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ASSESSMENT OF MILITARY CREW/TEAM EFFECTIVENESS AND COHESION
IN STANDARD MILITARY CREW/TEAM TASKS

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Advanced Research Resources Organization

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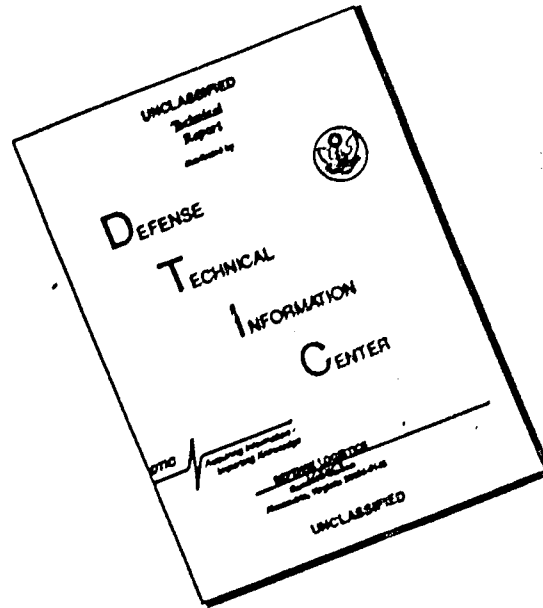
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and those who had not call into question the validity and reliability of the findings.

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FOREWORD

The research represented by this report was performed under contract to the Army; the Army Research Institute was the monitoring agency and is meeting the regulatory requirement to publish and submit to the Defense Technical Information Center the final report submitted by the contractor.

This report represents the contractor's best efforts within available resources; there were, however, remaining problems and unresolved methodological issues which could not be resolved within the scope of the contract. Therefore, the final product does not reflect the technical and scientific standards usually expected of ARI technical documents.

The reader should use caution in interpreting the material contained in this report.

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BACKGROUND

This report describes research designed to evaluate the new Initial Entry Training (IET) Program of Instruction (POI) delivered to drill sergeants, company cadre, and battalion cadre. This program of instruction, developed by TDI (Training Development Institute), was designed to provide comprehensive training to prepare drill sergeants, company cadre, and battalion commanders for the situations they must face in recruit training. To assess the effectiveness of the new POI, Army personnel who had been given this new training program and those personnel who had been given the previous training courses were compared. The sections that follow provide background information on the development of the training program, a description of the training modules in the new IET, and an overview of the evaluation approach used to assess the effectiveness of the new training program.

Historical Perspective

In December 1976, a new "lock-step" drill sergeant course was approved and implemented at all Army IET training centers. The format was subsequently revised to self-paced modules in 1978. However, prior to the implementation of the revised course in 1978, two recruits at an Army training center died on their first day at the training center. The deceased trainees had been engaged in physical training for several hours. Both recruits had passed out more than once, but had been revived and made to continue. Both recruits were marginally acceptable medically; one was three pounds overweight, and one had high (although acceptable) blood pressure. Other incidents of trainee abuse also occurred, at about the same time, at another training center, although no deaths resulted from this abuse.

Immediately following the disclosure of these incidents, General Starry, the TRADOC commander, directed the formation of a Task Force to examine the problem in greater detail. The Task Force produced a report, known as the Raupp report, which discussed attitude and policy problems which might have led to the trainee abuse.

While the Task Force was preparing the report, General Starry ordered an extensive review of the Army's initial entry training program by the nine training center commanders. Using information obtained from the Raupp report and other sources, the "committee of nine" made 59 recommendations on 6 August 1979. These recommendations were translated into initial entry training policies which were implemented immediately. Included in these recommendations was the development of training programs for drill sergeants, company cadre, and battalion and brigade commanders. The training of non-drill sergeants, company cadre, and battalion and brigade commanders represented a major change of focus, because these individuals had not previously been a part of any formal TRADOC training program. Some posts, however, had already implemented their own training programs for all company cadre.

One of the main reasons for this new focus on company, battalion, and brigade cadre was that it was felt that this training would improve the environment in which drill sergeants operate. Through this program, commanders would be better able to understand and reward appropriate behaviors by their drill sergeants. The main thrust of the training program for the cadre and commanders was toward learning what the drill sergeants have learned.

THE NEW IET TRAINING PROGRAM

Need Assessment

Prior to developing a training program, it is imperative that some form of need assessment be done. The purpose of a need assessment is to determine the content areas that are important in the training program.

In January 1979, questionnaires and interviews were given to most posts to assess limitations in the current training program. A random sample of ten percent of the drill sergeants and cadre, and 150 trainees received questionnaires. In addition, several TDI representatives followed drill sergeants for several days and talked with trainees about their problems.

Basically the Training Development Institute (TDI) found that drill sergeants felt (a) they had little support from their officers, (b) their power bases were being taken away from them (in the belief that power was strictly punitive), and (c) there were problems with sex integrated training. Drill sergeants believed they were no longer able to discipline trainees effectively (e.g., drill sergeants cannot physically touch a trainee, except to correct inappropriate physical alignments, and they were only allowed to give a maximum of ten push-ups as punishment).

Questionnaires administered to trainees indicated that they were satisfied with their drill sergeants and their training. However, there may have been several variables that accounted for their overall positive attitude, namely (a) most of the unacceptable trainees had left after the second week, and (b) the questionnaire was administered after trainees had completed basic training, a time when graduating trainees typically have an overall positive feeling about their experience.

In addition to the findings from the questionnaire data, some topics were chosen for the new training after it was discovered that some posts had included these topics in their own courses. The inclusion of these topics implied that these concerns may be general, in that they existed across posts. The suggestions from the "committee of nine" were also included in the selection of subject matter for training.

Overall Comments on New Training Program

One of the most important aspects of the new POI is the attempt to influence the total environment of the drill sergeant. The training of senior personnel (e.g., cadre, battalion commander) should allow drill sergeants to operate in an environment that is supported by their superiors. The drill sergeant's course lasts six and one-half to eight weeks. The training course for cadre and battalion commanders is not as time consuming, requiring two weeks to complete. The time length of the company cadre course is also two weeks.

The responses from drill sergeants, first sergeants, and company commanders to the new training program have been very favorable (a mean of 4.5 out of a 5-point scale), based on questionnaire data obtained by TDI during the trial implementation of the new program at Ft. Dix. One reason TDI feels the acceptance rate is so high is that drill sergeants, first sergeants, and company commanders all had input into the development of the training program.

Summary of Training Packets

The following discussion will be directed toward the individual training packets that comprise the drill sergeant and cadre training courses.

Counseling Module

The purpose of this counseling module is to allow the drill sergeants to teach the trainees to solve their own problems. Counseling is believed to be an important skill for drill sergeants. It is emphasized that these skills will probably be used on fewer than 25 percent of the trainees frequently classified as marginal. An effective counselor would develop more of these marginal personnel into soldiers. Specific packages in this module include three sections that outline Kagan's communication skills, a section on "I" messages, a section on the use of referral lists, sections on giving initial interviews, and conducting a counseling session.

Differences between new and old course. Although both of the courses contained a counseling module, this new module differs from the old in that:

- The previous course focused on answering specific questions, while the new course focuses on techniques.
- The previous course taught the counseling procedures in chunks, while the new course presents the entire counseling process.
- This module focuses on teaching drill sergeants to let the trainee solve his/her own problems.
- In practice sessions, candidates must discuss real problems and not role-play, which was allowed in the previous course. These sessions are videotaped so that both the client and counselor can see their behavior, and so that the course manager can discuss various aspects of their performance.
- The new package presents a referral list that drill sergeants can use for problems they cannot solve.

Behavioral objectives. Drill sergeants should know how to conduct a counseling session by allowing trainees to solve their own problems. At the end of the session, the trainee should know what he/she is going to do and the drill sergeant should know what s/he should do to follow-up the session. The drill sergeant should be able to use the referral list and conduct an initial interview. Sample criteria include (a) asking trainees if the counseling helped them, (b) seeing how many times the referral list was used by the drill sergeants, and (c) asking the drill sergeant if s/he felt comfortable in a counseling session.

Stress Management

This module defines the differences between useful and harmful stress and discusses the possible responses to stress. The physical and social causes of stress are included, as well as coping techniques. The reason for inclusion of this module is that drill sergeants and cadre have to spend 12-18 hours a day with trainees. In addition, drill sergeants

receive pressure from the leadership to have more trainees complete basic training. Thus, a better course in stress management would make the job more manageable for the drill sergeant and reduce the potential for trainee abuse.

Differences between old and new course. The old course did not contain this module.

Behavioral objectives. One objective would be to reduce job stress on the drill sergeant, company cadre, and battalion commanders. Another goal may be to reduce the amount of time the drill sergeants have to spend on-the-job by one hour a day. Sample criteria include (a) a decrease in reported and actual trainee abuse, (b) a better attitude by the drill sergeant toward his job and his superiors, and (c) fewer stress symptoms.

Performance Management

Part of this package precedes the leadership package and it is an enabling objective (prerequisite) for the leadership package. The primary objective is to ensure that the drill sergeants match consequences to performance. This module stresses the recent directive of the Army toward training, which is to "build on what you have," rather than "destroying before you can build up." Thus, in this module, rewards and time-out or ignoring are stressed for good and bad behavior, respectively, and punishment is treated as a last resort. The actual module addresses the four development groups for trainees which are: (a) unable and unwilling; (b) unable and willing; (c) able and unwilling; and (d) able and willing. After the leadership package, the other modules discuss the types of leadership the drill sergeant should use with each development group. The module addresses (a) performance discouraging consequences, (b) performance encouraging consequences, (c) classifying desired and undesired performance, (d) values and reactions in deciding whether a given consequence is pleasing to an individual, and (e) role modeling.

Differences between old and new course. The performance management module did not exist in the previous training program.

Behavioral objectives. The drill sergeant should be able to recognize what developmental group the recruit is in and act accordingly. In addition, s/he should be able to dispense adequate reinforcement based upon performance. There should be an increase in reward-giving behavior for partial proficiency. Sample criteria include (a) the drill sergeant rewarding freely, (b) the drill sergeant ignoring inappropriate behavior (rather than punishing), and (c) less hollering by the drill sergeant.

Leadership Module

This module is called the situational leadership module. It teaches the drill sergeant to recognize the different behaviors of trainees and to teach trainees accordingly. It stresses that only the unmotivated trainee needs to be threatened. The goal of the drill sergeant is to insist (that performance be up to standards) and assist (enable the trainee to reach those standards). There are four styles of leadership: (a) high directive--low supportive (use with unable and unwilling trainees); (b) high directive--high supportive (use with unable and willing trainees); (c) low directive--high supportive (use with able but unwilling to perform without encouragement); and (d) low directive--low supportive (willing and able trainees). The subsequent sections of the module show the drill sergeants how to select the appropriate style of leadership, how to develop trainees, how to move back in leadership styles, various power bases of leadership, and leadership ethics.

Differences between old and new course. The previous training program was not situational and only distinguished between authoritative and permissive behaviors. Thus, the previous program focused on traits.

Behavioral objectives. The leader should be able to identify the developmental stage of the trainee and use the appropriate leadership style. S/he should be able to move correctly between the types.

General Subjects

One of the new sections of this module was the inclusion of methods for handling the special training offered to the Army Reserve (USAR) and National Guard (ARNGUS) personnel. The objectives are that the drill sergeant should know how to treat these personnel differently from U.S. Army trainees.

Integrated Training Management

This module focuses on the physical and behavioral differences between male and female trainees and the training impact of these differences. In addition, differential training techniques are included. The purpose of this module was to reduce the anxiety that drill sergeants might feel when working with an opposite sex platoon.

Differences between old and new course. The old training program did not include this module.

Behavioral objectives. Drill sergeants should be able to identify the differences between the sexes in terms of behavior and physique. Drill sergeants should be able to effectively manage the sexes in training. Drill sergeants should be able to recognize the differences without letting the differences totally affect his/her command. For example, a drill sergeant should not be visibly affected when he sees a female recruit cry. Female recruits should not get easier training simply because of their gender. Trainees should recognize that the drill sergeant is not sexually interested in them. This module strives for an increased awareness of gender differences without catering to the differences. Sample criteria include (a) a lower injury rate for females, (b) more confidence expressed by the drill sergeant in anticipation of dealing with opposite sex recruits, (c) female trainees not receiving "extra" attention, and (d) a decrease in the number of sexual harassment cases.

