently		Sometimes		Very Rarely

10. My progress in changing/improving my performance is recognized by individuals who counsel me.

a	b	c	d	e
Very Frequently		Sometimes		Very Rarely

11. I receive assistance from others in learning how to do my job better.

a	b	c	d	e
Strongly Agree		Neither Agree nor Disagree		Strongly Disagree

12. I am allowed to learn from my mistakes without a strong negative reaction.

a	b	c	d	e
Strongly Agree		Neither Agree nor Disagree		Strongly Disagree

13. In my opinion, the amount and quality of tactical training and instruction in this unit has lead to the following outcomes.

	To a Very Great Extent		To Some Extent		To a Very Little Extent
a. To effective performance in the field.	a	b	c	d	e
b. To probable success in major training tests (e.g. EIB, ARTEP, SQT)	a	b	c	d	e
c. To a positive attitude of soldiers toward training	a	b	c	d	e

14. How frequently do instructors/trainers meet the following criteria:

	Very Frequently		Sometimes		Very Rarely	Don't Know
a. Have a good military appearance	a	b	c	d	e	

	<u>Very Frequently</u>		<u>Sometimes</u>	<u>Very Rarely</u>	<u>Don't Know</u>
b. Appear committed to the task of instruction	a	b	c	d	
c. Communicate at a level that can be generally understood	a	b	c	d	
d. Able to answer questions about the area of instruction	a	b	c	d	
e. Able to maintain discipline	a	b	c	d	
f. Able to maintain interest	a	b	c	d	

15. In my opinion, shortfalls in the above areas are most commonly due to _____ (check appropriate reason(s) on answer sheet).

a _____ lack of time to prepare adequately for training/instruction

b _____ failure on the part of instructors to research adequately

c _____ a lack of instructor skills among NCOs

d _____ a lack of a positive attitude toward instruction/training by the instructor or trainer

16. How frequently does training/instruction meet the following criteria:

	<u>Very Frequently</u>		<u>Sometimes</u>	<u>Very Rarely</u>	<u>Don't Know</u>
a. Major and intermediate objectives are set	a	b	c	d	
b. Methods of <u>measuring</u> soldiers' progress in meeting objectives are used during the training or instruction	a	b	c	d	
c. There is a final evaluation of the soldiers' performance	a	b	c	d	
d. The training/class is critiqued by instructor after the presentation	a	b	c	d	
e. Training aids are well utilized	a	b	c	d	
f. Realism is given serious consideration	a	b	c	d	
g. Remedial/advanced training is planned	a	b	c	d	

17. How frequently do training activities conclude with a review of the tactical plan and the training unit's performance.

a	b	c	d	e
Very Frequently		Sometimes		Very Rarely
				Don't Know

18. How frequently are _____ actually involved in the critique of the tactical exercises.

	Very Frequently		Sometimes	Very Rarely	Don't Know
a. Bn Cdr	a	b	c	d	
b. Bn CSM	a	b	c	d	
c. Co Cdr	a	b	c	d	
d. ISG	a	b	c	d	
e. Plt ldr	a	b	c	d	
f. PSG	a	b	c	d	
g. Sq/Sec ldr	a	b	c	d	
h. Troops	a	b	c	d	

19. Are instructors'/trainers' lesson plans/training scenarios reviewed by senior NCOs before their presentation.

a	b	c	d	e
Very Frequently		Sometimes		Very Rarely
				Don't Know

20. Do instructors' rehearse their instructions in front of other NCOs

a	b	c	d	e
Very Frequently		Sometimes		Very Rarely
				Don't Know

21. Are instructors/trainers critiqued by senior NCOs after presentation.

a	b	c	d	e
Very Frequently		Sometimes		Very Rarely
				Don't Know

22. In my opinion, the reason(s) why these critiques and reviews do not commonly occur, are: (Check appropriate reason(s) on answer sheet)

- a ☐ a lack of time for the above activities to occur
- b ☐ a lack of skill among NCOs to perform the above reviews and critiques well
- c ☐ a lack of a positive attitude toward the above activities by senior NCOs

23. To what extent are confidence-building activities such as conducting drill and ceremonies, leading PT, used sufficiently to prepare NCOs for the task of instruction.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

24. During training exercises, to what extent do NCOs work to identify problems that troops have in following the tactical directions of officers and provide on-the-spot remedial training.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

25. To what extent is time utilized to give training during unscheduled or unexpected time.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

26. To what extent are firm training schedules established and instructor arrangements made so that there is sufficient time to prepare for instruction.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

27. To what extent are discussions concerning the location of training and the availability of equipment/personnel made so that assigned instructors can develop appropriate training.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

28. To what extent are attempts made to insure that all those and only those who need training are made available.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

29. To what extent do instructors/trainers have sufficient _____.

	<u>To a Very Great Extent</u>		<u>To Some Extent</u>		<u>To a Very Little Extent</u>
a. Training guidance to use training time well	a	b	c	d	e
b. Technical knowledge to perform their job	a	b	c	d	e
c. Control over resources (people time, equipment)	a	b	c	d	e
d. Constructive criticism needed to improve their performance	a	b	c	d	e

30. How much involvement do the following have in the planning of training.

	<u>Too Much</u>		<u>Just right</u>		<u>Too Little</u>	<u>Don't Know</u>
a. Bn Cdr	a	b	c	d	e	
b. Co Cdr	a	b	c	d	e	
c. ISG	a	b	c	d	e	
d. Plt ldr	a	b	c	d	e	
e. PSG	a	b	c	d	e	
f. Sq/Sec ldr	a	b	c	d	e	
g. Fire team ldr	a	b	c	d	e	
h. Troops	a	b	c	d	e	
i. You	a	b	c	d	e	

31. Assess the amount of time spent training as a _____.

	<u>Too Much</u>		<u>Just Right</u>		<u>Too Little</u>	<u>Don't Know</u>
a. Individual soldier	a	b	c	d	e	
b. Squad/section	a	b	c	d	e	
c. Platoon	a	b	c	d	e	
d. Company	a	b	c	d	e	
e. Battalion	a	b	c	d	e	

32. To what extent is the following time used effectively.

	<u>To a Very Great Extent</u>		<u>To Some Extent</u>		<u>To a Very Little Extent</u>	<u>Don't Know</u>
a. Individual soldier training time	a	b	c	d	e	
b. Squad/section training time	a	b	c	d	e	
c. Platoon training time	a	b	c	d	e	
d. Company training time	a	b	c	d	e	
e. Battalion training time	a	b	c	d	e	

33. Assess the amount of time that is spent training as a requirement of the following levels.

	<u>Too Much</u>		<u>Just Right</u>		<u>Too Little</u>	<u>Don't Know</u>
a. Platoon	a	b	c	d	e	
b. Company	a	b	c	d	e	
c. Battalion	a	b	c	d	e	
d. Brigade	a	b	c	d	e	
e. Higher levels	a	b	c	d	e	

34. To what extent does the present physical fitness program lead to a combat ready unit.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

35. In what ways could it be improved. (Use comment sheet).

36. To what extent, do you have sufficient opportunities to train and instruct.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

37. How effectively are leadership and disciplinary techniques used to maintain the following standards among subordinates.

	Very Effective		Neither Effective Nor Ineffective		Very Ineffective
a. Military appearance	a	b	c	d	e
b. Adherence to military laws	a	b	c	d	e
c. Military courtesy and conduct	a	b	c	d	e
d. Clean and serviceable equipment	a	b	c	d	e

38. There is general agreement concerning the above standards among those in the chain of command.

a	b	c	d	e
Strongly Agree		Neither agree nor Disagree		Strongly Disagree

39. Below is a list of methods used to maintain the standards listed in question 37. Indicate the degree to which each method is used sufficiently to maintain those standards.

	<u>Too Much</u>		<u>Just Right</u>		<u>Too Little</u>	<u>Don't Know</u>
a. Setting the example	a	b	c	d	e	
b. Informal recognition	a	b	c	d	e	
c. Formal recognition	a	b	c	d	e	
d. Inspections	a	b	c	d	e	
e. A regular system of performance counselling	a	b	c	d	e	
f. Remedial training	a	b	c	d	e	
g. Showing leniency (saving a guy and thereby motivating him to perform better)	a	b	c	d	e	
h. Informal counselling (e.g. on-the-spot correction)	a	b	c	d	e	
i. Formal counselling (e.g. counselling statements)	a	b	c	d	e	
j. Transfer to other squads/ sections/ platoons	a	b	c	d	e	
k. Pulling a pass	a	b	c	d	e	
l. Written and verbal reprimands	a	b	c	d	e	
m. Bars-to-reenlistment	a	b	c	d	e	
n. Article 15's	a	b	c	d	e	
o. Disapproval of requests for extension	a	b	c	d	e	
p. Shipment to the zone	a	b	c	d	e	
q. Courts Martial	a	b	c	d	e	
r. CCF	a	b	c	d	e	

40. To what extent are informal and formal punishment distributed fairly.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

41. When you make recommendations concerning the following actions to your superiors, do you think that your opinions are given sufficient weight.

	<u>Very Frequently</u>		<u>Sometimes</u>		<u>Very Rarely</u>
a. Formal recognition	a	b	c	d	e
b. Remedial training	a	b	c	d	e
c. Showing leniency	a	b	c	d	e
d. Formal counselling	a	b	c	d	e
e. Transfer to other squads/ sections/platoons	a	b	c	d	e
f. Pulling a pass	a	b	c	d	e
g. Written /verbal reprimands	a	b	c	d	e
h. Bars to reenlistment	a	b	c	d	e
i. Article 15's	a	b	c	d	e
j. Disapproval of requests for extensions	a	b	c	d	e
k. Shipment to the zone	a	b	c	d	e
l. Courts Martial	a	b	c	d	e
m. CCF	a	b	c	d	e

42. Officers and NCOs generally support one another in the above matters.

a	b	c	d	e
Strongly Agree		Neither agree nor Disagree		Strongly Disagree

43. To what extent is the opinion of the individual being disciplined given sufficient weight.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

44. One of the goals of the agencies listed below is to assist the chain of command in matters involving troop attitudes and conduct. To what extent do you think that they are managed in a way that supports the chain of command.

	<u>To a Very Great Extent</u>		<u>To Some Extent</u>		<u>To a Very Little Extent</u>
a. CDAAC	a	b	c	d	e
b. RREO	a	b	c	d	e
c. Chaplain's office	a	b	c	d	e
d. JAG	a	b	c	d	e
e. School of Standards	a	b	c	d	e

45. How should they be managed differently in order to support the chain of command better. (Use comment sheet).

46. To what extent does the chain of command utilize these agencies properly.

	<u>To a Very Great Extent</u>		<u>To Some Extent</u>		<u>To a Very Little Extent</u>
a. CDAAC	a	b	c	d	e
b. RREO	a	b	c	d	e
c. Chaplain's office	a	b	c	d	e
d. JAG	a	b	c	d	e
e. School of Standards	a	b	c	d	e

47. To what extent are the following effective in meeting their goals.

	<u>To a Very Great Extent</u>		<u>To Some Extent</u>		<u>To a Very Little Extent</u>
a. CDAAC	a	b	c	d	e
b. RREO	a	b	c	d	e
c. Chaplain's office	a	b	c	d	e
d. School of Standards	a	b	c	d	e

48. How can any of the above be improved (Use comment sheet).

49. How effective is the chain of command in maintaining the following outcomes.

	<u>Very Effective</u>		<u>Neither Effective Nor Ineffective</u>		<u>Very Ineffective</u>
a. Good morale	a	b	c	d	e
b. Rewarding good performance	a	b	c	d	e
c. Maintain a climate (attitude) of concern for SM	a	b	c	d	e

50. Below is a list of methods used to maintain the outcomes identified in question 49. Indicate the degree to which each method is used sufficiently to maintain those outcomes.

	<u>Too Much</u>		<u>Just Right</u>		<u>Too Little</u>	<u>Don't Know</u>
a. Treatment of individuals with respect	a	b	c	d	e	
b. Praise	a	b	c	d	e	
c. Public recognition (e.g. company formation to recognize accomplishments)	a	b	c	d	e	
d. Formal recognition (letters of commendation, achievement)	a	b	c	d	e	
e. Awards and decorations	a	b	c	d	e	
f. Home-town new release	a	b	c	d	e	
g. Time off (training holiday; reenlistment holidays, etc)	a	b	c	d	e	
h. Accurate EERs	a	b	c	d	e	
i. Recommendations for promotion	a	b	c	d	e	
j. Social activities	a	b	c	d	e	
k. RAP sessions	a	b	c	d	e	
l. Civilian education	a	b	c	d	e	

	<u>Too Much</u>		<u>Just Right</u>		<u>Too Little</u>	<u>Don't Know</u>
m. Maintaining unit common areas in good condition	a	b	c	d	e	

n. Exemptions from inspection	a	b	c	d	e
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51. To what extent are informal and formal rewards distributed fairly.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

52. When you make recommendations concerning the following actions, do you think that your opinion is given sufficient weight.

	<u>Very Frequently</u>		<u>Sometimes</u>		<u>Very Rarely</u>
a. Formal recognition	a	b	c	d	e
b. Awards and decorations	a	b	c	d	e
c. Time off	a	b	c	d	e
d. Accurate EERs	a	b	c	d	e
e. Recommendations for promotion	a	b	c	d	e
f. Social activities	a	b	c	d	e
g. Exemptions from inspections	a	b	c	d	e

53. The open-door policy, Dial Action and IG are means used to maintain morale and react to problems. Do you believe that they are run in a way that does not undermine the chain of command.

	<u>To a Very Great Extent</u>		<u>To Some Extent</u>		<u>To a Very Little Extent</u>
a. Open-door policy	a	b	c	d	e
b. Dial Action	a	b	c	d	e
c. IG	a	b	c	d	e

4. How would you change the way that they are run? (Put answer on comment sheet).

55. How effective are the following in maintaining morale and reacting to SM problems

	To a Very Great Extent		To Some Extent		To a Very Little Extent
a. Open-door policy	a	b	c	d	e
b. Dial Action	a	b	c	d	e
c. IG	a	b	c	d	e

56. Do you have sufficient knowledge on current policies, programs and benefits in order to explain those issues accurately to SM.

a	b	c	d	e
Too Much		Just Right		Too Little

57. Do you have sufficient updates on current policies, programs and benefits in order to explain those issues accurately to SM

a	b	c	d	e
Too Much		Just Right		Too Little

58. Do you have sufficient contact with or exposure to experts/staff members in the area of finance/pay to be of assistance to SM.

a	b	c	d	e
Too Much		Just Right		Too Little

59. Do you have sufficient contact with or exposure to experts/staff members in the area of legal matters to be of assistance to SM.

a	b	c	d	e
Too Much		Just Right		Too Little

60. Do you have sufficient contact with or exposure to experts/staff members in the area of promotion/reenlistment to be of assistance to SM.

a	b	c	d	e
Too Much		Just Right		Too Little

61. Do you end up making promises to SM and then not being able to deliver on them.

a	b	c	d	e
Very Frequently		Sometimes		Very Rarely

62. In your opinion why does the above occur? (Place your answer on the comment sheet).

63. Indicate on the comment sheet the type of EM problems that you are presently handling that you believe should be handled by subordinate leaders. SM problems can be inappropriately referred up to you for various reasons. Some possible reasons are given below. Along with the problem description, indicate the reason(s) that you receive inappropriate referrals by placing the reason number(s) after the problem(s) that you list on the comment sheet.

