

AD-A240 904



2

READY OR NOT, HERE COME THE LIEUTENANTS!

DTIC
ELECTE
SEP 16 1991
S D

A thesis presented to the Faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE

by

MARC G. GIRARD, MAJ, USA
B.A., Northeastern University, Boston Massachusetts. 1978

Fort Leavenworth, Kansas
1991

Approved for public release; distribution is unlimited.

91-10683



9 1 0 10 022

Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302 and to the Office of Management and Budget, Paperwork Reduction Project (0704-0188), Washington, DC 20503.

1. AGENCY USE ONLY (Leave blank)		2. REPORT DATE 7 June 1991		3. REPORT TYPE AND DATES COVERED Master's Thesis, 1 Aug 90 - 7 Jun 91	
4. TITLE AND SUBTITLE "Ready or Not, Here Come The Lieutenants!"				5. FUNDING NUMBERS	
6. AUTHOR(S) Major Marc G. Girard					
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) U.S. Army Command and General Staff College Attn: ATZL-SWD-GD Fort Leavenworth, Kansas 66027-6900				8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES)				10. SPONSORING / MONITORING AGENCY REPORT NUMBER	
11. SUPPLEMENTARY NOTES					
12a. DISTRIBUTION / AVAILABILITY STATEMENT "Approved for public release, distribution is unlimited."				12b. DISTRIBUTION CODE	
13. ABSTRACT (Maximum 200 words) This study determines if the U.S. Army second lieutenant meets the Army's expectations for Military Qualification Standards I (MQS I) proficiency when he reports to the Officer Basic Course (OBC). Through questionnaire results from OBC students and interviews with the Army's commissioning sources and service schools, this study concludes that lieutenants, as a group, are not meeting the Army's expectations. This study explains that lieutenants are not meeting MQS I standards for several reasons. They do not understand what MQS I is and their role in the MQS system. The gap of time between commissioning and when the individual officer reports to OBC contributes to a degradation in MQS I task proficiency upon commissioning. This study makes several recommendations for improving the execution of MQS I at the commissioning sources. The recommendations include requiring the Department of the Army and the commissioning sources to put more emphasis on successful completion at each commissioning source. Additionally, feedback and dialogue must improve between the commissioning sources and OBCs.					
14. SUBJECT TERMS Precommissioning, Training Military Qualification Standards (MQS), MQS I, Officer Professional Development, Officer Training, Leader Development				15. NUMBER OF PAGES 150	
				16. PRICE CODE	
17. SECURITY CLASSIFICATION OF REPORT UNCLASSIFIED	18. SECURITY CLASSIFICATION OF THIS PAGE UNCLASSIFIED	19. SECURITY CLASSIFICATION OF ABSTRACT UNCLASSIFIED	20. LIMITATION OF ABSTRACT UL		

READY OR NOT, HERE COME THE LIEUTENANTS!

A thesis presented to the Faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE

by

MARC G. GIRARD, MAJ, USA
B.A., Northeastern University, Boston Massachusetts, 1978

Fort Leavenworth, Kansas
1991

Approved for public release; distribution is unlimited.

MASTER OF MILITARY ART AND SCIENCE

THESIS APPROVAL PAGE

Name of candidate: Major Marc G. Girard

Title of thesis: Ready or Not, Here Come the Lieutenants!

Approved by:

William A. Knowlton Jr., Thesis Committee Chairman
LTC William A. Knowlton, Jr., Ph.D.

Kenneth M. Burke, Member
MAJ Kenneth M. Burke, BS

Ernest G. Lowden, Member
Ernest G. Lowden, Ed.D.

Accepted this 7th day of June 1991 by:

Philip J. Brookes, Director, Graduate Degree
Philip J. Brookes, Ph.D. Programs

The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

ABSTRACT

READY OR NOT, HERE COME THE LIEUTENANTS! by MAJ Marc G. Girard, USA, 150 pages.

This study determines if the U.S. Army second lieutenant meets the Army's expectations for Military Qualification Standards I (MQS I) (Precommissioning Requirements) proficiency when he reports to the Officer Basic Course (OBC). Through questionnaire results from OBC students and interviews with the Army's commissioning sources and service schools, this study concludes that lieutenants, as a group, are not meeting the Army's expectations.

This study explains that lieutenants are not meeting MQS I standards for several reasons. They do not understand what MQS I is and their role in the MQS system. The gap of time between commissioning and when the individual officer reports to OBC contributes to a degradation in MQS I task proficiency. Finally, commissioning sources are not ensuring MQS I proficiency upon commissioning.

This study makes several recommendations for improving the execution of MQS I at the commissioning sources. The recommendations include requiring the Department of the Army and the commissioning sources to put more emphasis on the successful completion of MQS I at each commissioning source. Additionally, feedback and dialogue must improve between the commissioning sources and service schools. Finally, certification testing prior to commissioning must be adopted to ensure MQS I proficiency upon commissioning.

Accession For	
NTIS CRA&I	☒
DTIC TAB	☐
Unannounced	☐
Justification	
By	
Distribution/	
Availability Codes	
Dist	Avail. Codes
A-1	Special

ACKNOWLEDGEMENTS

A special thanks to my thesis committee, a group of gentlemen who made this endeavor truly enjoyable.

Lieutenant Colonel William K. Knowlton
Major Kenneth M. Burke
Dr. Ernest G. Lowden

Thanks to my loving children, who sacrificed their sanity, bedtime stories, and the family computer to further my study of this great profession.

Finally, I owe a great deal of thanks to my wife Martha, who provided the motivation and inspiration to continue, even during the darkest hours.

TABLE OF CONTENTS

APPROVAL PAGE.....	ii
ABSTRACT PAGE.....	iii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	viii
LIST OF FIGURES.....	x

Chapter	Page
---------	------

1. INTRODUCTION.....	1
----------------------	---

Background

Problem statement

Research questions

Significance of the study

Scope

Assumption

Definition of Terms

Limitations

Delimitations

Chapter 1 Endnotes

2. REVIEW OF RELATED LITERATURE.....	12
--------------------------------------	----

Introduction

Department of the Army Studies

Department of the Army Publications

Training and Doctrine Command Publications

Commissioning Sources Publications

Chapter 2 Endnotes

Chapter	Page
3. METHODOLOGY.....	37
Introduction to Methodology	
Description of Target Population	
Selection of Sample and Interviewees	
Research Instrumentation	
Conduct of Survey and Interviews	
Statistical Analysis	
Chapter 3 Endnotes	
4. ANALYSIS OF DATA.....	53
Introduction to Analysis	
Questionnaire Results	
Interview Responses from Commissioning Sources	
Interview Responses from Service Schools	
Conclusions	
Chapter 4 Endnotes	
5. CONCLUSIONS AND RECOMMENDATIONS.....	94
Introduction	
Conclusions	
Answers to Research Questions	
Recommendations	
Significance for the Army	

Implications for Further Research

Chapter 5 Endnotes

Appendix	Page
1. Cover Letter for Questionnaire.....	107
2. Questionnaire.....	109
3. Frequency of Responses.....	116
4. Comments From Questionnaire.....	121
5. Cover Letter for Interview Questions.....	129
6. Interview Questions for Commissioning Sources..	132
7. Interview Questions for Service Schools.....	135
8. List of Interviewees.....	138
SELECTED BIBLIOGRAPHY.....	141
INITIAL DISTRIBUTION LIST.....	147

LIST OF TABLES

Table	Page
1. No. of Questionnaires Returned, by Service School.....	54
2. No. of Respondents, By Rank.....	54
3. No. of Respondents, By Branch Grouping.....	55
4. No. of Respondents, By Component.....	56
5. No. of Respondents, By Commissioning Source....	57
6. No. of Respondents, By No. of Yrs in RCTC.....	58
7. No. of Respondents, By Prior Enlistment Status.	59
8. No. of Respondents, By Commissioning Date.....	60
9. No. of Respondents, By OBC Report Date.....	60
10. No. of Responses to Question 11.....	61
11. Comparison of Question 16 Responses, By Prior Enlisted Experience.....	62
12. Comparison of Question 18 Responses, By Prior Enlisted Experience.....	64
13. Comparison of Question 19 Responses, By Prior Enlisted Experience.....	65
14. Comparison of Question 12 Responses, By Component.....	66
15. Comparison of Question 23 Responses, By Component.....	67
16. Comparison of Question 19 Responses, By Branch Grouping.....	68
17. Comparison of Question 20 Responses, By Branch Grouping.....	68
18. Comparison of Question 12 Responses, By Commissioning Source.....	70
19. Comparison of Question 13 Responses, By Commissioning Source.....	71

Table	Page
20. Comparison of Question 15 Responses, By Commissioning Source.....	73
21. Comparison of Question 16 Responses, By Commissioning Source.....	74
22. Comparison of Question 17 Responses, By Commissioning Source.....	75
23. Comparison of Question 18 Responses, By Commissioning Source.....	76
24. Comparison of Question 19 Responses, By Commissioning Source.....	77
25. Comparison of Question 24 Responses, By Commissioning Source.....	78

LIST OF FIGURES

Figure	Page
1. Model for Precommissioning Learning.....	14
2. Consistent Problem Areas.....	15
3. The 1985 System.....	18
4. A Sample Table Used for Data Presentation.....	51
5. CA/CS/CSS Distribution.....	55

CHAPTER 1

INTRODUCTION

Background

The education and training of the U.S. Army's officer corps has always been of paramount importance for those interested in providing the best leadership, in qualification and quality, for our soldiers. The Army has made the development of technically and tactically proficient leaders one of its highest priorities.¹ In recent years, as the Army has had to deal with maintaining an effective, viable, and credible force while at the same time becoming smaller in size, at least two former Army Chiefs of Staff have studied the Army's education and training system in order to make it more effective in meeting the needs of the service.

One of the keystone studies on officer education and training conducted for the Army Chiefs of Staff in the last thirteen years is the Review of Education and Training for Officers (RETO) Study of 1978. This study is discussed in detail in Chapter 2. The RETO Study sought to develop an officer education and training system which would be fully implemented by 1990. Of significance to this study is the recommendation for

Establishing Military Qualification Standards (MQS) which will combine self-development, unit development, commander responsibility, and institutional learning in an unambiguous guide for every young officer in each entry specialty through the 10th year of service.²

Although the RETO Study group did not expect every recommendation they made to be adopted, the recommendation on the establishment of MQS was. The United States Army Training and Doctrine Command began development and execution of the MQS system in 1984. This system is "a professional development system which provides school commandants, commanders, and individual officers with a framework for continuing development of officers. . . ."³ It should also be noted that the commissioning sources are key participants in the development of officers and need to be considered as well.

Currently, the MQS system consists of three phases, two of which are fielded -- MQS I (precommissioning training) and MQS II (lieutenant and captain training).⁴ The third phase, MQS III (Field Grade), is still under development. It is also important to note that "each phase [of the MQS system] is designed to build upon the preceding phase."⁵

The training process is based "in the development of skills, knowledge, and attitudes through a sequential and progressive leader development program."⁶ Specifically, the MQS system consists of phases that build upon each other. Since MQS is part of the Army's leader development program,

it was reviewed in a second major Department of the Army study, the Professional Development of Officers Study (PDOS), published in 1985. This study reinforced the findings of the RETO Study, but emphasized the need to verify MQS I qualification.⁷ MQS I, as noted in this study, was the only phase of the MQS system fully fielded in 1985.

The cornerstone of the MQS system is the Military Qualification Standards I (MQS I) phase -- Precommissioning Requirements. Precommissioning training is that military training received by all U.S. Army officer candidates and cadets at the various commissioning sources: the United States Military Academy (USMA), the U.S. Army Reserve Officers' Training Corps Cadet Command (USAROTCCC), the Federal Officer Candidate School (OCS), and the National Guard Officer Candidate Schools (NGOCS). MQS I "represents the first phase of a long-term progressive and sequential leader development system that extends throughout an officer's career."⁸

The PDOS Study describes MQS I as follows:

MQS I requires a certification upon commissioning that the officer possesses the skill and knowledge requirements necessary for newly commissioned lieutenants and that the officer participated in college level courses in written communications, human behavior, military history, national security policy and management.⁹

In addition, the USMA cadet and ROTC cadet must graduate from the academy or college in order to be commissioned.

After successful completion of MQS I training, the officer candidate or cadet is commissioned and scheduled for attendance at an Officer Basic Course (OBC). The PDOS observed that "the primary purpose of all OBCs is to prepare lieutenants for their initial assignment as an officer."¹⁰

In order to be commissioned, all officer candidates and cadets must meet the standards for all seventy-three military tasks, twenty-four professional knowledge subjects, and the professional military education requirements outlined in the Army's current STP 21-I-MQS, Military Qualification Standards I Manual of Common Tasks, published in 1990. Each commissioning source has its own unique method for accomplishing this MQS I training mission. The Army recognizes the uniqueness of the training processes at each of the commissioning sources; however, it expects each commissioning source to fully execute MQS I. "Although the nature, length, and conduct of training differ among the commissioning sources, MQS I represents minimum military skills upon which branch qualifications build."¹¹

Problem Statement

The Quality Assurance Directorate, Office of the Deputy Chief of Staff for Training, U .S. Army Training and Doctrine Command recently performed a training evaluation assessment of Officer Basic Courses. Their results indicate

that there is some redundant training on MQS I tasks at OBC and this factor has impacted negatively in the OBC environment at four of the eight OBCs assessed.¹² Additionally, writing for Military Review in 1986, Army General (Retired) Bruce C. Clarke notes:

It appears the service schools are teaching one level below the requirement for producing professional officers. In the basic course, new lieutenants are trained to be new lieutenants. These skills should be taught as part of the precommissioning process. Our primary emphasis in the basic course should be on teaching the technical skills and knowledge required to prepare our young officers for their first three to four years of service.¹³

Observations of this type, coupled with reinforcing anecdotal evidence obtained by the Center for Army Leadership at Fort Leavenworth, Kansas, suggest that the Army's OBCs are retraining selected MQS I skills during the conduct of the basic course. The OBC should be the beginning of the MQS II phase, not the refresher training phase of MQS I.

The evidence suggests that the Army falls short in its ability to ensure newly commissioned second lieutenants arrive at their respective OBCs ready to begin the MQS II phase. In many cases, these newly commissioned officers may have been fully trained on MQS I tasks at the time they were commissioned, but are no longer proficient in those tasks. If this problem exists, then the concept that the MQS system should be progressive in nature begins to break down. This potential problem led to the primary purpose for this study.

Research Questions

The purpose of this study is to answer this primary research question: Does the U.S. Army second lieutenant meet the Army's expectations for Military Qualification Standards I (MQS I) (Precommissioning Requirements) proficiency when he reports to the Officer Basic Course?

In order to successfully answer this question, this study needs to obtain the answers to three subordinate questions, which directly relate to the primary research question. These questions are:

1. What are the commissioning sources doing to ensure all cadets and officer candidates demonstrate proficiency in all MQS I tasks, professional knowledge subjects, and professional military education requirements prior to commissioning?

2. Are the Army service schools' expectations of their new OBC students' level of MQS I proficiency consistent with the standards established in MQS I?

3. What are the Army service schools doing to ensure that all OBC students who are deficient in a MQS I task, professional knowledge subject, or professional military education requirements, correct that deficiency before graduation from OBC?

Significance of the Study

The results of this study will be of use to service schools, the commissioning sources, the Center for Army Leadership (CAL), U.S. Army Training and Doctrine Command, and the other Army agencies and individuals interested and/or involved in the success of the MQS I training process and the transition process as officer candidates and cadets become commissioned officers and attend their officer basic courses. The goal of this study is to identify if the problem stated earlier does, in fact, exist. If it does, the research will determine possible reasons for this problem and make recommendations to alleviate the problem in the future. This study will contribute to the successful execution of the MQS system; more specifically, the MQS I training program and the transition to MQS II.

Scope

Given the problem statement, primary research question, and the subordinate questions, this study investigates the three major components of the MQS I training system: the officer, the commissioning source, and the service school. Through the use of a questionnaire, recently commissioned second lieutenants are queried about MQS I, the training they received at their commissioning source, their individual preparedness for OBC, and what their OBC is doing to check on MQS I proficiency. The commissioning sources are

interviewed to determine how they ensure that each officer they commission is proficient in MQS I prior to commissioning. Finally, the service schools are interviewed to determine what their expectations are concerning MQS I proficiency, how they diagnostically check this proficiency, and to what extent their curriculum duplicates MQS I training.

Assumption

Only one assumption has been made concerning the question being researched. It is assumed that all commissioning sources are training their cadets/officer candidates on MQS I military tasks, professional knowledge subjects, and professional military education requirements using the current Military Qualifications Standards I Manual of Common Tasks.

This assumption is critical to this study because if the commissioning sources are not using the current MQS I Manual of Common Tasks, then they are definitely violating Army regulatory guidance concerning precommissioning training. Additionally, if they are not using the current manual, then the research question becomes inconsequential. Since the Army's expectations are contained in that current manual, one would expect that newly commissioned lieutenants

would not meet the Army's expectations for MQS I proficiency if the manual is not being used.

Definition of Terms

Terms specific to this study are defined below.

1. Academic deferment -- the postponement for meeting the standard of a specific task, professional knowledge subject, or professional military education requirement until after commissioning.

2. Military Qualification Standards (MQS) system -- a professional development system for officers in which the Army school system, the unit commander, and the individual officer share responsibility. MQS is based on the philosophy that officers are responsible for the performance of their duties¹⁴

3. Military Qualification Standards I (MQS I) -- establishes a branch immaterial common core curriculum which standardizes basic military skills each lieutenant must acquire to be commissioned.¹⁵

4. MQS I Qualified -- a cadet/officer candidate who has met all the standards for commissioning, as outlined in STP 21-I-MQS, Military Qualification Standards I Manual of Common Tasks (Precommissioning Requirements).

5. Qualified -- a cadet/officer candidate who has met all the standards for commissioning.

6. Waiver -- the official act of setting aside, or dismissing, a specific MQS I requirement for a cadet/officer candidate.

Limitations

This study only considered the MQS I training being conducted by the Army's commissioning sources and the Army's service schools.

Delimitations

This study does not consider what training was performed by the Army's commissioning sources and service schools prior to the adoption of MQS I by the Army. Also, it does not consider any initial "train-up" of particular tasks at OBC which are not MQS I specific. Additionally, the study does not attempt to account for the small number of Army lieutenants commissioned annually who received their commissioning training from a non-Army commissioning source (e.g., the Air Force Academy, the Naval Academy, Air Force ROTC, and Navy ROTC). Finally, lieutenants who are direct commissionees are not considered, since they have not been through MQS I training prior to commissioning.

CHAPTER 1 ENDNOTES

¹United States Army, STP 21-I-MQS, Military Qualification Standards I Manual of Common Tasks (Precommissioning Requirements) (Washington, D.C.: Government Printing Office, 1990), 1-0.

²United States Army, A Review of Education and Training for Officers, vol. I (Washington, D.C.: Government Printing Office, June 1978), 1.

³STP 21-I-MQS, 1-0.

⁴United States Army Training and Doctrine Command, TRADOC Regulation 351-12, Military Qualification Standards System Products, Policy, and Procedures (Fort Monroe, VA: Government Printing Office, April 1986), 2-1.

⁵*Ibid.*

⁶STP 21-I-MQS, 1-2.

⁷United States Army, Professional Development of Officers Study, vol. I (Washington, D.C.: Government Printing Office, February 1985), 57.

⁸STP 21-I-MQS, 1-0.

⁹Professional Development of Officers Study, vol. I, 23.

¹⁰*Ibid.*

¹¹TRADOC Regulation 351-12, 2-1.

¹²Quality Assurance Directorate, "OBC Assessment," (Training Evaluation Assessment, U.S. Army Training Doctrine Command, 25 July 1990), 13.

¹³Bruce C. Clarke, "The Purpose of the U.S. Army Schools," Military Review (May 1986): 31.

¹⁴TRADOC Regulation 351-12, 2-1.

¹⁵*Ibid.*

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

The Military Qualification Standards (MQS) system is young in comparison to the life span of the U.S. Army and its officer corps. Consequently, there is not too much written on the subject of MQS, either in official or unofficial publications and periodicals. A search through the Combined Arms Research Library (CARL) and the Defense Technical Information Center (DTIC) offers up very little on the subject of Military Qualification Standards I (Precommissioning Requirements). The very few periodicals, books, and official publications available on the subject assist in placing the problem into the proper context. What follows is a review of the pertinent literature relating to the research question. The selected bibliography at the end of this thesis addresses all the literature reviewed during the course of this investigation.

Department of the Army Studies

MQS was born out of a comprehensive study conducted by a committee chaired by Major General Benjamin L. Harrison.