Cadre Training--Unit Team Building (only for Company Cadre)

The purpose of this module is to have the cadre and commanders be able to state their goals, conduct interviews and prepare an outline of a meeting. This course trains the cadre in problem solving and time management.

Differences between old and new course. There was no formal training course for cadre.

Behavioral objectives. It is hoped that this module would facilitate open communications within the cadre, and that the cadre would be trained in different problem solving techniques. Such training should produce ownership of solution and unit cohesion. Thus, the drill sergeant would know what is expected of him/her. Valid expectations should result in less competition among drill sergeants and decreased stress. In addition, the company commander would be better able to rate the drill sergeants on their performance (since objectives have been previously specified).

Evaluation Research

The training programs described above were developed by TDI in response to growing concerns that drill sergeants and company cadre were inadequately prepared for their jobs. The need assessment, interviews, and resultant instructional packets were developed by TDI to eliminate trainee abuse, improve drill sergeant and company-level performance, and develop better trained soldiers. The purpose of this study was to determine the effectiveness of this training program and the resultant changes (expected or unexpected) to these personnel.

The primary focus of this research was on the behaviors and attitudes of drill sergeants and company cadre. Specifically, the research plan assessed the extent to which the drill sergeants and company cadre exhibited the behaviors and attitudes that were taught in the training courses. If the courses were effective, they would demonstrate behaviors consistent with the behavioral objectives.

Attitudes and behaviors that were not trained in the earlier courses but were provided in the new course should be more pronounced in those personnel trained in the new course.

For example, drill sergeants trained in the new course would recognize trainees as individuals and focus on building up the traits and knowledges trainees already bring with them. Drill sergeants would also be able to recognize the motivation level of the trainees and behave accordingly. Thus, the ultimate effect of the training program would be on the trainees. It would be expected that there would be fewer TDP's, less trainee abuse by drill sergeants, and better performance by trainees who were being trained in this environment.

Thus, the assessment of the training program's effectiveness includes three levels of analysis: (a) company cadre (e.g., company commanders and first sergeants), (b) drill sergeants, and (c) trainees. At the company level, the evaluation needed to assess: (a) the drill sergeant's performance; (b) the climate the company cadre believed they created for the drill sergeants; and (c) their attitudes toward trainees. At the drill sergeant's level, the evaluation focused on: (a) drill sergeant behavior toward trainees; (b) the climate in the company; (c) drill sergeant attitudes toward the drill sergeant courses; and (d) their attitudes toward trainees. In addition, administrative data such as (a) Article 15s, (b) courts martial, and (c) formal and alleged complaints of trainee abuse needed to be collected for selected companies. Since the ultimate goal of any training program is the product, in this case the trainee, performance statistics on trainees were also analyzed.

There are basically two types of program evaluation approaches for instructional systems--summative and formative evaluations (Goldstein, 1974). Summative evaluations focus on the training program as a finished product and assess the extent to which the training program met its objectives. Formative evaluations, on the other hand, are appropriate if the research product is to modify the program in areas where it does not meet its objectives. This research included elements of both summative and formative evaluations. The research focused on the attitude and behavior objectives of the new POI, as well as the training dynamics which might influence future changes.

METHOD

The new IET POI was designed to modify the attitudes and behaviors of drill sergeants, create a supportive climate for the implementation of behaviors, and improve trainee performances and attitudes. Training program evaluation criteria are traditionally based upon four types of measures: reactions, learning, behaviors, and results. Reaction measures refer to what the drill sergeants thought of the new POI. Learning measures refer to whether the drill sergeants and company cadre retained the attitudes and values that the POI attempted to instill. Behavioral measures involve the extent to which drill sergeant and company cadre behavior is consistent with behaviors taught in the program. Finally, results refer to organizational results of the program. These organizational results include the administrative and performance criteria.

The evaluation of the training, therefore, needed to be focused to reflect attitudinal and performance differences between personnel trained with the new POI and those not trained with the new POI. Attitudinal and performance changes in company cadre and drill sergeants would also be evident in the attitudes of trainees. Therefore, measurement instruments needed to be developed to measure trainee effects, attitudinal effects, and performance effects of the new POI.

The sections that follow describe the development, collection, and consolidation of data that bear upon the effectiveness of the training program.

Questionnaire Development

Focal groups for study. Discussions with sponsor personnel at the Training Development Institute (TDI) identified all of the personnel potentially affected by the new POI. Additionally, at the Army Training Center at Ft. McClellan, Alabama, interviews with drill sergeants and training cadre provided additional information about personnel selection for the research. These discussions and a subsequent meeting with the Commanding General of the Training Command and his staff members resulted in the overall research design.

These discussions resulted in the selection of company commanders, first sergeants, drill sergeants, and trainees for inclusion in the study. All of these groups, except for the trainees, would receive the new POI. Trainees were selected because they are the ultimate product of these personnel efforts and a properly trained drill sergeant would be viewed differently by the trainees, if the new POI were effective.

Concepts Measured by Questionnaires

The primary purpose of the questionnaires was to measure attitudinal effects of the new POI. It was believed that personnel trained by the new POI would exhibit more behaviors that met the standards of the "committee of nine" than personnel trained in the old POI. Thus, all questionnaires assess: (a) attitudes about trainees; (b) feelings about appropriate drill sergeant behaviors; (c) perceptions of unit climate; and (d) attitudes about the importance of counseling. The First Sergeant Questionnaire requested information regarding perceptions of the behaviors of the company commander and the command sergeant major.

Items contained in the questionnaires were drawn from several sources. In 1979, the Organizational Effectiveness Center and School (OECS) conducted a study on initial entry training (IET) that involved the distribution of several questionnaires to trainees and members of the training cadre. Initial drafts of the questionnaires were developed using the previously administered OECS survey as a guide. Items drawn from the OECS instruments were then supplemented by a large number of behavioral objectives of the IET drill sergeant and cadre courses that were provided by the Training Development Institute (TDI). Finally, another set of items was developed by ARRO project personnel and TDI representatives in response to specific needs for information that surfaced during the development process.

The questionnaires were reviewed and revised numerous times. ARRO project staff members and TDI representatives maintained close contact and met on several occasions with ARI personnel for this purpose. Major efforts were required to keep the questionnaires at a reasonable length

without forfeiting measures necessary to obtain critical information. To reduce the length of the instruments, many of the attitude-climate items obtained from the OECS questionnaire were dropped in favor of the behavior-based measures derived from the training course objectives supplied by TDI. Where items duplicated or overlapped, the more objective measure was retained in an effort to include more training-specific behavioral measures, as opposed to attitude measures, which tend to be less specific and difficult to link to the training.

The four questionnaires were pilot-tested at Ft. McClellan in early September, 1980, to verify that instructions and items were clear, understandable, and appropriate. Pretesting also provided an estimate of the time respondents required to complete the questionnaires. Based on reviews of the completed questionnaires and feedback obtained from respondents during briefings following questionnaire administration, the instruments were revised.

Structure of Questionnaires

Appendix A presents the final version of the questionnaires. The questionnaires are divided into several sections, based on the general focus or content of the items contained in each part. The first section of each questionnaire requested some general background information and demographic data (e.g., age, sex, education, grade, branch of service, training received, etc.). This information was collected to locate individuals for later follow-up study, as well as to check for differences among particular respondent groups in the final data analysis. This background section was similar for all four questionnaires.

The subsequent sections of each questionnaire asked the respondents to describe their unit, their job, and personnel with whom they work, using one of two five-point rating scales. The first scale, an agreement scale, was used primarily with items that attempted to assess attitudes about the respondent's job, training s/he received, and unit climate. Portions of the questionnaires, using the agreement scale, contained a number of general attitude measures. Respondents were asked to rate the

extent to which they agreed or disagreed with statements describing how they feel about the Army, trainees and their treatment, the value and effectiveness of training, and methods of counseling and discipline appropriate for training and control of subordinates.

Additional items using the agreement scale were included to establish characteristics of the respondent's work environment that might contribute to an overall measure of unit climate. Climate, used in this sense, referred to the less structured and formal characteristics of the unit, like social conditions of the work place, morale, or degree of supervision and control imposed upon subordinates. Indicators of unit climate, for example, may reflect the extent of perceived cooperation among company cadre, the degree of competition among platoons, consideration of personal problems and feelings, and the amount of support and encouragement for independent decision making and autonomy on the job.

While the first group of measures sought to assess the respondent's feelings about broader issues and the work environment, other sections of the questionnaire focused primarily on observable behaviors of those who have and have not attended IET courses. A second scale, a frequency scale, was employed to obtain measures of how often individuals (usually the respondent's immediate superior) behaved in a certain manner, in an attempt to learn if people were behaving as they were trained. To this end, respondents were asked to indicate their perceptions of the frequency with which their company commander or drill sergeant, for example, demonstrated specific behaviors. These performance and behavior items were developed using the behavioral objectives of the training program. The questionnaires made an attempt to repeatedly stress that the information requested would not be used for the purpose of evaluating the respondent or any other personnel whose behavior is discussed.

Questionnaire Content

Company Cadre

Both the company commander and first sergeant questionnaires were used to assess (a) whether they behaved as they were trained, (b) the climate they created for their drill sergeants, (c) the climate

created for them by the leadership, (d) their attitudes toward trainees, and (e) their assessment of the performance of their drill sergeants. The company commander was asked to describe the behaviors of the battalion commander while the first sergeant questionnaire contained sections that addressed behaviors of the company commander and the command sergeant major. As was previously mentioned, the first sergeant questionnaire addressed the bases of power in the company. The different types of power addressed included: (a) coercive; (b) reward; (c) expert; (d) referent; (e) legitimate; (f) information; and (g) connection.

The following content areas were covered in the questionnaire given to non-drill sergeant company cadre (which include both the company commander and the first sergeant):

- Emphasis on statistics
- Attitudes toward trainees
- Attitudes toward appropriate drill sergeant leadership style
- Attitudes toward battalion
- Using assistance from other sources
- Unit climate
- Attitudes toward drill sergeant
- Emphasis on counseling
- Attitudes toward training course
- Attitudes toward females
- Leadership behaviors

The content area emphasis on statistics examined the company and battalion emphasis on performance statistics of trainees. This area was important as both a "moderator" and a climate measure, in that the emphasis of the company could affect the trainee's performance scores (independent of the training course) and an overemphasis would be

contrary to the ideal company climate. Attitudes toward trainees was used as a criterion (or dependent variable), because if the training course was successful, trained company cadre will show more respect for incoming trainees. Attitudes toward appropriate drill sergeant leadership style, emphasis on counseling, attitudes toward battalion, and obtaining assistance from other sources were all criteria (dependent variables) on which the effects of training will be assessed. If successful, the training course would generate a situational style approach toward leadership, a greater emphasis on counseling, less emphasis on punishment, and greater use of other sources of help for trainee problems. Unit climate should also be affected by the training course, in that drill sergeants would be able to work in a supportive climate. If the integrated management training packet was successful, there would be a more favorable attitude toward female trainees. The behaviors of leadership content area reflected whether the battalion and company commanders were trained in the new training course.

The last section of the questionnaire contained several open-ended items requesting respondents to describe the three most critical training needs of trainees and drill sergeants that have not been met. The company commander was asked to describe up to three events that would most likely result in his/her being relieved of command. Finally, additional comments were invited.

Drill Sergeants

The drill sergeants were asked to: (a) assess the company climate under which they must operate; (b) describe their behaviors; (c) describe their attitudes toward being a drill sergeant; (d) assess their attitudes toward other drill sergeants in the platoon; (e) evaluate installation climate; (f) describe the stressors on their job and assess their ability to handle stress; (g) define their attitudes toward female trainees; (h) discuss their family support; and (i) identify bases of power in the company. The questionnaire also contained sections in which the drill sergeant was asked to describe the behaviors of the company commander and the first sergeant.