Reason 1. Lack of counselling skills among subordinate leaders to handle the problems.

Reason 2. Failures on the part of subordinate leaders to understand their responsibilities in this problem area.

Reason 3. In attitude among subordinate leaders that causes them to pass the buck in this problem area.

Reason 4. Lack of appropriate authority at subordinate levels in this problem area.

Reason 5. Lack of information among subordinate leaders about policies and procedures that address the problem.

Reason 6. Conflicting policies and procedures that address the problem.

Reason 7. SM's lack of confidence in subordinate leaders' in this problem area.

Reason 8. "Need to know" pressures from your superiors in the problem area.

64. Do you feel that you are given opportunity to handle the personal problems of your subordinates before superiors become involved.

a	b	c	d	e
Too much	Just Right			Too Little

65. Listed below are some reasons for your not handling certain problems. Indicate the problem(s) below that you feel that you should handle on the comment sheet. Then, indicate the reason for the shortfall.

Reason 1. I lack information in this problem area.

Reason 2. I lack the authority in this problem area.

Reason 3. I lack the time to handle this problem.

Reason 4. I lack the skills to handle this problem.

Reason 5. My superiors are over-involved or over react to this problem.

66. Failures to follow through on some matters or delayed responses may effect the morale of individual(s) involved or their perception that the chain of command is concerned. To what degree do you believe that following are responsive to/react to matters of personal importance to SM.

	<u>To a Very Great Extent</u>		<u>To Some Extent</u>		<u>To a Very Little Extent</u>
1. Those at one level above you in the chain of command	a	b	c	d	e
2. Those at two levels above you in the chain of command	a	b	c	d	e
3. Those at three levels above you in the chain of command	a	b	c	d	e
4. Those in company-level staff positions	a	b	c	d	e
5. Those in battalion-level staff positions	a	b	c	d	e
6. Those in brigade-level staff positions	a	b	c	d	e

67. What matters are presently being handled by officers that should be handled by NCOs (use comment sheet).

68. What matters are presently being handled by NCOs that should be handled by officers (use comment sheet).

69. What matters are both Officers and NCOs failing to handle (use comment sheet).

70. How frequently do you attend company-level meetings of NCOs.

- a. ____ twice a week or more
- b. ____ once a week
- c. ____ once every two weeks
- d. ____ once a month
- e. ____ less frequently than once a month
- f. ____ never

71. How well are these meetings run?

a	b	c	d	e	
Very Good		OK		Very Poor	Don't Know

72. To what extent do you believe that these meeting led to ____?

	To a Very Great Extent		To Some Extent		To a Very Little Extent
a. A more effective unit	a	b	c	d	e
b. Improved unit morale	a	b	c	d	e
c. Improved esprit among NCOs	a	b	c	d	e

73. How effective are the managers and supervisors of this unit's garrison type activities in obtaining the following outcome.

	Very Effective		Neither Effective Nor Ineffective		Very Ineffective
a. Manage tasks in a way that accomplishes the tasks and maintains morale	a	b	c	d	e
b. Manage tasks in a way that develops the judgment of junior leaders	a	b	c	d	e
c. Manage tasks in a way that develops the skills of SM	a	b	c	d	e

74. To what extent do the immediate supervisors of garrison-type work activities (e.g. guard and details) meet the following criteria.

	To a Very Great Extent		To Some Extent		To a Very Little Extent
1. Provide clear instructions	a	b	c	d	e
2. If appropriate, explain how the activity fits in the over-all unit mission	a	b	c	d	e
3. Set a time by which the task is to be completed	a	b	c	d	e

	<u>To a Very Great Extent</u>		<u>To Some Extent</u>		<u>To a Very Little Extent</u>
4. Use authority appropriately that is, do not overutilize or be afraid to use their authority.	a	b	c	d	e
5. Provide workers some latitude or freedom in performing their job.	a	b	c	d	e
6. Are available to answer questions and solve work-related problems.	a	b	c	d	e
7. Keep everyone working as a team.	a	b	c	d	e
8. Evaluate progress in getting the job done.	a	b	c	d	e
9. Inspect the outcome of the work effort.	a	b	c	d	e

75. To what extent do supervisors receive sufficient performance counselling to improve their performance as supervisors.

a	b	c	d	e	
To a very great extent		To some extent		To a very little extent	Don't Know

76. To what extent are leaders allowed to work at higher levels to enhance their effectiveness.

a	b	c	d	e	
To a very great extent		To some extent		To a very little extent	Don't Know

77. To what extent are leaders allowed to rotate jobs/duties/responsibilities to enhance their effectiveness.

a	b	c	d	e	
To a very great extent		To some extent		To a very little extent	Don't Know

78. To what extent are you given sufficient "lead time" to plan the work activities of your subordinates.

a	b	c	d	e	
To a very great extent		To some extent		To a very little extent	

79. To what extent are you given sufficient understanding of priorities in order to plan the work activities of your subordinates.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

80. To what extent are you made aware of activities of higher levels that may involve your people in order to modify your plans.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

81. To what extent are you given sufficient control over people and time to complete the tasks assigned to you.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

82. To what extent are you given a sufficient understanding of how your task fits in the over-all unit mission.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

83. Assess the amount of time spent in each phase of the blocking system.

	<u>Too Much</u>		<u>Just Right</u>		<u>Too Little</u>
a. Training phase	a	b	c	d	e
b. Education phase	a	b	c	d	e
c. Detail phase	a	b	c	d	e

84. Assess how effectively time is utilized in each phase in meeting the goal(s) of that phase.

	<u>Very Effective</u>		<u>Neither Effective Nor Ineffective</u>		<u>Very Ineffective</u>
a. Training phase	a	b	c	d	e
b. Education phase	a	b	c	d	e
c. Guard & detail phase	a	b	c	d	e

85. The blocking system is too rigidly adhered to.

a	b	c	d	e
Strongly Agree		Neither Agree nor Disagree		Strongly Disagree

86. The best thing about the blocking system is

(Put answer on comment sheet)

87. The worst thing about the blocking system is

(Put answer on comment sheet)

USAREUR PERSONNEL OPINION SURVEY - COMMENT SHEET
(USAREUR Reg 600-6)

REPORTS CONTROL SYMBOL:
AEAGA-503

COMMENTS:

Q. 4. _____ Bn. Cdr. _____ Co Cdr _____ 1SG _____ Plt Ldr(s) _____ PSG(s)
_____ Sq/Sec Ldr _____ Troops

Q. 35. _____

Q. 45. _____

Q. 48. _____

Q. 54. _____

Q. 62. _____

Q. 63. a. problem _____

Reason number(s) _____

FOR CSCO USE ONLY:

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L - CD

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SEQUENCE NUMBER

A-26

USAREUR PERSONNEL OPINION SURVEY - COMMENT SHEET
(USAREUR Reg 600-6)

REPORTS CONTROL SYMBOL:
AEAGA-503

COMMENTS:

b. problem _____

Reason number(s) _____

c. problem _____

Reason number(s) _____

d. problem _____

Reason number(s) _____

Q. 65. a. problem _____

Reason Number(s) _____

b. problem _____

Reason number(s) _____

e. problem _____

Reason number(s) _____

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L-CD

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SEQUENCE NUMBER

A-27

USAREUR PERSONNEL OPINION SURVEY - COMMENT SHEET
(USAREUR Reg 600-6)

REPORTS CONTROL SYMBOL
AEAGA-503

COMMENTS:

d. problem _____

Reason number(s) _____

Q. 67.

Q. 68.

Q. 69.

Q. 86.

Q. 87.

FOR CSCO USE ONLY:

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L-CD

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SEQUENCE NUMBER

A-28

APPENDIX A (Continued)

TROOP VERSION

TROOP SURVEY



US Army Research Institute
Field Unit, USAREUR

June 1977

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

TROOP SURVEY

INTRODUCTION

This survey is part of a research project sponsored by the USAREUR NCO Professionalism Steering Committee. The goal of this research is to provide units with a means of studying the functioning of their NCOs; of identifying areas that need improvement and of planning corrective actions.

Your responses on the questionnaire will remain confidential. Only summarized results, omitting names will be given to military personnel. Your name is being requested so that the research team can contact you for possible follow-up interviews.

This is a survey of the chain of command for the chain of command. The questions mostly deal with the behavior of leaders within the battalion. Many of these questions and the issues that they address were developed with the senior-ranking officers and NCOs of this battalion as part of a self-improvement effort. It is not an evaluation by higher headquarters. Each company commander and first sergeant will receive the results summarized for their particular unit. The battalion commanders and CSM will receive the results summarized for the whole battalion. The results in that form will go no further. The results of questions concerning the Brigade will be given the Brigade Commander and CSM when all the other battalions have been surveyed.

Please be as frank, fair and honest as possible.

1. Do you have a good understanding of your job in the following areas?

a. in tactical training

/ a / b / c / d / e /
very good ok very poor

b. in garrison type activities (e.g. details and guards)

/ a / b / c / d / e /
very good ok very poor

2. Asses the understanding of your job by the following personnel in your chain of command.

	very good		ok		very poor
a. your job in tactical training					
1. Bn Cdr's understanding	a		b	c	d e
2. Bn CSM's understanding	a		b	c	d e
3. Co Cdr's understanding	a		b	c	d e
4. 1SG's understanding	a		b	c	d e
5. Plt ldr's understanding	a		b	c	d e
6. PSG's understanding	a		b	c	d e
7. Sq/Sec ldr's understanding	a		b	c	d e
8. Team ldr's understanding	a		b	c	d e
9. Other troops' understanding	a		b	c	d e
b. your job in garrison type activities (e.g. guard and details)					
1. Bn Cdr's understanding	a		b	c	d e
2. Bn CSM's understanding	a		b	c	d e
3. Co Cdr's understanding	a		b	c	d e
4. 1SG's understanding	a		b	c	d e
5. Plt ldr's understanding	a		b	c	d e
6. PSG's understanding	a		b	c	d e
7. Sq/Sec ldr's understanding	a		b	c	d e
8. Team ldr's understanding	a		b	c	d e
9. Other troops' understanding	a		b	c	d e

3. At the present time, I have been provided by those for whom I work, a good understanding of "where I stand" in performing my job/meeting others' expectations on the job.

a	b	c	d	e
strongly agree		neither agree nor disagree		strongly disagree

4. I believe that I should receive a better understanding of "where I stand" from my _____. Check the TOE position of the person or persons from whom you believe you should receive a better understanding. (Use comment sheet).

- a _____ Bn Cdr
- b _____ Co Cdr
- c _____ ISG
- d _____ Plat ldr(s)
- e _____ PSG(s)
- f _____ Sq/Sec ldr(s)
- g _____ Troops

5. I receive _____ feedback on my strong points.

a	b	c	d	e
Too much		Just right		Too Little

6. I receive _____ feedback on the areas that I need to improve.

a	b	c	d	e
Too much		Just right		Too Little

7. The feedback that I receive identifies specific actions and behaviors to be changed.

a	b	c	d	e
Very Frequently		Sometimes		Very Rarely

8. The feedback that I receive tells me how to improve/change my performance.

a	b	c	d	e
Very Frequently		Sometimes		Very Rarely

9. I am given the opportunity (e.g. a second chance, a set timeframe) to change/improve my performance.

a	b	c	d	e
Very Frequently		Sometimes		Very Rarely

10. My progress in changing/improving my performance is recognized by individuals who counsel me.

a	b	c	d	e
Very Frequently		Sometimes		Very Rarely

11. I receive assistance from others in learning how to do my job better.

a	b	c	d	e
Strongly Agree		Neither Agree nor Disagree		Strongly Disagree

12. I am allowed to learn from my mistakes without a strong negative reaction.

a	b	c	d	e
Strongly Agree		Neither Agree nor Disagree		Strongly Disagree

13. In my opinion, the amount and quality of tactical training and instruction in this unit has lead to the following outcomes.

	To a Very Great Extent		To Some Extent		To a Very Little Extent
a. To effective performance in the field.	a	b	c	d	e
b. To probable success in major training tests (e.g. EIB, ARTEP, SQT)	a	b	c	d	e
c. To a positive attitude of soldiers toward training	a	b	c	d	e

14. How frequently do instructors/trainers meet the following criteria:

	Very Frequently		Sometimes		Very Rarely	Don't Know
a. Have a good military appearance	a	b	c	d	e	

	<u>Very Frequently</u>		<u>Sometimes</u>	<u>Very Rarely</u>	<u>Don't Know</u>
b. Appear committed to the task of instruction	a	b	c	d	
c. Communicate at a level that can be generally understood	a	b	c	d	
d. Able to answer questions about the area of instruction	a	b	c	d	
e. Able to maintain discipline	a	b	c	d	
f. Able to maintain interest	a	b	c	d	

16. How frequently does training/instruction meet the following criteria:

	<u>Very Frequently</u>		<u>Sometimes</u>	<u>Very Rarely</u>	<u>Don't Know</u>
a. Major and intermediate objectives are set	a	b	c	d	
b. Methods of <u>measuring</u> soldiers' progress in meeting objectives are used during the training or instruction	a	b	c	d	
c. There is a final evaluation of the soldiers' performance	a	b	c	d	
d. The training/class is critiqued by instructor after the presentation	a	b	c	d	
e. Training aids are well utilized	a	b	c	d	
f. Realism is given serious consideration	a	b	c	d	
g. Remedial/advanced training is planned	a	b	c	d	

17. How frequently do training activities conclude with a review of the tactical plan and the training unit's performance.

a	b	c	d	e	
Very Frequently		Sometimes		Very Rarely	Don't Know

18. How frequently are _____ actually involved in the critique of the tactical exercise.

	<u>Very Frequently</u>		<u>Sometimes</u>	<u>Very Rarely</u>	<u>Don't Know</u>
a. Bn Cdr	a	b	c	d	
b. Bn CSM	a	b	c	d	
c. Co Cdr	a	b	c	d	
d. ISG	a	b	c	d	
e. Plt ldr	a	b	c	d	
f. PSG	a	b	c	d	
g. Sq/Sec ldr	a	b	c	d	
h. Troops	a	b	c	d	

24. During training exercises, to what extent do NCOs work to identify problems that troops have in following the tactical directions of officers and provide on-the-spot remedial training.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

25. To what extent is time utilized to give training during unscheduled or unexpected time.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

28. To what extent are attempts made to insure that all those and only those who need training are made available.

a	b	c	d	e
To a very great extent				To a very little extent

31. Assess the amount of time spent training as a _____.

	<u>Too Much</u>		<u>Just Right</u>		<u>Too Little</u>	<u>Don't Know</u>
a. Individual soldier	a	b	c	d	e	
b. Squad/section	a	b	c	d	e	
c. Platoon	a	b	c	d	e	
d. Company	a	b	c	d	e	
e. Battalion	a	b	c	d	e	

32. To what extent is the following time used effectively.

	<u>To a Very Great Extent</u>		<u>To Some Extent</u>		<u>To a Very Little Extent</u>	<u>Don't Know</u>
a. Individual soldier training time	a	b	c	d	e	
b. Squad/section training time	a	b	c	d	e	
c. Platoon training time	a	b	c	d	e	
d. Company training time	a	b	c	d	e	
e. Battalion training time	a	b	c	d	e	

34. To what extent does the present physical fitness program lead to a combat ready unit.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

35. In what ways could it be improved.

(please use comment sheet)

37. How effectively are leadership and disciplinary techniques used to maintain the following standards among subordinates.