The committee group was tasked by the Chief of Staff of the Army with determining ". . . officer training and education requirements based on Army missions and individual career development needs"¹ This study, A Review of Education and Training for Officers (RETO), was the final product of ten months of intensive research conducted between August 1977 and June 1978.

The RETO Study committee arrived at several conclusions concerning officer education and training. The study group concluded that "Officer Professional Development includes both training and educational components."² The group also concluded that "the Army's current educational process for officers is not well defined or understood and requires extensive development in the 1980's if it is to be part of a continuing learning system."³ These two conclusions brought about the creation of MQS as an integral component of the Officer Professional Development System.

The precommissioning phase of MQS, MQS I, is the first phase of a vital continual education and training process our officers undergo throughout their entire military professional development. The RETO Study observed that "precommissioning learning in the coming era must establish the foundations for continuing learning throughout a full military career."⁴ The study group developed a model for the composition of precommissioning learning. Figure 1 is a depiction of this model.⁵ The group recognized that, in a

general sense, the earning of a baccalaureate degree ". . . sets the proper quality standard for precommissioning education. . . ."6 However, the group also recognized that the earning of a baccalaureate degree does not, in and of itself, qualify someone for a commission in the Army.

#	ESTABLISH FOUNDATIONS FOR CONTINUING LEARNING THROUGHOUT CAREER
#	MORE THAN PREPARATION FOR FIRST ASSIGNMENT
#	BACCALAUREATE DEGREE, GENERAL EDUCATION
##	HUMAN BEHAVIOR
##	WRITTEN COMMUNICATION SKILLS
##	MILITARY HISTORY
##	MANAGEMENT
##	NATIONAL SECURITY VALUES
#	VALUES

Figure 1. Model for Precommissioning Learning

Precommissioning training should be extensive enough to assure the authorities [commissioning sources] that the candidates can function as military officers, that they will have the basic knowledge and skills of every soldier, and that they will know enough about the duties of a officer to undertake basic training in their specialties.

With these observations and conclusions, MQS was conceived and developed.

As the study group examined officer education and training requirements, they recognized that the problems they identified were consistent at each level: precommissioning, company grade, and field grade. "Tough as seemingly independent sets of problems were, they did begin

to fit together in a way that led almost inevitably to Military Qualification Standards (MQS)."⁸ Figure 2 outlines some of these consistent problem areas.⁹

- # NO COMMONALITY OF MILITARY SKILLS AND KNOWLEDGE AMONGST THE VARIOUS SOURCES OF COMMISSIONING.
- # THE ONLY COMMON EDUCATIONAL REQUIREMENT FOR COMMISSIONING IS A BACCALAUREATE DEGREE.
- # SELF-STUDY IS NOT ENCOURAGED AND THOSE WHO ARE MOTIVATED TO SELF-IMPROVEMENT ARE WITHOUT GUIDANCE AS TO WHAT THEY MUST LEARN.
- # THERE IS REDUNDANCY BETWEEN BASIC COURSE CONTENT AND MILITARY INSTRUCTION IN SOME PRECOMMISSIONING SOURCES.
- # THERE IS NO PRECISE DEFINITION OF QUALIFICATION IN ANY SPECIALTY AT ANY LEVEL NOR ANY GUIDELINES FOR ON-THE-JOB LEARNING.

Figure 2. Consistent Problem Areas

The study group concluded that the adoption of MQS would assist in solving these problems.

The study group discussed in detail what MQS would be composed of.

Military Qualification Standards will consist of two components: Military Skills and Knowledge, those immediate skills and knowledge which an officer requires to perform successfully in his specialty; and Professional Military Education, the broader knowledges, skills, and insights which form the basis for an officer's continuing professional development.¹⁰

They concluded that the Army's education and training system would be more efficient if all newly commissioned officers receive the same core training and education prior to commissioning. The adoption of MQS accomplished this requirement. Further, the study stated that "each new officer will validate prescribed skills and will take a diagnostic test at the start of his basic course."¹¹ The study group also noted

that MQS I is entirely independent of any specialty. It focuses on common military skills and knowledge and establishes a foundation of the broader knowledges, skills, and insights necessary for continuing professional development.¹²

In summary, the RETO Study called on the Army to require all newly commissioned officers to meet the following standards:

- (1) Validation of the standard minimum curriculum of military skills and knowledge.
- (2) Completion of a baccalaureate degree with supplemental instruction.
- (3) Prior to attendance at the Basic Course an officer must attain a satisfactory score on the Military Skills and Knowledge Diagnostic Examination.¹³

Almost seven years later, in 1985, the Chief of Staff of the Army, through the Office of the Deputy Chief of Staff for Personnel (ODCSPER), directed that a follow-on survey to the RETO Study be conducted to determine the current status

of officer education and training in the U.S. Army. The objective of this study, the Professional Development of Officers Study (PDOS), was

to evaluate the commissioned and warrant officer professional development system in light of the Army's needs during the period 1985-2025; to focus on professional military training and education . . .; and to furnish recommendations to ensure that our [Army's] education and training system and philosophy will provide the professional development of officers and the leadership needed for the future.¹⁴

Placing the results of the PDOS in the proper 1985 context, the study initially discussed major changes in the officer education and training structure as a result of the RETO Study. Figure 3 illustrates this 1985 training structure.¹⁵ The study group observed that the 1985 system did not totally reflect the system recommended by the RETO Study. However, MQS was incorporated into the 1985 officer training structure and the study group discussed MQS in detail within the PDOS.

The PDOS recognized that there are five levels of MQS, as recommended by the RETO Study. These five levels are: Precommissioning (MQS I); Lieutenants' Training (MQSII); Captains' Training (MQS III); and Field Grade Training (MQS IV & V). The current MQS system consists of only three levels: Precommissioning (MQS I); Lieutenants' and Captains' Training (MQS II); and Field Grade Training (MQS III). The study also identified the two major components of MQS: military skills and Professional Military Education.

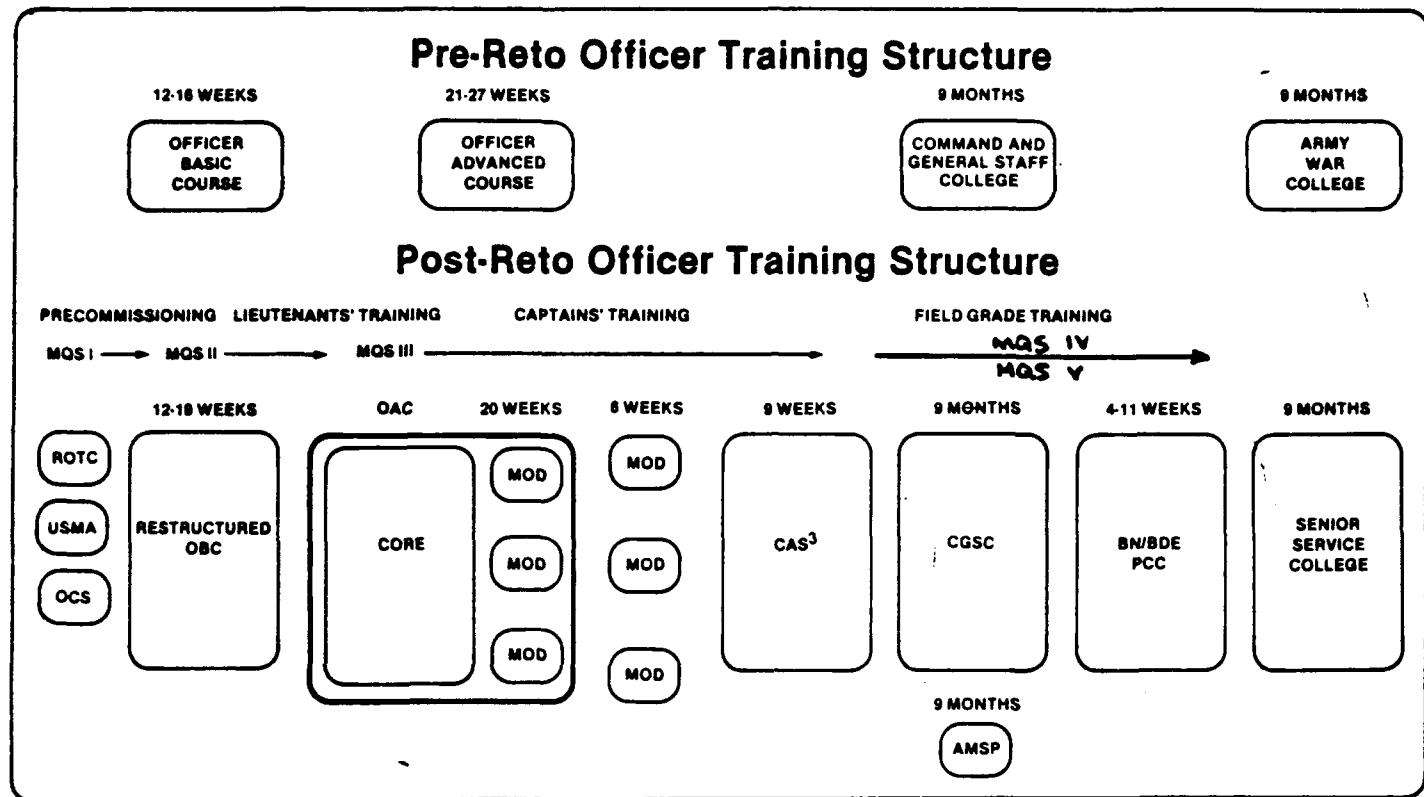


Figure 3. The 1985 System

Additionally, the PDOS reemphasized that "MQS I requires a certification upon commissioning that the officer possesses the skill and knowledge requirements necessary for newly commissioned lieutenants. . . ." ¹⁶ This same observation was emphasized by the RETO Study. It is important to note that both of these key studies felt it was necessary to have a certification test prior to commissioning. This facet of MQS was never adopted by the Army.

PDOS looked at the framework of professional development in detail. The PDOS divided this framework into seven development periods, one of which was the Precommissioning

Development Period. "This development period begins with entry into a pre-commissioning program and ends upon commissioning as an officer."¹⁷ The PDOS recognized, just as the RETO Study had, that each commissioning source has its own set of standards for commissioning. The study cited the need for

each cadet and candidate [to] become proficient in skills and abilities derived from a core course curriculum so that upon commissioning new officers will share a similar frame of reference.¹⁸

This core course curriculum is MQS I.

The PDOS based most of its results on two surveys which the study group constructed and distributed. One survey was administered to commissioned officers, lieutenant through colonel. The second survey was given to general officers for completion. It is interesting to note that officer candidates and cadets were not surveyed, despite the fact that they are members of a phase of the Army's professional development system. In order to fully address all participants in the Army's professional development system, officer candidates and cadets should have been surveyed. This unique perspective should be considered, since they are an integral part of the officer corps; its very beginning. The study found that "the Military Qualification Standards (MQS) system currently under development and fielding is

particularly sound in concept and of great utility to the officer corps."¹⁹

Finally, the PDOS offered a couple of reasons why standardization in MQS I instruction continued to be a problem. First, the study noted that ROTC instructors receive no formal instructor training.²⁰ Second, the proliferation of agencies involved in officer professional development has made standardization difficult. "There are many agencies in professional development -- ODCSPER, ODCSOPS, MILPERCEN, TRADOC, Joint Staff. . . . Their cumulative efforts are not coordinated effectively."²¹ These two problems are addressed in Chapter 4.

These two studies, the Review of Education and Training for Officers Study and the Professional Development of Officers Study, lay the groundwork for the creation, adoption, and implementation of the Military Qualification Standards system; a system which is an integral part of the Army's Officer Professional Development system.

Department of the Army Publications

At the Department of the Army level, Army Regulation 351-1, Individual Military Education and Training, provides regulatory guidance for the execution of the Military Qualification Standards system. This regulation specifies that the Commanding General, U.S. Army Training and Doctrine Command (CG, USATRADOC) is responsible for developing,

validating, and verifying task lists, training support packages, and support materials for MQS I and MQS II. In addition, the CG, USATRADOCC is responsible for managing the application of MQS I in ROTC and OCS and coordinates with the Superintendent, USMA, for the application of MQS I at the United States Military Academy.²² The regulation outlines the various commissioning programs for the Army and briefly discusses their respective missions.

In regards to MQS I specifically, this Army Regulation states: "USMA cadets, SROTC cadets, and officer candidates will satisfactorily perform to standard all tasks contained in the Military Qualification Standards I manual prior to commissioning."²³ Just as in the RETO Study and the PDOS, this regulation also outlines the two components of MQS I: the Military Tasks component and the Professional Military Education (PME) component. There is no requirement, by this regulation, for cadets and officer candidates to satisfactorily pass a Military Skills and Knowledge Diagnostic Examination, as recommended by the RETO Study and fully supported by the PDOS.

The most current MQS I manual is STP 21-I-MQS, Military Qualification Standards I Manual of Common Tasks, published in May 1990. This manual is issued to each officer candidate and cadet who is pursuing a commission through any of the Army's commissioning sources. The manual

describes the MQS system, provides an overview of MQS I, contains the Military Task and Professional Knowledge subject summaries for MQS I, and outlines the Professional Military Education requirements of MQS I. As with TRADOC Regulation 351-12, this manual notes that MQS I applies to USMA, ROTC, and OCS. In addition, the manual also states that MQS I applies to National Guard officer candidates attending the various state OCS academies.²⁴

Since MQS I was implemented in 1984, the number of skills and professional knowledge subjects has increased, while the professional military education requirements have remained constant. In 1984, the Military Qualifications Standard Manual I contained sixty-four tasks and nineteen professional knowledge subjects.²⁵ The 1986 version of the manual contained sixty-seven tasks and nineteen professional knowledge subjects.²⁶ The 1990 edition of the MQS I Manual of Common Tasks spells out the task, conditions, and standards for seventy-three military tasks and twenty-four professional knowledge subjects.

The manual also outlines the Professional Military Education (PME) requirements for virtually all officer candidates and cadets. They are expected to obtain their baccalaureate degree and take one undergraduate course in the following subjects: written communication skills, human behavior, and military history.²⁷ As was stated earlier, USMA and ROTC lieutenants obtain their baccalaureate degree

prior to commissioning. OCS lieutenants are required to obtain their baccalaureate degrees by the time they are promoted to Major. Training support packages have been created that support each military task and professional knowledge subject. These support packages provide ". . . administrative information, lesson plan/plans, training and training evaluation materials. . . ."28

Training and Doctrine Command Publications

Since the CG, USATRADOC has primary responsibility for the execution of MQS I in ROTC and OCS, it is necessary to look at TRADOC regulatory guidance concerning MQS I. This guidance is contained in TRADOC Regulation 351-12, Soldier Training Publications: Military Qualification Standards System Products, Policy, and Procedures. This regulation provides an overview of the MQS system, its philosophy, and the products that support the system.

According to this regulation, "MQS I is applicable to all commissioning sources -- the United States Military Academy (USMA), the Reserve Officer's Training Corps (ROTC) and the Officer's Candidate School (OCS)."29 The regulation also specifies that MQS I represents the absolute minimum military skills foundation upon which the rest of the Army's education and training system is built.30 The primary

source document for MQS I tasks, conditions, and standards is the MQS I manual.

In April 1987, the CG, USATRADOc directed that the U.S. Army Command and General Staff College (CGSC) conduct a Leader Development Study. Its purpose was to look at leader development in the Army: "where we are and where we want to go. . . ." ³¹ It was completed in August 1987 and the formal report was forwarded to the Commanding General, USATRADOc.

Major General Gordon R. Sullivan, the CGSC Deputy Commandant at the time of the study, observed in the preface that "the embryonic Military Qualification Standards (MQS) program is a start in the right direction [towards educating and training warfighters]." ³² One of the study's primary questions was: "Are the commissioned . . . officers . . . prepared to lead their soldiers into combat, and do so successfully and competently?" ³³ The Leader Development Study fully supported the concept of MQS and recommended its further development and implementation, to include incorporation into CGSC and Senior Service College (SSC) level instruction. ³⁴

The largest portion of the Leader Development Study, Annex B, is a summary of the skills, knowledges and attitudes required at each grade. Again, there is no evidence of a requirement to review or diagnostically test the skills, knowledge and attitudes required of cadets and officer candidates prior to commissioning. The study's

summary of skills, knowledges and attitudes for lieutenants picks up where MQS I leaves off. One of the required "fixes" noted for lieutenants' training is to ". . . build upon MQS I training initiatives."³⁵ This required "fix" by the leader development study group implied that the lieutenant's training, formal (OBC) or informal (unit), did not build upon the MQS I training received prior to commissioning. This note by the study group came just one year after General Clarke's observations concerning OBC training.

The study concluded that in regard to the PDOS, "the education and training system may not provide officers with the professional development needed for the future."³⁶ It was the considered opinion of the study group that OBCs were spending too much time "teaching perishable data and information. . . ."³⁷

Another interesting document is the training evaluation assessment titled "OBC Assessment". This assessment was recently completed by TRADOC's Quality Assurance Directorate in July 1990. The directorate was tasked with assessing selected OBCs to determine:

- 1) factors that may have a negative impact on OBC students

- 2) student observations on OBC training and how it compared to the precommissioning training they received.³⁸

The directorate surveyed thirty-eight senior ROTC cadets at four universities and colleges in close proximity to Headquarters, Training and Doctrine Command and Headquarters, ROTC Cadet Command; both located at Fort Monroe, Virginia. Seventy-five percent of the cadets surveyed believe they had been challenged and that they were ready to be commissioned. The cadets believe that the quality of the ROTC instruction ranged from good to excellent.³⁹

It is important to note that the "OBC Assessment" report did not specifically address MQS I training received by the ROTC cadets. One OBC student commented to the directorate :

'There are a few officers in this course that I cannot believe received a commission. When simple military tasks such as land navigation, weapons qualification, and even drill and ceremonies are difficult then there should be some quality control.'⁴⁰

In addition, the assessment findings cited redundant MQS I training as one of the negative impact factors on training.⁴¹ The assessment also noted that OBC instruction was "often perceived as redundant to instruction presented in precommissioning training."⁴²

Commissioning Sources Publications

The next step is to review MQS I implementation guidance issued by each of the commissioning sources. The United States Military Academy (USMA) does not have

specific, written guidance for implementing MQS I at West Point. MQS I is built into the entire four year curriculum, including: Cadet Basic Training (CBT), Cadet Field Training (CFT), Cadet Advanced Training (CAT), and during the school year in mandatory academy courses.

The USMA provided all the documents that govern training for CBT, CFT, CAT, and commissioning certification: USCC Circular 350-9, Program of Instruction (POI) for Cadet Basic Training; the Cadet Field Training Mission Training Plan memorandum; and USCC Regulation 623-2, First Class Commissioning Certification. In addition, a "MQS I Integration Matrix", dated 25 September 1990, was provided.

The "MQS I Integration Matrix" is extremely helpful in displaying when all the MQS I tasks and professional knowledge subjects (PKs) are trained to standard at West Point. The matrix identifies all the tasks and PKs as specified in STP 21-I-MQS, MQS I Manual of Common Tasks. It also indicates where in the USMA's curriculum the tasks and PKs are trained to standard.

The matrix shows that thirty-eight tasks and PKs are taught to standard during CBT, which is conducted in the summer before the freshman year of school. This represents approximately thirty-nine percent of the MQS I training requirement. A total of twenty-four tasks and PKs are taught to standard during CFT, conducted in the summer

between a cadet's freshman and sophomore year. Five of the twenty-four tasks trained at CFT are also trained to standard the summer before during CBT. During these two summer training periods, CBT and CFT, a total of fifty-seven MQS I tasks and PKs are taught to standard, constituting fifty-nine percent of the total MQS I training requirement.⁴³

A review of each task and professional knowledge requirement reveals that cadets are trained to standard at two different times during the four year curriculum at USMA, on a total of eight MQS I tasks and one PK. The matrix also reveals, under close scrutiny, that ten MQS I tasks and three PKs are never trained to standard during the four year period. These are:

- 1) Control movement techniques.
- 2) React to flares.
- 3) React to indirect fire.
- 4) Develop a survival plan.
- 5) Zero an M16A2 rifle.
- 6) Prepare a range card for an M60 machine gun.
- 7) Operate an M249 machine gun.
- 8) Engage targets with a M249 machine gun.
- 9) Administer first aid to a nerve agent casualty (buddy aid).
- 10) Conduct training.
- 11) Principles of War.
- 12) Soviet Military Power.
- 13) Code of Conduct.