The following content areas were included in the drill sergeant questionnaire:

- Attitudes toward drill sergeant school
- Attitudes about company (climate)
- Attitudes toward trainees
- Leadership style
- Counseling techniques
- Attitudes toward females
- Attitudes toward being a drill sergeant
- Power in the company
- Support from family
- Stress management (stress symptoms)
- Other drill sergeants in platoon
- Behaviors of the company commander
- First sergeant behaviors

The content area attitudes toward drill sergeant school was intended to assess the extent to which the drill sergeant felt his/her training has helped him/her on the job. The company climate and other drill sergeants in platoon content areas assessed the climate in higher units. If the company cadre had been trained adequately, unit climate would be supportive and drill sergeants will be able to operate without interference. Leadership style, counseling techniques, stress management, and attitudes toward females were intended to assess the extent to which the drill sergeant exhibited behaviors in which he was trained. Attitudes toward trainees and being a drill sergeant were variables that could moderate the effects of training and would be affected by the amount of training. Perceptions of power within the company tried to identify sources of differential power as seen by the drill sergeant. Support from family might also affect performance, independent of the type of training. The last section of the questionnaire contained questions

about training needs of both trainees and drill sergeants, and asked that the respondent identify critical areas of training they felt have not been met. Space for additional comments was provided.

Trainees

The final group given a questionnaire consisted of trainees. Trainees were important because the climate they experience might be a result of conditions existing at any level in the chain of command. In addition, trainees represent the final product of the Army, hence their impressions and performance would be critical to evaluating the training program. Trainees were asked about their attitudes (a) about the Army, (b) toward their training, (c) about their drill sergeants, (d) unit climate, and (e) toward other trainees. The last section of the questionnaire allowed for additional comments, posing the question, "If you had a chance to talk to the Commanding General of the whole Army about your experience in training, what are some of the things (good or bad) you would say?"

Specifically, the following content areas were included in the questionnaire:

- Attitudes about the Army
 - a. Reasons for enlisting
 - b. Commitment
 - c. Motivation
 - d. Self-discipline
- Attitudes about training
- Attitudes about drill sergeant
 - a. Method of training
 - b. Treatment of trainee(s)
 - c. As a role model
 - d. As a counselor
- Drill sergeants and company climate
- Attitudes about other trainees
 - a. As a whole
 - b. Female trainees

The trainee's attitudes toward the Army represented a major focus of this study. This content area reflected the extent to which the trainee is committed to the Army, which might reflect his/her desire to stay in the Army. One item in this section requested that the trainees rank order a list of reasons that influenced their decision to join the Army. In addition, items dealing with self-discipline focused on the extent to which the drill sergeants correctly used the leadership styles to develop a willingness in trainees to perform effectively without close and constant supervision, as a result of their commitment to the Army. This portion of the questionnaire indicated whether the training programs had effects on commitment. The trainee's attitudes toward training and toward their drill sergeant reflected the extent to which they received fair and adequate training by their drill sergeants and the extent to which the drill sergeant was viewed as a role model. Their perceptions of unit climate measured the degree to which both the drill sergeants and company cadre created a climate that was conducive to learning. If the drill sergeants were successful in their dealing with females, this would be assessed in the trainees' attitudes toward female trainees.

In order to obtain trainee's perceptions of their drill sergeants' behavior (as related to IET training objectives), the respondent was requested to select the two drill sergeants with whom they have had the most contact during the cycle and complete the same behavior/performance items for each drill sergeant. This method was chosen in order to increase the probability of obtaining behavioral information about both IET trained and untrained drill sergeants.

See Table 1 for a summary content of the four questionnaires.

Performance Data

Due to the decentralized nature of the POI implementation at various posts, performance measures vary substantially from one installation to another. These and other factors reduce the usefulness of performance data. Problems occur because, across installations, it has been found that:

TABLE 1
Questionnaire Structure and Content

	PART I	PART II	PART III	PART IV	PART V
DRILL SERGEANT QUESTIONNAIRE	BACKGROUND/ DEMOGRAPHICS	REACTIONS TO DRILL SERGEANT SCHOOL, UNIT CLIMATE, PERCEPTIONS OF COMPANY COMMANDER BEHAVIOR	ATTITUDES ABOUT TRAINEES, APPROPRIATE TRAINING AND LEADERSHIP TECHNIQUES, JOB STRESS, FAMILY SUPPORT	PERCEPTIONS OF FIRST SERGEANT BEHAVIOR, PERCEPTIONS OF POWER IN THE COMPANY	TRAINING NEEDS, ADDITIONAL COMMENTS
COMPANY COMMANDER QUESTIONNAIRE	BACKGROUND/ DEMOGRAPHICS	ATTITUDES ABOUT TRAINEES, UNIT CLIMATE, DRILL SERGEANT BEHAVIOR AND TRAINING, USE OF APPROPRIATE TEACHING AND LEADERSHIP TECHNIQUES, METHODS OF DISCIPLINE, EMPHASIS ON COUNSELING, PERCEPTIONS OF BATTALION COMMANDER BEHAVIOR	TRAINING NEEDS, RELIEF OF COMMAND, ADDITIONAL COMMENTS		
FIRST SERGEANT QUESTIONNAIRE	BACKGROUND/ DEMOGRAPHICS	ATTITUDES ABOUT TRAINEES, UNIT CLIMATE, DRILL SERGEANT BEHAVIOR AND TRAINING, USE OF APPROPRIATE TEACHING AND LEADERSHIP TECHNIQUES, METHODS OF DISCIPLINE, EMPHASIS ON COUNSELING, PERCEPTIONS OF COMPANY COMMANDER BEHAVIOR	PERCEPTIONS OF COMMAND SERGEANT MAJOR BEHAVIOR, PERCEPTIONS OF POWER IN THE COMPANY	TRAINING NEEDS, ADDITIONAL COMMENTS	
TRAINEE QUESTIONNAIRE	BACKGROUND/ DEMOGRAPHICS	ATTITUDES ABOUT THE ARMY--COMMITMENT, MOTIVATION, SELF-DISCIPLINE, ATTITUDES ABOUT TRAINING, UNIT CLIMATE	PERCEPTIONS OF DRILL SERGEANT BEHAVIOR	PERCEPTIONS OF DRILL SERGEANT BEHAVIOR	ADDITIONAL COMMENTS ABOUT TRAINING

- Quality control of the measures varies.
- There is different emphasis across installations on these statistics as evaluative tools.
- There are different procedures for administering the same tests.
- There are different scoring procedures.
- Even within the core of tests, there are differences in tests actually selected.
- There is little opportunity to control for trainee differences (i.e., no baseline measures).
- Tests are given at different times in the cycle at different posts.
- There are different practice effects across posts.
- There are different data maintenance procedures across posts that may affect our collection procedures.

Another substantial problem with performance data is that the collection of these data represents the collection of statistics on which drill sergeants fear they may be evaluated. This policy is contrary to suggestions by the "committee of nine," that there be less emphasis on statistics.

Despite these problems, it was imperative that some trainee performance data be collected. Therefore, we recommended that data on basic rifle maintenance, M16 tests (where applicable), first-aid, and physical training tests be collected. While these data are maintained on every post, not all recruits get these tests. (For example, tank crews are given familiarization training with the M16, but their primary weapon training is on a 45 caliber pistol.) These data were collected at the company level. The physical training test performance seemed to present the fewest problems and received most of the research attention.

Administrative Actions

Since one of the most important criteria of the new training program is the elimination of trainee abuse, data on trainee abuse (which includes both formal investigations and allegations), courts martial,

Article 15's, and Inspector General (IG) complaints were collected for drill sergeants and other company cadre. Another important criterion was the production of more and better trained soldiers. Therefore, TDP rates, AWOL's, and Article 15's were collected on a company level for trainees. Collecting data on number of sick calls may be one indication of trainee abuse, and (for females) an indication of the extent to which the drill sergeant understands and adapts his/her training to females. In other words, if the drill sergeant can adapt his/her training of females so that they have fewer injuries (e.g., foot injuries and bone fractures), but still have the same level of performance as males, then the drill sergeant training packet on sex-integrated training management would have achieved one of its purposes.

In summary, the following administrative actions were collected on a company level:

- TDP rates (by week of cycle)
- AWOL's
- Sick calls (for injury/illness)
- Article 15's
- Formal investigations of trainee abuse
- Allegations of trainee abuse
- Courts martials

Securing the Cooperation of Training Installations

The quality of this research is dependent on the cooperation of the training installations. The training installations had primary responsibility for all data collection methods (a) the company commander questionnaire, (b) the first sergeant questionnaire, (c) the drill sergeant questionnaire, (d) the trainee (soldier's) questionnaire, (e) the collection of unit performance data, and (f) the collection of data on administrative activities. Consequently, it was judged important to secure the full commitment and cooperation of each training installation

at the onset of this project. For this purpose, a series of visits to each of the Army training centers was begun in mid-February of 1981, and continued through the end of March, 1981.

Four basic objectives were to be met by each visit. These four objectives included: (a) to provide up to three briefings to relevant personnel; (b) to obtain criterion information regarding each eligible training company on post; (c) to select the sample of companies to be used in the two-year survey; and (d) to structure the local administrative procedures for the surveys.

A major function of each trip was to brief the personnel involved on the nature and purpose of the survey. An initial briefing was given to the general staff of the post and training center. At about half of these briefings the Commanding General was present. This particular briefing usually also included the brigade commander(s), although on at least one occasion the brigade commanders were briefed in a separate meeting with their battalion commanders. At smaller posts, all interested staff from battalion commanders to the general staff were in the same meeting.

At larger installations, there was usually a second briefing involving the battalion commanders and other interested staff. At this second meeting, the same basic briefing was given. However, because these individuals were more sensitive to the potential impact of the survey on their activities, these briefings were usually more active. Once the briefings were completed, the sample of companies was selected. Later a third briefing was conducted for the company commanders and first sergeants of the sample units. This last briefing usually occurred on the next morning.

At the conclusion of the briefing involving the battalion commanders, a set of short questionnaires was distributed for completion by the battalions, usually within four hours. There was one questionnaire for each company. The form requested information as to the relevant training status of the company commander, the executive officer (XO), the first sergeant, and the number of drill sergeants assigned and authorized.

Several other items of information that were useful in making a decision as to which companies to include in the sample were also included on the forms. The form itself evolved in response to various problems or information needs that were encountered during the first few visits. An early version of the form and the final form are presented in Appendix B.

Usually, the forms were given to the brigade or battalion commanders before noon, with instructions to have them returned to the point-of-contact by 4:00 p.m. Once returned, ARRO staff members reviewed the forms and selected those companies to be included in the survey. Although a number of factors were deemed important in making the decision, often the primary, if not the only factor involved in the decision was whether or not the company would be completing its cycle or would be within the eighth week of its cycle during the survey window, projected to be from 1 March to 1 May. At most installations choice of sample was limited due to time considerations because there was a genuine lack of degrees of freedom for more complex choices. As might be expected, smaller posts with fewer training companies had fewer degrees of freedom in making these decisions.

Once the decisions were made and communicated to the point-of-contact, the commanders and first sergeants of the selected companies were contacted and instructed to be at a briefing provided for them the next morning, usually at 8:00 a.m. Since the success of the survey depended so heavily on the cooperation of the commander and first sergeant of the units surveyed, a great deal of effort was expended in explaining the purpose of the survey, and in making sure that these officers had an opportunity to participate in deciding on the procedures and the content of the Unit Performance and Administrative Data Form.

Trips to the nine training centers occupied a longer period of time than initially anticipated. Consequently, several of the briefing trips were still being conducted after the basic survey was begun. Therefore, posts which received their introductory briefings in February, began the survey in early March, while posts visited in early March did not

begin the survey until late March. The unavoidable scheduling problems caused the entire survey window to stretch through the month of May. Even with this extended time frame for conducting the survey, three units were not surveyed out of the 119 selected, either because they never reached that point in their training during that 12-week window, or because the material arrived at the installation too late to be administered.

In many respects, the process for controlling the administration of the survey was very complex, and at the same time fairly loose, because installations were allowed to implement their own administrative procedures to fit the particular circumstances characteristic to that post. Although the general procedures for administering the survey at each installation were usually discussed thoroughly while the ARRO/ARI/TDI briefing team was present, often the details of the control procedures were not finalized until meetings with battalion, brigade, and company level personnel had occurred, often several days after the briefing team had departed.

In effect, there were nine slightly different procedures for administering and returning the questionnaires. Given that fact, procedures were developed which would introduce as much uniformity and control as possible, while still operating within the framework of nine different administrative procedures. Appendix C presents details of the local administrative procedures.