	<u>Very Effective</u>		<u>Neither Effective Nor Ineffective</u>	<u>Very Ineffective</u>	
a. Military appearance	a	b	c	d	e
b. Adherence to military laws	a	b	c	d	e
c. Military courtesy and conduct	a	b	c	d	e
d. Clean and serviceable equipment	a	b	c	d	e

38. There is general agreement concerning the above standards among those in the chain of command.

a	b	c	d	e
Strongly Agree		Neither agree nor Disagree		Strongly Disagree

39. Below is a list of methods used to maintain the standards listed in question 36. Indicate the degree to which each method is used sufficiently to maintain those standards.

	<u>Too Much</u>		<u>Just Right</u>	<u>Too Little</u>	<u>Don't Know</u>
a. Setting the example	a	b	c	d	e
b. Informal recognition	a	b	c	d	e
c. Formal recognition	a	b	c	d	e
d. Inspections	a	b	c	d	e
e. A regular system of performance counselling	a	b	c	d	e
f. Remedial training	a	b	c	d	e
g. Showing leniency (saving a guy and thereby motivating him to perform better)	a	b	c	d	e
h. Informal counselling (e.g. on-the-spot correction)	a	b	c	d	e
i. Formal counselling (e.g. counselling statements)	a	b	c	d	e

j. Transfer to other squads/ sections/ platoons	a	b	c	d	e
k. Pulling a pass	a	b	c	d	e
l. Written and verbal reprimands	a	b	c	d	e
m. Bars-to-reenlistment	a	b	c	d	e
n. Article 15's	a	b	c	d	e
o. Disapproval of requests for extension	a	b	c	d	e
p. Shipment to the zone	a	b	c	d	e
q. Courts Martial	a	b	c	d	e
r. CCF	a	b	c	d	e

40. To what extent are informal and formal punishment distributed fairly.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

42. Officers and NCOs generally support one another in the above matters.

a	b	c	d	e
Strongly Agree		Neither agree nor Disagree		Strongly Disagree

43. To what extent is the opinion of the individual being disciplined given sufficient weight.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

47. To what extent are the following effective in meeting their goals.

	<u>To a Very Great Extent</u>		<u>To Some Extent</u>		<u>To a Very Little Extent</u>
a. CDAAC	a	b	c	d	e
b. RREO	a	b	c	d	e
c. Chaplain's office	a	b	c	d	e
d. School of Standards	a	b	c	d	e

48. How can any of the above be improved (use comment sheet)

49. How effective is the chain of command in maintaining the following outcomes.

	<u>Very Effective</u>		<u>Neither Effective Nor Ineffective</u>		<u>Very Ineffective</u>
a. Good morale	a	b	c	d	e
b. Rewarding good performance	a	b	c	d	e
c. Maintain a climate (attitude) of concern for SM	a	b	c	d	e

50. Below is a list of methods used to maintain the outcomes identified in question 49. Indicate the degree to which each method is used sufficiently to maintain those outcomes.

	<u>Too Much</u>		<u>Just Right</u>		<u>Too Little</u>	<u>Don't Know</u>
a. Treatment of individuals with respect	a	b	c	d	e	
b. Praise	a	b	c	d	e	
c. Public recognition (e.g. company formation to recognize accomplishments)	a	b	c	d	e	
d. Formal recognition (letters of commendation, achievement)	a	b	c	d	e	
e. Awards and decorations	a	b	c	d	e	
f. Home-town new release	a	b	c	d	e	
g. Time off (training holiday; reenlistment holidays, etc)	a	b	c	d	e	
h. Accurate EERs	a	b	c	d	e	
i. Recommendations for promotion	a	b	c	d	e	
j. Social activities	a	b	c	d	e	
k. RAP sessions	a	b	c	d	e	
l. Civilian education	a	b	c	d	e	
m. Maintaining unit common areas in good condition	a	b	c	d	e	
n. Exemptions from inspection	a	b	c	d	e	

51. To what extent are informal and formal rewards distributed fairly.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

55. How effective are the folloing in maintaining morale and reading to SM problems

	To a Very Great Extent		To Some Extent		To a Very Little Extent
a. Open-door policy	a	b	c	d	e
b. Dial Action	a	b	c	d	e
c. IG	a	b	c	d	e

56. To what extent do you think your leaders, in this unit, would be responsive to your problems in the following areas:

	to a very great extent		to some extent		to a very little extent
a. pay/finance	a	b	c	d	e
b. problem of indebtedness	a	b	c	d	e
c. marital problems	a	b	c	d	e
d. legal matters	a	b	c	d	e
e. problem with other workers	a	b	c	d	e
f. promotion/re-enlistment	a	b	c	d	e

61. Leaders make promises to you and then do not deliver.

/	a	/	b	/	c	/	d	/	e	/
	strongly agree				neither agree nor disagree				strongly disagree	

62. At what levels do shortfalls in the above area commonly occur

- a. _____ squad
- b. _____ platoon
- c. _____ company
- d. _____ battalion
- e. _____ brigade

66. To what degree do you believe that the following would be responsive to matters of personal importance to you:

	to a very great extent		to some extent		to a very little extent
a. team ldrs	a	b	c	d	e
b. squad ldrs	a	b	c	d	e
c. PSG	a	b	c	d	e
d. 1SG	a	b	c	d	e
e. Co Cdr	a	b	c	d	e
f. Bn CSM	a	b	c	d	e
g. Bn Cdr	a	b	c	d	e

69. What matters of importance to SM are officers and NCOs failing to handle (use comment sheet)

73. How effective are the managers and supervisors of this unit's garrison type activities in obtaining the following outcomes.

	<u>Very Effective</u>		<u>Neither Effective Nor Ineffective</u>		<u>Very Ineffective</u>
a. Manage tasks in a way that accomplish the tasks and maintain morale	a	b	c	d	e
b. Manage tasks in a way that develops the judgment of junior leaders	a	b	c	d	e
c. Manage tasks in a way that develops the skills of SM	a	b	c	d	e

74. To what extent do the immediate supervisors of garrison type work activities (e.g. squad and details) meet the following criteria.

	<u>To a Very Great Extent</u>		<u>To Some Extent</u>		<u>To a Very Little Extent</u>
1. Provide clear instructions	a	b	c	d	e
2. If appropriate, explain how the activity fits in the over all unit mission	a	b	c	d	e
3. Set a time by which the task is to be completed	a	b	c	d	e
4. Use authority appropriately that is, do not overutilize or be afraid to use their authority.	a	b	c	d	e
5. Provide workers some latitude or freedom in performing their job	a	b	c	d	e
6. Are available to answer questions and solve work-related problems.	a	b	c	d	e
7. Keep everyone working as a team.	a	b	c	d	e
8. Evaluate progress in getting the job done.	a	b	c	d	e
9. Inspect the outcome of the work effort.	a	b	c	d	e

83. Assess the amount of time spent in each phase of the blocking system.

	<u>Too Much</u>		<u>Just Right</u>		<u>Too Little</u>
a. Training phase	a	b	c	d	e
b. Education phase	a	b	c	d	e
c. Detail phase	a	b	c	d	e

84. Assess how effectively time is utilized in each phase in meeting the goal(s) of that phase.

	<u>Very Effective</u>		<u>Neither Effective Nor Ineffective</u>		<u>Very Ineffective</u>
a. Training phase	a	b	c	d	e
b. Education phase	a	b	c	d	e
c. Guard & detail phase	a	b	c	d	e

85. The blocking system is too rigidly adhered to.

a	b	c	d	e
Strongly Agree		Neither Agree nor Disagree		Strongly Disagree

86. The best thing about the blocking system is

(please use comment sheet)

87. The worst thing about the blocking system is

(please use comment sheet)

USAREUR PERSONNEL OPINION SURVEY - COMMENT SHEET
(USAREUR Reg 600-6)

REPORTS CONTROL SYMBOL:
AEAGA-503

COMMENTS:

Q. 4.

Q. 35.

Q. 48.

Q. 69

Q. 86.

Q. 87.

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L-CD

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SEQUENCE NUMBER

A-45

APPENDIX B
CURRENT INSTRUMENT
LEADER VERSION

LEADERSHIP SURVEY



US Army Research Institute
Field Unit, USAREUR

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

LEADERSHIP QUESTIONNAIRE

This is a questionnaire dealing with leadership at and below the company level. This questionnaire is divided into three main topic areas: Training, troop handling skills, and garrison activities.

The goal of this research is to produce a questionnaire that will provide units with a means of identifying general leadership areas that need improvement at or below company level. The results of this questionnaire will be reported in group form only. Also, this questionnaire will not be used as a means of evaluating the performance of the company in general or any person in particular.

In answering the questions on this survey, please circle the answer that most nearly reflects your knowledge or opinion.

Example: If your choice was 4, circle 4.

<u>very frequently</u>	<u>frequently</u>	<u>sometimes</u>	<u>rarely</u>	<u>very rarely</u>
5	④	3	2	1

Please answer all questions. Be as honest as possible. Thank you for your help in this research.

Please list the following information:

Rank: _____

Position (e.g. team leader, squad leader): _____

Company: _____

Time in your present position: _____ months

Time in Berlin _____ months

SQT Score _____ (if known)

The following questions are about training.

1. How good is your understanding of your duties in tactical training?

<u>Very Good</u>	<u>Good</u>	<u>Somewhat Good</u>	<u>Poor</u>	<u>Very Poor</u>
5	4	3	2	1

How well do the following personnel understand your duties in tactical training?

	<u>Very Well</u>	<u>Well</u>	<u>Somewhat</u>	<u>Poorly</u>	<u>Very Poorly</u>	<u>Not Applicable</u>
2. Co Cdr.	5	4	3	2	1	0
3. ISG	5	4	3	2	1	0
4. Plt Ldr	5	4	3	2	1	0
5. PSG	5	4	3	2	1	0
6. Sq/Sect.Ldr.	5	4	3	2	1	0

7. How do you feel about your responsibilities as a trainer?

<u>Very Positively</u>	<u>Positively</u>	<u>Somewhat Positively</u>	<u>Negatively</u>	<u>Very Negatively</u>
5	4	3	2	1

8. How much time do you as an instructor have to prepare for training?

<u>Very Much</u>	<u>Much</u>	<u>Somewhat</u>	<u>Little</u>	<u>Very Little</u>
5	4	3	2	1

9. How frequently are confidence--building activities (such as conducting drill and ceremonies or P.T.) used to prepare inexperienced NCOs for the task of instruction?

<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
5	4	3	2	1

10. How frequently are training meetings conducted?

<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
5	4	3	2	1

How much guidance do instructors receive from the following on how to use training time?

	<u>Very Much</u>	<u>Much</u>	<u>Some</u>	<u>Little</u>	<u>Very Little</u>
11. Plt Level Leaders	5	4	3	2	1
12. Co Level Leaders	5	4	3	2	1
13. BN Staff	5	4	3	2	1

How satisfied are you with the involvement of the following in the planning of training?

	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Somewhat Satisfied</u>	<u>Dissatisfied</u>	<u>Very Dissatisfied</u>
14. BN S-3	5	4	3	2	1
15. Co Cdr	5	4	3	2	1
16. XO	5	4	3	2	1
17. ISG	5	4	3	2	1
18. Plt Ldr	5	4	3	2	1
19. PSG	5	4	3	2	1
20. Sq/Sec Ldr	5	4	3	2	1
21. Team Ldr	5	4	3	2	1

22. How reliable is your training schedule (that is if a certain activity is scheduled for a certain time, how sure are you that it will take place then)?

<u>Very Reliable</u>	<u>Reliable</u>	<u>Somewhat Reliable</u>	<u>Unreliable</u>	<u>Very Unreliable</u>
5	4	3	2	1

In actual training sessions how frequently do instructors/trainers:

	<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
23. Have a good military appearance	5	4	3	2	1
24. Appear committed to instruction?	5	4	3	2	1
25. Communicate at level that can be understood?	5	4	3	2	1

How well are instructors able to:

	<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
26. Answer questions about the area of instruction?	5	4	3	2	1
27. Use assistants to maintain control in the classroom?	5	4	3	2	1
28. Maintain the interest of students?	5	4	3	2	1

29. In training how frequently are intermediate objectives set?

	<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
	5	4	3	2	1

30. How well are training aids used?

	<u>Very Well</u>	<u>Well</u>	<u>Somewhat Well</u>	<u>Poorly</u>	<u>Very Poorly</u>
	5	4	3	2	1

31. How frequently are training aids used?

<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
5	4	3	2	1

32. How difficult is it to obtain "realism in training"?

<u>Very Easy</u>	<u>Easy</u>	<u>Somewhat Easy</u>	<u>Difficult</u>	<u>Very Difficult</u>
5	4	3	2	1

How frequently does training conclude with a critique of the unit's performance by the following personnel?

	<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
33. Co Level Leaders	5	4	3	2	1
34. BN Staff	5	4	3	2	1
35. Brigade Staff	5	5	3	2	1

36. How frequently are instructors critiqued (i.e. given constructive suggestions) by NCOs after presentation?

<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
5	4	3	2	1

37. How good are NCOs in critiquing instructors' performances?

<u>Very Good</u>	<u>Good</u>	<u>Somewhat Good</u>	<u>Poor</u>	<u>Very Poor</u>	<u>Don't Know</u>
5	4	3	2	1	

38. When unexpected open time arises due to schedule changes, how often is this time used for training?

<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
5	4	3	2	1

39. How effectively is training time used to develop individual skills?

<u>Very Effectively</u>	<u>Effectively</u>	<u>Somewhat Effectively</u>	<u>Ineffectively</u>	<u>Very Ineffectively</u>
5	4	3	2	1

40. How effectively is training time used to develop team skills?

<u>Very Effectively</u>	<u>Effectively</u>	<u>Somewhat Effectively</u>	<u>Ineffectively</u>	<u>Very Ineffectively</u>
5	4	3	2	1

The following questions concern the handling of troops.

How well do the following personnel understand your troop handling duties?

	<u>Very Well</u>	<u>Well</u>	<u>Somewhat</u>	<u>Poorly</u>	<u>Very Poorly</u>	<u>Not Applicable</u>
41. Co Cdr	5	4	3	2	1	0
42. ISG	5	4	3	2	1	0
43. Plt Ldr	5	4	3	2	1	0
44. PSG	5	4	3	2	1	0
45. Sq/Sec Ldr	5	4	3	2	1	0

46. When counselling troops, I give feedback on their strong points in performing their duties.

<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
5	4	3	2	1

47. The feedback that I give to troops gives them specific instructions on how to improve their performance.

<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
5	4	3	2	1

48. When counselling troops, I inform them of their improved performance.

<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
5	4	3	2	1

49. I allow troops to learn from their mistakes without harsh criticism.

<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
5	4	3	2	1

Below is a list of methods used to motivate soldiers. How frequently are the following used in your company?

	<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
50. Treating people with respect	5	4	3	2	1
51. Giving praise	5	4	3	2	1
52. Encouraging social activities	5	4	3	2	1
53. Meeting with subordinates	5	4	3	2	1

How much do you agree with the frequency with which the following are used in your company?