Three of the ten tasks are not trained because the required equipment is not available (i.e., M259 machine gun, M16A2

rifle) to conduct the training. There was no reason provided why the remaining seven tasks are not trained.⁴⁴

A close check of the CBT POI and the Cadet Field Training Mission Training Plan I reveals that many MQS I tasks outlined for instruction have stated standards according to the Army's STP 21-1-SMCT, Soldiers Manual of Common Tasks (SMCT) and not STP 21-I-MQS, MQS I Manual of Common Tasks. As an example, almost every MQS I first aid task trained on at CBT is taught with SMCT standards applied.⁴⁵ Although the standards are not noticeably different between the two manuals, this researcher believes that SMCT standards, in some cases like first aid, are easier to measure and consequently are used to evaluate the officer candidates and cadets.

The last USMA document looked at is USCC Regulation 623-2, First Class Commissioning Certification. It is surprising to find no mention of MQS or its part in the commissioning certification process at USMA. Despite this, after reviewing all the USMA publications provided, this researcher is convinced that MQS I is being used at USMA, but not as aggressively or as conspicuously as it should be.

The U.S. Army ROTC Cadet Command spells out its MQS I implementation guidance in Cadet Command Regulation 145-3, Military Qualification Standards Tier I (MQS I) Campaign Plan. This regulation discusses the Senior ROTC (SROTC) On- and Off- Campus training programs and the various training

reports required by the command. This regulation ". . . standardizes the implementation of MQS Tier I and prioritizes the mandatory training requirements within Cadet Command."⁴⁶

Chapter 2 of the regulation describes the MQS system and the role MQS I plays in the entire process. It goes into minute detail on Cadet Command's concept for standardized implementation of MQS I on-campus and at camp. Cadet Command uses STP 21-I-MQS, MQS I Manual of Common Tasks as the definitive document that outlines MQS I standards for all MQS I military tasks and PKs. One interesting aspect of the regulation is that Cadet Command requires only sixteen MQS I tasks, out of seventy-three required tasks, be formally certified in writing when they are completed.

Certain priority 1 MQS I subjects not only must be trained to the specified level of proficiency but must also be formally certified. Certification documents the attainment (either on-campus or at a camp) of the training objective(s) to standard.⁴⁷

Cadet Command's regulation also notes that "cadets must accept individual responsibility for the maintenance and retention of acquired skills and knowledge."⁴⁸ This concept is basic to the MQS system. An individual's success within the MQS system is due, in a large part, to the individual's ability to conduct self-study.

One unique aspect of ROTC is its Basic Camp. A potential cadet can miss the first two years of ROTC's four year curriculum and still be trained in all basic course MQS I tasks by attending Basic Camp. The basic course in ROTC is the first two years of military science instruction presented in the four year curriculum. Many cadets do not participate in ROTC during the first two years of college. In order to receive credit for the two years of ROTC curriculum, and in order to receive the MQS I instruction they have missed by not taking the basic course, these cadets attend Basic Camp. Potential cadets normally attend Basic Camp during the summer between their sophomore and junior year of college. Upon successful completion of Basic Camp the cadet is contracted into Senior ROTC and begins attendance of the mandatory last two years of ROTC instruction, the advanced course. A matrix for ensuring all MQS I tasks and PKs are trained to standard during the four year curriculum is included in the regulation.

One final note on the Cadet Command regulation. Because of ROTC's uniqueness and diversity, Professors of Military Science (PMSs) at the hundreds of universities and colleges that conduct Army ROTC instruction have a great deal of flexibility in designing their curriculums on-campus. However, the regulation does require PMSs to ensure that all MQS I on-campus training requirements are accomplished to standard.⁴⁹

The Federal branch immaterial officer candidate school (OCS), conducted at Fort Benning, Georgia, did not provide this researcher with any written guidance concerning MQS implementation at OCS. However, since the U.S. Army Infantry School prepares both the Federal and State National Guard OCS' POIs, we can assume that the Federal and State OCS programs are very similar in the content of the instruction they present.

The Army National Guard uses MQS I in the conduct of its state OCS academies. The Military Education Branch, National Guard Bureau, provided a copy of the Army National Guard Officer Candidate School Program of Instruction (POI).

This POI addresses all tasks and professional knowledge subjects (PKs) required by MQS I. Due to time constraints in the National Guard OCS (NGOCS) POI, the National Guard does not reteach MQS I tasks that have identical SMCT tasks taught in Basic Training (BT). Therefore, the National Guard gives credit to all their officer candidates for BT tasks that the National Guard deems are MQS I equivalents. The POI points out that forty-eight of the required seventy-three MQS I tasks are taught in BT. This represents sixty-six percent of the MQS I training requirement for military tasks. Nineteen of the forty-eight tasks trained at BT are retrained in NGOCS, along with the twenty-five tasks which were not trained at BT. Two of the

twenty-four PKs (8%) are taught in BT. One of the two PKs trained in BT is retrained in NGOCS, along with the remaining 22 PKs.⁵⁰ BT standards are the standards outlined in the STP21-2-SMCT, Soldiers Manual of Common Tasks, not the standards in STP 21-I-MQS, MQS I Manual of Common Tasks.

The 1991 Course Management Plan, prepared by the National Guard OCS Project Team at Fort Benning, makes a couple of points worth noting.

The initial training of a second lieutenant is divided into two parts: precommissioning training and an appropriate officer basic course. The primary purpose of the OCS program is to evaluate leadership and to ensure that each candidate meets all of the military education requirements for commissioning. These military education requirements are contained in STP 21-I-MQS.⁵¹

The officer candidate receives "training in those MQS I subjects not previously taught during Basic Training."⁵² This may be a problem, since SMCT tasks, rather than MQS I tasks, are taught in BT.

CHAPTER 2 ENDNOTES

¹United States Army, A Review of Education and Training for Officers, vol. I (Washington, D.C.: Government Printing Office, June 1978), I-3.

²Ibid., III-18.

³Ibid.

⁴Ibid., III-22.

⁵Ibid., III-23.

⁶Ibid., III-22.

⁷Ibid.

⁸Ibid., V-5.

⁹Ibid.

¹⁰Ibid., V-6.

¹¹Ibid., V-7.

¹²Ibid.

¹³Ibid., XI-3.

¹⁴United States Army, Professional Development of Officers Study, vol. I (Washington, D.C.: Government Printing Office, February 1985), 2.

¹⁵Ibid., 23.

¹⁶Ibid.

¹⁷Ibid., 55.

¹⁸Ibid., 56.

¹⁹Ibid., 33.

²⁰Ibid., 34.

²¹Ibid., 35.

²²United States Army, AR 351-1, Individual Military Education and Training (Washington, D.C.: Government Printing Office, October 1987), 9.

²³Ibid., 12.

²⁴United States Army, STP 21-I-MQS, Military Qualification Standards I Manual of Common Tasks (Precommissioning Requirements) (Washington, D.C.: Government Printing Office, 1990), 1-0.

²⁵United States Army, MQSM 145-1-OOD, Military Qualification Standards Manual I (Washington, D.C.: Government Printing Office, June 1984), ii-vi.

²⁶United States Army, STP 145-I-MQS, Military Qualification Standards I Manual (Precommissioning Requirements) (Washington, D.C.: Government Printing Office, September 1986), ii-vi.

²⁷STP 21-I-MQS, i-iv.

²⁸United States Army Training and Doctrine Command, TRADOC Regulation 351-12, Military Qualification Standards System Products, Policy, and Procedures (Fort Monroe, VA: Government Printing Office, April 1986), 3-3.

²⁹United States Army Training and Doctrine Command, TRADOC Regulation 351-12, Military Qualification Standards System Products, Policy, and Procedures (Fort Monroe, VA: Government Printing Office, April 1986), 2-1.

³⁰Ibid.

³¹United States Army Combined Arms Center, Leader Development Study (Fort Leavenworth, KS: Government Printing Office, August 1987), i.

³²Ibid., iv.

³³Ibid., 3.

³⁴Ibid., 27.

³⁵Ibid., B-43.

³⁶Ibid., D-2.

³⁷Ibid.

³⁸Quality Assurance Directorate, "OBC Assessment" (Training Evaluation Assessment, U.S. Army Training and Doctrine Command, 25 July 1990), 2.

³⁹Ibid., 8.

⁴⁰Ibid., 18.

⁴¹Ibid., 13.

⁴²Ibid., 21.

⁴³United States Military Academy, "Military Qualification Standards - I Integration Matrix," Training matrix developed by USMA on 25 September 1990, West Point, NY, 1-6.

⁴⁴Ibid.

⁴⁵United States Military Academy, USCC Cir 350-9, Program of Instruction (POI) for Cadet Basic Training (West Point, NY: Government Printing Office, June 1990), 2-111.

⁴⁶United States Army ROTC Cadet Command, CCR 145-3, Military Qualification Standards Tier I (MQS I) Campaign Plan (Fort Monroe, VA: Government Printing Office, March 1990), 2.

⁴⁷Ibid., 12.

⁴⁸Ibid.

⁴⁹Ibid., 10.

⁵⁰U.S. Army Infantry School, Army National Guard Officer Candidate School Program of Instruction (Fort Benning, GA: Government Printing Office, September 1990), 5A01-5A05.

⁵¹National Guard OCS Project Team, "1991 Course Management Plan," Plan prepared for all state National Guard Officer Candidate Schools by the OCS Project Team, Fort Benning, GA, undated, iii.

⁵²Ibid.

CHAPTER 3

METHODOLOGY

Introduction to Methodology

This chapter describes in detail the methodology for the conduct of this study. It also discusses the target population and the sample for this study and their selection. In addition, this portion of the thesis describes the development of the instruments used to collect the critical information from the sample. Finally, this chapter discusses the statistical analysis procedures employed in this study.

Description of Target Population

In order to adequately research the primary question of this study, it is necessary to look at the entire precommissioning training process. The "players" in that process became the target population for this study. The players are the lieutenants, the commissioning sources, and the service schools.

The target population of this study includes the primary player of the precommissioning training process, newly commissioned second lieutenants. In order to get

their invaluable perspective on Military Qualification Standards Level I, school personnel administered a questionnaire to a representative sample of current Officer Basic Course (OBC) students. The preparation and administration of this questionnaire is discussed later in this chapter. As recent graduates of the Army's commissioning sources, it is necessary to obtain lieutenants' views on the adequacy of the MQS I training they received prior to commissioning and attendance at OBC.

The second player in the precommissioning training process is the commissioning sources, the primary trainers and executors of the MQS I system. Since the Department of the Army requires that MQS I be the foundation for precommissioning training at all Army commissioning sources, this study includes all of them in the target population for research.¹ The commissioning sources are: the United States Military Academy (USMA), the United States Army ROTC Cadet Command (ROTC), the Federal Officer Candidate School (OCS), and the Army National Guard Officer Candidate School (NGOCS).

The United States Military Academy's mission is

to educate and train the Corps of Cadets so that each graduate shall have the attributes essential to professional growth as an officer of the Regular Army, and to inspire each to a lifetime of service to the Nation.²

Therefore, as a general rule, all graduates of USMA who are commissioned are expected to serve in the Active Army upon commissioning.

The U.S. Army ROTC Cadet Command's mission is

to commission the future officer leadership of the U.S. Army via 2-, 3-, and 4-year curriculums. [ROTC] affords college students the opportunity to serve the nation as commissioned officers in the Active Army, National Guard, and Army Reserve components.³

ROTC is conducted at over 400 universities and colleges nationwide by Active Army cadre. Commissionees from this program serve in the Active Army, Army National Guard, or the Army Reserve component.

The Federal Officer Candidate School is conducted by the U.S. Army Infantry School, located at Fort Benning, Georgia. The mission of the OCS is to

train selected personnel in the fundamentals of leadership and basic military skills, instill in them the professional ethic, evaluate their leadership potential, and commission those who qualify as second lieutenants. . . .⁴

Individuals commissioned by the OCS serve in the Active Army, Army National Guard, or Army Reserve component.

Finally, the Army National Guard Officer Candidate School's mission is "to train and qualify selected personnel to be second lieutenants in the Army National Guard."⁵ Various state military academies conduct NGOCS using a

standardized program of instruction prepared by the U.S. Army Infantry School. Commissionees from this program serve primarily in the Army National Guard.

Despite the differences in the way each commissioning source states its respective mission, two concepts remain consistent for all commissioning sources: they all use MQS I as their training foundation and all the lieutenants they commission must attend an OBC to become branch qualified.

The mechanism for collecting data from these sources is a predetermined set of questions asked in interview fashion. This set of interview questions is discussed in detail later in this chapter.

The third player in the precommissioning process is the Army's service schools. The service schools take the product of the commissioning sources and build upon the lieutenant's MQS I foundation as he begins MQS II (Lieutenants and Captains Requirements) instruction. This research studies all the Army service schools that conduct OBCs. To review a complete list of all the service schools, see the distribution list on the cover memorandum at Appendix 3.

Data is collected from these sources using a predetermined set of interview questions. The development of these questions and how the interviews are conducted is discussed later in this chapter.

Selection of Sample and Interviewees

Questionnaires were sent to twenty OBC students at each service school that conducts an OBC. The sample size was determined based on the existing population. With information provided from the Accessions Branch, Headquarters Cadet Command, the researcher determined that the optimum class size for a single iteration of the OBC at all service schools numbered 1155 officers. This population does not include the Academy of Health Sciences, Chaplains School, and Judge Advocate General's School. OBC students at these schools were not surveyed. The researcher decided on a sample size of twenty-five percent of the population, more than adequate for ensuring a representative sample. This means it was necessary to send out 300 questionnaires, or 20 to each of the fifteen service schools surveyed.

The Directorate of Evaluation and Standardization (DOES) for the Command and General Staff College (CGSC) assisted in getting the questionnaire printed and distributed. The questionnaires were distributed through the DOES office at each service school. The DOES were selected as the focal point for the questionnaire's administration because of the training the DOES have received in the administration of surveys and selection of a random population. They were asked to randomly select twenty OBC students, have the students complete the questionnaire, and return the completed questionnaires to the DOES, CGSC. It should be

emphasized that the questionnaire respondents were randomly selected. They were not asked to identify themselves by name, thus ensuring their anonymity and the confidentiality of their responses. There was no attempt made to force the distribution to ensure a specific number of responses were obtained from each commissioning source. Because this was not done, very few USMA lieutenants responded to the questionnaire. This fact is addressed in Chapter 4. As the completed questionnaires were returned the questionnaire data was entered into a LOTUS 123 database. If any written comments were made by the respondents they were consolidated for future reference.

The interviewees at the commissioning sources and service schools were selected based on their position. At the commissioning sources, those individuals responsible for the implementation of MQS I at that source were interviewed. At the service schools, those individuals who were responsible for OBC instruction and MQS I validation were interviewed. A complete list of interviewees, by position, is located at Appendix 8.

Research Instrumentation

During the conduct of this study, three basic instruments are used to collect data. These basic instruments are a questionnaire distributed to OBC students and two formal sets of interview questions used to interview the

commissioning sources and the Army service schools. These types of instruments are used because of the geographic dispersion of the sample and the current assignment of the researcher to Fort Leavenworth.

The questionnaire was the most difficult instrument to construct. The Director of Evaluation and Standardization for the Command and General Staff College and the Chairman of my thesis committee assisted me in the formulation of the questionnaire. The original copy of the finalized survey is located at Appendix 2. The cover letter to from the Director for the Center for Army Leadership to the questionnaire respondent is enclosed as Appendix 1.

The questionnaire consists of twenty-five multiple choice type questions and space to make written remarks. The first eleven questions collect demographic information concerning the questionnaire respondents. Certain demographic characteristics are relevant because they have direct impact on the summarized results of the questionnaire and the conclusions made about the data collected. Demographic information of importance consisted of: rank, branch, component, source of commission, previous enlistment information, date of commission, date reported to the OBC, and English as the first language.

The rank of the respondent directly reflects the military experience level of the respondent prior to attendance at the OBC. The branch of the respondent identifies

the service school he or she is currently attending. One of this study's subordinate questions asks what the service schools are doing to ensure their OBC students who have a demonstrated deficiency in a MQS I task, professional knowledge subject, or professional military education requirement, correct that deficiency before graduation from the OBC. Asking for the branch obtains an OBC student's answer to this subordinate question. Questions 14, 20, 21, 22, and 23 expand on the OBC student's answer to this subordinate question.

Asking the respondent for the component they are in (Regular Army, Army Reserve, or Army National Guard) assists in judging if there is any relationship between the component of service and the preparation the officer receives prior to attendance at the OBC. The source of commission directly relates to another subordinate question, which asks: What are the commissioning sources doing to ensure all cadets and officer candidates have a demonstrated proficiency in all MQS I tasks, professional knowledge subjects, and professional military education requirements prior to commissioning. Questions 5, 12, 13, 15-19, 24, and 25 expand on the OBC student perspective as it relates to the aforementioned subordinate question.

Previous military experience as an enlisted person may directly relate to demonstrated MQS I proficiency at the

OBC. Questions 6, 7, and 8 directly deal with this demographic aspect of the sample. The date of commission and the date the respondent reported to the OBC are critical for determining the amount of elapsed time between these two events. This information assists in noting if there is a relationship between the elapsed time and demonstrated MQS I proficiency at the beginning of the OBC. Finally, the questionnaire asks whether English is the first language of the respondent to determine if there is any correlation between English competency and MQS I proficiency.

After revising the questionnaire three different times, based on committee input and prior to sending out the questionnaire to the various OBCs, the researcher conducted a content and construct validity check on the questionnaire. The content validity test was performed by fifteen officers (Captains and Majors) of staff group 13-D, Command and General Staff Officers Course, Academic Year 1990-1991. They reviewed the questionnaire from a content perspective and provided useful feedback to finalize the questionnaire prior to actual administration at the OBCs. The staff group believed that a question should have been asked to determine the sex of the respondent. After reviewing this comment and consulting with the thesis committee the researcher decided not to ask a question of that nature because it was not relevant to this study. The staff group also felt that it was important to define MQS I at the beginning of the

questionnaire so that all respondents could answer the survey questions with the same basic understanding of the term. Appropriate changes were made to the questionnaire based on this input. Finally, the staff group noted that there were too many acronyms in the questionnaire. The general consensus was that newly commissioned lieutenants might have difficulty understanding the acronyms. This advice was heeded and all acronyms were spelled out for ease of understanding.

When the content validity was completed, all necessary changes were made after consulting with the thesis committee. The revised questionnaire was given to a group of senior (MS IV) Army ROTC cadets at the University of Kansas at Lawrence for their review. This group of cadets tested the questionnaire for construct validity, to see how they interpreted the questions being posed. This was done to ensure they read and interpreted the questions the way it was intended for the OBC students to. This construct validity check went extremely well. No changes to the questionnaire were necessary as a result of this validity check.

The second instrument formulated for this research is a set of interview questions for each of the commissioning sources. A copy of these questions is enclosed as Appendix 6. This instrument consisted of twenty-six questions. The

questions are designed to assist in answering the subordinate question that deals with the commissioning sources, subordinate question 1.

Questions 1 through 9 and 15 through 20 address the use of MQS I at each commissioning source. Question 10 queries the commissioning source about the type of feedback they receive from the service schools on the demonstrated MQS I proficiency of the lieutenants they commission. Question 11 asks for the amount of time devoted to teaching MQS I at each commissioning source. Questions 12 through 14 ask the respondent how much additional training, above and beyond the requirements of MQS I, is imposed by each commissioning source. Finally, questions 21 through 26 deal with the issue of which MQS I requirements, if any, are waived or deferred from being completed prior to commissioning.

Due to geographic constraints, all interviews conducted by telephone. Using the predetermined set of questions ensures consistency in the conduct of all the interviews.

The third and final instrument is a set of interview questions for the Army's service schools. This set of questions, along with its cover letter, is enclosed as Appendix 7. The intent is to use the answers to these questions to assist in answering subordinate questions 2 and 3 of this thesis, which deal with the service schools.

There are nineteen interview questions. Questions 1 through 3 deal with if and how the service school measures MQS I proficiency of its OBC students. Questions 4 through 7 and 10 are posed to obtain the service school's thoughts on their expectations concerning the MQS I proficiency of their OBC lieutenants. Also, the responses help to determine how well these OBC students are meeting those stated expectations. Question 9 asks the service schools what they think the commissioning sources should be doing, that they are not doing at present, to ensure the lieutenants they commission arrive at OBC MQS I qualified. Questions 11 through 15 address the subject of remedial MQS I training. Questions 16 and 17 deal specifically with what kind of exchange of feedback occurs between the service schools and commissioning sources. Finally, questions 18 and 19 focus on the issue of formal certification of MQS I qualification.

Formulating this set of questions ahead of time ensures standardization during the conduct of each interview. By using this set of questions, the researcher ensures the same questions are posed to each service school, the same way.