Introduction to the Sampling Plan

It was anticipated that the sampling of specific companies could be sensitive. Consequently, the research needed to be introduced in a fashion which emphasized that the selected companies were not singled out for punishment--that they were randomly chosen and that there was no attempt to "get" them.

Additionally, the confidentiality of the data needed to be stressed. It was anticipated that an independent administrator of the survey instruments would enhance cooperation. Consequently, it was decided not to use training cadre for questionnaire administration. In many cases, the organizational effectiveness staff officer (OESO) was recruited as an independent administrator.

Since every training post has a slightly different mission, organization, and situation, the selection of companies to be sampled on a post was, to some extent, determined by the particular circumstances of the post. The general procedure that was followed is outlined below:

At each post, an attempt was made to include companies with high and low percentages of recently trained drill sergeants. Within the companies with a high percentage of newly trained drill instructors, an attempt was made to include companies with both trained and untrained company commanders. Likewise, both trained and untrained company commanders were represented among companies with a low percentage of recently trained drill instructors.

A research team, consisting of ARRO, TRADOC, and ARI representatives traveled to each post to brief the person(s) who were to be responsible for carrying out the administration of the questionnaires on that post. A survey of each battalion and company on post was made and used to select companies which satisfied the minimum research design requirements, as follows:

Criterion 1. The primary factor determining which company was selected was the percentage of drill sergeants in each company who had been trained from the new POI. Within each battalion, a company with a high percentage and a company with a low percentage of new POI trained drill sergeants were selected. It was judged extremely important to get as much variance in percentage trained within battalion as possible.

Criterion 2. The second consideration was whether the company commander was trained in the new two-week IET cadre course. Since there were not enough companies to create a factorial design crossing percentage of drill sergeants trained with training of company commanders,

this factor was handled by simply making sure that company commander training did not have too high a degree of colinearity (confounding) with percentage of drill sergeants trained.

Criterion 3. Within the above two constraints, other information was used to select companies. That information was used primarily to enhance the utility of the data in a longitudinal research design. For example, when possible, companies which were likely to have the same company commander over all or most of the survey period, were selected. A second example involved matching companies, where possible or necessary. If a battalion had two companies with female trainees and two without, those companies which were most similar were selected. In the case of sex-integrated training, an attempt was made to obtain approximately the same proportion of sex-integrated companies in our sample as exists in the entire Army training population.

Selection of Trainees

Within each selected company, six trainees from each platoon were selected. To minimize unfair bias in the selection of trainees, a randomizing procedure using the last digit of the soldier's Social Security Account Number (SSAN) was used. Two digits apply to each post, and the digits are listed in Table 2.

TABLE 2

List of Digits for Selecting Trainees

<u>Fort</u>	<u>Primary Digit</u>	<u>Secondary Digit</u>
Benning	0	6
Bliss	8	4
Dix	9	0
Gordon	3	9
Jackson	8	4
Knox	6	4
McClellan	7	4
Sill	5	1
Leonard Wood	1	9

Step 1. From each platoon, the first sergeant selected all trainees whose SSAN ended in the primary digit for his/her post.

Step 2. If more than six trainees in a platoon were selected using this procedure, then excess trainees were eliminated by alphabetical roster, selecting every other trainee until a total of six remained.

NOTE: Trainees were not "substituted" across platoons. For example, if there were eight trainees in the 1st platoon and four in the 2nd platoon, using this selection procedure the two excess trainees in the 1st platoon were not used to make up the deficit in the 2nd platoon. The excess trainees from the 1st platoon were deleted using Step 2, and the deficit in the 2nd platoon was made up by using Step 3.

Step 3. If selection of trainees using the primary digit resulted in less than six in a platoon, then all trainees with SSANs ending in the secondary digit were selected and added to those selected using the primary digit. If this procedure resulted in more than six trainees, then the excess were eliminated using the alternating-alphabetical-roster procedure in Step 2, applied to the entire set of trainees selected using both the primary and secondary digits.

Step 4. If the above procedures produced less than six trainees in a platoon, then the first sergeant was allowed to select additional trainees according to their availability to make a total of six. If it was necessary to use Step 4, a written explanation was provided to the post survey administrator for verification of circumstances and forwarded to ARRO.

NOTE: The installation project officers responsible for this research project, verified the accuracy of the trainee selection procedures, and provided explanations and assistance to first sergeants, as needed.

Trainee Performance and Administrative Data Collection Procedures

A special data form entitled, "Request for Company Performance and Administrative Data," was used to obtain criterion and moderator data. This form requested a number of different indicators of the status of

the company during the training cycle surveyed. Information requested included trainee performance data, as well as disciplinary actions and sick calls for cadre and trainees, and unit strength information.

Typically, this form was completed by the company's first sergeant. The form was self-explanatory, and was designed to minimize completion time. In particular, the form suggested the option of providing ARRO with photocopies of existing company records of trainee performance.

In addition to the questionnaires, administrative data such as (a) Article 15's, (b) courts martial, and (c) formal and alleged complaints of trainee abuse were collected for drill sergeants and company cadre.

Psychometric Analysis of Questionnaires

The responses to the four questionnaires were factor analyzed using principal axis procedures followed by varimax rotations. The procedures and results are reported in Shiflett (1981). The factors that emerged were descriptive of the content areas deemed important during questionnaire development and were included as scales. However, some items were not associated with any factors. For such items, conceptual scales consisting of a number of content-related items were developed. The actual scales used in the analyses are described later.

Data Base Development

A number of data bases were developed for the subsequent analyses. Data bases typically required the merging and sorting of data from the first and second administrations of the questionnaires. For drill sergeants, a variable had to be constructed to reflect the type of drill sergeant training that was received. This training variable was constructed based upon two other variables: (a) the location of the drill sergeant training; and (b) the date of the drill sergeant training.

The unit level administrative and performance data, on the other hand, required more involved processing. These data needed to be associated with three other variables:

- The type of training the company commander had received.
- The type of training the first sergeant had received.
- The proportion of drill sergeants trained with the new POI.

The unit-level performance data was matched with relevant data from the data files for drill sergeants, first sergeants, company commanders, and trainees. For each record of unit-level performance measures, the installation, brigade, and battalion information was noted. Subsequently, matching data from the company commander, drill sergeant, first sergeant, and trainee files were obtained, and a composite record was formed which contained relevant unit-level performance measures as well as relevant predictor measures.

RESULTS

This section describes the results from both administrations of the questionnaires. The analyses are presented in the following order: drill sergeants, trainees, unit administrative and performance data, company commanders, and first sergeants.

Impact of New POI Training on Drill Sergeants

An assessment of the effectiveness of the new training program on drill sergeant's attitudes and perceptions for both administrations of the questionnaire is included in this section.

Demographics

This section provides a brief description of the drill sergeants who responded to the first and second administrations of the questionnaire. This sample description will be useful for understanding subsequent analyses. Three categories of descriptive data are presented here: (a) a description of current assignment; (b) job-related information on drill sergeants; and (c) personal characteristics of the drill sergeants.

Current assignment. Table 3 presents the number of drill sergeants sampled from each post. The number of drill sergeants in the sample varies significantly across posts. Since a stratified sampling technique was used, this variability should reflect the variance in the population of drill sergeants by posts.

The sample was drawn to obtain a larger proportion of mixed-sex platoons than would be found in the population. As can be seen from Table 4, the sampling technique was effective. Over half of the companies selected in both questionnaire administrations were mixed-sex platoons. These mixed-sex platoons were needed to test the effectiveness of one of the training modules in the new POI.

TABLE 3

Number of Drill Sergeants at each Post

	<u>Wave 1</u>	<u>Wave 2</u>
Ft. Leonard Wood	150	144
Ft. Dix	100	56
Ft. Jackson	161	150
Ft. Benning	93	82
Ft. Sill	95	77
Ft. Knox	143	109
Ft. McClellan	71	68
Ft. Bliss	36	31
Ft. Gordon	42	28
(Missing)	<u>7</u>	<u>5</u>
TOTAL	898	750

TABLE 4

Number of Drill Sergeants of Mixed-Sex Companies

	<u>Wave 1</u>	<u>Wave 2</u>
Mixed-Sex Companies	487	430
Male-Only Companies	404	318
(Missing)	<u>7</u>	<u>2</u>
TOTAL	898	750

Job related drill sergeant characteristics. The majority of drill sergeants were assigned to combat arms brigades (see Table 5). The combat arms drill sergeants accounted for 72 percent and 70 percent of the first and second administrations of the questionnaire, respectively.

Tables 6 and 7 present the pay grades and time in pay grade, respectively, for drill sergeants. The overwhelming majority of drill sergeants in both waves were E-6's and E-7's. These groups accounted for 92 percent of the first administration and 91 percent of the second administration of the questionnaire. Most drill sergeants had been in their pay grade for two years or less. In the first and second questionnaire administrations, 51 percent and 54 percent, respectively, had been in their grade for two years or less.

Table 8 presents the amount of time that drill sergeants had been in their current position. The most frequent response for both samples was one to two years. In fact, over half of the respondents in both samples had been in their current positions for one year or more.

Job characteristics. Of particular interest to this study were the reasons for becoming a drill sergeant. Drill sergeants were asked if they had volunteered for this duty and if they were happy with their current assignment (see Table 9). Over half of the drill sergeants volunteered for their assignments, 59 percent and 61 percent in the first and second questionnaire administrations, respectively. In both samples, most drill sergeants were now satisfied with the assignment, 75 percent and 69 percent in the first and second questionnaire administrations, respectively.

Table 10 presents the number of drill sergeants who were trained in the new POI. The number of drill sergeants who had been trained increased in the second administration of the questionnaire. This increase would be expected because only the new POI is now being taught.

TABLE 5

Branch of Service of Drill Sergeants

	<u>Wave 1</u>	<u>Wave 2</u>
Combat Arms	637	515
Combat Support	159	139
Combat Service Support	92	86
(Missing)	<u>10</u>	<u>10</u>
TOTAL	898	750

TABLE 6

Pay Grade of Drill Sergeants

	<u>Wave 1</u>	<u>Wave 2</u>
E-4	1	0
E-5	64	68
E-6	474	390
E-7	350	288
Other	7	2
(Missing)	<u>2</u>	<u>2</u>
TOTAL	898	750

TABLE 7

Time in Grade of Drill Sergeants

	<u>Wave 1</u>	<u>Wave 2</u>
Less than 1 year	147	129
1-2 years	307	271
3-4 years	296	234
5-6 years	103	82
7-8 years	21	13
9-10 years	6	7
More than 11 years	12	9
(Missing)	<u>6</u>	<u>5</u>
TOTAL	898	750

TABLE 8

Time on Job of Drill Sergeants

	<u>Wave 1</u>	<u>Wave 2</u>
4 weeks or less	26	33
5 - 6 weeks	15	17
7 - 8 weeks	20	22
2 - 3 months	34	54
4 - 5 months	64	42
6 months - 1 year	238	171
1 - 2 years	364	321
More than 2 years	130	89
(Missing)	<u>7</u>	<u>1</u>
TOTAL	898	750

TABLE 9

Personal Satisfaction with Drill Sergeant Job

	<u>Wave 1</u>	<u>Wave 2</u>
Volunteered and satisfied	403	315
Volunteered and dissatisfied	122	127
Did not volunteer and satisfied	258	186
Did not volunteer and dissatisfied	104	102
(Missing)	<u>11</u>	<u>20</u>
TOTAL	898	750

TABLE 10

Number of Drill Sergeants Trained in the New IET POI

	<u>Wave 1</u>	<u>Wave 2</u>
Trained under new POI	221	175
Not trained under new POI	632	487
(Missing)	<u>45</u>	<u>88</u>
TOTAL	898	750

Drill sergeant training occurred at all posts. Ft. Jackson, however, trained substantially more drill sergeants than other posts (see Table 11). Very few drill sergeants had not attended any training school.

Visits to posts indicated that some drill sergeants served as apprentice drill sergeants before attending training courses. The mean time of apprenticeship was 5.6 weeks. However, 31 percent of the respondents had no apprenticeship.