	<u>Agree Strongly</u>	<u>Agree</u>	<u>Agree Somewhat</u>	<u>Disagree</u>	<u>Disagree Strongly</u>
54. Formal recognition	5	4	3	2	1
55. Time off	5	4	3	2	1
56. Athletic Program	5	4	3	2	1

57. How fairly are rewards (such as time off, recognition, commendations, etc.) distributed in your company?

<u>Very Fairly</u>	<u>Fairly</u>	<u>Somewhat Fairly</u>	<u>Unfairly</u>	<u>Very Unfairly</u>
5	4	3	2	1

58. How well informed of current battalion policies are you?

<u>Very</u> <u>Well</u>	<u>Well</u>	<u>Somewhat</u>	<u>Poorly</u>	<u>Very</u> <u>Poorly</u>
5	4	3	2	1

59. When you make promises to subordinates, how often are you able to keep them?

<u>Very</u> <u>Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very</u> <u>Rarely</u>
5	4	3	2	1

60. How often do first line supervisors receive guidance from superiors concerning their performance as supervisors?

<u>Very</u> <u>Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very</u> <u>Rarely</u>
5	4	3	2	1

61. How often are leaders allowed to work at higher levels to expand their perspective? (For example team leader working as squad leader)

<u>Very</u> <u>Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very</u> <u>Rarely</u>
5	4	3	2	1

62. In your company, how effective is the experience of being able to work at the next highest level?

<u>Very</u> <u>Effective</u>	<u>Effective</u>	<u>Somewhat</u> <u>Effective</u>	<u>Ineffective</u>	<u>Very</u> <u>Ineffective</u>	<u>N/A</u>
5	4	3	2	1	0

How effective are leaders in maintaining high standards in the following among the troops?

	<u>Very Effective</u>	<u>Effective</u>	<u>Somewhat Effective</u>	<u>Ineffective</u>	<u>Very Ineffective</u>
63. Military Appearance	5	4	3	2	1
64. Obedience to Military Law and Courtesy	5	4	3	2	1
65. Clean and Servicable Equipment	5	4	3	2	1

66. When leaders notice troops with a poor military appearance or violating military courtesy, how often do they make "on-the-spot corrections?"

<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
5	4	3	2	1

67. In your company, how effective are leaders in "setting the example"?

<u>Very Effective</u>	<u>Effective</u>	<u>Somewhat Effective</u>	<u>Ineffective</u>	<u>Very Ineffective</u>
5	4	3	2	1

How much do you agree with the frequency that each of the following are used in your company?

	<u>Agree Strongly</u>	<u>Agree</u>	<u>Agree Somewhat</u>	<u>Disagree</u>	<u>Disagree Strongly</u>
68. Inspections	5	4	3	2	1
69. Performance Counselling	5	4	3	2	1
70. Personal Counselling	5	4	3	2	1
71. Withdrawing passes	5	4	3	2	1
72. Bars to reenlistment	5	4	3	2	1
73. Article 15/s	5	4	3	2	1
74. Shipment to the Zone	5	4	3	2	1
75. Courts Martial	5	4	3	2	1
76. Correctional Custody Facility	5	4	3	2	1

77. How fairly is punishment administered in your company?

<u>Very Fairly</u>	<u>Fairly</u>	<u>Somewhat Fairly</u>	<u>Unfairly</u>	<u>Very Unfairly</u>
5	4	3	2	1

78. How often do officers and NCOs support one another in disciplinary matters?

<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
5	4	3	2	1

How effective are squad/section leaders in:

	<u>Very Effective</u>	<u>Effective</u>	<u>Somewhat Effective</u>	<u>Ineffective</u>	<u>Very Ineffective</u>
79. Maintaining Good Morale?	5	4	3	2	1
80. Rewarding outstand- ing Performance?	5	4	3	2	1
81. Showing concern for the individual soldier	5	4	3	2	1

How effective are platoon level leaders in:

	<u>Very Effective</u>	<u>Effective</u>	<u>Somewhat Effective</u>	<u>Ineffective</u>	<u>Very Ineffective</u>
82. Maintaining Good Morale?	5	4	3	2	1
83. Rewarding Outstand- ing Performance?	5	4	3	2	1
84. Showing concern for the individual soldier	5	4	3	2	1

How effective are company level leaders in:

	<u>Very Effective</u>	<u>Effective</u>	<u>Somewhat Effective</u>	<u>Ineffective</u>	<u>Very Ineffective</u>
85. Maintaining Good Morale?	5	4	3	2	1
86. Rewarding outstand- ing Performance?	5	4	3	2	1
87. Showing concern for the individual soldier	5	4	3	2	1

The following questions concern garrison activities.

88. How well do you understand your role as a supervisor of "housekeeping" garrison activities (for example police call, maintenance of barracks)?

<u>Very Well</u>	<u>Well</u>	<u>Somewhat Well</u>	<u>Poorly</u>	<u>Very Poorly</u>
5	4	3	2	1

89. How well do you understand your role as a supervisor in other garrison activities (for example maintaining equipment, detail supervision outside of company area)?

<u>Very Well</u>	<u>Well</u>	<u>Somewhat Well</u>	<u>Poorly</u>	<u>Very Poorly</u>
5	4	3	2	1

How well do the following personnel understand your role as a supervisor in "housekeeping" garrison activities?

	<u>Very Well</u>	<u>Well</u>	<u>Somewhat Well</u>	<u>Poorly</u>	<u>Very Poorly</u>
90. Co Cdr	5	4	3	2	1
91. ISG	5	4	3	2	1
92. Plt Ldr	5	4	3	2	1
93. PSG	5	4	3	2	1
94. Sq./Sec Ldr	5	4	3	2	1

How well do the following personnel understand your role as a supervisor in other garrison activities?

	<u>Very Well</u>	<u>Well</u>	<u>Somewhat Well</u>	<u>Poorly</u>	<u>Very Poorly</u>
95. Co Cdr	5	4	3	2	1
96. ISG	5	4	3	2	1
97. Plt Ldr	5	4	3	2	1
98. PSG	5	4	3	2	1
99. Sq/Sec Ldr	5	4	3	2	1

100. How often are you given sufficient "lead time" to plan the garrison activities of your subordinates?

<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
5	4	3	2	1

How often do you observe first line supervisors doing the following?

		<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
101.	Providing clear instructions	5	4	3	2	1
102.	If appropriate, explaining how the activity fits in the overall mission	5	4	3	2	1
103.	Setting a time by which the task is to be completed	5	4	3	2	1
104.	Providing workers some latitude or freedom in doing their job	5	4	3	2	1
105.	Making themselves available to answer questions on work related problems	5	4	3	2	1
106.	Keeping everyone working as a team	5	4	3	2	1
107.	Checking on progress in getting the job done	5	4	3	2	1
108.	Inspecting the finished job	5	4	3	2	1

The following are miscellaneous questions on leadership.

109. When critiques of training exercises do not occur, the most common reason is (check one).

- _____ (1) Lack of time
- _____ (2) Lack of skill among leaders
- _____ (3) A negative attitude toward critiques by leaders
- _____ (4) All of the above
- _____ (5) None of the above
- _____ (6) Don't know

110. How effective is the Physical Fitness Program in preparing this unit to be combat ready?

<u>Very</u> <u>Effective</u>	<u>Effective</u>	<u>Somewhat</u> <u>Effective</u>	<u>Ineffective</u>	<u>Very</u> <u>Ineffective</u>
5	4	3	2	1

111. How frequently do you know in advance about readiness alerts?

<u>Very</u> <u>Rarely</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Frequently</u>	<u>Very</u> <u>Frequently</u>
5	4	3	2	1

112. How effectively do you think your company would perform in an alert if no one knew about it in advance?

<u>Very</u> <u>Effectively</u>	<u>Effectively</u>	<u>Somewhat</u> <u>Effectively</u>	<u>Ineffectively</u>	<u>Very</u> <u>Ineffectively</u>
5	4	3	2	1

113. How often are you assigned responsibility for a block of training?
(Check one)

_____ (1) Quarterly
 _____ (2) Monthly
 _____ (3) Bi-Monthly
 _____ (4) Weekly
 _____ (5) Never

114. How frequently do you attend company level NCO meetings for the purpose of professional development? (Check one)

_____ (1) Twice a week or more
 _____ (2) Once a week
 _____ (3) Bi-Weekly
 _____ (4) Monthly
 _____ (5) Less than once a month
 _____ (6) Never

115. How satisfied are you with the amount of time company level leaders spend meeting with company personnel to listen to their complaints?

<u>Very</u> <u>Satisfied</u>	<u>Satisfied</u>	<u>Somewhat</u> <u>Satisfied</u>	<u>Dissatisfied</u>	<u>Very</u> <u>Dissatisfied</u>
5	4	3	2	1

116. How satisfied are you with the results of the above meetings?

<u>Very</u> <u>Satisfied</u>	<u>Satisfied</u>	<u>Somewhat</u> <u>Satisfied</u>	<u>Dissatisfied</u>	<u>Very</u> <u>Dissatisfied</u>
5	4	3	2	1

117. How satisfied are you with the amount of time platoon level leaders spend meeting with platoon personnel to listen to their complaints?

<u>Very</u> <u>Satisfied</u>	<u>Satisfied</u>	<u>Somewhat</u> <u>Satisfied</u>	<u>Dissatisfied</u>	<u>Very</u> <u>Dissatisfied</u>
5	4	3	2	1

118. How satisfied are you with the results of the above meetings?

<u>Very</u> <u>Satisfied</u>	<u>Satisfied</u>	<u>Somewhat</u> <u>Satisfied</u>	<u>Dissatisfied</u>	<u>Very</u> <u>Dissatisfied</u>
5	4	3	2	1

The following questions deal with agency or policy effectiveness.

How effective are the following agencies or policies in meeting the needs of the soldiers?

		<u>Very Effective</u>	<u>Effective</u>	<u>Somewhat Effective</u>	<u>Ineffective</u>	<u>Very Ineffective</u>
119.	CDAAC	5	4	3	2	1
120.	RREO	5	4	3	2	1
121.	Chaplain's Office	5	4	3	2	1
122.	School of Standards	5	4	3	2	1
123.	Open Door Policy	5	4	3	2	1
124.	Dial Action	5	4	3	2	1
125.	IG	5	4	3	2	1
126.	PAC	5	4	3	2	1
127.	Finance	5	4	3	2	1

How appropriate is the amount of time allocated for the following phases of the blocking system?

		<u>Very Appropriate</u>	<u>Appropriate</u>	<u>Somewhat Appropriate</u>	<u>Inappropriate</u>	<u>Very Inappropriate</u>
128.	Training (Green)	5	4	3	2	1
129.	Education (Yellow)	5	4	3	2	1
130.	Garrison (Red)	5	4	3	2	1

131. How well is the mission of your brigade understood ?

<u>Very Well</u>	<u>Well</u>	<u>Somewhat Well</u>	<u>Poorly</u>	<u>Very Poorly</u>
5	4	3	2	1

APPENDIX B (Continued)

TROOP VERSION

LEADERSHIP SURVEY



US Army Research Institute
Field Unit, USAREUR

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BE REPRODUCED IN ANY FORM WITHOUT THE SPECIFIC
PERMISSION OF THE TECHNICAL DIRECTOR OF THE U.S.
ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND
SOCIAL SCIENCES, OFFICE OF THE DEPUTY CHIEF OF
STAFF FOR PERSONNEL, DEPARTMENT OF THE ARMY.

LEADERSHIP QUESTIONNAIRE

This is a questionnaire dealing with leadership at and below the company level. This questionnaire is divided into three main topic areas: Training, troop handling skills, and garrison activities.

The goal of this research is to produce a questionnaire that will provide units with a means of identifying general leadership areas that need improvement at or below company level. The results of this questionnaire will be reported in group form only. Also, this questionnaire will not be used as a means of evaluating the performance of the company in general or any person in particular.

In answering the questions on this survey, please circle the answer that most nearly reflects your knowledge or opinion.

Example: If your choice was 4, circle 4.

Very <u>Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	Very <u>Rarely</u>
5	④	3	2	1

Please answer all questions. Be as honest as possible. Thank you for your help in this research.

Please list the following information:

Rank: _____

Position (e.g. rifleman, mortar carrier): _____

Company: _____

Time in Berlin _____ Months

SQT Score ____ (If Known)

These questions are about your training.

1. How reliable is your training schedule (that is, if a certain activity is scheduled for a certain time, how sure are you that it will take place then)?

<u>Very</u> <u>Reliable</u>	<u>Reliable</u>	<u>Somewhat</u> <u>Reliable</u>	<u>Unreliable</u>	<u>Very</u> <u>Unreliable</u>
5	4	3	2	1

How satisfied are you with the amount of time spent training:

	<u>Very</u> <u>Satisfied</u>	<u>Satisfied</u>	<u>Somewhat</u> <u>Satisfied</u>	<u>Unsatisfied</u>	<u>Very</u> <u>Unsatisfied</u>
2. As an individual soldier?	5	4	3	2	1
3. As a squad/section?	5	4	3	2	1
4. As a platoon?	5	4	3	2	1
5. As a company?	5	4	3	2	1
6. How much is your training helping you to be a more proficient soldier?					

<u>Very Much</u>	<u>Much</u>	<u>Somewhat</u>	<u>Little</u>	<u>Very Little</u>
5	4	3	2	1

7. How frequently do your instructors have a good military appearance?

<u>Very</u> <u>Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very</u> <u>Rarely</u>
5	4	3	2	1

8. How frequently are instructors enthusiastic toward the task of instruction?

<u>Very</u> <u>Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very</u> <u>Rarely</u>
5	4	3	2	1

9. How frequently do instructors communicate at a level that you can completely understand?

<u>Very</u> <u>Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very</u> <u>Rarely</u>
5	4	3	2	1

10. How frequently are instructors able to answer questions about the area of instruction ?

<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
5	4	3	2	1

In the following questions, "critique" is defined as a review of how the training exercise went, pointing out the unit's strengths and weaknesses, and offering suggestions on how to improve.

11. How frequently do your training activities end with a critique of the unit's performance ?

<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
5	4	3	2	1

How frequently do each of the following persons help in the critique of training exercises ?

	<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
12. ISG	5	4	3	2	1
13. PSG	5	4	3	2	1
14. Sq/Section Ldr	5	4	3	2	1
15. Troops	5	4	3	2	1

The following questions do not assume that you are doing your job poorly. Everyone, regardless of how able they are, have areas in which they could improve their performance. This is the "spirit" in which the following questions are asked.

How often do you receive help from the following people on how to do your job better ?

	<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
16. Team Leader	5	4	3	2	1
17. Sq/Squad Leader	5	4	3	2	1
18. Plt. Sgt.	5	4	3	2	1

...to learn from your mistakes without being

Very
frequently frequently sometimes rarely rarely

...to learn from your mistakes without being

Very
frequently frequently sometimes rarely rarely

...to learn from your mistakes without being

Below is a list of methods used to motivate soldiers. To what extent do you agree with how frequently each is used in your company?

	<u>Agree Strongly</u>	<u>Agree</u>	<u>Agree Somewhat</u>	<u>Disagree</u>	<u>Disagree Strongly</u>
22. Treating people with respect	5	4	3	2	1
23. Praise	5	4	3	2	1
24. Awards & Decorations	5	4	3	2	1
25. Time off	5	4	3	2	1
26. Social Activities (e.g. company parties)	5	4	3	2	1
27. Meetings with Troops	5	4	3	2	1
28. Recreational Programs	5	4	3	2	1
29. Accelerated Promotions (Promotion before your peers)	5	4	3	2	1
30. Promotion with your peers	5	4	3	2	1

31. How fairly are rewards distributed in your company?

<u>Very Fairly</u>	<u>Fairly</u>	<u>Somewhat Fairly</u>	<u>Unfairly</u>	<u>Very Unfairly</u>
5	4	3	2	1

32. What kind of understanding of current battalion policies do leaders in your company give you?

<u>Very Good Under- standing</u>	<u>Good Under- standing</u>	<u>Some Under- standing</u>	<u>Poor Under- standing</u>	<u>Very Poor Under- standing</u>
5	4	3	2	1

33. How helpful do you think leaders in your company would be with your problems of being in debt?

<u>Very Helpful</u>	<u>Helpful</u>	<u>Somewhat Helpful</u>	<u>Barely Helpful</u>	<u>Not at All Helpful</u>
5	4	3	2	1

34. When leaders make promises, how often do they keep them?

<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
5	4	3	2	1

If there was a matter of personal importance to you how likely would you be to go for assistance to each of the following?