The researcher did not conduct a content and construct validity check on these two sets of interview questions. Even though validity checks were not conducted, the interview questions were carefully structured and worded to ensure total accuracy. The interview questions were

reviewed and approved by the chairman of my thesis committee before the interviews occurred.

Conduct of Survey and Interviews

The questionnaires were distributed to the service schools during the second week in December 1990. They were distributed through the DOES at each service school. The completed questionnaires were to be returned to Dr. Lowden, the CGSC DOES, by the end of January 1991.

The interview questions for the commissioning sources were mailed to each commissioning source on 6 December 1990. Telephone interviews were conducted between 4 and 15 February 1991.

The interview questions for the service schools were mailed on 6 December 1990. Telephone interviews began on 4 February and ended on 15 March 1991.

The questionnaire and interview responses from the OBC students, commissioning sources, and service schools are summarized, described and analyzed in Chapter 4.

Statistical Analysis

The Statistical Package for the Social Sciences (SPSS) is used to analyze the data obtained from the questionnaires. The recorded responses on the questionnaire were transferred to a LOTUS 123 database. This data base

was converted to a systems file that could be read and analyzed by SPSS.

The Chi-Square test for nonparametric statistics is applied to those demographic groups this researcher wishes to research. The Chi-Square test determines if there is any statistical difference between the responses of the groups being compared. In order for there to be any significance, a Chi-Square significance value of less than .05 must be achieved. This means that there is at least a ninety-five percent assurance that the results of a particular comparison did not occur by chance. The researcher then determines why the results are significant and makes appropriate recommendations, if any.

For the statistical analysis, this study examines the data in different ways. First, the demographic information will be analyzed. A comparison of responses will be made by branch grouping: combat arms, combat support, and combat service support. The other demographic comparison is based on prior enlisted service. Responses will be compared between those officers with prior enlisted service and those who have not served previously as enlisted.

The second look at the data will be based on the commissioning source of the respondent. The intent is to determine if there are any significant differences in the way the respondents answer the questions, comparing the responses by commissioning source.

The third comparison of data will be based on the service school the OBC student is attending. The intent is to determine if there is any significant differences in the way the respondents answer the questions when they are grouped by service school. A sample chart illustrating how the data will be presented appears as Figure 4.

TABLE __

COMPARISON OF QUESTION __ RESPONSES, BY PRIOR ENLISTED EXPERIENCE				
"STATED QUESTION IN QUOTATION MARKS."				
<u>EXPERIENCE</u>	<u>YES</u>	<u>NO</u>	<u>DO NOT KNOW</u>	<u>TOTAL</u>
PRIOR ENLISTED	()	()	()	
NOT PRIOR ENL'D	()	()	()	
TOTAL				
				N=
* One respondent did not answer the question No. in () is percent of experience level.				
Chi-Square = ____, Degrees of Freedom = __				
Significance P < .05				

Figure 4. A Sample Table Used for Data Presentation

There was no statistical analysis performed on the telephone interview responses from the commissioning sources and service schools. The number of interviewees was few enough that those responses were analyzed individually and collectively.

CHAPTER 3 ENDNOTES

¹United States Army, AR 351-1, Individual Military Education and Training (Washington, D.C.: Government Printing Office, October 1987), 12.

²Charles W. Kelley, Jr., West Point, United States Military Academy Catalog (New York: Corporate Graphics Group, Inc., 1988).

³AR 351-1, 12.

⁴Ibid.

⁵U.S. Army Infantry School, Army National Guard Officer Candidate School Program of Instruction (Fort Benning, GA: Government Printing Office, September 1990), 1A01.

CHAPTER 4

ANALYSIS OF DATA

Introduction to Analysis

This chapter summarizes the data collected from the questionnaire to OBC students and the telephonic interviews with the commissioning sources and the service schools. This data is analyzed at the end of the chapter.

Questionnaire Results

The questionnaire was administered to a total of 300 Officer Basic Course (OBC) students; twenty students at each of fifteen service schools. OBC students at the Judge Advocate Generals School, Chaplains School, and the Academy of Health Sciences were not questioned. Each of these branches deals with a distinct career track that has its own unique educational requirements (i.e., law degree, medical degree). Of the 300 questionnaires distributed, 287 were completed and returned. This is a ninety-six percent return rate. Table 1, on the next page, reflects the number of questionnaires returned by each service school.

TABLE 1

NO. OF QUESTIONNAIRES RETURNED, BY SERVICE SCHOOL

<u>SCHOOL</u>	<u># RETURNED</u>	<u>% RETURNED</u>
Adjutant General (AG).....	20	100
Air Defense (AD).....	20	100
Armor (AR).....	17	85
Aviation (AV).....	19	95
Chemical (CM).....	19	95
Engineer (EN).....	20	100
Field Artillery (FA).....	18	90
Finance (FI).....	20	100
Infantry (IN).....	19	95
Military Intelligence (MI)...	20	100
Military Police (MP).....	20	100
Ordnance (OD).....	20	100
Quartermaster (QM).....	17	85
Signal Corps (SC).....	20	100
Transportation Corps (TC)....	18	90

N=287

1. Demographic Information Concerning Respondents.

The questionnaire asks for the following demographic information from each respondent: rank, branch, component, source of commissioning, amount of time spent in ROTC, prior enlisted service, commissioning date, OBC report date, and English as a first language. Tables 2 through 10 illustrate the demographic results of the questionnaire.

TABLE 2

NO. OF RESPONDENTS, BY RANK

<u>RANK</u>	<u>NO.</u>	<u>%</u>
2LT	279	97
1LT	8	3

N=287

The majority of the respondents, ninety-seven percent, are second lieutenants; the remainder are first lieutenants. This type of rank distribution is to be expected since OBC is the first military school an officer attends after commissioning.

For the purposes of this study, branches are divided into Combat Arms (CA), Combat Support (CS), and Combat Service Support (CSS) branch groupings as follows:

<u>CA</u>	<u>CS</u>	<u>CSS</u>
AD	CM	AG
AR	MI	FI
AV	MP	OD
IN	SC	QM
EN		TC
FA		

Figure 5. CA/CS/CSS Distribution

TABLE 3

NO. OF RESPONDENTS, BY BRANCH GROUPING		
<u>GROUP</u>	<u>NO.</u>	<u>%</u>
CA	113	39
CS	79	28
CSS	95	33
N=287		

Based on the groupings in Figure 5, the following percentages of CA/CS/CSS respondents are expected; CA -- forty

percent, CS -- twenty-seven percent, and CSS -- thirty-three percent. In actuality (see Table 3), thirty-nine percent of the officer respondents are members of CA branches, twenty-eight percent are members of CS branches, and thirty-three percent are members of CSS branches. Actual results are what was expected.

TABLE 4

NO. OF RESPONDENTS, BY COMPONENT		
<u>COMPONENT</u>	<u>NO.</u>	<u>%</u>
RA	70	24
USAR	146	51
ARNG	71	25
N=287		

Most respondents are U.S. Army Reserve (USAR) officers. The remaining number of lieutenant respondents are split almost evenly between Army National Guard (ARNG) officers and Regular Army (RA) officers.

All RA lieutenants serve on active duty. For the most part, ARNG lieutenants serve in the National Guard. There are a few ARNG lieutenants on active duty. Many USAR lieutenants serve on active duty; the remainder are in USAR units or are in the ready reserve. Consequently, it is impossible to determine the number of respondents who are currently on active duty and the number who are serving in the reserve forces.

TABLE 5

NO. OF RESPONDENTS, BY COMMISSIONING SOURCE		
<u>SOURCE</u>	<u>NO.</u>	<u>%</u>
USMA	7	2
ROTC	238	83
OCS	12	4
NGOCS	30	11
N=287		

The Reserve Officers Training Corps (ROTC) commissioned the majority of the respondents, eighty-three percent. The Army National Guard Officer Candidate School (NGOCS) commissioned eleven percent of the officers. The Federal Officer Candidate School (OCS) commissioned four percent. The United States Military Academy (USMA) commissioned two percent of the respondents. In comparison, the Defense 90 magazine shows that in 1989 the Army commissioned 7,847 lieutenants from four sources: USMA (13%) -- 1,053 lieutenants, ROTC (75%) -- 5906 lieutenants, Federal and National Guard OCS (3%) -- 184 lieutenants, and direct commission (9%) -- 704 lieutenants.¹ Based on the small number of respondents from USMA, OCS, and NGOCS, the researcher believes that the sample size of these commissioning sources is inadequate for drawing any conclusions or for making any comparisons about commissioning sources. On the other hand, the sample size of the ROTC commissioning source is adequate and specific conclusions can be made about ROTC.

It is necessary to explain why there is such a small number of USMA lieutenant respondents. Almost all of the USMA cadets scheduled for commissioning and graduation annually do so in May of each year. A very small number are commissioned and graduate in December, for a variety of reasons (e.g., academics, medical problems, etc.). Since all academy graduates receive Regular Army commissions, they are scheduled to attend their respective OBCs at the earliest opportunity so that they can join their active army unit of assignment as soon as possible. This is also true for ROTC and OCS graduates who receive an RA commission. Any research targeting a large number of USMA graduates currently in OBC needs to be conducted in the summer, right after their graduation and commissioning. This was impossible to do during this study.

Table 6 illustrates that ROTC cadets spend at least two years of their college life participating in ROTC, along with their other academic requirements. These two years of military science are known as the ROTC advanced course.

TABLE 6

NO. OF RESPONDENTS, BY NO. OF YRS IN ROTC			
<u>NO.</u>	<u>OF YEARS</u>	<u>NO.</u>	<u>%</u>
	2	96	40
	3	32	14
	4	108	45
	>4	2	1
		N = 238	

All ROTC cadets must, as a minimum, successfully complete the advanced course in order to obtain their commission. Many cadets spend more than two years in military science. The responses indicate that forty percent of the ROTC lieutenants spent two years in ROTC; forty-five percent of the group spent four years in ROTC; and thirteen percent say they spent three years in ROTC. The remainder spent more than four years in the ROTC program.

TABLE 7

NO. OF RESPONDENTS, BY PRIOR ENLISTMENT STATUS		
<u>STATUS</u>	<u>NO.</u>	<u>%</u>
PRIOR ENLISTED	144	50
NOT PRIOR ENLISTED	143	50
N=287		

Virtually half of the respondents say they served in the military as enlisted persons prior to entering their respective commissioning programs. Of this group, ninety-four percent (136 of 144 respondents) served their enlisted time in the Army; three served in the Air Force; three served in the USMC; and one served in the Navy. Just over half of the prior enlisted group served less than three years in the enlisted ranks; thirty-two percent served

between three and five years; fifteen percent served between five and ten years; and two percent served ten or more years.

Individual commissioning dates range from May 1986 to January 1991. Most of the respondents, sixty-three percent, were commissioned between May 1990 and January 1991.

TABLE 8

NO. OF RESPONDENTS, BY COMMISSIONING DATE		
<u>DATE</u>	<u>NO.</u>	<u>%</u>
MAY - DEC 86	1	.3
JAN - DEC 87	8	3.0
JAN - DEC 88	21	7.0
JAN - DEC 89	69	24.0
JAN - DEC 90	184	64.0
JAN 91	4	1.7
N=287		

TABLE 9

NO. OF RESPONDENTS, BY OBC REPORT DATE		
<u>DATE</u>	<u>NO.</u>	<u>%</u>
APR 90	1	.3
AUG 90	17	5.9
SEP 90	38	13.2
OCT 90	50	17.4
NOV 90	28	9.7
DEC 90	6	2.1
JAN 91	110	38.4
FEB 91	37	13.0
N=287		

The date the individual reported to OBC ranges from April 1990 to February 1991. The shortest span of time an

officer had to wait to attend OBC after his commissioning was less than one month. The longest span of time was fifty-six months. Survey responses indicate that the average wait is eleven months.

TABLE 10

NO. OF RESPONSES TO QUESTION # 11 "IS ENGLISH YOUR FIRST LANGUAGE?"		
<u>RESPONSES</u>	<u>NO.</u>	<u>%</u>
YES	278	97
NO	9	3
N=287		

The final demographic aspect is English as a first language. Ninety-seven percent of the lieutenants surveyed indicate that English is their first language. The low number of respondents who indicated that English is not their first language makes it impossible to draw any correlation between this group and the group that indicated that English is their first language.

2. A Demographic Analysis of Survey Responses.

After reviewing all the responses of the lieutenants surveyed, and based on the sizes of the various demographic groups, three groups lend themselves well for further statistical analysis and discussion. The survey is analyzed by

these three demographic groups: by prior enlisted experience, by component, and by branch grouping.

The first comparison is by prior enlisted experience. Responses to all survey questions were analyzed by comparing the responses of those who had served previously as enlisted personnel against those who had not. Three questions from the questionnaire, questions 16, 18, and 19, exhibit statistical significance when the Chi-Square test is applied.

TABLE 11

COMPARISON OF QUESTION 16 RESPONSES, BY PRIOR ENLISTED EXPERIENCE				
"I UNDERSTOOD THE STANDARDS I WAS EXPECTED TO MEET IN ACCORDANCE WITH MQS I."				
<u>EXPERIENCE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>TOTAL</u>
PRIOR ENLISTED	106 (73)	14 (10)	24 (17)	144
NOT PRIOR ENL'D	85 (60)	23 (16)	34 (24)	142*
TOTAL	191	37	58	
				N= 286*
* One respondent did not answer the question No. in () is percent of experience level.				
Chi-Square = 6.55, Degrees of Freedom = 2 Significance P < .05				

A significantly higher percentage of prior enlisted personnel believe that they understood the MQS I standards they were expected to meet. This high percent (73%) suggests that because of their previous military experience they, more so than those who are not prior enlisted, understood

the Army's training methodology and need for identifiable and attainable standards. Additionally, many MQS I tasks are taught in the various basic (BT) and advanced individual training (AIT) programs conducted by the various services. This familiarity with many MQS I tasks probably enhances the belief, on the part of those who are prior enlisted, that they understood the MQS I standards. Two prior service respondents' comments may shed some light on this subject.

'If I wasn't prior service enlisted . . . I would not have known anything about MQS I tasks.'

'Prior service and the National Guard have prepared me the most.'

All OBC student comments cited in this thesis come from the completed questionnaires. A summary of all student comments, by service school, is located at Appendix 4.

On the other hand, a quarter of those individuals with no prior enlisted experience disagreed with the assertion. They did not fully understand the MQS I standards they were expected to meet. An unfamiliarity with MQS I standards is possibly the result of inadequate emphasis on MQS I at the respondent's commissioning source.

The evidence suggests that more individuals with prior enlisted experience understood the standards than those with no prior enlisted background. The evidence further suggests that the conveyance of MQS I standards to

cadets and officer candidates should mirror the emphasis on conveying standards at BT and AIT. The standards should be clear to all, from the outset of precommissioning training.

Question 18's responses follow:

TABLE 12

COMPARISON OF QUESTION 18 RESPONSES, BY PRIOR ENLISTED EXPERIENCE				
"DID YOU MEET THE STANDARDS OF ALL MQS I TASKS PRIOR TO BEING COMMISSIONED?"				
<u>EXPERIENCE</u>	<u>YES</u>	<u>NO</u>	<u>DO NOT KNOW</u>	<u>TOTAL</u>
PRIOR ENLISTED	110 (76)	8 (6)	26 (18)	144
NOT PRIOR ENL'D	93 (66)	5 (3)	44 (31)	142*
TOTAL	203	13	70	
				N= 286*
* One respondent did not answer the question No. in () is percent of experience level.				
Chi-Square = 6.57, Degrees of Freedom = 2 Significance P < .05				

Of real significance here is the large number (31 %) of individuals with no prior enlisted experience who say they 'do not know'. Once again, this sort of response indicates that the respondents are unfamiliar with the standards of MQS I. Based on the responses in question 16, the responses for this question are consistent and fully support the finding that many do not know the MQS I standards.

The final statistically significant question is question 19.

TABLE 13

COMPARISON OF QUESTION 19 RESPONSES,
BY PRIOR ENLISTED EXPERIENCE

"DID YOUR COMMISSIONING SOURCE TEST YOU ON MQS I TASKS?"

<u>EXPERIENCE</u>	<u>YES</u>	<u>NO</u>	<u>DO NOT KNOW</u>	<u>TOTAL</u>
PRIOR ENLISTED	106 (74)	22 (15)	16 (11)	144
NOT PRIOR ENL'D	82 (58)	32 (22)	28 (20)	142*
TOTAL	188	54	44	
				N= 286*

* One respondent did not answer the question
No. in () is percent of experience level.

Chi-Square = 7.92, Degrees of Freedom = 2
Significance $P < .05$

These responses do not suggest that the commissioning sources are not testing on MQS I tasks. Instead, the researcher believes they suggest that those with no prior enlisted experience are unfamiliar with MQS I. As a result, they respond in large numbers with 'no' and 'do not know' responses. They could very well have been tested on MQS I tasks, but not have known if they did not know what MQS I is.

The second demographic comparison is by component: Regular Army (RA), U.S. Army Reserve (USAR), and Army National Guard (ARNG). Two questions, questions 12 and 23, are statistically significant. Table 14 illustrates the responses to question 12.

TABLE 14

COMPARISON OF QUESTION 12 RESPONSES,
BY COMPONENT

"MY COMMISSIONING SOURCE PREPARED ME FOR ATTENDANCE
AT OBC."

<u>COMPONENT</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>TOTAL</u>
RA	62 (89)	3 (4)	5 (7)	70
USAR	104 (71)	18 (12)	25 (17)	147
ARNG	54 (77)	3 (4)	12 (19)	69
TOTAL	220	24	42	

N= 286*

* One respondent did not answer the question
No. in () is percent each component.

Chi-Square = 11.28, Degrees of Freedom = 4
Significance P < .05

By and large, all three components agree that their commissioning sources prepared them for attendance at OBC. However, when the 'disagree' responses are looked at in detail, the results reveal that RA respondents did not disagree in the same proportion as USAR and ARNG respondents. This researcher believes that this satisfaction on the part of RA respondents is because RA lieutenants attend OBC sooner after commissioning than their USAR and ARNG counterparts. Therefore, RA lieutenants experience a shorter interruption in their training continuum from MQS I to MQS II.

Question 23's responses are depicted in Table 15.

TABLE 15

COMPARISON OF QUESTION 23 RESPONSES, BY COMPONENT				
"IF THE REMEDIAL/ADDITIONAL TRAINING IS PROVIDED DURING CLASS TIME, HOW MANY HOURS ARE DEVOTED TO MQS I TRAIN- ING DURING THE COURSE?"				
<u>COMPONENT</u>	<u>< 8 HRS</u>	<u>8-16 HRS</u>	<u>>16 HRS</u>	<u>TOTAL</u>
RA	10 (45)	11 (50)	1 (5)	22
USAR	23 (51)	9 (20)	13 (29)	45
ARNG	15 (58)	7 (27)	4 (15)	26
TOTAL	48	27	18	
				N= 93
No. in () is percent each component.				
Chi-Square = 9.80, Degrees of Freedom = 4				
Significance P < .05				

For this study, these results do not have any real significance or relevance. The only respondents are those who indicated in an earlier question that their OBC provided remedial or additional training. There is no correlation between component and remedial training that this researcher can determine.

The final demographic comparison is by branch grouping: combat arms (CA), combat support (CS), and combat service support (CSS). In this comparison, responses to two questions (19 & 20) are statistically significant.

Responses to question 19 are depicted in Table 16, located on the next page.

TABLE 16

COMPARISON OF QUESTION 19 RESPONSES, BY BRANCH GROUPING				
"DID YOUR COMMISSIONING SOURCE TEST YOU ON MQS I TASKS?"				
<u>GROUP</u>	<u>YES</u>	<u>NO</u>	<u>DO NOT KNOW</u>	<u>TOTAL</u>
CA	68 (60)	32 (28)	13 (12)	113
CS	53 (68)	8 (10)	17 (22)	78
CSS	68 (72)	14 (15)	13 (13)	95
TOTAL	189	54	43	
				N= 286*
* One respondent did not answer the question No. in () is percent each component.				
Chi-Square = 13.24, Degrees of Freedom = 4 Significance P < .05				

While the Chi-Square test shows that this question has statistical significance, this researcher cannot determine why this significance exists.

Question 20's responses are displayed in Table 17.