Personal characteristics. Tables 12, 13, and 14 examine some personal characteristics of drill sergeants. Table 12 presents race statistics. In the first wave administration, of the 898 respondents, 555 or 61 percent were White and 27 percent were Black. Similar results were evident in the second wave when 64 percent were White and 24 percent were Black.

Table 13 examines the educational level of the respondents. By far, the majority of drill sergeants had a high school diploma and/or some college education. In fact, this group accounted for 96 percent of the drill sergeants in both administrations of the questionnaire.

The numbers of male and female drill sergeants are provided in Table 14. As expected, the proportion of female drill sergeants to male drill sergeants is quite small. Because the sampling technique ensured that a larger proportion of mixed-sex companies were selected, this proportion may over-represent female drill sergeants.

The average age of the respondents was 30 years in both samples. Drill sergeants, therefore, were considerably senior to the recruits where average age was 20 and where modal age was 19.

The marital status of the respondents is presented in Table 15. The majority of drill sergeants in both samples were married. Only eight percent and nine percent of the samples were separated or divorced since they had become drill sergeants. It would be interesting to compare these proportions with the proportions in other jobs which might be less stressful.

TABLE 11

Post of Drill Sergeant School

	<u>Wave 1</u>	<u>Wave 2</u>
Did not attend school	2	11
Ft. Dix	101	65
Ft. Jackson	281	234
Ft. Leonard Wood	147	141
Ft. Sill	121	88
Ft. Knox	151	113
Ft. Benning	53	45
Ft. McClellan	20	23
Other	16	21
(Missing)	<u>6</u>	<u>9</u>
TOTAL	898	750

TABLE 12

Race of Drill Sergeants

	<u>Wave 1</u>	<u>Wave 2</u>
White	555	474
Black	240	180
Hispanic	50	43
Other	48	43
(Missing)	<u>5</u>	<u>10</u>
TOTAL	898	750

TABLE 13

Educational Level of Drill Sergeants

	<u>Wave 1</u>	<u>Wave 2</u>
Less than high school	1	3
Some high school, without diploma	6	2
High school diploma or equivalent	415	346
Some college	430	372
College graduate	15	9
Graduate work beyond college	6	4
(Missing)	<u>25</u>	<u>14</u>
TOTAL	898	750

TABLE 14

Sex of Drill Sergeants

	<u>Wave 1</u>	<u>Wave 2</u>
Male	843	679
Female	44	51
(Missing)	<u>11</u>	<u>20</u>
TOTAL	898	750

TABLE 15
Marital Status of Drill Sergeants

	<u>Wave 1</u>	<u>Wave 2</u>
Single	58	52
Married	707	589
Separated/Divorced (before becoming a drill sergeant)	48	39
Separated/Divorced (after becoming a drill sergeant)	73	65
Widowed	1	0
(Missing)	<u>11</u>	<u>5</u>
TOTAL	898	750

Attitudinal Reactions to the New POI Training Course

The following analyses explore the attitudinal responses of drill sergeants to the new POI. A number of hypotheses are explored here. For one, it was expected that with increasing experience, drill sergeants would feel more comfortable with their assignments.

Attitudinal responses toward the new POI were explored with reference to overall attitudes regarding training. Two groups of subjects were identified, one trained with the new POI, the other trained with the old POI. Eight attitudinal items were compared for the two groups with t-tests, assuring independent variances. Table 16 presents the means and significance levels of the t-tests. The attitudinal reactions toward the two instructional methods were mixed. Generally, there were no clear differences in attitudes toward the new POI and the old POI.

Drill sergeants trained in the new POI felt that the course helped them motivate trainees more than drill sergeants who were not trained in the new POI program. However, these differences were not reflected in the responses from the drill sergeants in the second administration of the questionnaire. Thus, although the first wave of drill sergeants felt that the new POI was valuable for motivating trainees, this was not true for the drill sergeants in the second wave.

Drill sergeants trained with both the new and the old POI felt that their drill sergeant courses taught them the necessary skills needed to lead trainees. Additionally, both groups claimed they used the referral list to assist their trainees.

Interestingly, both recently trained drill sergeants and drill sergeants trained under the old POI felt they were stifled in trying to use some of the techniques they learned in their training programs. However, in the first administration of the questionnaire, drill sergeants trained in the new POI felt more stifled than the other drill sergeants. These differences were not evident in the drill sergeant's responses to the second administration of the questionnaire.

TABLE 16

Drill Sergeant Attitudes Toward the IET Course

<u>Wave 1</u>	<u>Significance of Difference</u>	<u>New POI</u>	<u>Old POI</u>
Motivation	<.01	3.64	3.37
Skills	ns	3.45	3.41
Referral list	ns	3.81	3.91
Can't use skills	<.03	3.58	3.36
Work with trainees	ns	3.71	3.80
Leadership didn't work	ns	2.60	2.56
Not prepared	ns	2.94	3.03
Discouragement from others	ns	2.17	2.08
 <u>Wave 2</u>			
Motivation	ns	3.37	3.34
Skills	ns	3.27	3.22
Referral list	ns	3.77	3.82
Can't use skills	ns	3.63	3.45
Work with trainees	ns	3.93	3.91
Leadership didn't work	ns	2.69	2.68
Not prepared	ns	2.96	3.00
Discouragement from others	ns	2.18	2.18

Drill sergeants from both POIs felt that the only way to deal with trainees was to try and learn from one's own mistakes. This response suggests that drill sergeants have been given sufficient information to train soldiers. This hypothesis is supported by the fact that drill sergeants responded ambiguously about whether drill sergeant school had adequately prepared them for training.

The drill sergeants did feel that they could apply the leadership techniques they learned in their training courses to new recruits. However, there were no significant differences between the old and new POIs. Other drill sergeants in their platoon were not perceived as discouraging the use of leadership techniques learned in training.

Attitudinal Scale Development

The wave 1 questionnaire items were factored to obtain conceptually meaningful scales (Shiflett, 1981). The questionnaire items were presented in two distinct formats. In the first format, subjects were presented with a 5-point Agree-Disagree scale where strong agreement was indicated by a scale score of 5, and strong disagreement was indicated by a scale score of 1. In the other format, subjects were presented with a 5-point Always-Never scale. Here, the scale point 1 was associated with "Always," and the scale point 5 was associated with "Never." In developing the conceptually meaningful scales, items from both formats were sometimes included in the same scale. Such a combination was accomplished by considering the affective direction of scoring for each item and reverse scoring the inconsistent items. The original format for each item in any conceptual scale may be determined with reference to the appended questionnaires.

Separate conceptual scales were constructed for the three major questionnaire content areas. The first set of conceptual scales concerned company commanders. The second set of conceptual scales concerned the drill sergeants' job and their attitudes toward trainees, and the third set of conceptual scales concerned the first sergeants.

Scales related to the company commander. Six conceptual scales were constructed to measure drill sergeant's perceptions of their company commanders. The first scale regarded quality of leadership and consisted of items which assessed the degree to which commanders were open, communicative, and participative. Consideration and sensitivity were reflected in the second scale. This scale included items which assessed the degree to which company commanders were open, courteous, helpful, and fair. The third scale was designed to assess the degree of trust the company commanders demonstrated to drill sergeants. The extent to which company commanders recognized the difficulties of mixed-sex training was reflected in the fourth scale. The fairness exhibited by company commanders was measured by the fifth scale, and the sixth scale assessed the degree of pressure placed upon drill sergeants by the company commanders. The items which were included in each scale are presented in Figure 1.

Scales relevant to the drill sergeant's job and attitudes toward trainees. Eight scales were constructed to measure drill sergeants' attitudes toward their job and toward trainees. The first scale measured unit pride. Items in this scale assessed team cohesiveness and mutual support. The second scale measured tension or stress. This scale included items related to psychological stress and strain. Attitudes toward discipline were measured by the third scale. Items relevant to disciplinary attitudes included the extent to which drill sergeants felt trainees needed to be stressed both physically and mentally for proper training results. The fourth scale measured attitudes toward trainee self discipline. In effect, this scale measured attitudes opposite to those assessed by the third scale. Here, drill sergeants could express their confidence in the self discipline of trainees. The fifth scale reflected drill sergeants' evaluation of drill sergeant school. Items in this scale measured the extent to which drill sergeant school was evaluated as a positive experience. The sixth scale was designed to assess the degree to which training produced

Quality of Leadership Scale

- My company commander knows what is going on in this unit.
- When we receive a new requirement or mission, the company commander makes sure we understand the reason for it.
- When there is a serious problem in the unit, our company commander involves his cadre in finding the solution by holding a group problem-solving session.
- When there is a question about responsibilities on various unit tasks, the company commander holds a meeting to lay out individual responsibilities.
- The company commander quickly detects differences among his people which need to be settled.
- When I perform well, my company commander recognizes it with praise or a reward that means something to me.

Consideration and Sensitivity Scale

- When someone in the unit wants to talk to him, the company commander manages to make himself available.
- Before the company commander punishes someone, he makes sure that he knows all the facts.
- The company commander is courteous when dealing with his subordinates.
- When a subordinate asks the company commander for help in solving a problem, he helps out.
- When the company commander determines that a subordinate has a serious problem, he refers the subordinate to a helping agency.
- Whenever the company commander refers someone to a helping agency, he follows up by checking to see that the agency did some good.
- When the company commander promises a reward, he follows through.

Figure 1. Drill Sergeant's Attitudes Toward Company Commanders.

Trust Scale

- The company commander acts as if he doesn't trust my judgment.
- I fear the consequences when I tell my company commander about a mistake my subordinates or I have made.
- The company commander comes down and tries to do a subordinate's job even when he is performing well.
- When the company commander is told about a touchy or embarrassing problem, he tries to side-step the issue instead of facing it head-on.
- During counseling sessions, the company commander orders, threatens, criticizes or preaches.

Mixed-Sex Training Scale

- The company commander demands that we take into account physical differences between the male and female trainees when we conduct training.
- The company commander acts quickly against members of the cadre who fraternize with trainees of the opposite sex.

Fairness Scale

- When the drill sergeants in this unit receive EERs, there are no surprises--performance is described in the same manner in which it had already been described during previous conversations.
- The company commander does not punish a subordinate for poor performance unless there is reason to believe that the subordinate is no longer trying to perform well.
- There is enough time in the training cycle to allow trainees to practice skills until they have mastered them.

Pressure Scale

- The company commander is under a lot of pressure to see to it that I do a good job of training my trainees.
- The company commander is under a lot of pressure to see to it that I don't abuse the trainees.

Figure 1. Drill Sergeant's Attitudes Toward Company Commanders (Continued).

unqualified trainees. The seventh scale examines the extent to which drill sergeants felt they had family support. The eighth and last scale was composed of a single item and merely assessed drill sergeant satisfaction with his job. The items included in each scale are presented in Figure 2.

Scales related to first sergeants. The first five scales referring to the company commander were paralleled by scales referring to the first sergeant. The five first sergeant scales included: (1) quality of leadership, (2) consideration and sensitivity; (3) mutual trust; (4) mixed-sex training; and (5) fairness. Figure 3 presents the items included in each scale.

Effects of New POI Training Course on Job Attitudes

A successful course would result in attitudinal changes between the different drill sergeant training groups. Thus, those who participated in the new POI should have different attitudes toward their trainees than the other drill sergeants. Based on the course curriculum, newly trained drill sergeants might be expected to differ from the other drill sergeants on five of the scales. Recently trained drill sergeants should differ on their perceptions of stress, since the new POI emphasized methods that could be taken to reduce stress. Attitudes toward discipline might also be expected to differ across drill sergeant groups. Newer drill sergeants could be expected to have less traditional views on discipline. It was also hypothesized that the evaluation of drill sergeant school would be more favorable among sergeants trained with the new POI.

Table 17 presents the t-tests and the associated means for all of the scales for both administrations of the questionnaire. As can be seen from this table, all drill sergeants reported moderate levels of stress; however, the newly trained drill sergeants reported higher levels of stress in both questionnaire administrations. There are several likely interpretations. One possible interpretation (though not the only one) could be that the unit climate that does not allow the drill sergeants to behave as they were trained, may add more stress to a highly stressful job. An equally possible hypothesis is that stress is higher among new

Unit Pride Scale

- All in all, officers in this unit do a fine job.
- We get together as a work group to identify problems and, when possible, solve them and implement the recommended changes.
- The people in this unit show that they have a lot of pride in what they are doing.
- The whole team pitches in and helps straighten things out when one individual makes a mistake.
- All in all, drill sergeants in this unit do a fine job.
- I get along well with the other drill sergeants.
- I would like to remain in this unit beyond my regular tour of duty.