	<u>Very Likely</u>	<u>Likely</u>	<u>Somewhat Likely</u>	<u>Unlikely</u>	<u>Very Unlikely</u>
35. Team Leader	5	4	3	2	1
36. Sq/section Ldr	5	4	3	2	1
37. PSG	5	4	3	2	1
38. ISG	5	4	3	2	1
39. Co Cdr	5	4	3	2	1
40. A "buddy" in my unit	5	4	3	2	1
41. Someone outside my unit	5	4	3	2	1

If there was a matter of personal importance to you (such as personal problems with people in your squad) how helpful do you think the following leaders would be toward you (assuming you followed the chain of command)?

	<u>Very Helpful</u>	<u>Helpful</u>	<u>Somewhat Helpful</u>	<u>Barely Helpful</u>	<u>Not at All Helpful</u>
42. Team Leaders	5	4	3	2	1
43. Sq/section Ldrs	5	4	3	2	1
44. PSG	5	4	3	2	1
45. ISG	5	4	3	2	1
46. Co Cdr	5	4	3	2	1

How effective are leaders at the squad level in doing the following:

	<u>Very Effec- tive</u>	<u>Effec- tive</u>	<u>Some- what Effec- tive</u>	<u>Ineffec- tive</u>	<u>Very Ineffec- tive</u>
47. Maintaining good morale	5	4	3	2	1
48. Rewarding outstanding performance	5	4	3	2	1
49. Showing personal concern for individual soldiers	5	4	3	2	1

How effective are Platoon sgts in doing the following?

	<u>Very Effec- tive</u>	<u>Effec- tive</u>	<u>Some- what Effec- tive</u>	<u>Ineffec- tive</u>	<u>Very Ineffec- tive</u>
50. Maintaining good morale	5	4	3	2	1
51. Rewarding outstanding performance	5	4	3	2	1
52. Showing personal concern for individual soldiers	5	4	3	2	1

How effective are platoon leaders in doing the following?

	<u>Very Effec- tive</u>	<u>Effec- tive</u>	<u>Some- what Effec- tive</u>	<u>Ineffec- tive</u>	<u>Very Ineffec- tive</u>
53. Maintaining good morale	5	4	3	2	1
54. Rewarding outstanding performance	5	4	3	2	1
55. Showing personal concern for individual soldiers	5	4	3	2	1

How fairly are the following punishments given out in your company?

	<u>Very Fairly</u>	<u>Fairly</u>	<u>Somewhat Fairly</u>	<u>Unfairly</u>	<u>Very Unfairly</u>
56. Small punishments, such as extra duty	5	4	3	2	1
57. Pulling a pass	5	4	3	2	1
58. Article 15's	5	4	3	2	1
59. How frequently is the opinion of the person being punished considered in disciplinary action?					

<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
5	4	3	2	1

The following questions concern garrison activities.

60. How effective are leaders in managing garrison tasks in a way that maintains morale?

<u>Very Effec- tive</u>	<u>Effec- tive</u>	<u>Some- what Effec- tive</u>	<u>Ineffec- tive</u>	<u>Very Ineffec- tive</u>
5	4	3	2	1

How frequently do supervisors of garrison activities do the following?

	<u>Very Frequently</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Very Rarely</u>
61. If appropriate, explains how the activity fits in the overall unit mission	5	4	3	2	1
62. Sets a time by which the task is to be completed	5	4	3	2	1
63. Provides troops some latitude (freedom in performing work)	5	4	3	2	1
64. Is available to answer questions related to work	5	4	3	2	1
65. Keeps everyone working as a team	5	4	3	2	1
66. Evaluates progress in finishing the job	5	4	3	2	1
67. Inspects the finished job	5	4	3	2	1

The following are miscellaneous questions about leadership.

68. How effective is the present physical fitness program in keeping the unit combat ready?

<u>Very Effec- tive</u>	<u>Effec- tive</u>	<u>Some- what Effec- tive</u>	<u>Ineffec- tive</u>	<u>Very Ineffec- tive</u>
5	4	3	2	1

69. How frequently do you know in advance about readiness alerts?

Very <u>Rarely</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Frequently</u>	Very <u>Frequently</u>
5	4	3	2	1

70. How effectively do you think your company would perform in an alert if no one knew about it in advance?

Very <u>Effec- tively</u>	<u>Effec- tively</u>	Some- what <u>Effec- tively</u>	<u>Ineffec- tively</u>	Very <u>Ineffec- tively</u>
5	4	3	2	1

71. How well does your supervisor "set the example" (for example, presenting a good military appearance)?

Very <u>Well</u>	<u>Well</u>	Somewhat <u>Well</u>	<u>Poorly</u>	Very <u>Poorly</u>
5	4	3	2	1

The following questions concern agency or policy effectiveness.

How effective are the following agencies or policies in meeting your needs and those of your fellow soldiers?

	Very <u>Effec- tive</u>	<u>Effec- tive</u>	Some- what <u>Effec- tive</u>	<u>Ineffec- tive</u>	Very <u>Ineffec- tive</u>
72. Community drug and alcohol	5	4	3	2	1
73. Race Relations/Equal Opportunity (RREO)	5	4	3	2	1
74. Chaplain's Office	5	4	3	2	1
75. School of Standards	5	4	3	2	1
76. Open-door policy	5	4	3	2	1
77. Dial Action	5	4	3	2	1
78. Inspector General (IG)	5	4	3	2	1
79. PAC	5	4	3	2	1
80. Finance	5	4	3	2	1

The following questions concern the blocking system.

Is the amount of time spent in the following phases of the blocking system appropriate?

	<u>Very</u> <u>Appro-</u> <u>priate</u>	<u>Appro-</u> <u>priate</u>	<u>Some-</u> <u>what</u> <u>Appro-</u> <u>priate</u>	<u>Inappro-</u> <u>priate</u>	<u>Very</u> <u>Inappro-</u> <u>priate</u>
81. Training (Green)	5	4	3	2	1
82. Education (Yellow)	5	4	3	2	1
83. Detail (Red)	5	4	3	2	1

APPENDIX C
VARIOUS TABLES

TABLE C 1
LEADERSHIP ITEMS RELATED TO
FREQUENCY OF ACTION LINE COMPLAINTS:
LEADERS' DATA

Item	$\bar{X}$ for Units Above Median In Action Line Complaints	$\bar{X}$ for Units Below Median In Action Line Complaints	$\bar{z}$	$P^<$
22) Reliability of training schedule	2.3	2.7	-2.96	.01
27) Use of assistants for control in classroom	3.6	3.3	2.08	.05
48) Troops informed of improved performance during counselling	4.0	4.2	-1.97	.05
55) Agreement with amount of time off given	3.3	2.9	2.51	.05
63) Effectiveness of leaders in maintaining appearance	4.0	3.8	2.36	.05
64) Effectiveness of leaders in maintaining obedience to military law and courtesy	3.6	3.4	2.12	.05
68) Agreement with frequency in- spections are used in company	3.7	3.4	2.07	.05
78) How often officers and NCOs support one another in disciplin- ary matters	3.8	3.3	2.92	.01

TABLE C 2

LEADERSHIP ITEMS RELATED TO IG COMPLAINT RATE:

LEADER DATA

Item	$\bar{X}$ for Units Above Median in IG Complaints	$\bar{X}$ for Units Below Median in IG Complaints	t	$P <$
2) How well does Co Cdr understand leaders' duties in tactical training	3.9	3.6	2.32	.05
9) Frequency that confidence building activities used to prepare inexperienced NCOs for instruction	3.3	2.4	5.24	.001
13) Amount of guidance instructors receive from BN staff on how to use training time.	2.6	2.2	2.46	.05
16) Satisfaction with the involvement of the XO in the planning of training	3.3	2.9	2.68	.01
- Frequency that instructors/trainers do the following:				
23) Have good military appearance	4.2	3.8	3.59	.001
24) Appear committed to instruction	3.9	3.6	2.88	.01
25) Communicate at level that can be understood	4.1	3.8	2.57	.05

TABLE C 2 (continued)

LEADERSHIP ITEMS RELATED TO IG COMPLAINT RATE:

LEADER DATA

	$\bar{X}$ for Units above Median in IG Complaints	$\bar{X}$ for Units Be- low Median in IG Complaints	t	$P <$ α
26) Answer questions about the area of instruction	4.1	3.8	2.68	.01
27) Use assistants to maintain control in the classroom	3.6	3.3	2.02	.05
28) Maintain the interest of students	3.4	3.1	2.07	.05
32) Difficulty of obtaining "realism in training"	2.5	2.2	2.70	.01
41) How well Co Cdr understands leaders' troop handling duties	3.6	3.3	2.30	.05
Agreement with use of following in company:				
54) Formal Recognition	3.6	3.1	3.75	.001
55) Time off	3.4	2.8	4.07	.001
56) Athletic program	3.5	2.9	2.99	.01
57) Fairness of reward distribution	3.3	2.9	2.81	.01

TABLE C 2 (continued)
LEADERSHIP ITEMS RELATED TO IG COMPLAINT RATE:

LEADER DATA

	$\bar{X}$ for Units above Median in IG Complaints	$\bar{X}$ for Units below Median in IG Complaints	t	$P <$
Effectiveness of leaders in maintaining high standards in the following among troops:				
63) Military appearance	4.1	3.7	3.22	.001
64) Obedience to military law and courtesy	3.8	3.2	5.31	.001
67) Effectiveness of leaders in "setting the example"	3.6	3.2	2.93	.01
Agreement with how frequently the following are used in one's company:				
68) Inspections	3.7	3.3	2.36	.05
69) Performance counselling	3.6	3.3	2.27	.05
70) Personal Counselling	3.6	3.3	2.35	.05
71) Withdrawing passes	3.4	3.0	2.28	.05
77) How fairly punishment is administered in one's company	3.6	3.1	2.82	.01

TABLE C 2 (continued)

LEADERSHIP ITEMS RELATED TO IG COMPLAINTS RATE:

LEADER DATA

	$\bar{X}$ for Units Above Median in IG Complaints	$\bar{X}$ for Units Below Median in IG Complaints	t	$P <$
Effectiveness of company level leaders in:				
85) Maintaining good morale	3.2	2.8	2.41	.05
86) Rewarding outstanding per- formance	3.4	2.9	3.19	.01
87) Showing concern for indi- vidual soldiers.	3.2	2.9	2.20	.05
95) How well CO understands leaders' roles in non-housekeeping garrison activities	3.8	3.6	2.00	.05
100) How often leaders get suffi- cient lead time to plan garrison activities.	3.0	2.7	2.12	.05
Frequency that first line super- visors do the following:				
103) Setting a time for task to be completed	3.8	3.6	2.47	.05
104) Providing workers latitude in doing their jobs	3.6	3.3	2.03	.05

TABLE C 2 (continued)

LEADERSHIP ITEMS RELATED TO IG COMPLAINTS RATE:

LEADER DATA

	$\bar{X}$ for Units Above Median in IG Complaints	$\bar{X}$ for Units Below Median in IG Complaints	$\bar{t}$	$P <$
106) Keeping everyone working as a team	3.6	3.2	2.54	.05
107) Checking on job progress	4.0	3.6	3.33	.001
108) Inspecting the finished job	4.1	3.8	2.25	.05
110) Effectiveness of Physical Training program	3.6	3.2	4.17	.001

TABLE C 3
LEADERSHIP ITEMS RELATED TO
SICK CALL RATES: LEADERS' DATA

Item	$\bar{X}$ for Units Above Median in Sick Call Rate	$\bar{X}$ for Units Below Median in Sick Call Rate	t	$p <$
2) How well CO understands leaders' training duties	3.5	3.9	-3.07	.01
9) Frequency that confidence-building activities are used to help Jr NCOs.	2.8	3.4	-4.10	.001
Frequency that trainers do the following:				
23) Have a good military appearance	4.0	4.3	-3.03	.01
24) Appear committed to instruction	3.7	3.9	-2.30	.05
27) Use assistants to maintain classroom control	3.3	3.7	-2.25	.05
37) How good NCOs are at critiquing instructors	3.1	3.4	-2.04	.05
41) How well CO understands leaders' troop handling duties	3.2	3.8	-3.59	.001
54) Agreement with use of formal recognition	3.2	3.8	-4.25	.001

TABLE C 3
(continued)

	$\bar{X}$ for Units Above Median in Sick Call Rate	$\bar{X}$ for Units Below Median in Sick Call Rate	t	$p <$
55) Agreement with use of time off	3.1	3.5	-2.21	.05
57) Fairness of reward distribution	3.0	3.3	-2.17	.05
Effectiveness of leaders in main- taining high standards in the following among troops:				
63) Military appearance	3.9	4.2	-2.90	.01
64) Obedience to military law and courtesy	3.3	3.9	-4.27	.001
65) Clean and serviceable equipment	3.8	4.1	-2.02	.05
66) Frequency that leaders make "on the spot corrections"	3.4	3.7	-2.27	.05
67) Effectiveness of leaders in "setting the example"	3.4	3.7	-2.54	.05
Agreement with frequency that each of the following are used:				
68) Inspections	3.4	3.7	-2.30	.05
69) Performance counselling	3.3	3.7	-2.61	.01
70) Personal counselling	3.3	3.8	-2.72	.01

TABLE C 3
(continued)

	$\bar{X}$ for Units Above Median in Sick Call Rates	$\bar{X}$ for Units Below Median in Sick Call Rates	t	$p <$
71) Withdrawing passes	3.0	3.5	-2.47	.05
74) Shipment out of command	3.1	2.7	2.18	.05
77) Fairness with which punishment is administered	3.3	3.7	-2.69	.01
85) Effectiveness of company level leaders in maintaining good morale	2.9	3.3	-2.48	.05
86) Effectiveness of company level leaders in rewarding outstanding performance	3.0	3.5	-3.50	.001
95) How well CO understands leaders' "non-housekeeping" garrison activities	3.6	3.9	-2.75	.05
96) How well ISG understands leaders' "non-housekeeping" garrison activities	3.9	4.2	-2.15	.05
100) Frequency that leaders have sufficient time to plan garrison activities	2.8	3.1	-2.02	.05

TABLE C 3
(continued)

	$\bar{X}$ for Units Above Median in Sick Call Rates	$\bar{X}$ for Units Below Median in Sick Call Rates	t	$p <$
Frequency that supervisors do the following:				
101) Provide clear instructions	3.6	3.9	-2.53	.05
107) Check on job's progress	3.7	4.1	-3.33	.001
108) Inspect the finished job	3.9	4.1	-2.00	.05
110) Effectiveness of Physical Training program	3.4	3.8	-2.26	.05

TABLE C4
LEADERSHIP ITEMS RELATED TO
SERIOUS INCIDENT REPORTS
AND REQUESTS FOR TRANSFER*
LEADER DATA

Item	$\bar{X}$ for Units Above Median	$\bar{X}$ for Units Below Median	t	$p <$
3) How well ISG understands leaders' tactical training duties	4.0	3.7	2.19	.05
10) Frequency of training meetings	2.7	3.1	-2.01	.05
14) Satisfaction with involvement of Bn S-3 in training	2.7	3.3	-3.12	.01
22) Reliability of training schedule	2.3	3.1	-4.89	.001
36) Frequency instructors critiqued by NCOs after presentation	3.2	2.7	2.65	.01
54) Agreement with frequency that formal recognition is used	3.8	3.3	2.44	.05
Effectiveness of leaders in maintaining high standards in the following among troops:				
63) Military appearance	4.1	3.8	2.27	.05
64) Obedience to military law and courtesy	3.9	3.5	2.90	.01
65) Clean and serviceable equipment	4.1	3.8	1.99	.05

TABLE C 4
(continued)

	$\bar{X}$ for Units Above Median	$\bar{X}$ for Units Below Median	t	$p <$
66) Frequency that leaders make "on the spot corrections"	3.7	3.2	2.89	.01
86) Effectiveness of company level leaders in rewarding out- standing performance.	3.5	3.0	2.69	.01
107) Frequency first line super- visors check on job progress.	4.1	3.8	2.43	.05

*Since the same companies fell above and below the median on both these measures, T-Tests results for both criteria are identical.