TABLE 17

COMPARISON OF QUESTION 20 RESPONSES, BY BRANCH GROUPING				
"DOES YOUR OBC TEST YOU ON MQS I TASKS DURING THE COURSE OF INSTRUCTION?"				
<u>GROUP</u>	<u>YES</u>	<u>NO</u>	<u>DO NOT KNOW</u>	<u>TOTAL</u>
CA	77 (68)	18 (16)	18 (16)	113
CS	44 (56)	6 (8)	28 (36)	78
CSS	48 (51)	16 (17)	31 (32)	95
TOTAL	169	40	77	
				N= 286*
* One respondent did not answer the question No. in () is percent each component.				
Chi-Square = 14.68, Degrees of Freedom = 4 Significance P < .05				

These responses reveal that CS/CSS branches are not sure if their OBCs test them on MQS I tasks. If they are not sure, this researcher concludes that it must be because they do not know what the MQS I tasks are, or because the OBC is not emphasizing MQS I testing. Consequently, in answering question 19, they would answer 'yes' more often because they assume that MQS I was done at their commissioning source. CA branches seem to be testing at their OBCs. The responses displayed in Tables 16 and 17 point out the lack of standardized MQS I testing between the various service schools.

3. A Look at ROTC

As was stated earlier, the sample size of each commissioning source is small, with the exception of ROTC. Consequently, specific conclusions cannot be made about USMA, OCS, and NGOCS either individually or in comparison to ROTC. The ROTC sample size is large enough to look at under closer scrutiny. Data on responses for all commissioning sources is provided for questions 12, 13, 15, 16, 17, 18, 19, and 24 purely for informational purposes. All of these questions deal with OBC student responses concerning their commissioning source. Specific analysis and recommendations will only be done for ROTC.

The recorded responses for question 12 are displayed in Table 18.

TABLE 18

COMPARISON OF QUESTION 12 RESPONSES,
BY COMMISSIONING SOURCE

"MY COMMISSIONING SOURCE PREPARED ME FOR ATTENDANCE
AT OBC."

	<u>USMA</u>	<u>ROTC</u>	<u>OCS</u>	<u>NGOCS</u>	<u>TOTAL</u>
AGREE	7 (100)	179 (75)	10 (84)	24 (83)	220 (77)
NO OPINION	0 (0)	21 (9)	1 (8)	2 (7)	24 (8)
DISAGREE	0 (0)	38 (16)	1 (8)	3 (10)	42 (15)
TOTAL	7	238	12	29	

N = 286*

* One respondent did not answer the question
No. in () is percent of commissioning source.

It is important to note that fifteen percent of the respondents believe their commissioning source did not prepare them for OPC. Almost all the respondents who disagreed with question 12's assertion were ROTC lieutenants. The research leads one to believe that those ROTC lieutenants believed they were unprepared for OBC because of poor preparation on-campus. Sixteen percent of all ROTC officers disagreed with the assertion. ROTC respondents comment:

'Preparation was unbalanced.'

'I was very unprepared for what to expect at OBC.'

Question 13 responses are displayed in Table 19, located on the next page.

TABLE 19

COMPARISON OF QUESTION 13 RESPONSES,
BY COMMISSIONING SOURCE

"THE MILITARY TRAINING I RECEIVED AT MY COMMISSIONING
SOURCE WAS BASED ON THE STANDARDS OF MQS I."

	<u>USMA</u>	<u>ROTC</u>	<u>OCS</u>	<u>NGOCS</u>	<u>TOTAL</u>
AGREE	7 (100)	178 (75)	12 (100)	30 (100)	227 (79)
NO OPINION	0 (0)	31 (13)	0 (0)	0 (0)	31 (11)
DISAGREE	0 (0)	28 (12)	0 (0)	0 (0)	28 (10)
TOTAL	7	237	12	30	

N = 286*

* One respondent did not answer the question
No. in () is percent of commissioning source.

Based on ROTC figures only, the respondents who believe that the military training they received on-campus was not based on the standards of MQS I were all ROTC lieutenants.

This is one of the key findings of this study. Twenty-five percent of lieutenants commissioned from ROTC either do not know what MQS I is or the training they do receive is not MQS I based. ROTC lieutenants elaborate once again:

'Training was emphasized to do well at ROTC Advanced Camp.'

'The preparation at ROTC was done strictly to pass the tests at Advanced Camp not for future reinforcement.'

'I did not receive nor know about MQS Level I. It is possible that the training I received in ROTC fits MQS Level I standard.'

'I received MQS Level I training, but the instructor rarely said this is a MQS Level I task.'

'The MQS Level I training completed at my ROTC commissioning institution was never labeled as such, though it was covered/taught.'

'I am not familiar with our training being called MQS I.'

'We probably did MQS I training in ROTC - but I do not recall training under that heading or specified as part of that program.'

The perception is that the bulk of military training in ROTC is geared toward successful completion of advanced camp. This perception exists because a camp performance report is rendered at the end of camp on each cadet who attends. This report is part of a ROTC cadet's accession packet; a packet reviewed, graded, and rank ordered at the annual DA Accessions Board. ROTC cadets are told that their performance at advanced camp plays a large part in whether they are selected for active duty or not. Additionally, the success of military science training on-campus is measured, in part, by the recorded performance of that particular school's advanced camp cadets. The pressure to do well at advanced camp, for both the individual cadet and the individual ROTC program, is quite real. As long as this pressure exists, emphasis on advanced camp performance, not on MQS I performance, will continue.

Why does Cadet Command measure advanced camp performance, but not MQS I performance? Why is the DA Accessions Board told about an individual's performance at advanced camp, but not the individual's MQS I performance? Possibly

because it is assumed by all concerned that MQS I standards have been met.

Additionally, some ROTC cadets are not totally familiar with MQS I; what it is, what their role in MQS I is, what the MQS I standards are, and how MQS I relates to their future professional development as Army officers. Because of the diversity of the ROTC program, which is conducted at over 400 university and college campuses nationwide, some schools will refer to MQS I training from the outset of a cadet's career, while other schools will not. Measures must be taken to emphasize the importance MQS I has in the pre-commissioning process. MQS I is not just a subordinate part of ROTC training, or any other precommissioning training for that matter. MQS I is precommissioning training's foundation. The ROTC respondents' comments indicate that this concept is not fully implemented in ROTC.

TABLE 20

COMPARISON OF QUESTION 15 RESPONSES, BY COMMISSIONING SOURCE					
"I UNDERSTOOD WHAT MQS I WAS WHEN I WAS A CADET/ OFFICER CANDIDATE."					
	<u>USMA</u>	<u>ROTC</u>	<u>OCS</u>	<u>NGOCS</u>	<u>TOTAL</u>
AGREE	6 (86)	160 (68)	11 (92)	26 (86)	203 (71)
NO OPINION	0 (0)	16 (7)	0 (0)	2 (7)	18 (6)
DISAGREE	1 (14)	61 (25)	1 (8)	2 (7)	65 (23)
TOTAL	7	237	12	30	
					N = 286*
* One respondent did not answer the question No. in () is percent of commissioning source.					

Question 15 asks the OBC students if they agree or disagree with the belief that they understood what MQS I was when they were cadets/officer candidates. As Table 20 illustrates, ROTC lieutenants are not in total agreement once again. A full twenty-five percent of all ROTC respondents believe they did not understand what MQS I was when they were cadets. One can only conclude that their ROTC instruction failed to highlight what MQS I is.

Table 21 illustrates responses to question 16.

TABLE 21

COMPARISON OF QUESTION 16 RESPONSES, BY COMMISSIONING SOURCE					
"I UNDERSTOOD THE STANDARDS I WAS EXPECTED TO MEET IN ACCORDANCE WITH MQS I."					
	<u>USMA</u>	<u>ROTC</u>	<u>OCS</u>	<u>NGOCS</u>	<u>TOTAL</u>
AGREE	5 (71)	146 (62)	12 (100)	28 (94)	191 (67)
NO OPINION	0 (0)	36 (15)	0 (0)	1 (3)	37 (13)
DISAGREE	2 (29)	55 (23)	0 (0)	1 (3)	58 (20)
TOTAL	7	237	12	30	
N = 286*					
* One respondent did not answer the question No. in () is percent of commissioning source.					

Twenty-three percent of ROTC lieutenants do not know the standards they were expected to meet as cadets. They most likely do not understand the standards because knowing what MQS I is and completing MQS I requirements to standard is a second or third priority for training at camp and on-campus. If MQS I training is not the first priority for training at camp and on-campus, it should be.

Cadet Command's regulatory guidance is quite clear. MQS I is supposed to be the command's first training priority. In actuality, because advanced camp performance is the key to "training success", MQS I execution on-campus and at advanced camp is questionable, based on the ROTC responses to this question.

Question 17 asks the OBC students if they agree or disagree with the assertion that their commissioning source provided them with the required skills to be successful lieutenants. Table 22 illustrates the responses to this question.

TABLE 22

COMPARISON OF QUESTION 17 RESPONSES, BY COMMISSIONING SOURCE					
"MY COMMISSIONING SOURCE PROVIDED ME WITH THE SKILLS TO BE A SUCCESSFUL LT."					
	<u>USMA</u>	<u>ROTC</u>	<u>OCS</u>	<u>NGOCS</u>	<u>TOTAL</u>
AGREE	7 (100)	177 (75)	10 (84)	27 (90)	221 (77)
NO OPINION	0 (0)	21 (9)	0 (0)	1 (3)	22 (8)
DISAGREE	0 (0)	39 (16)	2 (16)	2 (7)	43 (15)
TOTAL	7	237	12	30	
					N = 286*
* One respondent did not answer the question					
No. in () is percent of commissioning source.					

On this question, one quarter of all ROTC lieutenants believe their ROTC program did not provide them with the skills necessary to be successful.

Here is how they respond to question 18.

TABLE 23

COMPARISON OF QUESTION 18 RESPONSES, BY COMMISSIONING SOURCE					
"DID YOU MEET THE STANDARDS OF ALL MQS I TASKS PRIOR TO BEING COMMISSIONED?"					
	<u>USMA</u>	<u>ROTC</u>	<u>OCS</u>	<u>NGOCS</u>	<u>TOTAL</u>
YES	6 (86)	159 (67)	11 (92)	28 (94)	204 (71)
NO	0 (0)	12 (5)	0 (0)	1 (3)	13 (5)
UNKNOWN	1 (0)	66 (28)	1 (8)	1 (3)	69 (24)
TOTAL	7	237	12	30	
					N = 286*
* One respondent did not answer the question No. in () is percent of commissioning source.					

Twenty-eight percent of the ROTC respondents do not know if they met the standards. Another five percent say they did not meet the standards. These responses relate very closely to the ROTC responses provided for questions 15 and 16. It is also significant to point out that overall, five percent of all lieutenants surveyed believe they did not meet the standards, and another twenty-four percent do not know if they met the standards. These numbers indicate that the Army does have a problem: not all lieutenants who report to OBC are MQS I qualified. This percent could be as high as twenty-nine percent, if those who do not know if they met the standards did not meet them. ROTC accounts for

seventy-eight of the eighty-two who either responded 'No' or 'Unknown'.

Do the commissioning sources test on MQS I tasks? Table 24 reflects their responses. Twenty-two percent of ROTC lieutenants say their ROTC program on-campus did not test them on MQS I tasks. Another seventeen percent do not know if their ROTC program on-campus tested them. Only sixty percent were sure that their programs tested them.

.LS1

TABLE 24

COMPARISON OF QUESTION 19 RESPONSES, BY COMMISSIONING SOURCE					
"DID YOUR COMMISSIONING SOURCE TEST YOU ON MQS I TASKS?"					
	<u>USMA</u>	<u>ROTC</u>	<u>OCS</u>	<u>NGOCS</u>	<u>TOTAL</u>
YES	6 (86)	143 (61)	12 (100)	28 (94)	189 (66)
NO	0 (0)	53 (22)	0 (0)	1 (3)	54 (19)
UNKNOWN	1 (14)	41 (17)	0 (0)	1 (3)	43 (15)
TOTAL	7	237	12	30	
					N = 286*
* One respondent did not answer the question No. in () is percent of commissioning source.					

These types of answers directly relate to how well the lieutenant knows and understands what MQS I is.

The last question looked at is question 24. Responses to this question are reflected in Table 25.

TABLE 25

COMPARISON OF QUESTION 24 RESPONSES,
BY COMMISSIONING SOURCE

"AT THE TIME YOU WERE COMMISSIONED, DO YOU BELIEVE YOU WERE ABLE TO THINK, ANALYZE, PLAN, DECIDE, AND COMMUNICATE YOUR DECISIONS IN EXECUTING SMALL UNIT OPERATIONS?"

	<u>USMA</u>	<u>ROTC</u>	<u>OCS</u>	<u>NGOCS</u>	<u>TOTAL</u>
YES	7 (100)	211 (89)	12 (100)	26 (86)	256 (90)
NO	0 (0)	15 (6)	0 (0)	2 (7)	17 (6)
UNKNOWN	0 (0)	10 (5)	0 (0)	2 (7)	12 (4)
TOTAL	7	236	12	30	

N = 285*

* Two respondents did not answer the question
No. in () is percent of commissioning source.

Almost all respondents answered this question positively. When not asked specifically about MQS I, the respondents seem to speak in unison.

4. A Comparison of Results, By Branch Service School.

This section is a synopsis of questionnaire responses concerning lieutenants' views on their respective OBCs. Because of the large number of service schools represented in the responses (15) it is this researcher's opinion that a statistical analysis of each OBC would not provide any relevant data to this study. However, a close look at questions 14, 20, 21, 22, and 23 on the questionnaire does provide some interesting information on student perceptions about their service schools.

Question 14 asks the OBC students if they agree or disagree with the statement that the military training they are receiving at their OBC is built on the foundations they received in MQS I. The highest percentages of agreement are from the Finance (FI) School (80%), Aviation (AV) School (79%), and Infantry (IN) School (79%). The highest percentages of disagreement are from the AD School (30%), FA School (28%), and Adjutant Generals' (AG) School (25%).

Students at the FI School and IN School are the most positive concerning this question, and students at the AD School and FA School are the most negative. However, twenty-three percent of the respondents overall have no opinion on this subject. Considering the straight-forwardness of this question, this is a significant number. Due to the number of OBC students who are not familiar with MQS I, as was discussed earlier, this unfamiliarity could conceivably prompt a 'no opinion' response.

Question 20 deals with OBC testing of MQS I tasks. Do the OBCs test the students on MQS I tasks during the course of instruction?

The AV and IN Schools were in the top three schools again, with a 100% 'yes' vote for AV and a seventy-nine percent 'yes' vote for IN. Rounding out the top three schools is the Military Police (MP) School, receiving a seventy-four percent 'yes' vote.

The bottom three schools, those receiving the most 'no' votes for this question, include: the AG School (45%), Armor (AR) School (30%), and EN School (30%). It is also important to note that twenty-seven percent of the OBC students who responded say they do not know if their OBC tests or not.

Recently, the Commanding General, U.S. Army Combined Arms Command, sent out a memorandum to all service school commandants. This memorandum requires the service schools to initiate MQS I task proficiency verification by 1 February 1991. "The main purpose of these evaluations will be to verify task proficiency and to ensure officer preparedness for continued development."² In all fairness to the service schools, at the time the questionnaires were completed, MQS I validation testing was not mandatory.

Question 21 inquires whether or not the respondent's OBC provides additional/remedial training on MQS I tasks. The one school that received a unanimous 'yes' response to this question is the AV School. Conversely, no school received a unanimous 'no' response. What is interesting is the disparity in responses within a given school. One would think that if a school does or does not provide additional and/or remedial training, the students would know and answer with some sort of unanimity. However, as one looks at the responses it becomes apparent that this is not the case. Unanimity does not reign. Seventy-two percent of the OBC

students at the TC School did not know whether or not the school provided remedial training. The most disparity between 'yes' and 'no' answers is at the FA School. Forty-four percent of FA OBC students do not know the answer to question 21. Of the ten who did know, five say the training is provided and five say the training is not provided. Which is it? If one relies on student responses, then one would surmise that the conduct of additional/remedial training at the FA School, or any other service school for that matter, is questionable. If it is conducted, it is not advertised very well.

Questions 22 and 23 ask those OBC students who say additional/remedial training exists at their service school when this training is conducted. Twenty-two percent of the 'yes' respondents indicate that the training is conducted during class time; thirty-two percent indicate that the training occurs after duty hours; and forty-six percent say the training occurs during class and after duty hours. Again, no unanimity. Finally, over fifty percent say that the total time spent on remedial training is less than eight hours.

Interview Responses From Commissioning Sources

The researcher conducted telephonic interviews with each commissioning source between 4 February and 15 March

1991. Interviewees at each commissioning source are identified at Appendix 8. The questions used for the interview are at Appendix 6. Interview responses were written and are in the possession of the researcher.

Interview responses indicate that every commissioning source uses MQS I as part of their precommissioning training. In addition, they are all using the most current edition of the MQS I Manual of Common Tasks, dated May 1990. However, both USMA and Cadet Command indicated that they are making no attempts to train their current MS IIIs (Juniors) and MS IVs (Seniors) using the current standards. Current MS IIs (Sophomores) are the first year group of cadets to be trained using the current manual.

They are all using the existing Training Support Packages (TSPs), when appropriate and if the TSP is current. They all made a point of saying that even if the TSPs are not used for every task, the standard for that task does not change. Instances when TSPs are not used include: when the TSPs are not doctrinally current or correct and when the instructor has prepared his own lesson plan.

USMA and OCS require all of their cadets and officer candidates to meet all the standards outlined in MQS I. Cadet Command does not require its cadets to meet the standards for the "Soviet Military Power" professional knowledge (PK) subject. Cadet Command views this PK as no longer important, given the existing situation in Eastern Europe

and the Soviet Union. NGOCS does not retrain MQS I tasks during the conduct of its Program of Instruction (POI) that have been identified as being trained in Basic Training (BT). They do not retrain these tasks because of time constraints in their POI.

All the commissioning sources were asked if they have a formal certification process to ensure that each commissionee from their source meets the same requirements as his peers as well as commissionees from other commissioning sources. None of the commissioning sources have a formal certification program. MQS I is incorporated into the existing POIs at all of the commissioning sources. MQS I is monitored, cadets are monitored, but there is no certification process, per se. Someone at each commissioning source must certify in writing that an individual has met the requirements for commissioning, but there is no single document that certifying official can refer to to ensure the cadet or officer candidate has met the standards for all MQS I tasks.

The commissioning sources were asked which MQS I tasks were the most difficult to train to standard, and why. USMA says those tasks that require equipment they do not have on hand are the most difficult to train to standard. Cadet Command says the same thing and gives a few examples: NBC tasks that require a protective mask (they have no masks

on-campus), M16 firing (they have no M16s on-campus), and hand grenades (they have none). These tasks can only be trained at advanced camp or during Cadet Field Training. OCS reports that operations and tactics tasks are the most difficult ones for them to train to standard because the standards for these tasks are so subjective. OCS is looking at developing a grading system for these types of tasks modeled on the Ranger School methodology. NGOCS says land navigation is the most difficult task for them to accomplish.

All the sources state that all their commissionees meet all the standards of MQS I at the time they are commissioned.

Every commissioning source believes that MQS I is required training for cadets and officer candidates, probably because of the existing regulations concerning MQS I implementation and the requirements set forth in the MQS I Manual of Common Tasks.

None of the commissioning sources receive any form of formal feedback from the service schools concerning the performance of their lieutenants at the service schools. The only feedback they do receive is informal: normal contact during the conduct of business with the service schools. OBC failures are reported to the commissioning sources; however, not all the service schools report OBC failures. The commissioning sources report that at times it

is very difficult to get information from the service schools.

The amount of time spent to accomplish MQS I training requirements varies with each commissioning source. None of the commissioning sources complained about not having enough time to accomplish this mission. Each has their own unique POI that meets the requirements of the institution.

All of the sources were asked about any additional training requirements they place on their cadets and officer candidates, above and beyond those required by MQS I. USMA was not specific about additional requirements. Cadet Command requires twenty additional mandatory training events and three additional professional military education (PME) requirements: math reasoning, computer literacy, and foreign language (this requirement is for ROTC scholarship cadets only). This additional training requires sixty-six hours over a four year period in the ROTC POI. OCS indicates that their only additional training requirement is the leadership assessment program, which is integrated throughout the entire POI. NGOCS has no additional training requirements; however, each state has the ability to add subjects to the POI as they deem necessary.

USMA is the only commissioning source that does not waive or defer any of the MQS I requirements. Cadet Command waives individual PME requirements, on a case-by-case basis.

They do not defer any tasks. OCS waives first aid tasks that have been trained during BT. The first aid tasks are waived because of time constraints. NGOCS waives redundant BT tasks as well. No tasks are deferred by OCS or NGOCS; however, their responses during the interview indicate that MQS I PME requirements are not closely monitored.

As the interviews concluded, a couple of commissioning sources had concerns they wanted to address. USMA is concerned over diagnostic testing at OBCs. They want to ensure that the service schools know that their current sophomores, year group '93, are the first class using the new MQS I manual and standards. Current commissicnees are not using the new manual.