Tension or Stress Scale

- I sometimes think I could break under all of the pressure that I am getting.
- After a days work, I frequently go home with a headache.
- Lately I've been tense about my work.
- When I first wake up in the morning and think of going to work, I get a stomachache.

Old Fashioned Attitudes Toward Discipline Scale

- If a trainee is to learn to be a good soldier, he must experience a lot of physical and mental stress during basic training.
- You've got to swear at the trainees or scare them in order to control what they do.
- I can get a lot more out of the trainees by threatening to punish them than I can by trying to counsel them.
- A lot of trainees can't be made to do what is necessary unless the drill sergeant acts like he is going to get physical with them.

Figure 2. Drill Sergeant's Job and Attitudes Toward Trainees.

Trainees Have Adequate Self Discipline Scale

- After about three weeks in the cycle I don't have to lean on the trainees as much.
- Within a few weeks most of the trainees handle self discipline really well.
- There is a place for female trainees in the kind of training we are supposed to be doing.
- I would be upset if I had to train a female platoon.
- Our female trainees will eventually make as good soldiers as male trainees.

Drill Sergeant's Evaluation of Drill Sergeant School Scale

- I had used a good deal of what I learned in the drill sergeant course to help me successfully motivate trainees.
- The drill sergeant course taught me the necessary skills I need to lead my trainees.
- When I tried the leadership techniques I learned in drill sergeant school, I found that none of them worked.
- I don't think the drill sergeant school adequately prepared me for the problems I had to face.
- I was given enough time during the cycle to teach the trainees how to "soldier."

Graduating Unqualified Trainees Scale

- Our unit permits male trainees to graduate even when they have failed to perform to standards on performance tests.
- Our unit permits female trainees to graduate even when they have failed to perform to standards on performance tests.
- Having another drill sergeant in the platoon relieves a lot of the stress.

Figure 2. Drill Sergeant's Job and Attitudes Toward Trainees
(Continued).

Family Support Scale

- My family is not interested in my work.
- I get a lot of understanding from my family when things are not going well in the unit.
- My family wants me to leave the Army because its demands interfere with my family life.

Personal Satisfaction Scale

- I volunteered to be a drill sergeant this tour and am glad I did.
- I volunteered to be a drill sergeant this tour and am sorry I volunteered.
- I did not volunteer to be a drill sergeant this tour, but I am glad now that I am one.
- I did not volunteer to be a drill sergeant this tour, and am sorry now that I became a drill sergeant.

Figure 2. Drill Sergeant's Job and Attitudes Toward Trainees
(Continued).

Quality of Leadership Scale

- Our first sergeant made it clear from the beginning how well we were required to perform each task.
- My first sergeant knows enough about my job to identify when I perform poorly.
- When I first arrived in my present assignment, my first sergeant made sure that I received training and other assistance in performing tasks which I was not already familiar with.
- Our first sergeant keeps us informed about what tasks he expects us to perform.

Consideration and Sensitivity Scale

- Whenever the first sergeant refers a subordinate to a helping agency, he follows up by checking to see that the agency did some good.
- When a subordinate does something wrong or performs a task poorly, the first sergeant lets him know about it.
- When the first sergeant determines that a subordinate has a serious problem, he refers him to a helping agency.
- When someone in the unit wants to talk to him, the first sergeant makes himself available.
- When something critical must be done by a member of this unit, the first sergeant checks to make sure it is done properly.

Mutual Trust Scale

- When a subordinate is performing well, the first sergeant comes down and tries to do the subordinate's job.
- During counseling sessions, the first sergeant orders, threatens, criticizes, or preaches.
- The first sergeant acts as if he doesn't trust my judgment.
- The first sergeant is courteous when dealing with his subordinates.

Figure 3. Drill Sergeant's Attitudes Toward First Sergeants.

Mixed-Sex Scale

- Our first sergeant demands that we take into account physical differences between male and female trainees when we conduct training.
- The first sergeant acts quickly against members of the cadre who fraternize with trainees of the opposite sex.

Fairness Scale

- The first sergeant gets orders that do not violate local policy, SOP, regulations, or the UCMJ.
- The first sergeant lets a person being counseled do most of the talking.
- The first sergeant is courteous when dealing with his subordinates.
- The first sergeant does not punish a subordinate or recommend him for punishment for poor performance unless there is reason to believe that the subordinate is no longer trying to perform well.

Figure 3. Drill Sergeant's Attitudes Toward First Sergeants
(Continued).

TABLE 17

Attitudinal Differences Between Lock-Step Trained and
the New POI Trained Drill Sergeants for Both
Administrations of the Questionnaire

<u>Wave 1</u>	<u>Training Type</u>		<u>t-Value</u>	<u>Sig.</u>
	<u>New POI</u>	<u>Old POI</u>		
Stress	2.86	2.72	2.19	<.05
Trainee Discipline	3.16	3.13	.39	ns
Drill Sergeant School	3.27	3.21	.99	ns
Trainee Quality	4.00	3.83	1.99	<.05
Trainee Self-Discipline	3.06	3.11	-.83	ns
Satisfaction	3.52	3.70	1.69	ns
 <u>Wave 2</u>	 <u>New POI</u>	 <u>Old POI</u>	 <u>t-Value</u>	 <u>Sig.</u>
Stress	3.07	2.82	3.37	<.001
Trainee Discipline	3.21	3.15	.83	ns
Drill Sergeant School	3.18	3.13	.70	ns
Trainee Quality	3.69	3.72	-.29	ns
Trainee Self-Discipline	3.00	3.08	-1.03	ns
Satisfaction	3.23	3.59	2.96	<.01

drill sergeants than among experienced sergeants. Since new POI training is negatively correlated with job experience, the high levels of stress associated with the new POI may be a mere function of time in the job and not of course content.

Table 17 suggests no difference in attitudes toward discipline or attitudes toward drill sergeant school. There were significant differences between the groups on evaluations of trainee quality. During the first wave of the survey, these differences were opposite and non-significant in the Wave 2 survey. Both groups responded in a noncommittal fashion about their beliefs about trainee self discipline. However, both felt that some of the trainees that graduated did not meet the requisite performance standards.

In summary, the drill sergeant training group did not demonstrate differences in their attitudes toward trainees. Both groups felt that some unqualified trainees graduated; however, they both felt that within a short period of time their trainees had a good sense of self discipline. The only significant finding in this analysis was the differential effects of stress among drill sergeant training groups.

Analyses for Moderator Variables

The differences between sergeants trained with the new POI and sergeants trained with the old POI were negligible. It is possible, however, that differences could be marked within different subsets of the drill sergeant population. One subset in which differences were expected was among mixed-sex platoons. The new eight-week POI contained a module about mixed-sex training and taught drill sergeants how to address issues that may arise. Therefore, mixed-sex companies were isolated and analyzed in similar fashion. Table 18 presents the results of these analyses.

No significant differences between drill sergeants trained under the new POI and drill sergeants trained under the old POI are evident from Table 18. It does not appear that attitudinal differences related to the POI are more pronounced among mixed-sex platoons.

TABLE 18

Attitudinal Differences Between Lock-Step Trained and
New POI Trained Drill Sergeants for Both Administrations
of the Questionnaire in Mixed-Sex Companies

<u>Wave 1</u>	<u>Training Type</u>		<u>t-Value</u>	<u>Sig.</u>
	<u>New POI</u>	<u>Old POI</u>		
Stress	2.95	2.86	1.41	ns
Old Fashioned Discipline	3.30	3.24	.57	ns
Drill Sergeant School	2.79	2.82	-.29	ns
Trainee Quality	4.34	4.22	1.37	ns
Trainee Self-Discipline	3.40	3.48	1.71	ns
<u>Wave 2</u>	<u>New POI</u>	<u>Old POI</u>	<u>t-Value</u>	<u>Sig.</u>
Stress	3.04	2.92	1.74	ns
Old Fashioned Discipline	3.22	3.24	-.22	ns
Drill Sergeant School	2.86	2.89	-.30	ns
Trainee Quality	4.02	4.06	-.46	ns
Trainee Self-Discipline	3.36	3.44	1.01	ns

There are, of course, other possible sub-populations which might exhibit significant differences between recently trained drill sergeants and drill sergeants trained under the old POI. Such sub-populations might be defined by unit climate, individual satisfaction, family life, etc. If the effects due to such extraneous variables could be partialled out, then differences in types of training might be more apparent. Part (or semipartial) correlations assess the effects of training while taking out the effects of any one of these variables. A part correlation takes out the variance accounted for by the moderator in one variable and not the other. Since unit climate and other moderator variables should not be related to the training course, these effects should not be partialled out and part correlations should be used. Therefore, the variance accounted for by the moderator in the criterion, in this case, attitude scales, was removed.

Table 19 summarizes the results of the analyses for moderator variables. As is evident, there were no significant effects for training when removing moderators individually. Additionally, the beta weight in the regression equation, which included all of the moderators at once (see Table 20) was insignificant. Therefore, the differences between the training groups could not be identified by taking out the variance accounted for by these variables.

Analysis of Open-Ended Questions

The drill sergeant questionnaire included several open-ended questions. The first question was "what do you think are the three most critical training needs of trainees that are not being met by the Army today?" Weapons training (19.1%), discipline (15.8%), and physical training (11.8%) were the three most frequent responses. Drill sergeants were also asked to list the three most critical training needs not being met. Counseling was the most frequent response by both training groups (23%). However, the percent that felt counseling was needed was 18.7 percent for the new IET POI group and 24.6 percent for the old POI training group. No additional training (13.5%) and other types of training (13.1%) were the second and third most frequent responses.

TABLE 19

Part Correlations of Attitude Scales and Training Effects

<u>Moderator</u>	<u>Stress</u>	<u>Old Fashioned Discipline</u>	<u>Drill Sergeant School*</u>	<u>Trainee Self-Discipline</u>	<u>Trainee Quality</u>
Training group	(-.07)	(-.03)	(.03)	(.04)	(-.04)
Company pressure	-.07	-.03	.03	.05	-.04
Company officer leadership	-.08	-.02	.04	.04	-.03
Company sensitivity	-.09	-.01	.06	.03	-.08
Company trust	-.09	-.02	.06	.03	-.08
Company gender attitudes	-.07	-.02	.03	.04	-.07
Company fairness	-.09	-.02	.04	.04	-.04
First Sergeant sensitivity	-.07	-.02	.04	.03	-.06
First Sergeant trust	-.07	-.02	.04	.03	-.07
First Sergeant fairness	-.07	-.02	.03	.03	-.05
First Sergeant leadership	-.07	-.02	.03	.04	-.03
First Sergeant gender attitude	-.07	-.01	.03	.05	-.03
Unit pride	-.08	-.04	.07	.03	-.07
Drill Sergeant School	-.08	-.04	-	.05	-.04
Family pressure	-.05	.05	.05	.02	-.07
Satisfaction	-.09	-.02	.06	.03	-.05

* For these analyses the scales were reversed.

TABLE 20

Beta Weights for Training

	<u>B-Weight</u>
Stress	-.06
Old Fashioned Discipline	-.05
Drill Sergeant School	-.05
Trainee Self Discipline	.05
Trainee Quality	-.04

Summary

The results of these analyses generally indicated there were few differences attributable to training. The drill sergeants trained in the new POI experienced more stress, were less satisfied, and felt thwarted from using their training more than the other drill sergeants.

It may be that the environment in which drill sergeants must work prevents them from using the skills they were trained and significantly reduces the effectiveness of their training. To confirm this hypothesis, the data from other sources needs to be examined. These data will be reviewed in subsequent sections of this report.

Impact of IET Training on Trainees

This section describes the results of the analyses of the soldier's questionnaire. The trainees who responded to the questionnaire evaluated their drill sergeants and expressed their opinions about the Army.

Demographics

Tables 21 through 28 present some of the demographic characteristics of the trainee sample. These data describe the trainees (a) assignment, (b) his/her reasons for joining the Army, and (c) personal characteristics.