TABLE C 5

LEADERSHIP ITEMS RELATED TO
ACTION LINE COMPLAINTS: TROOP DATA

	$\bar{X}$ for Units Above Median in Action Line Complaints	$\bar{X}$ for Units Below Median in Action Line Complaints	t	$p <$
Likelihood that soldier would go to the following over a matter of personal importance:				
36) Squad leader	3.4	3.0	2.88	.01
39) Company commander	2.5	2.9	-3.24	.001
53) Effectiveness of platoon leaders in maintaining good morale	2.9	2.7	2.21	.05
55) Effectiveness of platoon leaders in showing concern for soldiers	2.9	2.6	2.62	.01

TABLE C 6
LEADERSHIP ITEMS RELATED TO
RATE OF IG COMPLAINTS: TROOP DATA

Item	$\bar{X}$ for Units Above Median in IG Complaints	$\bar{X}$ for Units Below Median in IG Complaints	t	$p <$
2) Satisfaction with time spent training as individual	3.2	3.0	2.11	.05
7) Frequency that instructors have a good military appearance	3.8	3.5	3.89	.001
8) Frequency that instructors are enthusiastic toward training	3.3	3.1	1.99	.05
Frequency that the following par- ticipate in critiquing training:				
13) Platoon sergeant	3.5	3.2	2.79	.01
14) Squad leader	3.4	3.2	2.36	.05
19) Frequency that soldiers are allowed to learn from their mis- takes without severe criticism	2.8	2.5	2.70	.01
Agreement with use of following motivations in the company:				
24) Awards and decorations	3.0	2.7	3.03	.01
25) Time off	2.7	2.3	2.98	.01
29) Accelerated promotions	2.9	2.5	2.65	.01
30) Promotions with peers	3.0	2.5	4.30	.001

TABLE C 6
(continued)

	$\bar{X}$ for Units Above Median in IG Complaints	$\bar{X}$ for Units Below Median in IG Complaints	t	$p <$
31) Fairness of distribution of awards	2.8	2.5	3.20	.001
34) Frequency that leaders keep promises	2.7	2.4	3.06	.01
37) Likelihood that soldiers would go to platoon sergeant over a personal matter.	3.2	2.8	2.84	.01
Perceived helpfulness of the following in a matter of personal importance:				
42) Team leader	3.1	2.8	2.63	.01
43) Squad leader	3.3	3.0	2.32	.05
44) Platoon sergeant	3.1	2.9	2.32	.05
Effectiveness of squad level leaders in the following:				
47) Maintaining good morale	2.9	2.6	2.11	.05
49) Showing personal concern	2.8	2.5	1.96	.05
Effectiveness of platoon sergeants in doing the following:				
50) Maintaining good morale	2.9	2.7	2.08	.05
52) Showing personal concern	2.9	2.6	2.19	.05

TABLE C 6

(continued)

	$\bar{X}$ for Units Above Median in IG Complaints	$\bar{X}$ for Units Below Median in IG Complaints	t	$p <$
Fairness with which the following punishments are administered:				
56) Small punishments such as extra duty	3.0	2.7	3.25	.001
57) Pulling a pass	2.9	2.6	2.74	.01
60) Effectiveness of leaders in managing garrison activities in a way that maintains morale.	2.6	2.4	2.13	.05
Frequency that supervisors do the following:				
63) Provide troops freedom in performing work	3.0	2.7	2.89	.01
64) Are available to answer job related questions.	3.1	2.9	2.11	.05
67) Inspect finished job	3.8	3.6	2.30	.05
68) Effectiveness of Physical Training program	3.4	3.1	2.16	.05
71) How well supervisors "set the example"	3.4	3.2	2.07	.05

TABLE C 7

LEADERSHIP ITEMS RELATED TO
RATES OF SICK CALLS: TROOP DATA

Item	$\bar{X}$ for Units Above Median for Sick Calls	$\bar{X}$ for Units Below Median for Sick Calls	t	p^c
7) Frequency that instructors have a good military appearance	3.5	3.8	-3.28	.001
8) Frequency that instructors are enthusiastic about training	3.0	3.4	-3.45	.001
Frequency that the following help to critique training:				
13) Platoon sergeant	3.2	3.6	-3.70	.001
14) Squad leader	3.2	3.6	-2.84	.01
Frequency that troops receive help from the following on how to do their job better:				
16) Team leader	3.1	3.4	-1.99	.05
18) Platoon sergeant	2.8	3.2	-3.32	.001
19) Frequency that soldiers are allowed to learn from their mis- takes without severe criticism.	2.5	2.8	-2.47	.05
21) Satisfaction with supervisor's performance counselling	2.5	2.9	-3.19	.01

TABLE C 7
(continued)

	$\bar{X}$ for Units Above Median for Sick Calls	$\bar{X}$ for Units Below Median for Sick Calls	t	$p <$
Agreement with how frequently the following motivators are used:				
24) Awards and decorations	2.6	3.1	-4.60	.001
25) Time off	2.4	2.8	-2.75	.01
29) Accelerated promotions	2.5	3.0	-4.27	.001
30) Promotion with peers	2.6	3.1	-4.12	.001
31) Fairness of reward distribu- tion	2.5	2.9	-3.28	.001
34) Frequency that leaders keep promises	2.4	2.7	-2.55	.05
Likelihood that soldiers would go to the following over a personal matter:				
35) Team leader	2.9	3.2	-2.01	.05
37) Platoon sergeant	2.8	3.4	-3.97	.001
38) First sergeant	2.9	3.2	-2.30	.05
39) Company commander	2.5	2.9	-2.76	.01
40) A buddy in the unit	3.6	4.1	-3.35	.001

TABLE C7
(continued)

	$\bar{X}$ for Units Above Median for Sick Call Rates	$\bar{X}$ for Units Below Median for Sick Call Rates	t	$p <$
Perceived helpfulness of the fol- lowing personnel in a personal matter:				
42) Team leader	2.8	3.2	-2.97	.01
43) Squad leader	3.0	3.4	-2.70	.01
44) Platoon leader	2.9	3.3	-3.04	.01
46) Company commanders	2.7	3.0	-2.43	.05
Effectiveness of squad leaders in doing the following:				
47) Maintaining good morale	2.6	3.0	-2.78	.01
49) Showing concern for soldiers	2.5	2.9	-2.65	.01
Effectiveness of platoon sergeant in doing the following:				
50) Maintaining good morale	2.7	3.1	-3.19	.01
51) Rewarding outstanding perfor- mance	2.6	2.9	-2.53	.05
52) Showing concern for soldiers	2.6	3.0	-2.82	.01
53) Effectiveness of platoon leaders in maintaining good morale	2.7	3.0	-2.14	.05

TABLE C 7

(continued)

	$\bar{X}$ for Units Above Median for Sick Call Rates	$\bar{X}$ for Units Below Median for Sick Call Rates	t	$p <$
56) Fairness of administration of small punishments, like extra duty	2.8	3.0	-2.14	.05
57) Fairness of pulling passes	2.6	3.0	-2.88	.01
60) Effectiveness of leaders in performing garrison duties in a way that maintains morale	2.4	2.7	-3.11	.01
Frequency that garrison supervisors do the following:				
62) Set a time for task to be completed by	3.3	3.6	-2.84	.01
63) Provide some latitude in performing work	2.7	3.1	-3.24	.001
64) Are available to answer job related questions	2.9	3.2	-2.79	.01
66) Evaluate job progress	2.9	3.1	-2.15	.05
71) Frequency that supervisor "sets the example"	3.2	3.6	-3.66	.001

TABLE C 8
LEADERSHIP ITEMS RELATED TO
RATES OF REQUESTS FOR TRANSFER AND
SERIOUS INCIDENT REPORTS*: TROOP DATA

Item	$\bar{X}$ for Units Above Median	$\bar{X}$ for Units Below Median	t	p^c
1) Reliability of training schedule	2.6	2.9	-2.65	.01
15) Frequency that troops help critique training	3.4	3.0	2.22	.05
Agreement with frequency that the following motivations are used:				
24) Awards and decorations	3.1	2.7	2.36	.05
26) Social activities	2.5	2.8	-2.31	.05
27) Meeting with troops	2.5	2.9	-2.86	.01
29) Accelerated promotion	3.0	2.5	3.34	.001
30) Promotion with peers	3.1	2.7	2.45	.05
40) Likelihood of going to buddy in the unit over a personal matter	4.1	3.6	3.32	.001
68) Effectiveness of Physical Training program	3.2	3.6	-2.82	.01

* Since the same companies fell above and below the median on both these measures, t -Tests results for both criteria are identical.

TABLE C 9
RELATIONSHIP BETWEEN LEADERSHIP ITEMS AND
COMPANY GRADE ARTICLE 15 RATE: LEADER DATA

Item	$\bar{X}$ for Units Above Median in Company Grade Article 15s	$\bar{X}$ for Units Below Median in Company Grade Article 15s	t	P^c
4) How well platoon leader under-stands leaders' training duties	4.0	3.6	2.40	.05
10) Frequency that training meet-ings are conducted	3.1	2.7	2.42	.05
14) Satisfaction with involvement of Bn S-3 in training	3.0	2.6	2.43	.05
22) Reliability of training sched-ule	2.8	2.3	3.07	.01
25) Frequency that instructors communicate well	4.1	3.8	1.97	.05
43) How well platoon leaders under-stand leaders' troop handling duties	3.9	3.4	3.21	.01
55) Agreement with use of time off	3.3	2.9	2.19	.05
78) Frequency that officers and NCOs support one another in disci-plinary matters.	3.7	3.4	2.13	.05
92) How well platoon leaders under-stand leaders' role in "housekeep-ing" garrison activities.	4.1	3.9	1.97	.05

TABLE C 9

(continued)

	$\bar{X}$ for Units Above Median in Company Grade Article 15s	$\bar{X}$ for Units Below Median in Company Grade Article 15s	t	p<
99) How well squad leaders understand leader's role in "non-house-keeping" garrison activities.	4.2	3.9	2.09	.05
111) Frequency companies know in advance about readiness alerts.	3.6	3.2	2.81	.01

TABLE C 10

LEADERSHIP ITEM RELATED TO RATE OF
FIELD GRADE ARTICLE 15s: LEADER DATA

Item	$\bar{X}$ for Units Above Median in Field Grade Article 15s	$\bar{X}$ for Units Below Median in Field Grade Article 15s	t	$P^<$
8) Amount of time available to prepare for job as instructor.	3.0	2.7	2.21	.05
9) Frequency that confidence building activities are conducted to help new NCOs.	3.4	2.6	5.58	.001
10) Frequency with which training meetings are conducted.	3.1	2.7	2.70	.01
13) Amount of guidance received from Bn staff on how to use train- ing time.	2.7	2.2	2.59	.01
Satisfaction with the involvement of the following in planning of training:				
14) Bn S-3	3.1	2.6	3.18	.01
15) Company commander.	3.3	3.0	2.15	.05
16) Executive officer.	3.3	3.0	2.54	.05
18) Platoon leader.	3.8	3.3	2.94	.01
22) Reliability of training schedule	2.8	2.3	3.28	.001

TABLE C 10

(continued)

	$\bar{X}$ for Units Above Median in Field Grade Article 15a	$\bar{X}$ for Units Below Median In Field Grade Article 15a	t	$p <$
Frequency that trainers do the following:				
23) Have a good military appearance.	4.3	3.9	4.00	.001
24) Appear committed to instruction	4.0	3.6	3.34	.001
25) Communicate well.	4.1	3.8	2.24	.05
26) Can answer questions about the area of instruction.	4.1	3.9	2.25	.05
28) Maintain the interest of students	3.5	3.1	2.70	.01
32) Difficulty of obtaining realism in training.	2.6	2.2	3.53	.001
41) How well company commander understands leaders' troop handling duties.	3.7	3.4	1.98	.05
43) How well platoon leaders understand leaders' troop handling duties.	3.9	3.5	2.99	.01
53) Agreement with frequency that meetings with subordinates are held	3.4	3.0	2.27	.05

TABLE C 10

(continued)

	$\bar{X}$ for Units Above Median in Field Grade Article 15s	$\bar{X}$ for Units Below Median in Field Grade Article 15s	t	$p <$
58) How well informed leaders are concerning Bn policies.	3.5	3.2	2.21	.05
Effectiveness of leaders in maintaining high standards among troops in the following:				
63) Military appearance.	4.0	3.8	2.31	.05
64) Obedience to Military Law and Courtesy	4.0	3.3	3.33	.001
65) Clean and serviceable equipment	4.0	3.8	2.03	.05
67) Frequency that leaders "set the example."	3.6	3.2	2.65	.01
Agreement with how frequently the following are used in the company:				
68) Inspections	3.7	3.4	2.04	.05
70) Personal counseling.	3.6	3.3	2.22	.05
71) Withdrawing passes.	3.5	3.0	3.44	.001
72) Bars to reenlistment.	3.3	2.9	2.34	.05
75) Court Martials.	3.4	2.8	3.18	.01
76) Correctional	3.4	2.9	2.68	.01

TABLE C 10

(continued)

	$\bar{X}$ for Units Above Median in Field Grade Article 15s	$\bar{X}$ for Units Below Median in Field Grade Article 15s	t	$p <$
77) Fairness with which punishment is administered.	3.7	3.1	3.66	.001
78) Frequency that officers and NCOs agree on disciplinary matters.	3.7	3.4	1.99	.05
82) Effectiveness of platoon level leaders in maintaining good morale.	3.5	3.2	2.06	.05
Effectiveness of company level leaders in doing the following:				
85) Maintaining good morale.	3.2	2.9	2.73	.01
87) Showing concern for soldiers.	3.2	2.9	2.33	.05
92) How well platoon leaders under- stand leaders' role in "house" keeping" garrison activities.	4.1	3.8	2.24	.05
97) How well platoon leaders under- stand leaders' role in "non- housekeeping" garrison activities.	4.0	3.7	2.23	.05
How often first line supervisors do the following:				
101) Provide clear instructions	3.9	3.6	2.61	.01

TABLE C 10

(continued)