OCS believes that the MQS I program should be standardized. At the end of MQS I training there should be a test -- a step towards graduation and commissioning. Currently, OCS does not give its officer candidates the MQS I manual to keep. They do not have enough manuals on hand to do this. However, the Battalion S-3 says they will look in to this problem.

Interview Responses From Service Schools

There are eighteen service schools that conduct Officer Basic Courses for the Army. The researcher conducted telephonic interviews with all of them except the Finance School, the Military Intelligence School, the Quartermaster

School, and the Signal Corps School. Written transcripts from those fourteen interviews are in the possession of the researcher. All the service schools interviewed were asked the same set of questions. This set of questions is enclosed as Appendix 7.

The service schools are divided on the issue of whether they measure the MQS I proficiency of their OBC students. Reasons for not measuring MQS I proficiency include: testing is not implemented yet, but will be by the end of the year; the school is not testing on MQS I, because it is part of the POI and tested as part of the POI; and the school does not have the resources to effectively test. Statements like these indicate that redundant MQS I instruction is incorporated into many service school POIs as a matter of course. Eight of the fourteen schools interviewed were measuring MQS I proficiency with the use of a diagnostic test at the time of the interview. The remaining six schools were not then measuring proficiency, but should be by May 1991.

Those service schools that were measuring MQS I proficiency at the time of the interview looked at the following general categories of tasks: communications, land navigation, weapons, first aid, NBC operations, and operations and tactics. Each school has its own unique list of tasks. These tasks are selected because of demonstrated

deficiencies on these tasks in the past and what the service school believes are combat critical soldier tasks each lieutenant must master. In varying degrees, some tasks are selected based on the availability of resources and equipment at the school.

Only one service school, the Engineer School, believes that the lieutenants arriving at their OBC are MQS I qualified. All the other schools believe that lieutenants arriving for their OBCs are not MQS I qualified. The Academy of Health Sciences (AHS), Chaplains (CH) School, and Judge Advocate Generals' (JAG) School all say that since the majority of their lieutenants are direct commissionees, they definitely are not MQS I qualified. For this reason, a large part of the POI at each school is devoted to MQS I instruction.

What are the service schools' expectations of their OBC students, in regards to MQS I proficiency? With the exception of the AHS, CH School, and JAG School, they all expect their OBC students to be able to perform all MQS I tasks to standard when they report to OBC. This is not an unrealistic expectation, and in fact is one the Army says we must demand. Are the lieutenants meeting the service schools' expectations? According to the service schools, they are not.

The service schools believe the main reason why OBC students do not meet their MQS I proficiency expectations is

because most of the MQS I tasks that cadets and officer candidates train on are very perishable skills. Unless these tasks are continually reinforced and retrained, the cadet loses his proficiency. With so many tasks and other training requirements to be accomplished at the commissioning sources, it is almost impossible to maintain proficiency in all MQS I tasks. A contributing problem, alluded to earlier in Chapter 4, is the span of time an individual experiences between the date of commissioning and the date of arrival at OBC. Eleven months can be a very long time to wait, especially for a USAR or ARNG lieutenant who does not belong to an Army Reserve or Army National Guard unit. How do they maintain their MQS I proficiency away from the military?

Aside from MQS I validation testing, the service schools are doing other things to ensure their lieutenants maintain MQS I proficiency during OBC. Most OBCs conduct additional/remedial training. This training is normally conducted after duty hours at most schools. Only the AR School and IN School indicate that they conduct remedial training during class time. The AR School currently devotes four hours of their POI to MQS I refresher training; however, they expect this four hour block to be deleted very soon. Survey responses from AR OPC lieutenants reveal that less than half of the AR students knew about MQS I refresher

training at OBC and none knew that it was during hours. The IN School devotes eight hours of their curriculum to MQS I refresher training. Survey responses from IN OBC students support what the IN School says; however, less than half of the IN students knew that refresher training is available at anytime, during class or after duty.

Many schools conduct evening study halls. Some have platoon sergeants or platoon leaders conduct small group refresher training. Many schools send letters to inbound OBC students, advising them of the MQS I validation test, what tasks are tested, and what the school's expectations are.

Four schools (FA, EN, MP, OD) indicate that they do not conduct refresher training for MQS I tasks. It is curious to note that when OBC students were asked if their school conducts refresher training, all four schools had students who said they did provide refresher training.

Many of the service schools want to see the commissioning sources become more involved in MQS I proficiency testing. During the interviews, there were many discussions about where MQS I validation testing rightfully belongs. Some schools feel that it should be back before the lieutenants are commissioned. Several schools recommend requiring the successful completion of an MQS I Certification test before the individual cadet or officer candidate is commissioned. Interestingly enough, that recommendation is what

the RETO Study and PDOS recommended as well. The schools believe the results of this test should be forwarded to the service school. Additionally, one service school feels that because of the existing backlog for OBC attendance, if an inbound OBC student has to wait a long time to get to OBC, then he should be required to take and pass some sort of MQS I refresher training prior to arrival at OBC.

The service schools acknowledge the claim made by the commissioning sources that they receive no feedback from the OBCs on their lieutenants MQS I/OBC performance. Almost every service school says they provide little to no feedback to the commissioning sources. The only feedback they might provide is the Academic Evaluation Report (AER) on OBC failures. Sometimes that information is only provided upon request from one of the commissioning sources.

There is almost unanimous consensus among the service schools on the issue of adopting a formal certification requirement at the commissioning source. They do not want this type of requirement adopted because they feel it is meaningless. Unless the commissioning sources are held accountable, there is no need for formal certification from them. However, some schools indicate that it would be nice to have some sort of "job book", that records the dates when the lieutenant last completed the MQS I task to standard. Another service school says it wants the results of any

MQS I on-campus testing, if conducted. At present, MQS I on-campus testing is not standardized throughout the commissioning sources, nor is it required. Finally, one school still wants to hold ROTC Professors of Military Science (PMS) and their counterparts at the other commissioning sources accountable for the product of their program. They want a certification letter from the PMS that the new lieutenant meets the standards of MQS I.

About one fourth of the service schools commented on ROTC specifically during the interviews. They believe that much of the problem has to do with nonstandardized training being conducted on the various campuses.

Another problem concerns the MQS I manual, STP 21-I-MQS. Some service schools point out that they are testing MQS I tasks from the 1986 edition of the manual. Other schools say they are using the new 1990 edition. A contributing problem is that many students arrive at OBC without their own copies of the MQS I manual. Coordination is key, but there is no evidence of it occurring.

CHAPTER 4 ENDNOTES

¹Department of Defense, Defense 90 (Washington, D.C.: Government Printing Office November-December 1990), 28.

²Leonard P. Wishart III, Lieutenant General, Memorandum to Service School Commandants on 8 October 1990. Subject: Programs at Officer Basic and Officer Advanced Courses to Verify Proficiency on MQS I and MQS II (Lieutenant) Tasks.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Chapter 5 presents the conclusions of this research. In addition, the significance for the Army is presented. Recommendations are made based on the conclusions of this study. Finally, implications for further research are presented for those interested in continuing the research in this valuable area of professional development.

Conclusions

As a group, Army lieutenants are not MQS I qualified when they arrive at their respective Officer Basic Courses (OBCs). There are several reasons why this problem exists.

The primary reason for this problem is because most cadets and officer candidates do not know what the Military Qualification Standards system is, or their role in it. They do not understand what MQS I is, its components, or the standards they are expected to meet in order to be commissioned.

A contributing problem is the MQS I manual. Not all cadets and officer candidates are issued a copy of the manual for training and future reference. If a cadet never

sees the manual, how can he be expected to even understand the standards?

In addition, newly commissioned lieutenants are not getting to OBC fast enough after they are commissioned. On the average, they wait eleven months to get to OBC. If that individual waiting to go to OBC finds a Army Reserve or National Guard unit to work in, then he can probably maintain proficiency in MQS I tasks. However, that individual who is not in a unit has nowhere to go and no resources available to maintain proficiency on his own.

MQS I task knowledge is extremely perishable. A large number of MQS I tasks are ones that must be constantly trained on if an individual wants to maintain proficiency. No matter how much time elapses between commissioning and OBC attendance, lieutenants will still arrive at OBC not knowing some MQS I tasks because they have forgotten how to perform the task.

The commissioning sources are not checking MQS I proficiency closely enough. Additionally, the USMA and Cadet Command have four year curriculums. There is very little flexibility built into the curriculum to allow refresher training on MQS I tasks trained on early in the curriculum. Also, the commissioning sources fail to educate the cadets and officer candidates on what MQS I is, and how it ties into the bigger picture of officer professional

development. As long as MQS I is not emphasized, then cadets and officer candidates will not give it much importance or consideration. They will only do what they need to do to obtain a commission.

Another important point to keep in mind is that USMA and ROTC both admit that they do not require their cadets to meet all the MQS I requirements. Additionally, OCS and NGOCS give credit for tasks trained at Basic Training. They make no attempt to check on individual proficiency of these tasks prior to commissioning. There just is not enough time, according to the sources.

None of the commissioning sources have any sort of formal certification process. Not even a "job book" is used to record the completion of all MQS I tasks. ROTC does certify certain tasks completed at advanced camp, but this is only done to let the PMS know that his individual cadet accomplished those tasks.

A review of all the data clearly indicates that MQS I training occurs at OBC in various degrees. This redundant training is conducted because lieutenants are arriving at OBC deficient in MQS I precommissioning training requirements. The evidence fully proves that the Army has a problem in its ability to ensure newly commissioned second lieutenants arrive at their OBCs ready to begin MQS II.

One of the most obvious problems is the lack of feedback provided by the service schools to the commissioning sources. Service schools have the impression that the commissioning sources do not care about their lieutenants once they are at OBC. Commissioning sources get the impression that service schools do not care because they never hear from them. This must be fixed.

Answers to Research Questions

The evidence indicates that second lieutenants, as a group, do not meet the Army's expectations for MQS I proficiency when they report to their Officer Basic Course (OBC). Many of the lieutenants admit that they do not meet the standards for MQS I. Of all the lieutenants surveyed, a full five percent say they did not meet the standards expected of them. Another twenty-four percent of the respondents said they did not know if they met the standards. To support this finding, the majority of the Army's service schools say that their OBC students do not meet the standards of MQS I.

Three subordinate questions were posed in Chapter 1 to further comprehend the nature of the problem and to develop recommendations for solving this problem.

The first subordinate question asks: What are the commissioning sources doing to ensure all cadets and officer candidates demonstrate proficiency in all MQS I tasks,

professional knowledge subjects, and professional military education requirements prior to commissioning? The study results support that the commissioning sources are using MQS I in their precommissioning curriculum, but to what extent MQS I is presented varies between commissioning sources. All of the commissioning sources use the current MQS I manual; however, USMA is not using the current manual with this year's juniors and seniors. Every individual MQS I task is addressed in the Programs of Instruction (POI) at each source. Having said all that, the evidence indicates that none of the sources places emphasis on monitoring the successful completion of all MQS I requirements. Each commissioning source has its own set of priorities and MQS I is not up at the top of their lists.

The second subordinate question asks: Are the Army service schools' expectations of their new OBC students' level of MQS I proficiency consistent with the standards established in MQS I? The service schools expect their students to arrive at OBC totally proficient in all MQS I tasks. However, the study results show that many of their students do not meet these expectations. The schools' expectations are those of the Army as a whole. The Army requires lieutenants to meet all the MQS I standards when they arrive at OBC. This expectation is not unrealistic; however, once a commissioning source commissions an

individual, the perception of the newly commissioned officer is that the commissioning sources' responsibility for MQS I development of that individual ends. At the same time, most new lieutenants have not learned about the MQS system and their responsibility for self-development.

The third subordinate question asks: What are the Army service schools doing to ensure that all OBC students who are deficient in a MQS I task, professional knowledge subject, or professional military education requirement, correct that deficiency before graduation from OBC? As a result of a recent initiative by the Commanding General, Combined Arms Command, all service schools are testing MQS I proficiency or will begin testing very soon. Remedial training is provided at many schools. Small group refresher training is performed under the supervision of platoon sergeants or platoon leaders.

Recommendations

Based on an analysis of the data collected, the following recommendations are made:

- 1) The Department of the Army (DA) publish specific guidance on the execution of MQS I at all the commissioning sources, to include the National Guard OCS Academies.¹

- 2) DA take immediate measures to reduce the backlog at the various OBCs. Timely attendance at OBC is essential to the officer's continued development.

3) DA closely monitor the commissioning sources and review the quality of the officers they commission. Adopt certification testing at all commissioning sources. This certification test will be administered thirty days before commissioning. If a cadet or officer candidate fails the test, he should be allowed one retest. If he fails a second time, he should not be commissioned. The Army can ill afford to have less than quality leaders for its soldiers.²

4) Adopt a certification record for use by the commissioning sources. This certification record acts as a formal record of MQS I proficiency. The newly commissioned officer retains this record and reports to OBC with it, where it is reviewed. The certification record includes a listing of all MQS I tasks, professional knowledge subjects, and professional military education requirements. When a cadet achieves the standard for a particular task, the date of achievement is recorded by the trainer/evaluator.³

5) The Commanding General, Training and Doctrine Command (CG, TRADOC) convenes an MQS I conference annually, in conjunction with the annual TRADOC Commander's Conference. MQS I representatives from all the service schools and commissioning sources attend and exchange ideas and concerns, solving the current communications problems.⁴

6) HQ, TRADOC, accept a small amount of redundant MQS I refresher training at each OBC. TRADOC develop a

standard refresher package of perishable MQS I tasks (i.e., land navigation, communications, NBC) that is used by all service schools.

7) HQ, TRADOC, create a MQS I refresher package to be issued automatically to every newly commissioned lieutenant. This package could be developed, tested, and fielded through the Army's Correspondence Course Program and is designed to augment the MQS I manual.⁵

8) The Center for Army Leadership, TRADOC's executive agent for the MQS system, convenes a conference to create a standardized certification test to be used by the commissioning sources and service schools. Until the lengthy time gap between commissioning and attendance at OBC is alleviated, testing at the service schools continues.⁶

9) If a commissioning source wants to deviate from the prescribed MQS I requirements, in any way, they must obtain written approval from the Center for Army Leadership. Those tasks approved for deletion at a particular commissioning source will be annotated as "deleted" in the certification record.

10) TRADOC evaluate the curriculum/programs of instruction at each commissioning source to determine if all MQS I tasks are trained to standard at least once during the course of instruction. This will require on-site evaluations of the commissioning sources to ensure that the curriculum/POIs are being followed.

11) Additionally, TRADOC incorporate a lesson on MQS I and the MQS system into the existing MQS I manual. This ensures that instruction on what MQS I is and how it fits into the entire MQS system is understood early on by all cadets and officer candidates.

12) Headquarters, Cadet Command, monitor MQS I execution and completion at each ROTC institution. Shift the training emphasis from successful advanced camp performance to successful MQS I performance.

13) In addition, HQ, Cadet Command, take measures to enforce the standardization of MQS I instruction on-campus and at the advanced and basic camps. The publication of CCR 145-3 is a concrete example of Cadet Command's commitment to standardize its curriculum. Not every ROTC program follows this guidance. Enforcement of this regulation should be the number one priority for Cadet Command.⁷

14) The Officer Candidate School (OCS) and National Guard OCS (NGOCS) stop the practice of giving MQS I completion credit for basic training tasks. Candidates are required to fulfill all the MQS I training requirements. Adopt a validation test which tests those MQS I tasks trained on during basic training that the OCS/NGOCS does not train on during their POI due to their time constraints. Additionally, adopt a method for ensuring that the professional military education (PME) requirements are completed.

At present, PME is neglected by both sources. Additionally, OCS starts issuing the new MQS I manual to officer candidates, and let them keep it.

15) All service schools send each inbound OBC student a letter of instruction concerning the MQS I validation test they will take upon arrival. This will reinforce the importance the Army places on being MQS I qualified upon arrival at OBC.

16) All service schools consider any initiative that assists the OBC student in preparing for the MQS I validation test (e.g., study hall, small group refresher training).

17) The service schools begin providing sorely needed feedback to the commissioning sources very soon.⁸

18) For further MMAS study, replication of this study with OBC classes that have larger numbers of USMA graduates or developing the refresher package mentioned above may be areas worth examining. Further study of OCS and NGOCS may be warranted as well.

Significance for the Army

All of these recommendations are to benefit the Army and its officer corps. Adoption of any or all of these recommendations will improve the way the Army conducts its MQS I program. The RETO Study and PDOS both concluded that MQS was vital to the Army of the 1990's and beyond. If we

want MQS to work, MQS I must work. The MQS system rests on a solid foundation only if MQS I is well executed.

Implications for Further Research

This study has shown that there are many areas for further research. The Army may want to look at each commissioning source, in depth, to ensure standardization of training for all future lieutenants, regardless of commissioning source. There should be no noticeable difference between the commissionees of any source, in regards to MQS I proficiency.

Skill degradation is another area that the Army may want to look at. When are tasks trained? How fast does proficiency degrade? Are these tasks important enough that they be trained more often? Does the Army have the right mix of tasks in MQS I?

Current policies regarding OBC attendance may require review. With more reliance on the reserve forces for future operations, is it appropriate for ARNG and USAR officers serving in National Guard and Army Reserve units to wait any length of time to attend OBC? Why should they wait? Attendance upon commissioning, regardless of component, may be an issue worth looking into.

Finally, the Army may want to study the entire Officer Professional Development System. It has been six

years since the last major review of officer education and training. Perhaps it is time to look once again at this subject. Do not forget to include an in-depth look at precommissioning. More important, address the role of MQS in more detail.

CHAPTER 5 ENDNOTES

¹AR 351-1, Individual Military Education and Training should be revised. This regulation provides regulatory guidance concerning the execution of MQS. The regulation should be rewritten to specifically address the execution of MQS I at all commissioning sources, emphasizing the importance of MQS I completion by all cadets and officer candidates.

²This certification testing is already required by the CG, USACGSC & CAC. DA should require testing at the commissioning source. The RETO Study and the PDOS both recommended testing of cadets and officer candidates.

³Training records of this sort have been tried before (i.e., job books); however, because of the importance MQS I plays in the developmental process of officers, it is imperative that Army have some way of monitoring successful completion.

⁴The Annual TRADOC Commander's Conference would meet this requirement, if all commissioning sources are invited to attend.

⁵The Army Correspondence Course Program already has a number of refresher training packages for various skills (e.g., Nuclear and Chemical Targeting Analysis). This refresher package could include a diagnostic test for the individual, which could be self-graded.

⁶Since CAL is already monitoring execution of MQS I validation testing, they should work closely with each service school and determine if there are any common tasks. A standard test for all service schools may be warranted.

⁷CCR 145-3, MQS I Campaign Plan already requires written certification of some tasks. Expand this requirement to all tasks and establish a procedure for checking execution at each ROTC battalion.

⁸LTG Wishart's Memorandum to Service School Commandants on 8 October 1990 requires that feedback be provided to the commissioning sources. CAL should ensure this feedback occurs.

APPENDIX 1
COVER LETTER FOR QUESTIONNAIRE



DEPARTMENT OF THE ARMY

U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE
FORT LEAVENWORTH, KANSAS 66027-6900

REPLY TO
ATTENTION OF

ATZL-SWC-L

3 December 1990

MEMORANDUM FOR Questionnaire Respondents

SUBJECT: Military Qualifications Standard I (Precommissioning Requirements) Questionnaire.

1. The attached questionnaire concerned with the Military Qualifications Standard I (MQS I) (Precommissioning Requirements) System is part of a study being conducted by Major Marc G. Girard, a Master of Military Arts and Sciences candidate at the Command and General Staff College. This study is concerned specifically with determining if all officers who report to their Officer Basic Course possess the requisite skills obtained through satisfactory completion of MQS I. The results of this survey will help provide feedback to the Army's commissioning sources, service schools, the Center for Army Leadership, and Headquarters, Training and Doctrine Command, on the effectiveness of the MQS I system.

2. You have been selected to participate in this study because you were recently commissioned and have just started MQS II (Company Grade) training. The enclosed questionnaire has been tested with a sampling of commissioned officers and cadets. It has been revised in order to make it possible to collect all necessary data while requiring a minimum amount of your time.

3. When you have completed the questionnaire, please return it to your administrator. We would welcome any comments that you might have concerning any aspect of MQS I completion not covered in this questionnaire. Your responses will be held in strictest confidence. Data will only be presented in summary format.

4. If you desire a summary of the questionnaire results, please attach a self-addressed, stamped envelope to your completed questionnaire. Thank you for your cooperation.