Assignment. Table 21 presents the number of soldiers by post. Clearly, Fts. Wood, Jackson, and McClellan contributed the greatest number of subjects, although all of the remaining posts provided a significant proportion of the sample.

Table 22 presents the distribution of training time for sample members. The majority of the trainees had been in Basic Training/OSUT for at least seven weeks (87% of the trainees in Wave 1 and 80% of the trainees in Wave 2). Thus, it appears that the trainees would have had adequate experience on which to base their evaluations of drill sergeants.

TABLE 21

Number of Soldiers at Each Post

	<u>Wave 1</u>	<u>Wave 2</u>
Ft. Leonard Wood	437	408
Ft. Dix	263	214
Ft. Jackson	424	528
Ft. Benning	358	274
Ft. Sill	232	285
Ft. Bliss	69	103
Ft. McClellan	418	491
Ft. Knox	225	196
Ft. Gordon	91	114
(Missing)	<u>2</u>	<u>1</u>
TOTAL	2,519	2,614

TABLE 22

Weeks in Basic Training or One-Step Unit Training

<u>Weeks</u>	<u>Wave 1</u>	<u>Wave 2</u>
1	2	3
2	2	3
3	12	11
4	4	14
5	17	63
6	271	406
7	1,207	1,165
>7	990	934
(Missing)	<u>14</u>	<u>15</u>
TOTAL	2,519	2,614

Reasons for joining the Army. Trainees were asked why they joined the Army and the results of this survey are presented in Table 23. The majority of the respondents in both Wave 1 and Wave 2 specified the three major reasons for joining the Army as being: to get training; to serve their country; and to obtain V.A. or educational benefits. It is of note that these relationships held regardless of whether first, second, or third reasons were under consideration. There were some minor differences between Waves 1 and 2. Wave 2 soldiers were more likely to note that finding out what to do with their lives was an important reasons for joining the Army, while Wave 1 soldiers were more likely to state that getting away from home and finding a steady job were more important. This difference may be attributable to the relative youth of the Wave 2 soldiers, since a younger cohort is less likely to have defined themselves and their career goals.

Personal characteristics. Tables 24 and 25 present the sex, age, and race distributions for the sample members. The majority of respondents in both waves were male, while 14 percent of Wave 1 and 12 percent of Wave 2 were female. The age range in Wave 1 was 17 to 38 years of age with a mean age of 20.98 years. The age range in Wave 2 was 17 to 35 years of age with a mean age of 19.75 years. As was noted previously, the Wave 2 soldiers were younger than the Wave 1 soldiers, although the soldiers in both samples tended to be relatively young. Table 25 presents the race of the soldiers. The majority of the respondents were White (70% in Wave 1; 68% in Wave 2). The remaining subjects were mainly Black; comprising 21 percent of the Wave 1 sample and 23 percent of the Wave 2 sample.

The educational background of the sample members is presented in Table 26. Of the Wave 1 sample, 48 percent were high school graduates; 20 percent had at least some education at or beyond the college level; and 29 percent had not received their high school diploma. Of the Wave 2 sample, 52 percent were high school graduates; 17 percent had some education at or beyond the college level; and 29 percent had not received their high school diploma.

TABLE 23

Reasons for Joining the Army

	<u>Wave 1</u>			<u>Wave 2</u>		
	<u>1st Reason</u>	<u>2nd Reason</u>	<u>3rd Reason</u>	<u>1st Reason</u>	<u>2nd Reason</u>	<u>3rd Reason</u>
Serve country	691	389	249	884	429	251
Get training	840	600	230	697	635	291
Travel	48	202	257	45	185	276
Interesting work	66	138	260	50	101	226
Get away from family problems	48	77	54	25	37	36
V.A. benefits	311	253	222	21	35	68
Educational benefits	18	55	56	316	313	311
Steady job	191	288	286	70	88	137
Get away from home	111	113	139	33	63	63
Get bonus money	42	37	49	43	120	100
Work in a particular location	0	3	0	2	10	18
Get away from money problems	0	0	0	19	27	59
Find out what to do with my life	21	5	10	274	238	209
Other	120	52	22	117	52	36
(Missing)	<u>12</u>	<u>307</u>	<u>685</u>	<u>18</u>	<u>281</u>	<u>533</u>
TOTAL	2,519	2,519	2,519	2,614	2,614	2,614

TABLE 24

Sex of Soldiers

	<u>Wave 1</u>	<u>Wave 2</u>
Male	2,157	2,270
Female	345	323
(Missing)	<u>17</u>	<u>21</u>
TOTAL	2,519	2,614

Age of Soldiers

	<u>Wave 1</u>	<u>Wave 2</u>
17	232	516
18	526	962
19	551	463
20	391	214
21	217	115
22	139	74
23	101	59
24	87	43
25	63	33
26	47	36
27	28	24
28	30	14
29	28	6
30	13	9
31	10	9
32	14	5
33	8	5
34	2	3
35	3	3
36	1	0
37	1	0
38	2	0
(Missing)	<u>25</u>	<u>21</u>
TOTAL	2,519	2,614

<u>Wave 1</u>		<u>Wave 2</u>	
\bar{X}	= 20.98	\bar{X}	= 19.75
S.D.	= 7.88	S.D.	= 7.37
Range	= 17-35	Range	= 17-35

TABLE 25
Race of Soldiers

	<u>Wave 1</u>	<u>Wave 2</u>
White	1,758	1,779
Black	527	602
Hispanic	131	125
Other	89	96
(Missing)	<u>14</u>	<u>12</u>
TOTAL	2,519	2,614

TABLE 26
Educational Level of Soldiers

	<u>Wave 1</u>	<u>Wave 2</u>
Less than high school	76	133
Some high school, without diploma	642	617
High school diploma or equivalent	1,212	1,370
Some college	425	411
College graduate	52	32
Graduate work beyond college	18	9
(Missing)	<u>94</u>	<u>42</u>
TOTAL	2,519	2,614

Table 27 presents the marital status of the soldiers. In both waves the majority of respondents were single (81% in Wave 1; 90% in Wave 2). This is not surprising given the relative youth of the sample members.

The final demographic item was concerned with the location of the soldier's home. Table 28 presents the responses obtained for this item. The most frequent location specified in both waves was a small town (24% in Wave 1; 29% in Wave 2). The members of both waves were least likely to come from the suburbs (11% in Wave 1; 9% in Wave 2).

Attitudinal Scale Development

The Wave 1 questionnaire items were factored to obtain conceptually meaningful scales (Shiflett, 1981). The questionnaire items were presented in two distinct formats. In the one format, subjects were presented with a 5-point Agree-Disagree scale where strong agreement was indicated by a scale score of 5, and strong disagreement was indicated by a scale score of 1. In the other format, subjects were presented with a 5-point Always-Never scale. Here, the scale point 1 was associated with "Always," and the scale point 5 was associated with "Never." In developing the conceptually meaningful scales, items from both formats were sometimes included in the same scale. Such a combination was accomplished by considering the affective direction of scoring for each item and reverse scoring inconsistent items. The format for each item in any conceptual scale may be determined by reference to the appended questionnaires.

Six conceptual scales were developed for trainees. The first scale measured trainees perceptions of the quality of training. The second scale assessed attitudes toward the Army. The third through the sixth scales were constructed to reflect attitudes toward drill sergeants. The third scale measured the degree to which drill sergeants instructed with clarity of goals and results. The fourth scale assessed drill sergeants competence. The fifth scale assessed sensitivity and associated counseling skills. The sixth and last scale measured drill sergeant fairness and sensitivity, especially in disciplinary matters. Figure 4 presents the items which compose each of the six scales.

TABLE 27
Marital Status of Soldiers

	<u>Wave 1</u>	<u>Wave 2</u>
Single	2,052	2,343
Married	348	208
Separated or Divorced	102	48
Widowed	1	0
(Missing)	<u>16</u>	<u>15</u>
TOTAL	2,519	2,614

TABLE 28
Location of Home

	<u>Wave 1</u>	<u>Wave 2</u>
Rural	461	548
Small Town	600	767
Small City	546	572
Large City	528	454
Suburbs	288	226
(Missing)	<u>96</u>	<u>47</u>
TOTAL	2,519	2,614

General Quality of Training Scale

- The training I received was hard and made me show how well I could do.
- The drill sergeants had enough time during the cycle to teach us how to be good soldiers.
- Right now I am sure my body is in very good physical condition due to the physical training.
- There was enough time during the training cycle to allow us to practice new skills until we had mastered them.
- All the things I learned now are important for a soldier to know.
- We are happy in this platoon.
- Most trainees can be left without someone to watch them and still do all they're supposed to do.
- Right now, because of the training I've received, I am sure I can hit targets with my weapon.

Attitudes Toward the Army Scale

- I'm sorry I enlisted in the Army.
- If I could get out of the Army at any time, I would get out right now.
- I feel that I am serving my country well by being in the Army.
- I look forward to my Army job after I finish training.
- I would like to make the Army a career.

Clarity of Goals and Results Scale

- Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood what he wanted us to do.
- Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood when we had to do it.

Figure 4. Trainee Attitudes.

- Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood how well we had to do it.
- Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood what would happen to us if we did it right.
- Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood how we had to do it.
- When I didn't know exactly what my drill sergeant wanted me to do, he would spend time explaining and showing me how he wanted it done.
- When we received a new requirement or mission, the drill sergeant made sure we understood the reason for it.
- When we asked our drill sergeant for help solving a problem, he helped out.
- My drill sergeant's standards were reasonable--I knew I could meet all the standards if I worked at it.
- When I finished a task, my drill sergeant told me how well I did.
- Our drill sergeant checked us to make sure we performed each task the way he wanted it done.
- My drill sergeant spent most of his time helping us prepare for tasks.

Competence Scale

- My drill sergeant showed us he was an expert in basic rifle marksmanship.
- My drill sergeant showed us he was an expert in first aid.
- My drill sergeant showed us he was an expert in military customs and courtesies.
- My drill sergeant showed us he was an expert in physical readiness training.
- My drill sergeant made both male and female trainees meet the required standards in order to graduate.

Figure 4. Trainee Attitudes (Continued).

- My drill sergeant's personal appearance was squared away.
- My drill sergeant was in excellent physical condition.
- Overall, my drill sergeant did a very good job.

Sensitivity Scale

- My drill sergeant made me feel like a winner when I did something well.
- Punishments my drill sergeant gave seemed to be fair.
- My drill sergeant helped me to solve my problems.
- When I didn't know exactly what my drill sergeant wanted me to do, he would spend time explaining and showing me how he wanted it done.
- When we received a new requirement or mission, my drill sergeant made sure we understood the reason for it.
- When we asked our drill sergeant for help solving a problem, he helped out.
- When I finished a task, my drill sergeant told me how well I did.
- When a trainee performed a task well, my drill sergeant let him know about it.
- Our drill sergeant kept us informed about how well he thought we were doing in training.
- When my drill sergeant promised a trainee a reward, he followed through and made sure the trainee got it.
- When my drill sergeant rewarded me for good performance he gave a reward that meant something to me.
- Before my drill sergeant punished someone, he made sure that he knew all the facts--the whole story.
- When I wanted to talk to my drill sergeant, he made himself available.
- When my drill sergeant determined that a trainee had a serious problem, he referred a trainee to a helping agency.

Figure 4. Trainee Attitudes (Continued).

- Whenever my drill sergeant referred a trainee to a helping agency, he followed-up by checking to see that the agency did some good.
- When I had a problem I went to my drill sergeant to talk things out.
- When I went to my drill sergeant for help, he listened well and cared about what I said.
- I tried out the things my drill sergeant told me to do after he advised me about some problems.

Fairness Scale

- My drill sergeant was always on my back.
- Our drill sergeant made work just to keep us busy when we didn't have anything important to do.
- My drill sergeant picked on me.
- My drill sergeant treated me the same as he treated everyone else.
- Overall, my drill sergeant did a very good job.
- My drill sergeant had trouble working with trainees of the opposite sex.
- My drill sergeant showed favoritism for certain trainees in our unit.
- When my drill sergeant was told about a touchy or embarrassing problem, he tried to side-step the issue instead of facing it head on.
- During counseling sessions, my drill sergeant ordered, threatened, criticized, or preached.
- Our drill sergeant tried to scare us into doing what he wanted.

Figure 4. Trainee Attitudes (Continued).