	$\bar{X}$ for Units Above Median in Field Grade Article 15s	$\bar{X}$ for Units Below Median in Field Grade Article 15s	t	$p <$
105) Are available to answer work related questions.	3.9	3.5	2.73	.05
107) Check on job progress.	4.0	3.7	2.37	.05
111) Frequency that leaders know in advance about readiness alerts.	3.6	3.2	2.61	.01
116) Satisfaction with results of meetings of leaders with company personnel.	2.9	2.6	2.21	.05

TABLE C 11
LEADERSHIP ITEMS RELATED TO
TOTAL FREQUENCY OF ARTICLE 15s
LEADER DATA

Item	$\bar{X}$ for Units Above Median in Total Article 15s	$\bar{X}$ for Units Below Median in Total Article 15s	t	$P <$
4) How well platoon leaders understand leaders' training duties	4.0	3.6	2.49	.05
9) Frequency that confidence building activities are used to help new NCOs	3.1	2.7	2.26	.05
10) Frequency that training meetings are conducted	3.1	2.7	2.64	.01
Satisfaction with involvement of the following in the planning of training:				
14) Bn S-3	3.0	2.6	2.53	.05
18) Platoon leader	3.7	3.3	2.69	.01
25) Frequency that trainers communicate at a level that can be understood	4.1	3.8	2.55	.05
30) How well training aids are used	3.4	3.1	2.07	.05
43) How well platoon leaders understand leaders' troop handling duties	3.9	3.4	3.24	.001

TABLE C 11

(continued)

	$\bar{X}$ for Units Above Median in Total Article 15s	$\bar{X}$ for Units Below Median in Total Article 15s	t	$p <$
55) Agreement with frequency that time off is given	3.3	2.9	2.32	.05
78) Frequency that officers and NCOs support one another in disci- plinary matters:	3.7	3.4	2.32	.05
81) Effectiveness of squad level leaders in showing concern for soldiers	3.9	3.6	2.28	.05
How well the following personnel understand leaders' role in "house- keeping" garrison activities:				
92) Platoon leaders	4.2	3.8	3.00	.01
94) Squad leaders	4.4	4.1	2.18	.05
99) How well squad leaders under- stand leaders' role in "non- housekeeping" garrison activities	4.2	3.9	2.26	.05
105) Frequency that first line supervisors are available to answer job related questions	3.8	3.5	1.99	.05
111) Frequency that leaders know in advance about readiness alerts	3.6	3.1	3.14	.01

TABLE C 12
LEADERSHIP ITEMS RELATED TO FREQUENCY OF
COMPANY GRADE ARTICLE 15s: TROOP DATA

Item	$\bar{X}$ for Units Above Median in Company Grade Article 15s	$\bar{X}$ for Units Below Median in Company Grade Article 15s	t	$p <$
5) Satisfaction with amount of time spent training as a company	2.9	3.1	-2.35	.05
15) Frequency that troops help in critiquing training	3.1	3.4	-2.67	.01
17) Frequency that squad leaders help soldiers do their job better	3.4	3.1	2.13	.05
26) Agreement with frequency of social activities	2.7	2.5	2.11	.05
Likelihood that soldiers would go to the following over a personal matter:				
36) Squad leader	3.4	3.0	3.15	.01
39) Company commander	2.5	2.9	-3.13	.01
46) Perceived helpfulness of com- pany commander in a matter of personal importance	2.7	3.0	-2.03	.05
68) Effectiveness of physical Train- ing in maintaining combat readiness	3.4	3.1	2.34	.05
69) Frequency with which troops know about readiness alerts	3.0	3.2	-1.98	.05

TABLE C 13
LEADERSHIP ITEMS RELATED TO FREQUENCY OF
FIELD GRADE ARTICLE 15s: TROOP DATA

Item	$\bar{X}$ for Units Above Median in Field Grade Article 15s	$\bar{X}$ for Units Below Median in Field Grade Article 15s	<u>t</u>	<u>p</u> <
7) Frequency that instructors have a good military appearance.	3.8	3.5	2.39	.05
13) Frequency that platoon ser- geants help in critiquing training	3.5	3.2	2.08	.05
Frequency that the following help soldiers do their job better:				
16) Team leader	3.4	3.0	2.77	.01
17) Squad leader	3.4	3.1	3.03	.01
18) Platoon sergeant	3.1	2.8	2.84	.01
19) Frequency that soldiers are allowed to learn from their mis- takes without harsh criticism	2.8	2.5	2.53	.05
Agreement with use of the following motivational techniques:				
25) Time off	2.7	2.4	2.14	.05
27) Meeting with troops	2.9	2.6	2.20	.05
32) Kind of understanding of current battalion policies	2.9	2.7	2.30	.05

TABLE C 13

(continued)

	$\bar{X}$ for Units Above Median in Field Grade Article 15s	$\bar{X}$ for Units Below Median in Field Grade Article 15s	t	$P<$
33) Helpfulness of leaders in problems of debt	2.8	2.6	2.17	.05
34) Frequency that leaders keep promises	2.7	2.4	2.67	.01
Likelihood that troops would go to the following over a personal matter:				
36) Squad leader	3.5	3.0	3.94	.001
37) Platoon sergeant	3.2	2.9	2.21	.05
Perceived helpfulness of following in a personal matter:				
42) Team leaders	3.1	2.8	2.12	.05
43) Squad leaders	3.3	3.0	3.44	.001
44) Platoon sergeant	3.1	2.9	2.58	.01
45) First sergeant	3.1	2.9	2.11	.05
49) Effectiveness of squad leaders in showing concern for soldiers	2.8	2.5	2.65	.01

TABLE C 13

(continued)

	$\bar{X}$ for Units Above Median in Field Grade Article 15s	$\bar{X}$ for Units Below Median in Field Grade Article 15s	t	$p <$
Fairness with which the following punishments are administered:				
56) Small punishments, like extra duty	3.0	2.8	2.62	.01
57) Pulling a pass	2.9	2.6	2.59	.01
59) Frequency that the opinion of the person being punished is con- sidered	2.9	2.7	2.14	.05
60) Effectiveness of leaders in managing garrison tasks in a way that maintains morale.	2.7	2.3	4.24	.001
Frequency that garrison super- visors are observed doing the following:				
62) Setting a time for task completion	3.6	3.3	3.05	.01
63) Providing some freedom in doing the work	3.0	2.7	2.81	.01
64) Are available to answer work-related questions	3.2	2.9	2.65	.01

TABLE C 13

(continued)

	$\bar{X}$ for Units above Median in Field Grade Article 15s	$\bar{X}$ for Units below Median in Field Grade Article 15s	t	$p <$
65) Keep everyone working as a team	3.0	2.6	3.11	.01
66) Evaluate job progress	3.1	2.8	2.93	.01
68) Effectiveness of physical training program in maintaining combat readiness:	3.4	3.1	2.41	.05

TABLE C 14
LEADERSHIP ITEMS RELATED TO
TOTAL NUMBER OF ARTICLE 15s: TROOP DATA

	$\bar{X}$ for Units Above Median in Total Article 15s	$\bar{X}$ for Units Below Median in Total Article 15s	t	$p <$
10) Frequency that instructors are able to answer questions on instruction	3.7	3.5	2.17	.05
Frequency that the following participate in the critique of training:				
13) Platoon sergeant	3.4	3.2	2.20	.05
15) Troops	3.1	3.4	-2.43	.05
Frequency that each of the following help soldiers do their job better:				
16) Team leader	3.3	3.0	2.70	.01
17) Squad leader	3.4	3.1	2.79	.01
Agreement with use of the following motivators:				
26) Social activities	2.7	2.5	2.21	.05
27) Meetings with troops	2.9	2.6	2.63	.01
28) Recreational programs	2.9	2.6	2.54	.05

TABLE C 14

(continued)

	$\bar{X}$ for Units Above Median in Total Article 15s	$\bar{X}$ for Units Below Median in Total Article 15s	t	$p <$
34) Frequency that leaders keep promises	2.6	2.4	2.45	.05
Likelihood that troops would go to the following over a personal matter:				
35) Team leader	3.2	2.8	3.03	.01
36) Squad leader	3.4	2.9	3.95	.001
39) Company commander	2.5	2.9	-2.95	.01
Perceived helpfulness of the following over a personal matter:				
42) Team leader	3.1	2.8	2.27	.05
43) Squad leader	3.2	3.0	2.38	.05
Effectiveness of squad level leaders in showing concern for soldiers	2.8	2.5	1.98	.05
Effectiveness of platoon leaders in doing the following:				
53) Maintaining good morale	2.9	2.7	2.15	.05

TABLE C 14

(continued)

	$\bar{X}$ for Units Above Median in Total Article 15s	$\bar{X}$ for Units Below Median in Total Article 15s	t	$P <$
55) Showing concern for individual soldiers	2.9	2.6	3.02	.01
56) Fairness with small punishments, such as extra duty are used	3.0	2.8	2.07	.05
59) Frequency that opinion of person being punished is considered	3.0	2.6	3.40	.001
60) Effectiveness of leaders in managing garrison tasks in a way that maintains morale	2.6	2.4	2.53	.05
68) Effectiveness of physical training program	3.4	3.1	2.75	.01

TABLE C 15
LEADERSHIP ITEMS RELATED TO RATE OF
MERITORIOUS SERVICE MEDALS (MSMs): LEADER DATA

Item	$\bar{X}$ for Units Above Median in MSMs	$\bar{X}$ for Units Below Median in MSMs	t	$p <$
14) Satisfaction with involve- ment of Bn S-3 in training	3.0	2.7	2.00	.05
22) Reliability of training schedule	2.8	2.3	3.53	.001
32) Difficulty of obtaining realism in training	2.6	2.2	2.71	.01
41) How well company commander understands leaders' troop handling duties	3.7	3.4	1.98	.05
49) Frequency that troops are al- lowed to learn from their mistakes without harsh criticism	3.7	4.0	-2.75	.01
61) Frequency that leaders are allowed to work at higher levels	2.9	3.3	-2.09	.05
Agreement with frequency that the following punishments are used:				
71) Withdrawing passes	3.5	3.0	2.51	.05
76) Correctional custody facility	3.3	2.9	2.03	.05

TABLE C 15

(continued)

	$\bar{X}$ for Units Above Median in MSMs	$\bar{X}$ for Units Below Median in MSMs	t	$p <$
Effectiveness of company level leaders in doing the following:				
86) Rewarding outstanding per- formance	3.3	3.0	2.09	.05
87) Showing concern for individual	3.3	2.9	2.21	.05
88) How well leaders understand their roles as supervisors of "housekeeping" garrison activities	4.2	4.4	-2.32	.05
89) How well leaders understand their roles as supervisors of "non-housekeeping" garrison activities	4.1	4.4	-2.58	.05
111) Frequency that leaders know in advance about readiness alerts	3.6	3.2	2.54	.05

TABLE C 16
LEADERSHIP ITEMS RELATED TO RATE OF
ARMY COMMENDATION MEDALS (ARCOMs): LEADER DATA

Item	$\bar{X}$ for Units Above Median in ARCOMs	$\bar{X}$ for Units Below Median in ARCOMs	t	$p <$
How well the following personnel understand leaders' training duties				
3) First sergeant	4.0	3.8	2.00	.05
5) Platoon sergeant	4.4	4.2	2.02	.05
6) Squad leader	4.3	4.0	2.11	.05
How well the following personnel understand leaders' troop handling duties:				
42) First sergeant	4.0	3.7	2.23	.05
44) Platoon sergeant	4.2	4.0	2.09	.05
54) Agreement with the frequency that formal recognition is given	3.5	3.1	2.55	.05
57) Fairness with which rewards are given	3.2	2.9	2.39	.05
62) Effectiveness of experience of being able to work at next highest level	3.4	3.1	2.16	.05
66) Frequency that leaders set the example	3.6	3.3	1.98	.05
91) How well first sergeant under- stands leaders' role in "house- keeping" garrison activities	4.3	4.1	2.04	.05

TABLE C 17
LEADERSHIP ITEMS RELATED TO RATE OF
CERTIFICATES OF ACHIEVEMENT (COAs): LEADER DATA

Item	$\bar{X}$ for Units Above Median in COAs	$\bar{X}$ for Units Below Median in COAs	t	$p <$
9) Frequency that confidence- building activities are used to prepare inexperienced NCOs	3.1	2.6	2.59	.05
32) Difficulty of obtaining "realism in training"	2.5	2.1	2.47	.05
41) How well company commander understands leaders' troop hand- ling duties	3.7	3.3	2.34	.05
54) Agreement with use of formal recognition	3.6	3.2	2.36	.05
61) Frequency that leaders are allowed to work at higher levels	3.0	3.4	-2.37	.05
64) Effectiveness of leaders in maintaining high standards among troops in obedience to military law and courtesy	3.7	3.3	2.32	.05
Effectiveness of company level leaders in doing the following:				
86) Rewarding outstanding perfor- mance	3.5	3.0	2.93	.01

TABLE C 17

(continued)

	$\bar{X}$ for Units Above Median in COAs	$\bar{X}$ for Units Below Median in COAs	t	$P^<$
87) Showing concern for soldiers	3.3	2.9	2.02	.05
93) How well platoon sergeant understands leaders' role in "house- keeping" garrison activities	4.2	4.5	-2.14	.05

TABLE C 18
LEADERSHIP ITEMS RELATED TO RATE OF
TOTAL AWARDS: LEADER DATA

Item	$\bar{X}$ for Units Above Median in Total Awards	$\bar{X}$ for Units Below Median in Total Awards	t	$p <$
22) Reliability of training schedule	2.5	2.1	2.17	.05
54) Agreement with use of formal recognition	3.6	3.1	2.73	.01
57) Fairness with which rewards are distributed	3.2	2.8	2.40	.05
86) Effectiveness of company level leaders in rewarding outstanding performance	3.4	3.0	2.17	.05

TABLE C 19
LEADERSHIP ITEMS RELATED TO RATE OF
MERITORIOUS SERVICE MEDALS (MSMs): TROOP DATA

Item	$\bar{X}$ for Units Above Median in MSMs	$\bar{X}$ for Units Below Median in MSMs	t	$p^<$
Likelihood that one would go to the following over a personal matter:				
36) Squad leader	3.4	3.1	2.40	.05
39) Company commander	3.0	2.6	3.38	.001
46) Helpfulness of company commander in personal matter	3.0	2.7	2.12	.05
60) Effectiveness of leaders in managing garrison tasks in a way that maintains morale	2.7	2.4	2.85	.01

TABLE C 20

LEADERSHIP ITEMS RELATED TO RATE OF

ARMY COMMENDATION MEDALS (ARCOMs): TROOP DATA

Item	$\bar{X}$ for Units Above Median in ARCOMs	$\bar{X}$ for Units Below Median in ARCOMs	t	$p <$
Satisfaction with amount of time training as:				
3) A squad	3.0	2.8	2.29	.05
4) A platoon	3.2	2.9	2.44	.05
Frequency that the following help in critiquing training:				
12) First sergeant	3.0	2.7	2.66	.01
15) Troops	3.4	3.1	2.60	.01
24) Agreement with use of awards and decorations	2.9	2.7	2.08	.05
34) Frequency that leaders keep promises	2.6	2.4	2.19	.05
Likelihood soldiers would go to the following over a personal matter:				
38) First sergeant	3.1	2.8	2.25	.05
39) Company commander	2.9	2.5	3.52	.001

TABLE C 20

(continued)