Encl

Louis J. Sturbois III

LOUIS J. STURBOIS III

COL, ARMOR

Director, Center for Army
Leadership

APPENDIX 2
QUESTIONNAIRE

**MILITARY QUALIFICATION STANDARDS I
(PRECOMMISSIONING REQUIREMENTS)
QUESTIONNAIRE**

Command and General Staff College
Master of Military Arts and Science Program

Fort Leavenworth, Kansas 66027-6900

Telephone: AV 552-3320
Commercial: (913) 684-3320

POC: MAJ Marc G. Girard
Dr. Ernest G. Lowden

December 1990

INSTRUCTIONS

1. All responses will be recorded on the questionnaire in the blanks provided. You must write the letter of the response you select. DO NOT CIRCLE RESPONSES.
2. Use a number 2 pencil to record your responses. Erase all stray marks and errors.
3. Select only one response unless otherwise instructed. Be sure to answer all questions.
4. There are a total of twenty-five (25) questions on four pages. Please take time before you begin to ensure you have a complete questionnaire. If you do not have a complete questionnaire, see the administrator.
5. There is space at the bottom of the last page for any additional comments you may have.
6. All information will be kept confidential. Results will be presented only in summary form.
7. Once you have completed the questionnaire, please return it to the person who issued it to you.

(GO TO NEXT PAGE)

QUESTIONNAIRE

***** PLEASE SELECT THE APPROPRIATE RESPONSE AND *****
PRINT THE LETTER OF THE SELECTED
RESPONSE IN THE SPACE TO THE RIGHT OF THE
QUESTION.

In order for you to answer the questions accurately, it is important for you to fully understand what Military Qualification Standards I (MQS I) (Precommissioning Requirements) is. MQS I prescribes the precommissioning requirements for leader development. All commissioning sources use MQS I to train and develop their future lieutenants. The goal of MQS I is to develop cadets and officer candidates skilled in the execution of basic leader tasks, prepared for commissioning, and ready to attend an officer basic course.

1. What is your rank? 1. _____

- a. 2LT
- b. 1LT
- c. CPT

2. What is your branch?

- | | | | |
|-------|-------|---------|-------|
| a. IN | h. SC | o. DC | v. OD |
| b. AR | i. MP | p. VC | w. TC |
| c. FA | j. MI | q. MSC | |
| d. AD | k. AG | r. AMSC | |
| e. AV | l. FI | s. ANC | |
| f. EN | m. QM | t. CH | |
| g. CM | n. MC | u. JAG | |

2. _____

3. What is your component?

- | | |
|-----------------|------------------------|
| a. Regular Army | c. Army National Guard |
| b. Army Reserve | d. I Do Not Know |

3. _____

4. What is your source of commission?

4. _____

- a. United States Military Academy (USMA)
- b. Reserve Officers Training Corps (ROTC)
- c. Federal Officer Candidate School (OCS) (Ft Benning)
- d. National Guard Officer Candidate School (NGOCS)
- e. Direct Commission

5. If you were commissioned through ROTC, how many academic years of military science did you receive?

5. _____

- | | | |
|------|------|----------------|
| a. 1 | c. 3 | e. more than 4 |
| b. 2 | d. 4 | |

(GO TO NEXT PAGE)

6. Have you previously served in the military as an enlisted person? If your response is no, please go to question # 9. 6. _____

a. Yes b. No

7. As an enlisted person, what service were you in? 7. _____

a. Army c. Air Force
b. Navy d. Marine Corps

8. How long were you an enlisted person? 8. _____

a. Less than 3 years
b. At least 3 years, but less than 5 years
c. At least 5 years, but less than 10 years
d. 10 years or more

9. When were you commissioned? 9. _____month _____year
(example: 08 month 89 year)

10. When did you report to the Officer Basic Course (OBC)? 10. _____month _____year
(example: 08 month 90 year)

11. Is English your first language? 11. _____

a. Yes b. No

Please respond to questions 12-17 using the scale indicated below. Place your response in the space to the right of the question.

Strongly		No		Strongly
<u>Disagree</u>	<u>Disagree</u>	<u>Opinion</u>	<u>Agree</u>	<u>Agree</u>
A	B	C	D	E

12. My commissioning source prepared me for attendance at OBC. 12. _____

13. The military training I received at my commissioning source was based on the standards of MQS I. 13. _____

14. The military training I am receiving at OBC is built on the foundations I received in MQS I. 14. _____

(GO TO NEXT PAGE)

Please respond to questions 15-17 using the scale indicated below. Place your response in the space to the right of the question.

- | | Strongly
<u>Disagree</u>
A | <u>Disagree</u>
B | No
<u>Opinion</u>
C | <u>Agree</u>
D | Strongly
<u>Agree</u>
E | |
|-----|---|----------------------|---------------------------|-------------------|-------------------------------|-----------|
| 15. | I understood what MQS I was when I was a cadet/officer candidate. | | | | | 15. _____ |
| 16. | I understood the standards I was expected to meet IAW MQS I. | | | | | 16. _____ |
| 17. | My commissioning source provided me with the required skills to be a successful LT. | | | | | 17. _____ |

NOTE: For questions 18-25, select your response from the multiple choice answers provided. Select the one best answer. Record your answer in the space provided to the right of the question.

- | | | | | | | |
|-----|---|--|--|--|--|-----------|
| 18. | Did you meet the standards of all MQS Level I (Precommissioning Requirements) tasks prior to being commissioned? | | | | | 18. _____ |
| | a. Yes c. I Do Not Know
b. No | | | | | |
| 19. | Did your commissioning source test you on MQS Level I (Precommissioning Requirements) tasks? | | | | | 19. _____ |
| | a. Yes c. I Do Not Know
b. No | | | | | |
| 20. | Does your OBC test you on MQS Level I (Precommissioning Requirements) tasks during the course of instruction? | | | | | 20. _____ |
| | a. Yes c. I Do Not Know
b. No | | | | | |
| 21. | Does your OBC provide additional/remedial training on MQS Level I (Precommissioning Requirements) tasks? If not or you do not know, record your answer, then go to question # 24. | | | | | 21. _____ |
| | a. Yes c. I Do Not Know
b. No | | | | | |

(GO TO NEXT PAGE)

22. If additional/remedial training is provided, 22. _____
is it provided during class time or after duty hours?
If the additional/remedial training is not provided
class time, record your answer, then go to question
24.

- a. During Class Time
- b. After Duty Hours
- c. Both

23. If the remedial/additional training is provided 23. _____
during class time, how many hours are devoted to
MQS Level I (Precommissioning Requirements) training
during the course?

- a. Less than 8 hours
- b. 8-16 hours
- c. More than 16 hours

24. At the time you were commissioned do you 24. _____
believe you were able to think, analyze, plan,
decide, and communicate your decisions in
executing small unit operations?

- a. Yes
- b. No
- c. I Do Not Know

25. If you were commissioned through ROTC or USMA, 25. _____
which year did you receive the bulk of your MQS
Level I (Precommissioning Requirements) training?

- a. Freshman
- b. Sophomore
- c. Junior
- d. Senior

ADDITIONAL COMMENTS: _____

YOU HAVE COMPLETED THE
MILITARY QUALIFICATIONS STANDARD I
QUESTIONNAIRE
THANK YOU FOR YOUR PARTICIPATION!

Please return all questionnaire materials in accordance with the
instructions in the cover letter.

(LAST PAGE)

APPENDIX 3
FREQUENCY OF RESPONSES

FREQUENCY OF RESPONSES FOR QUESTIONNAIRE

1. What is your rank?

- a. 2LT - 279
- b. 1LT - 8
- c. CPT - 0

2. What is your branch?

- | | | | |
|------------|------------|-------------|------------|
| a. IN - 19 | h. SC - 20 | o. DC - 0 | v. OD - 20 |
| b. AR - 17 | i. MP - 20 | p. VC - 0 | w. TC - 18 |
| c. FA - 18 | j. MI - 20 | q. MSC - 0 | |
| d. AD - 20 | k. AG - 20 | r. AMSC - 0 | |
| e. AV - 19 | l. FI - 20 | s. ANC - 0 | |
| f. EN - 20 | m. QM - 17 | t. CH - 0 | |
| g. CM - 19 | n. MC - 0 | u. JAG - 0 | |

3. What is your component?

- | | |
|-----------------------|-----------------------------|
| a. Regular Army - 70 | c. Army National Guard - 71 |
| b. Army Reserve - 146 | d. I Do Not Know - 0 |

4. What is your source of commission?

- | | |
|---|-----|
| a. United States Military Academy (USMA) - | 7 |
| b. Reserve Officers Training Corps (ROTC)- | 238 |
| c. Federal Officer Candidate School (OCS) (Ft Benning)- | 12 |
| d. National Guard Officer Candidate School (NGOCS)- | 30 |
| e. Direct Commission - | 0 |

5. If you were commissioned through ROTC, how many academic years of military science did you receive?

- | | | |
|-----------|------------|--------------------|
| a. 1 - 0 | c. 3 - 32 | e. more than 4 - 2 |
| b. 2 - 96 | d. 4 - 108 | |

6. Have you previously served in the military as an enlisted person? If your response is no, please go to question # 9.

- | | |
|--------------|-------------|
| a. Yes - 144 | b. No - 143 |
|--------------|-------------|

7. As an enlisted person, what service were you in?

- | | |
|---------------|---------------------|
| a. Army - 136 | c. Air Force - 3 |
| b. Navy - 1 | d. Marine Corps - 4 |

8. How long were you an enlisted person?

- | | |
|--|----|
| a. Less than 3 years - | 73 |
| b. At least 3 years, but less than 5 years - | 46 |
| c. At least 5 years, but less than 10 years- | 21 |
| d. 10 years or more - | 4 |

9. When were you commissioned? See Table 8.

10. When did you report to the Officer Basic Course (OBC)?
See Table 9.

11. Is English your first language?

- | | |
|--------------|-----------|
| a. Yes - 278 | b. No - 9 |
|--------------|-----------|

Please respond to questions 12-17 using the scale indicated below. Place your response in the space to the right of the question.

Strongly		No		Strongly
<u>Disagree</u>	<u>Disagree</u>	<u>Opinion</u>	<u>Agree</u>	<u>Agree</u>
A	B	C	D	E

12. My commissioning source prepared me for attendance at OBC.

A - 15	B - 27	C - 24	D - 137	E - 83
--------	--------	--------	---------	--------

13. The military training I received at my commissioning source was based on the standards of MQS I.

A - 9	B - 19	C - 31	D - 165	E - 62
-------	--------	--------	---------	--------

14. The military training I am receiving at OBC is built on the foundations I received in MQS I.

A - 11	B - 25	C - 66	D - 148	E - 36
--------	--------	--------	---------	--------

15. I understood what MQS I was when I was a cadet/officer candidate.

A - 17	B - 48	C - 18	D - 138	E - 65
--------	--------	--------	---------	--------

16. I understood the standards I was expected to meet IAW MQS I.

A - 14	B - 44	C - 37	D - 139	E - 52
--------	--------	--------	---------	--------

17. My commissioning source provided me with the required skills to be a successful LT.

A - 12 B - 31 C - 22 D - 139 E - 82

18. Did you meet the standards of all MQS Level I (Precommissioning Requirements) tasks prior to being commissioned?

a. Yes - 204 c. I Do Not Know - 69
b. No - 13

19. Did your commissioning source test you on MQS Level I (Precommissioning Requirements) tasks?

a. Yes - 189 c. I Do Not Know - 43
b. No - 54

20. Does your OBC test you on MQS Level I (Precommissioning Requirements) tasks during the course of instruction?

a. Yes - 169 c. I Do Not Know - 77
b. No - 40

21. Does your OBC provide additional/remedial training on MQS Level I (Precommissioning Requirements) tasks? If not or you do not know, record your answer, then go to question # 24.

a. Yes - 133 c. I Do Not Know - 106
b. No - 47

22. If additional/remedial training is provided, is it provided during class time or after duty hours? If the additional/remedial training is not provided class time, record your answer, then go to question # 24.

a. During Class Time - 30
b. After Duty Hours - 44
c. Both - 62

23. If the remedial/additional training is provided during class time, how many hours are devoted to MQS Level I (Precommissioning Requirements) training during the course?

a. Less than 8 hours - 48
b. 8-16 hours - 27
c. More than 16 hours - 18

24. At the time you were commissioned do you believe you were able to think, analyze, plan, decide, and communicate your decisions in executing small unit operations?

a. Yes - 256
b. No - 17

c. I Do Not Know - 12

25. If you were commissioned through ROTC or USMA, which year did you receive the bulk of your MQS Level I (Precommissioning Requirements) training?

a. Freshman - 8
b. Sophomore- 20

c. Junior - 192
d. Senior - 25

APPENDIX 4
COMMENTS BY QUESTIONNAIRE RESPONDENTS

COMMENTS BY QUESTIONNAIRE RESPONDENTS

This appendix is a consolidation of all the germane comments made on the questionnaire administered to OBC students. They are organized by school. The commissioning source of the respondent making the comment is indicated at the end of the quote.

Military Police School:

"The concern is not the emphasis on MQS I, rather it is the 'free' commissioning of low quality LT's. I would estimate that 4-5 LT's in my OBC class are not qualified to be entrusted w/ the lives of 33 95B's!" - ROTC

Quartermaster School:

"My ROTC detachment was more concerned with Advance [sic] Camp than really teaching the MQS standards. The PMS would stress how to make it through camp more than MQS. I felt this distracted from a majority of the training." - ROTC

Ordnance School:

"My ROTC unit failed to properly train me in tactical situations and on most common tasks." - ROTC

"I feel the MQS I set out standards, but ROTC did not test the required tasks step-by-step." - ROTC

"I've been told too many times that the training environment here is nothing like the real Army. I've been told to forget a lot of what we've been told here. Why do we have this difference of night and day?" - ROTC

"The preparation at ROTC was done strictly to pass the tests at Advanced Camp not for future reinforcement." - ROTC

Transportation School:

"Training was emphasized to do well at ROTC Advanced Camp. Was cross enrolled which was more difficult." - ROTC

Engineer School:

"ROTC varies greatly between programs. Usually, however, I have found the standards are too lax and mediocre people gain commissions. Everyone is afraid to come down hard for fear of decreasing enrollment." - ROTC

"My commissioning source prepared me well physically and mentally and taught me a great deal about leadership and military management, but I still feel I'm not as technically qualified as I need to be." - ROTC

"Should have had MQS in sophomore year. This would allow more time to practice the skills. I had much textbook knowledge but little practical application of the skills because of this." - ROTC

"I think all newly commissioned officers should attend OBC ASAP. Although my reserve time as a LT has helped me at OBC, I think going to OBC first would have helped me more at my Reserve unit."
- ROTC

"I think the Army needs to start really enforcing the standards rather than let people slide by just to meet a quota."
- ROTC

"ROTC training was a benefit [sic] for me: the only thing I did not agree with was the grading system used at Advance [sic] Camp." - ROTC

"Virginia National Guard OCS does prepare an individual quite well. Some of the ROTC graduates do not display a great deal of military knowledge." - NGOCS

Field Artillery School:

"ROTC provided me with a great deal of knowledge if my branch would have been IN." - ROTC

"My college was a four year military college. I was thoroughly trained in the MQS level one standards but I think OBC should at the minimum retrain on all the MQS standards."
- ROTC

"Today's officers being commissioned are sorry! No leaders at all. USMA officer can't even disassemble an M16, ROTC officers still think they're in college." - OCS

Chemical School:

"Training on MQS I tasks was very thorough, however it has been a year and a half since commissioning and it will probably take a while to feel as confident with the tasks as I did previously." - ROTC

"This survey is given to me too early to accurately answer some questions. My MQS training was sporadic in quality & content. I learned most while I was a ROTC Bn S-3 assistant and had to teach MQS materials & skills. The latest Cadet Command restructuring of the ROTC curriculum (dated Fall 1989) provided an excellent guide to our S-3 shop and it probably will make training more uniform among colleges." - ROTC

Signal School:

"The MQS Level I training completed at my ROTC commissioning institution was never labeled as such, though it was covered/taught." - ROTC

"When you refer to MQS I, I know you are referring to basic military skills that have to be acquired to function as an officer. I am not familiar with our training being called MQS I." - ROTC

"MQS? This survey tells me that you are placing much more emphasis on MQS than ROTC did. I know, in theory only, what the MQS program is, but have not been trained using them, to my knowledge. Is OBC using MQS? I have no idea." - USMA

"We probably did MQS I training in ROTC- but I do not recall training under that heading or specified as part of that program." - ROTC

Armor School:

"Preparation was unbalanced. Some skills we were exceptionally prepared for, others we never prepared for (ie, Terrain association was never taught or emphasized or mentioned in ROTC)." - ROTC

"Higher requirements for commissioning. Too many slugs are getting into the Army as officers that should never have been allowed into ROTC." - ROTC

"Some MQS I standards could not be trained because of lack of equipment. We were not given a class on what MQS I standards were or what they meant. I knew from prior service testing." - ROTC

"I was SMP in the National Guard and that is where I feel I received most of my beneficial training." - ROTC

Military Intelligence School:

"While I feel I received satisfactory instruction in MQS I, it should still be given more emphasis." - ROTC

"I did not receive nor know about MQS Level I. It is possible that the training I received in ROTC fits MQS Level I standard. I, as of yet, am aware of all the criteria. If this is to become another rating system for the Army, I strongly disagree with it." - ROTC

Air Defense School:

"I think my school provided excellent opportunities, but we weren't necessarily tested on them. Also, I am not one to ask about the first 2 yrs of ROTC. I was mostly excused from labs/FTX's for athletic participation." - ROTC

"ROTC instruction was excellent." - ROTC

"I was very unprepared for what to expect at OBC." - ROTC

"ROTC did a good job in preparing me for the MQS I qualifications." - ROTC

"The subjects that we are tested on here at OBC never came up in ROTC. At OBC we took an MQS I test to see where people stood and then left the results behind and started the course." - ROTC

"I believe it would be helpful for ROTC's to have individual packages of information on all the branches for OBC. Ex. Information on organization of the Army and specifically how it applies to the specific branch that the Lt. will be in. Too many LT's have been trying to find info to study before entering OBC and cannot get their hands on any of it." - ROTC

Infantry School:

"I think the early commissioning program should be canceled." - ROTC

"Most instruction came from MS IV cadets who had very little knowledge. We were taught tasks once--maybe, were not able to do any hands on training, and never saw it again until advanced camp where the AIs really didn't care if we were taught properly or not. Finally, the training was branch unspecific that no real point was made." - ROTC

"My ROTC program is the finest in the nation, yet we still could have used a refresher of the MQS I level skill requirements." - ROTC

"The questionnaire is vague in some areas. The questions should be more detailed regarding MQS I areas. Some areas were not covered during ROTC. For example: Soldiers Common Tasks are not covered in ROTC for extensive evaluation and then graded, like in OBC." - ROTC

"Overall, ROTC does not prepare most cadets to be competent officers. Because the PMS is evaluated on his/her success at recruiting and retention, training is often sacrificed. He/she is too scared people will drop out, so hard training and discipline is rare." - ROTC

"I think that all ROTC field training should be oriented towards the MQS test, as it will also enhance real leadership skills under adverse conditions. Presently, I feel that ROTC provides leadership training in ideal conditions, which is never the case." - ROTC

AVIATION SCHOOL

"I feel that MQS should be stressed and tested before commissioning, in order to better prepare 2LTs for OBC." - ROTC

"LTC McDermott, IN, at the University of Montana, Missoula, Montana, 59812 has a superb program that provides excellent training in all areas!" - ROTC

"ROTC did not prepare me very well. Prior service and the National Guard have prepared me the most." - ROTC

"Some areas of MQS were adequately covered by ROTC. Some were not. Map overlay and radio communications were pretty much neglected." - ROTC

"My school did give us some MQS training, but it was never clear in explaining the purpose of it. I would have focused on it more if I would have known the importance of it. We would do some of the same training each semester and then we would never touch others (example: Always did cold weather/hot weather, but never did chemical (NBC) training)." - ROTC

"Officers having to wait long periods before attending OBC need to be made aware that they will be tested on it at OBC and provided material to study." - ROTC

"MQS should be stressed more than it actually is. It seems to only be taken seriously the week before the testing and then forgotten." - ROTC

"ROTC should devote more time towards emphasizing (practical training or classroom) the full range of MQS I tasks required of OBC students." - ROTC

"ROTC is the cheesiest 'military' organization in the free world." - ROTC

FINANCE SCHOOL

"I think OCS more than prepared me for OBC in that it was difficult and infantry specific. Thus, I learned to think fast and act accordingly." - OCS

"I received MQS level I training, but the instructor rarely said this is a MQS level I task." - ROTC

"I was well prepared for all MQS I tasks when I reached OBC. Very few officers in my OBC class have had problems with the MQS I tasks." - ROTC

"I'm not sure what the MQS standards are. They were never stressed specifically at my ROTC program." - ROTC

ADJUTANT GENERAL SCHOOL

"OBC is a review of MQS I instruction. Develop a comprehensive MQS I exam and administer it at the commissioning source. Delete MQS I from OBC!!!!" - ROTC

"If I wasn't prior service enlisted in the Marine Corps I would not have known anything about MQS I tasks." - ROTC

"My commissioning source did not focus on MQS Level I. I understand land navigation is a MQS Level I task, yet we trained and tested 3 days on a task we should have been trained for. Leadership also falls into this category."
- ROTC

APPENDIX 5

COVER LETTER FOR INTERVIEW QUESTIONS



DEPARTMENT OF THE ARMY
U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE
FORT LEAVENWORTH, KANSAS 66027-6900

REPLY TO
ATTENTION OF

ATZL-SWC-L

3 December 1990

MEMORANDUM FOR See Distribution

SUBJECT: Military Qualifications Standard I (Precommissioning Requirements) Interview.