Item	$\bar{X}$ for Units Above Median in ARCOMS	$\bar{X}$ for Units Below Median in ARCOMS	t	$p <$
51) Effectiveness of platoon sergeants in rewarding out- standing performance	2.8	2.5	2.74	.01
59) Frequency that the opinion of the person being punished is considered	2.7	2.9	-2.26	.05
69) Frequency that soldiers know in advance about readiness alerts	3.2	3.0	2.06	.05

TABLE C 21
LEADERSHIP ITEMS RELATED TO RATE OF
CERTIFICATES OF ACHIEVEMENT (COAs): TROOP DATA

	$\bar{X}$ for Units Above Median in COAs	$\bar{X}$ for Units Below Median in COAs	t	$P<$
19) Frequency that troops are allowed to learn from their mis- takes without harsh criticism	2.7	2.4	2.07	.05
27) Agreement with frequency that meetings with troops are held	2.5	2.8	-2.53	.05
39) Likelihood that troops would go to company commander over a personal matter	3.0	2.6	2.71	.01

TABLE C 22
LEADERSHIP ITEMS RELATED TO RATE OF
TOTAL AWARDS: TROOP DATA

Item	$\bar{X}$ for Units Above Median in Total Awards	$\bar{X}$ for Units Below Median in Total Awards	t	$p<$
Satisfaction of troops with amount of time training as:				
2) An individual soldier	3.2	2.8	3.08	.01
3) A squad	3.1	2.7	2.88	.01
4) A platoon	3.1	2.9	2.7	.05
9) Frequency that instructors can communicate well	3.3	3.6	-2.19	.05
10) Frequency that instructors can answer questions about the area of instruction	3.4	3.7	-2.37	.05
15) Frequency that troops par- ticipate in critiquing of training	3.5	3.2	2.05	.05
16) Frequency that team leaders help troops to do their job better.	2.9	3.3	-2.51	.05
27) Agreement with frequency that meetings with troops are conducted	2.4	2.9	-3.43	.001

TABLE C 22

(continued)

	$\bar{X}$ for Units Above Median in Total Awards	$\bar{X}$ for Units Below Median in Total Awards	t	P^*
Likelihood that troops would go to the following over a personal matter:				
35) Team leader	2.8	3.1	-2.01	.05
39) Company commander	3.2	2.4	4.74	.001
46) Effectiveness of company commander in a personal matter	3.1	2.7	2.46	.05
59) Frequency that opinion of person being punished is con- sidered	2.5	2.8	-2.09	.05

TABLE C 23

FACTOR LOADINGS, 4 FACTOR SOLUTION

	LEADER DATA			
	Leader Structure	Company Level Concern	Planning of Training	Feedback
2. How well does the Co Cdr understand duties in tactical training	.01	<u>.42</u>	.28	<u>.40</u>
3. How well does the LSG understand duties in tactical training	.11	.36	.05	.28
4. How well does the Plt Ldr understand duties in tactical training	.02	.07	<u>.43</u>	.28
9. Frequency of confidence-building activities in preparation of inexperienced	.20	.32	.35	.20
10. Frequency of training meetings	.17	.10	<u>.50</u>	.25
13. Guidance to instructors from the Bn Staff on training time	.09	.03	<u>.55</u>	.09
14. Your satisfaction in the involvement of the Bn S-3 in the planning of training	.20	.15	<u>.46</u>	<u>.11</u>
16. Your satisfaction in the involvement of the XO in the planning of training	.28	.15	<u>.63</u>	.18
18. Your satisfaction in the involvement of the XO in the planning of training	.35	.08	<u>.44</u>	.24
22. Reliability of training schedule	.06	.29	<u>.48</u>	.03

TABLE C 23

(continued)

	Leader Structure	Company Level Concern	Planning of Training	Feedback
23. Your satisfaction in the involvement of the Bn-3 in the planning of training	<u>.72</u>	.15	.16	-.02
24. Frequency of commitment to instruction of instructors/trainees in actual training sessions	<u>.58</u>	.15	.38	.11
25. Frequency of communication at level that can be understood in actual training sessions	<u>.66</u>	.10	.29	.09
26. Ability of instructors to answer questions about area of instruction	<u>.65</u>	.17	.26	.17
27. Ability of instructors to use assistants to maintain control in the classroom	.34	.11	.33	.17
28. Ability of instructors to maintain the interest of students	<u>.45</u>	.25	.46	.17
32. Difficulty to obtain "realism" in training	.06	.34	.46	-.01
36. Frequency of instructors critique by NCOs after presentation	.36	.14	.31	.25
41. How well does the Co Cdr understand your troop handling duties	.22	.44	.32	.31
43. How well does the Plt Ldr understand your troop handling duties	.27	.15	.38	.23

TABLE C 23
(continued)

	Leader Structure	Company Level Concern	Planning of Training	Feedback
54. Agreement with formal recognition frequency in your company	.20	.36	-.02	.50
55. Agreement with time off frequency in your company	.09	.31	.11	.55
57. Fair distribution of awards in your company	.22	.35	.17	.41
61. Frequency of leaders working at higher levels to expand their perspective	.29	.19	.11	.35
63. Effectiveness of leaders in maintaining high standards of military appearance among the troops	.59	.25	.10	.20
64. Effectiveness of leaders in maintaining high standards in obedience to Military Law and Courtesy among the troops	.57	.31	.18	.14
65. Effectiveness of leaders in maintaining high standards in clean and serviceable equipment among the troops	.57	.22	.20	.20
66. Frequency of "on-the-spot corrections" by leaders upon noticing troops with poor military appearance or violating military courtesy	.51	.22	.28	.03

TABLE C-23
(continued)

	Leader Structure	Company Level Concern	Planning of Training	Feedback
67. Company leaders effectiveness in "setting the example"	<u>.54</u>	.37	.27	.08
68. Your agreement with the frequency of inspections as used in your company	.36	.20	.27	<u>.46</u>
69. Your agreement with the frequency of performance counselling as used in your company	.30	.08	.21	<u>.64</u>
70. Your agreement with the frequency of personal counselling as used in your company	.31	.08	.18	<u>.69</u>
71. Your agreement with the frequency of withdrawal of passes as used in your company	.23	.30	.20	.27
76. Your agreement with the frequency of the use of the correctional custody facility as used in your company	.16	.21	.23	.14
77. Fairness in administering punishment in your company	.24	.47	.13	.23
78. Frequency of support between officers and NCOs in disciplinary matters	<u>.49</u>	.39	.02	.08
85. Effectiveness of company level leaders in maintaining good morale	.19	<u>.63</u>	.37	.19

TABLE C 23

(continued)

	Leader Structure	Company Level Concern	Planning of Training	Feedback
86. Effectiveness of company level leaders in rewarding outstanding performance	.26	.66	.19	.13
87. Effectiveness of company level leaders in showing concern for the individual soldier	.15	.71	.23	.12
92. Degree of Plt Ldr's understanding of your role as a supervisor in "housekeeping" garrison activities	.33	.27	.26	.26
95. Degree of Co Cdr's understanding of your role as a supervisor in other garrison activities	.27	.50	.10	.32
99. Degree of Sq/Sec Ldr's understanding of your role as supervisor in other garrison activities	.41	.22	.10	.20
100. Frequency in being given sufficient "lead-time" to plan the garrison activities of your subordinates	.26	.37	.39	.10
101. Frequency of first line supervisors providing clear instructions	.58	.18	.16	.26
105. Frequency of first line supervisors making themselves available to answer questions on job related problems	.48	.12	.24	.27

TABLE C 23
(continued)

	Leader Structure	Company Level Concern	Planning of Training	Feedback
107. Frequency of first line supervisors checking on progress in getting the job done	<u>.51</u>	.06	.08	.19
108. Frequency of first line supervisors inspecting the finished job	<u>.63</u>	.04	.05	.23
110. Effectiveness of the Physical Fitness Program in preparing unit to be combat ready	.27	.13	.25	.23
111. Frequency of advance notice of readiness alerts	.12	.33	.09	.05

TABLE C 24
FACTOR LOADINGS, 7 FACTOR SOLUTION
TROOP DATA

	Squad Level Concern	Rewards	Training Satisfaction	Platoon Level Concern	Fairness and Concern	Training Instruction	Company Level Concern
1. Reliability of training schedule	.03	.05	.12	.17	.37	.20	.14
2. Satisfaction with time spent training as an individual soldier	.07	.14	.72	-.01	.23	.10	.07
3. Satisfaction with time spent training as a squad/section leader	.03	.10	.84	.06	.16	.12	-.02
4. Satisfaction with time spent training as a platoon	.06	.09	.76	.15	.07	.17	.08
7. Frequency instructors have good military appearance	.15	.14	.04	.01	.28	.55	.05
8. Frequency of instructors' enthusiasm toward task of instruction	.14	.16	.15	.08	.24	.56	.04

TABLE C 24 (continued)
FACTOR LOADINGS, 7 FACTOR SOLUTIONS
TROOP DATA

	Squad Level Concern	Rewards	Training Satisfaction	Platoon Level Concern	Faltness and Concern	Training Instruction	Company Level Concern
10. Frequency instructors answer questions about area of instruction	.16	.24	-.02	.09	.20	.43	.05
13. Frequency PSG helps in critiquing of training exercises	.11	.08	.16	.40	-.02	.51	.11
14. Frequency Sq/Section Ldr helps in critiquing of training of training exercises	.29	.04	.27	.24	.06	.51	.02
15. Frequency troops help in critiquing of training exercises	.10	.00	.21	.12	-.01	.26	.14
16. Frequency team leader gives help on how to do job better	.48	.12	.12	.21	.13	.35	-.13
17. Frequency Sq/Section Ldr gives help on how to do job better	.52	.05	.11	.21	.09	.37	-.03

TABLE C 24 (continued)
FACTOR LOADINGS, 7 FACTOR SOLUTIONS

TROOP DATA

	Squad Level Concern	Rewards	Training Satisfaction	Platoon Level Concern	Fairness and Concern	Training Instruction	Company Level Concern
18. Frequency PSG gives help on how to do job better	.26	.09	.12	.47	.10	.40	-.01
19. How often you're allowed to learn from your mistakes without being bawled out	.11	.11	-.00	.07	.45	.24	.12
24. Agreement with awards as a method for motivation	.08	.66	.12	.14	.18	.08	.14
25. Agreement with time off as a method for motivation	.07	.71	.06	.15	.19	-.01	.02
26. Agreement with social activities as a method for motivation	.16	.67	.10	.11	.12	.01	.06
27. Agreement with meetings with troops as a method for motivation	.13	.54	.04	.11	.16	.16	.13

TABLE C 24 (continued)
 FACTOR LOADINGS, 7 FACTOR SOLUTION
 TROOP DATA

	Squad Level Concern	Rewards	Training Satisfaction	Platoon Level Concern	Palms and Concern	Training Instruction	Company Level Concern
29. Agreement with accelerated promotions as a method for motivation	.10	<u>.75</u>	.04	.08	.10	.20	.03
30. Agreement with promotion with your peers as a method for motivation	.09	<u>.69</u>	.04	.09	.10	.17	.02
31. Fairness with which rewards are distributed in your company	.15	.32	.06	.12	<u>.43</u>	.19	.14
34. Frequency leaders keep promises they make	.23	.20	.07	.25	<u>.51</u>	.21	.08
35. Likelihood of going to team leader for assistance with personal matters	<u>.64</u>	.17	.03	.13	.08	.10	.10
36. Likelihood of going to squad/section leader for assistance with personal matters	<u>.70</u>	.08	.02	.15	.15	.09	.19
37. Likelihood of going to PSG for assistance with personal matters	.36	.11	.01	<u>.52</u>	.05	.14	.31

TABLE C 24 (continued)
FACTOR LOADINGS, 7 FACTOR SOLUTION
TROOP DATA

	Squad Level Concern	Rewards	Training Satisfaction	Platoon Level Concern	Fairness and Concern	Training Instruction	Company Level Concern
38. Likelihood of going to ISG for assistance with personal matters.	.12	.10	.01	.19	.16	.11	.60
39. Likelihood of going to Co Cdr for assistance with personal matters	.08	.09	.07	.09	.22	.09	.81
40. Likelihood of going to a "buddy" in the unit for assistance with personal matters	.10	.12	.03	.03	.18	.04	.02
42. Helpfulness of team leaders with matters of personal importance to you	.74	.19	.02	.15	.18	.14	.03
43. Helpfulness of squad/section leaders with matters of personal importance to you	.75	.11	.05	.11	.21	.17	.14
44. Helpfulness of PSG with matters of personal importance to you	.43	.16	.01	.50	.16	.18	.24

TABLE C 24 (continued)
 FACTOR LOADINGS, 7 FACTOR SOLUTION
 TROOP DATA

	Squad Level Concern	Rewards	Training Satisfaction	Platoon Level Concern	Faltness and Concern	Training Instruction	Company Level Concern
46. Helpfulness of Co Cdr with matters of personal importance to you	.08	.11	.07	.16	.34	.11	.60
47. Effectiveness of squad level leaders in maintaining good morale	.42	.12	.17	.25	.41	.23	.06
49. Effectiveness of squad level leaders in showing personal concern for individuals	.45	.12	.05	.30	.42	.17	-.01
50. Effectiveness of PSGs in maintaining good morale	.20	.17	.09	.74	.26	.18	.07
51. Effectiveness of PSGs in rewarding outstanding performance	.17	.24	.09	.75	.29	.09	.04
52. Effectiveness of PSGs in showing personal concern for individuals	.13	.20	.06	.78	.28	.13	.11

TABLE C 24 (continued).
FACTOR LOADINGS, 7 FACTOR SOLUTION
TROOP DATA

	Squad Level Concern	Rewards	Training Satisfaction	Platoon Level Concern	Fairness and Concern	Training Instruction	Company Level Concern
53. Effectiveness of Plt Ldrs in maintaining good morale	.27	.15	.12	.50	.35	.09	.18
55. Effectiveness of Plt Ldrs in showing personal concern for individuals	.29	.16	.10	.46	.35	.12	.19
56. Fairness with which small punishments were given out	.17	.18	.07	.12	.59	-.02	.12
57. Fairness with which passes are given out	.16	.20	.10	.10	.57	-.03	.09
59. Frequency the offender's opinion is considered in disciplinary action	.09	.09	.09	.10	.39	.15	.18
60. Effectiveness of leaders in managing garrison tasks in way that maintains morale	.27	.18	.22	.27	.46	.25	.19

TABLE C 24 (continued)
FACTOR LOADINGS, 7 FACTOR SOLUTION
TROOP DATA

	Squad Level Concern	Rewards	Training Satisfaction	Platoon Level Concern	Faltness and Concern	Training Instruction	Company Level Concern
62. Frequency supervisors of garrison activities							
set a time for task completion	.15	.13	.08	.08	.24	.30	.10
63. Frequency supervisors of garrison activities							
provide troops some latitude	.10	.21	.13	.25	.52	.23	.15
64. Frequency supervisors of garrison activities							
evaluate progress in finishing the job	.20	.14	.15	.24	.47	.31	.10
66. Frequency supervisors of garrison activities							
evaluate progress in finishing the job	.17	.13	.19	.21	.43	.33	.12
68. Effectiveness of physical fitness program in keeping unit combat ready	.17	.10	.12	-.01	.16	.29	.23
69. How frequently you know in advance about readiness alerts	-.00	-.00	-.02	.13	.00	.13	.07
71. How well supervisor "sets the example"	.16	.16	.06	.19	.38	.40	.11