1. The attached interview questions concerned with the Military Qualifications Standard I (MQS I) (Precommissioning Requirements) System are part of a study being conducted by Major Marc G. Girard, a Master of Military Arts and Sciences candidate at the Command and General Staff College. This study is concerned specifically with determining if all officers who report to their Officer Basic Course possess the requisite skills obtained through satisfactory completion of MQS I. The results of this interview will help provide feedback to the Army's commissioning sources, service schools, the Center for Army Leadership, and Headquarters, Training and Doctrine Command, on the effectiveness of the MQS I system.

2. Major Girard will be contacting your school and conducting the interviews by telephone during the month of January. If you have any questions regarding the interview please feel free to contact him at (913) 682-7689, or you can leave a message for him at Autovon 551-3083. Your responses will be held in strictest confidence. Data will only be presented in summary format.

4. Finally, once the study is complete, you will be provided a copy of the results. Thank you for your cooperation.

Encl


LOUIS J. STURBOIS III
COL, ARMOR
Director, Center for Army
Leadership

Distribution:

COMMANDANT

U.S. Army Adjutant General's School, ATTN: ATSG-AG, Ft Benjamin
Harrison, IN 46216

U.S. Army Armor School, ATTN: ATZK-CG/ATSB-DOTD, Ft Knox, KY
40121

U.S. Army Aviation School, ATTN: ATZQ-CG/ATZQ-TD, Ft Rucker, AL
36362

U.S. Army Engineer School, ATTN: ATZA-CG/ATSE-Z-TD, Ft Leonard
Wood, MO 65473

U.S. Army Field Artillery School, ATTN: ATZR-CG/ATSF-D-DOTD,
Ft Sill, OK 73503

ATZL-SWC-L

SUBJECT: Military Qualifications Standard I (Precommissioning Requirements) Interview.

DISTRIBUTION: (CONT)

U.S. Army Finance School, ATTN: ATSG-FS, Ft Benjamin Harrison,
IN 46216
U.S. Army Infantry School, ATTN: ATZB-CG/ATSH-I-V, Ft Benning,
GA 31905
U.S. Army Intelligence Center and School, ATTN: ATSI-CG/ATSI-TDO,
Ft Huachuca, AZ 85613
U.S. Army Signal School, ATTN: ATZH-CG/ATZH-DT, Ft Gordon, GA
30905-5000
U.S. Army Air Defense Artillery School, ATTN: ATZC-CG/ATSA-DT,
Ft Bliss, TX 79916
U.S. Army Chemical School, ATTN: ATZN-CM-Z/ATZN-CM-F,
Ft McClellan, AL 36205
U.S. Army Military Police School, ATTN: ATZN-MP-A/ATZN-MP-D,
Ft McClellan, AL 36205
U.S. Army Transportation School, ATTN: ATSP-CG/ATSP-TD,
Ft Eustis, VA 23604
U.S. Army Ordnance School, ATTN: ATSL-CG/ATSL-D-TD,
Aberdeen Proving Ground, MD 21005
U.S. Army Quartermaster School, ATTN: ATSH-CG/ATSM-DT, Ft Lee,
VA 23801
U.S. Army Missile and Munitions Center and School, ATTN:
ATSK-CG/ATSK-T, Redstone Arsenal, AL 35897
The Judge Advocate General's School, ATTN: JAGS-ADN,
Charlottesville, VA 22903
Academy of Health Sciences, ATTN: HSHA-CG/HSHA-DTD,
Ft Sam Houston, TX 78234
U.S. Army Chaplains School, ATTN: ATSC-CMT/ATSC-DTD,
Ft Monmouth, NJ 07703

APPENDIX 6

INTERVIEW QUESTIONS FOR COMMISSIONING SOURCES

INTERVIEW QUESTIONS FOR COMMISSIONING SOURCES

1. Do you use MQS Level I?
2. Which edition of the manual are you using?
3. Do you use the TSPs that accompany the manual?
4. If you don't, why not?
5. Do you require each cadet/officer candidate to meet all the standards outlined in MQS I?
6. If not, which standards do not have to be met?
7. Why don't they have to be achieved?
8. How much time (contact hours/semester hours) is devoted to teaching MQS I in the classroom? In the laboratory? In the field?
9. Is there a formal certification process to ensure that each commissionee from your source has met the same requirements (standards)?
10. What feedback do you receive from the service schools concerning lieutenant proficiency of MQS I tasks?
11. How much time is spent to accomplish only MQS I requirements?
12. What additional requirements do you place on your cadets/officer candidates for commissioning, above those outlined in MQS I?
13. How much time is devoted to these additional requirements?
14. Why do you have these additional requirements?
15. What are the most difficult tasks to train to standard?
16. Do all of your commissionees meet all the standards of MQS I?
17. Do you feel that MQS I is required training for cadets/officer candidates, or is it suggested/recommended training?
18. What makes you feel that way?

19. Do you commission cadets/officer candidates who do not meet all the standards required of MQS I?
20. If you do, why?
21. Which MQS I tasks do you "waive"?
22. Why do you waive them?
23. Which MQS I tasks do you "defer"?
24. Why do you defer them?
25. If they are deferred, how do you ensure that the deferred tasks are accomplished at a later date?
26. How long are tasks deferred for?

APPENDIX 7
INTERVIEW QUESTIONS FOR SERVICE SCHOOLS

INTERVIEW QUESTIONS FOR SERVICE SCHOOLS

1. Do you check the measure the proficiency of your OBC students on MQS I tasks?
2. If so, which tasks do you measure them on and how do you measure them?
3. Why did you choose these tasks to measure?
4. Do you feel lieutenants arriving at OBC are MQS I qualified?
5. What are your expectations of new OBC students, in regards to MQS I proficiency?
6. Are they meeting your expectations?
7. If not, why not?
8. What are you doing to ensure all OBC students have a demonstrated proficiency in all MQS I tasks?
9. What would you like the commissioning sources to do, to ensure all OBC students have a demonstrated proficiency in all MQS I tasks?
10. What major deficiencies in MQS I performance do your OBC students demonstrate?
11. What are you doing to correct these deficiencies?
12. Do you conduct remedial training?
13. If so, is it conducted during class time or after duty hours?
14. How many hours in your curriculum are devoted to MQS I remedial training?
15. How many hours after duty hours are devoted to MQS I remedial training?
16. What kind of feedback do you provide the commissioning sources, concerning demonstrated MQS I deficiencies?
17. Who do you deal with at each commissioning source?

18. Would you want to receive some sort of formal certification of MQS I task completions on each student who arrives for OBC?

19. What would you use this formal certification for?

APPENDIX 8
LIST OF INTERVIEWEES

LIST OF INTERVIEWEES

AT THE COMMISSIONING SOURCES:

1. Chief, Military Science Branch, Department of Military Instruction, United States Military Academy.
2. Director of Training, Training Directorate, U.S. Army ROTC Cadet Command.
3. Battalion S3, OCS Battalion, U.S. Army Infantry School.
4. Military Personnel Specialist, Education Branch, Operations and Training Division, National Guard Bureau.

AT THE SERVICE SCHOOLS:

1. AD- Chief, Junior Leaders Division (OBC).
2. AG- Chief, Officer Professional Development Division.
3. AR- Branch Chief, Officer Course Management, Directorate of Training and Doctrine.
4. AV- Training Development Officer, Officer Training.
5. CH- Exportable Training Manager, Course Development Division.
6. CM- OBC Course Manager.
7. EN- Chief, Individual Training Branch.
8. FA- Chief, Officer Professional Development Branch.
9. FI- No contact.
10. HSC- Commandant, Academy of Health Sciences (HSHA-MS).
11. IN- Chief, Officer Professional Development Branch.
12. JAG- Education Development Officer.
13. MI- No contact.
14. MP- Chief, Officer Training Division.

LIST OF INTERVIEWEES
(CONTINUED)

- 15. OD- Chief, Leadership & Tactics Division.
- 16. QM- No contact.
- 17. SC- No contact.
- 18. TC- Education Specialist/Training Developer,
Directorate of Training & Doctrine.

SELECTED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

BOOKS

- Antiaircraft Journal. The R.O.T.C. Manual: Coast Artillery. Washington, D.C.: Antiaircraft Journal, 1931.
- Cochenhausen, Friedrich E. von. The Education of Troop Officers in the Military Profession. Berlin: Mittler and Son, 1926.
- Cochran, William G.. Sampling Techniques. New York: Wiley, 1963.
- Compere, Tom, editor. The Army Blue Book. Concord, NH: Rumford Press, 1960.
- Isaac, Stephen. Handbook in Research and Education. San Diego, CA: R.R. Knapp, 1971.
- Janowitz, Morris. The Political Education of Soldiers. Beverly Hills: Sage Publications, 1983.
- Kelley, Charles W., Jr. West Point, 1988-1989 Catalog. New York: Corporate Graphics Group, Inc., 1988.
- Korb, Lawrence J., editor. The System For Educating Military Officers in the U.S.. Pittsburgh, PA: International Studies Association, 1976.
- Leedy, Paul D.. Practical Research. New York, N.Y.: Macmillan Publishing Co., 1974.
- Lin, Nan. Foundations of Social Research. New York: McGraw-Hill, 1976.
- Oppenheimer, Martin. The American Military. Chicago: Aldine Publishing Company, 1971.
- Peterson, Joseph. The Psychology of Handling Men in the Army. Minneapolis: The Perine Book Company, 1919.
- Sgro, Joseph A.. Development of a Performance-Based Program for U.S. Army ROTC Leadership Training. Alexandria, Va.: U.S. Army Research Institute for the Behavioral and Social Sciences, 1986.
- Shelburne, James C. and Kenneth J. Groves. Education in the Armed Forces. New York: The Center for Applied Research in Education, Inc., 1965.

Simon, Julian L.. Basic Research Methods in Social Science. New York: Random House, 1969.

Stephens, Michael D., editor. The Educating of Armies. New York: St. Martin's Press, 1989.

Tarabian, Kate L.. A Manual for Writers. 5th ed. Chicago: The University of Chicago Press, 1987.

PERIODICALS

Anderson, Clinton L.. "Educating the United States Army." In The Educating of Armies. Edited by Michael D. Stephens. New York: St. Martin's Press, 1989, 39-74.

Clarke, Bruce C. General (Retired). "The Purpose of U.S. Army Schools." Military Review, May 1986, 30-32.

Collins, Robert F. Colonel. "ROTC Today and Tomorrow." Military Review, May 1986, 36-39.

Department of Defense. Defense 90. November-December 1990, 28.

Hubbert, Bob. "Cadets are Able, Tough, Motivated." Army, September 1985, 37-39.

Kane, Pamela A. 1LT. "Army Lieutenants Management Team: The 1986 Success Story." National Guard, August 1987, 22-23.

Mormillo, Frank B.. "In the Field with the U.S. Army ROTC." Armed Forces Journal, May 1986, 219-223.

Richardson, William R.. "Top Leadership Qualities Have Roots in Schools." Army, October 1985, 84-92.

Schiess, Adrian A., Lieutenant Colonel. "Fast Lane ROTC." Air Defense Artillery, November-December 1988, 39-40.

Snyder, William P., Doctor. "Educating Military Officers: Specialists Today or Generalists Tomorrow?" Air University Review, May-June 1985, 4-14.

_____. "West Point: Facing Tougher Competition." Armed Forces Journal, June 1986, 95.

Thurman, Maxwell R. General. "Training to Fight and Win Now and Beyond the Year 2000." Army, October 1988, 83-97.

- Valadez, Joseph J.. "An Evaluation of Training Needs in the Organizational versus Personnel Deficiencies." Political and Military Sociology, Fall 1984, 257-275.
- Williams, Tom, Major. "A Gold Standard (Officer Candidate School at Ft. Benning, GA)." Soldiers, July 1985, 46-50.
- Wyly, Michael D. Colonel. "Educating for War." Marine Corps Gazette, April 1988, 28-31.

GOVERNMENT DOCUMENTS

- United States Army. AR 145-1, Senior Reserve Officers' Training Corps Program: Organization, Administration, and Training. Washington, D.C.: Government Printing Office, January 1987.
- _____. AR 351-1, Individual Military Education and Training. Washington, D.C.: Government Printing Office, October 1987.
- _____. MQSM 145-1-OOD, Military Qualification Standards Manual I. Washington, D.C.: Government Printing Office, June 1984.
- _____. Professional Development of Officers Study. Final Report. 5 vols. Washington, D.C.: Government Printing Office, February 1985.
- _____. A Review of Education and Training for Officers. Final Report. 5 vols. Washington, D.C.: Government Printing Office, June 1978.
- _____. ROTC Study. Final Report. 3 vols. Washington, D.C.: Government Printing Office, May 1986.
- _____. STP 21-I-MQS, Military Qualification Standards I Manual of Common Tasks (Precommissioning Requirements). Washington, D.C.: Government Printing Office, 1990.
- _____. STP 21-1-SMCT, Soldier's Manual of Common Tasks, Skill Level 1. Washington, D.C.: Government Printing Office, October 1987.
- _____. STP 145-I-MQS, Military Qualification Standards I Manual. Washington, D.C.: Government Printing Office, 1986.

United States Army Combined Arms Center. Leader Development Study. Ft. Leavenworth, KS: Government Printing Office, August 1987.

United States Army Infantry School. Army National Guard Officer Candidate School Program of Instruction. Ft. Benning, GA: Government Printing Office, September 1990.

United States Army ROTC Cadet Command. Cadet Command Assessor's Handbook. Ft. Monroe, VA: Government Printing Office, 1989.

_____. CCR 145-3, Military Qualifications Standards Tier I (MQS I) Campaign Plan. Fort Monroe, VA: Government Printing Office, March 1990.

_____. Leadership Assessment Program. Ft. Monroe, VA: Government Printing Office, 1989.

United States Army Training and Doctrine Command. TRADOC Reg 351-12, Military Qualification Standards System Products, Policy, and Procedures. Fort Monroe, VA: Government Printing Office, April 1986.

United States Congress. House Committee on Armed Services. Report of the Panel on Military Education of the One Hundredth Congress. 1st and 2d sessions. Washington, D.C.: Government Printing Office, 1990.

United States Military Academy. LDB Resource Book. West Point, NY: Government Printing Office, August 1990.

_____. USCC Cir 350-2, Cadet Advanced Training Program 1990. West Point, NY: Government Printing Office, November 1989.

_____. USCC Cir 350-9, Program of Instruction (POI) for Cadet Basic Training. West Point, NY: Government Printing Office, June 1990.

_____. USCC Reg 623-2, First Class Commissioning Certification. West Point, NY: Government Printing Office, August 1990.

United States Special Committee on ROTC. Report of the Special Committee on ROTC to the Secretary of Defense. Washington, D.C.: U.S. Dept. of Defense, 1969.

UNPUBLISHED MATERIALS

National Guard OCS Project Team. "1991 Course Management Plan." Plan prepared for all state National Guard Officer Candidate Schools, Fort Benning, GA, undated.

Quality Assurance Directorate. "OBC Assessment." Training and Evaluation Assessment, U.S. Army Training and Doctrine Command, 25 July 1990.

United States Military Academy. "Military Qualification Standards - I Integration Matrix." Training matrix developed by USMA, West Point, NY, 25 September 1990.

Wishart, Leonard P., III. 1990. Memorandum to Service School Commandants, 3 October. Subject: Programs at Officer Basic and Officer Advanced Courses to Verify Proficiency on MQS I and MQS II (Lieutenant) Tasks.

INITIAL DISTRIBUTION LIST

INITIAL DISTRIBUTION LIST

1. Chief
National Guard Bureau, Attn: ARNG-OAC
Building E6814 (EA)
Aberdeen Proving Ground, Maryland 21010-5420
2. Combined Arms Research Library
U.S. Army Command and General Staff College
Fort Leavenworth, Kansas 66027-6900
3. Commandant
Academy of Health Sciences, Attn: HSHA-CG/HSHA-DTD
Fort Sam Houston, Texas 78234
4. Commandant
Judge Advocate General's School, Attn: JAGS-ADN
Charlottesville, Virginia 22903
5. Commandant
U.S. Army Adjutant General's School, Attn: ATSG-AG
Fort Benjamin Harrison, IN 46216
6. Commandant
U.S. Army Air Defense School, Attn: ATZC-CG/ATSA-DT
Fort Bliss, Texas 79916
7. Commandant
U.S. Army Armor School, Attn: ATZK-CG/ATSB-DOTD
Fort Knox, Kentucky 40121
8. Commandant
U.S. Army Aviation School, Attn: ATZQ-CG/ATZQ-TD
Fort Rucker, Alabama 36362
9. Commandant
U.S. Army Chaplains School, Attn: ATSC-CMT/ATSC-DTD
Fort Monmouth, New Jersey 07703
10. Commandant
U.S. Army Chemical School, Attn: ATZN-CM-Z/ATZN-CM-F
Fort McClellan, Alabama 36205
11. Commandant
U.S. Army Engineer School, Attn: ATZA-CG/ATSE-Z-TD
Fort Leonard Wood, Missouri 65473
12. Commandant
U.S. Army Field Artillery School,
Attn: ATZR-CG/ATSF-D-DOTD
Fort Sill, Oklahoma 73503

13. Commandant
U.S. Army Finance School, Attn: ATSG-FS
Fort Benjamin Harrison, Indiana 46216
14. Commandant
U.S. Army Infantry School, Attn: ATZB-CG/ATSH-I-V
Fort Benning, Georgia 31905
15. Commandant
U.S. Army Intelligence School, Attn: ATSI-CG/ATSI-TDO
Fort Huachuca, Arizona 85613
16. Commandant
U.S. Army Military Police School,
Attn: ATZN-MP-A/ATZN-MP-D
Fort McClellan, Alabama 36205
17. Commandant
U.S. Army Missile & Munitions School
Attn: ATSK-CG/ATSK-T
Redstone Arsenal, Alabama 35897
18. Commandant
U.S. Army Ordnance School, Attn: ATSL-CG/ATSL-D-TD
Aberdeen Proving Ground, Maryland 21005
19. Commandant
U.S. Army Quartermaster School,
Attn: ATSH-CG/ATSM-DT
Fort Lee, Virginia 23801
20. Commandant
U.S. Army Signal School, Attn: ATZH-CG/ATZH-TD
Fort Gordon, Georgia 30905-5000
21. Commandant
U.S. Army Transportation School, Attn: ATSP-CG/ATSP-TD
Fort Eustis, Virginia 23604
22. Commander
3d Battalion, 11th Infantry (OCS)
Attn: S3
Fort Benning, Georgia 31905
23. Commanding General
U.S. Army Combined Arms Support Command
Attn: ATCL-TPO
Fort Lee, Virginia 23801-6000

24. Commanding General
U.S. Army ROTC Cadet Command, Attn: ATCC-T
Fort Monroe, Virginia 23651-5000
25. Commanding General
U.S. Army Training and Doctrine Command
Attn: ATTG-IL
Fort Monroe, Virginia 23651-5000
26. Defense Technical Information Center
Cameron Station
Alexandria, Virginia 22314
27. Director, Center for Army Leadership
U.S. Army CGSC & CAC
Fort Leavenworth, Kansas 66027
28. Ernest G. Lowden
Directorate of Evaluation and Standardization
USA Command and General Staff College
Fort Leavenworth, Kansas 66027
29. Kenneth M. Burke
CATA
Fort Leavenworth, Kansas 66027
30. Superintendent
United States Military Academy
Attn: MACC-I (Chief, Military Instruction)
West Point, New York 10996-5000
31. William A. Knowlton Jr.
Center for Army Leadership
USA Command and General Staff College
Fort Leavenworth, Kansas 66027