Trainees filled out the same questionnaires for both drill sergeants in their platoon. The first and second listed drill sergeants were analyzed separately. The information in the questionnaire permitted the division of drill sergeants into three groups. These training groups were based upon whether the drill sergeant received (a) the lock-step training course, (b) the self-paced (old POI) course, or (c) the new eight-week POI. For each group the mean and standard deviation of their scores on the six attitudinal scales were obtained. The results of this analysis are presented in Table 29.

The results obtained for the attitude scales were quite revealing. The positive and negative attitudes held by the trainees were consistent across training type and class of drill sergeant being evaluated. The trainees had very positive attitudes regarding the Army in general. In addition, they evaluated highly the quality of training they received. Likewise, they perceived drill sergeants as being competent. In contrast to these positive attitudes were negative attitudes concerning other characteristics of drill sergeants; namely, perceived fairness, sensitivity, and clarity of goals. While the training quality and Army attitude evaluations shifted somewhat across the waves, the results in each wave still supported these basic conclusions.

As may be seen from Table 29, the direction and magnitude of the scale values of the attitudes did not interact with type of training, and did not differ between first drill sergeant and second drill sergeant evaluations. Thus, regardless of whether the trainees received lock-step, self-paced, or eight-week POI training, and regardless of whether they were evaluating their drill sergeant or drill sergeants in general they held positive attitudes towards the Army, the quality of training, and the competence of drill sergeants; and negative attitudes concerning interpersonal and other characteristics of drill sergeants. It is of note that this constancy of effects suggests that these attitudes are quite stable and little effected by at least preliminary modifications in drill sergeant training.

TABLE 29

Trainee Attitudes Means and Significance Tests for Waves 1 and 2

Attitude Scale	WAVE 1						WAVE 2							
	Lock Step		Self Paced		8 Week POI		Lock Step		Self Paced		8 Week POI			
	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.		
<u>General</u>														
Training Quality	3.77	.50	3.75	.47	3.69	.49	4.10*	.55	4.08*	.50	3.97*	.53		
Army Attitudes	3.90	1.00	3.95	.86	3.88	.77	3.27*	.74	3.25*	.81	3.30*	.67		
<u>First Drill Sergeant</u>														
Clarity of Goals	1.74	.64	1.90	.69	1.82	.64	1.77	.69	1.84	.70	1.94	.71		
Sensitivity	2.44	.55	2.48	.55	2.43	.52	2.46	.56	2.44	.55	2.56	.56		
Fairness	2.62	.43	2.68	.62	2.55	.49	2.54	.45	2.60	.59	2.63	.44		
Competence	4.47	.65	4.18	.70	4.39	.64	4.48	.58	4.33	.63	4.29	.63		
<u>Second Drill Sergeant</u>														
Clarity of Goals	1.73	.69	1.90	.75	1.88	.75	1.79	.73	1.84	.73	1.99	.79		
Sensitivity	2.40	.58	2.44	.59	2.43	.57	2.42	.58	2.41	.57	2.54	.62		
Fairness	2.28	1.08	2.38	1.21	2.26	.89	2.26	1.02	2.34	1.20	2.40	1.08		
Competence	4.43	.69	4.14	.80	4.28	.78	4.35	.77	4.17	.84	4.18	.84		
Sample Size	1064		1084		267		1148		1069		237			

Total Sample

Wave 1: N = 2519; Missing 104

Wave 2: N= 2614; Missing 160

Note: *Designates mean differences between Waves 1 and 2 in excess of half a standard deviation.

Note: No other significant differences across programs or waves were observed.

Summary

Basically, this pattern of results would seem to indicate that while trainees are favorable toward the Army and their training, they do not perceive their drill sergeants as having strong interpersonal skills with respect to training. This finding appears to validate the traditional stereotype of drill sergeant behavior. In fact, it is quite possible that the stereotype might be what is being evaluated. Alternatively, the general environment faced by drill sergeants during basic training may eliminate any changes in their behavior that might result from the various instructional programs. At this point, the data are not sufficient to allow us to determine which of these two hypotheses provides the best explanation of the observed effects and it is possible that both are influencing trainees responses in some way.

Administrative and Performance Data

The next series of analyses assess the relationships between the type of training received by the company cadre and the company level administrative and performance data. The administrative and performance data can be classified into three broad areas. First, there are data concerned with the non-drill sergeant cadre. These include administrative actions against the first sergeants and company commanders (e.g., Article 15's, letters of reprimand, court martials, and AWOL's, etc.). The second category involves administrative actions against the drill sergeants. The final category describes trainee performance and company performance. These data include graduation rates, discharge rates, administrative actions against trainees, and illness/injury reports.

Predictors: Drill Sergeant, First Sergeant, and Company Commander Training

The analyses reported in this section are all performed on the level of a company. The predictor variables of interest include:

- Training Received by Drill Sergeants: This variable is actually computed as the percent of drill sergeants trained with the new IET POI.
- Training Received by First Sergeant: This variable concerns whether the first sergeant received the full IET training course, a short version, a briefing, or no IET training.
- Training Received by Company Commanders: This variable concerns the type of IET training received by the company commander.

The number of drill sergeants trained with the new IET POI ranged from 0 to 9 in the various companies. The mean number trained per company trained was 2.7. The percent of drill sergeants ranged from 0 to 100.

Table 30 presents the frequencies for the number of first sergeants and company commanders trained in Wave 1 and Wave 2 by the type of IET training they received.

Effects of Cadre Training: Trainee Administrative and Performance Data

The three predictor variables (i.e., percent of drill sergeants trained, first sergeant training, and company commander training), were correlated with the trainee (i.e., company level) administrative and performance data. In general, the relationships were weak, for both Wave 1 and Wave 2 data.

The percent of IET drill sergeants was associated with the number of Article 15's given to trainees ($r = -.16$, $p < .05$, $N = 104$). That is, the higher the percent of IET trained drill sergeants, the fewer the Article 15's administered. The percent of IET trained drill sergeants was also related to fewer sick calls ($r = -.18$, $p < .05$, $N = 104$) and fewer sick calls for illnesses ($r = -.28$, $p < .01$). These relationships were not evident for Wave 2 data (in fact, the percent of IET POI trained drill sergeants was positively related to the number of sick calls and sick calls for an illness for males). However, the percent of

TABLE 30

Number of First Sergeants and Company Commanders Trained

	<u>First Sergeants</u>		<u>Company Commanders</u>	
	<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 1</u>	<u>Wave 2</u>
Full 3-week IET training	42 (39%)	27 (29%)	40 (36%)	42 (41%)
Short IET training	15 (14%)	18 (20%)	13 (12%)	19 (19%)
Briefed on IET	12 (11%)	10 (11%)	6 (05%)	6 (06%)
No IET training	20 (18%)	10 (11%)	36 (32%)	11 (11%)
(Missing)	20 (18%)	27 (29%)	16 (15%)	24 (23%)
TOTAL	109 (100%)	92 (100%)	111 (100%)	102 (100%)

IET trained drill sergeants was associated with higher average scores on the final PT test ($r = .26$, $p < .01$, $N = 83$).

The IET training that the company commander received had little effect in the Wave 1 data. The only significant relationship in the Wave 1 sample was that the amount of IET training was associated with the number of letters of reprimand for disciplinary reasons ($r = .18$, $p < .05$, $N = 95$). However, in Wave 2, the IET training for the company commanders was associated with fewer Article 15's ($r = .18$, $p < .05$, $N = 78$), fewer AWOL's ($r = .20$, $p < .05$, $N = 78$), fewer male sick calls ($r = .36$, $p < .001$, $N = 78$), and fewer male sick calls for an injury ($r = .36$, $p < .001$, $N = 78$). The IET company commander training was also associated with higher average final PT scores ($r = -.30$, $p < .01$, $N = 78$).

The amount of first sergeant IET training had little effect on Wave 1 or Wave 2 trainee performance or administrative actions.

Effects on New POI Training on Drill Sergeant and Non-drill Sergeant Administrative Actions

The IET training received by the company commanders had little predictive effect on the administrative actions against the drill sergeants or non-drill sergeant cadre in Wave 1 or Wave 2. The only reliable effect was that the amount of company commander IET training tended to be associated with fewer company grade letters of reprimand ($r = -.20$, $p < .05$, $N = 95$). Company commander IET training also tended to be associated with fewer drill sergeant Article 15's ($r = .17$, $p < .05$, $N = 95$) and fewer letters of reprimand. No effects of company commander IET training were evident for Wave 2 on administrative actions against drill sergeants or non-drill sergeant cadre.

The amount of training received by the first sergeants tended to be related to fewer non-drill sergeant cadre Article 15's ($r = .25$, $p < .01$, $N = 95$), and to fewer letters of reprimand against drill sergeants. The first sergeant training had no noticeable effect on administrative actions against the non-drill sergeant and drill sergeant cadre.

Summary of Drill Sergeant, First Sergeant, and Company Commander Training

In order to provide better estimates of the effects of IET training on Company level administration and performance, the two waves of data were merged and composite criteria developed. The development of composite criteria was based upon the Shiflett (1981) report which described the low frequencies (and consequently low variance) of many of the items. These composite criteria included: (a) administrative actions against the trainees, (b) administrative actions against the drill sergeants, and (c) administrative actions against the non-drill sergeant cadre. Furthermore, company performance (e.g., PT scores, graduation rates, etc.), and injury/illness rates were included. IG rates were also included due to the hypothesis that IET training would reduce the number of IG complaints.

The results can be summarized as follows:

- The percent of IET trained drill sergeants had little effect on the company-level criteria on a global level. The major performance effects seemed to be that it resulted in fewer sick calls. This may be a result of the way the variable was computed (i.e., as a percentage of the number of drill sergeants rather than examining the effects on a drill sergeant level).
- The major effect of IET training with the first sergeants occurred in the wave 1 sample. Specifically, IET training was associated with higher graduation rates for males ($r = -.18, p < .05, N = 83$) and females ($r = -.34, p < .01, N = 40$), lower recycling rates ($r = .21, p < .05, N = 89$), fewer IG complaints ($r = -.21, p < .02, N = 89$), and fewer total sick calls (i.e., males and females combined).
- The IET training received by the company commander seemed to have the largest effects. When considering the total sample, the amount of company commander training was related to higher graduation rates for males and females ($r = -.13, p < .05, N = 154, r = -.23, p < .05, N = 69$), fewer administrative actions against trainees ($r = .15, p < .05, N = 173$), fewer sick calls ($r = .18, p < .01, N = 173$), fewer sick calls for males and higher PT scores ($r = -.21, p < .05, N = 89$).

Since the IET training program is designed to alter the entire company climate, a composite predictor was constructed that incorporated the amount of IET training received by the company commanders and first sergeants and the percent of drill sergeants trained. The composite predictor has the benefit of setting unit weights for the new IET training rather than capitalizing on maximizing weights (as in the case of a multiple regression strategy). The composite predictor was constructed such that if no one in the company was trained, a high score was obtained and if everyone was trained, a low score was obtained.

The results of the company climate are only reported if the effects exceed all of the main effects (i.e., the total climate is a better predictor than company commander training, first sergeant training or the percent of drill sergeants trained). Although the company climate caused by IET training had a number of effects, the major results were that greater IET training resulted in: (a) fewer administrative actions against the trainees ($r = .22$, $p < .01$, $N = 22$), (b) fewer sick requests for males ($r = .16$, $p < .05$, $N = 138$), and (c) higher final PT scores ($r = -.44$, $p < .001$, $N = 71$).

Impact of New POI Training on Company Commanders

The analyses in this section focus on the company commander questionnaire. The responses from both questionnaire administrations were analyzed (i.e., Wave 1 and Wave 2). The number of company commanders was relatively small and included 111 in the first sample and 101 in the second sample.

Demographics

This section includes the descriptions of both samples of company commanders and divides these descriptions into three major areas: (a) current duty characteristics; (b) job descriptive information; and (c) personal characteristics.

Current assignment. Table 31 presents the posts where the company commanders were stationed at the time of questionnaire administration. As in the other samples, the posts appear proportionately represented.

TABLE 31

Company Commanders Current Assignment

<u>Post</u>	<u>Wave 1</u>	<u>Wave 2</u>
Ft. Leonard Wood	19	20
Ft. Dix	12	8
Ft. Jackson	18	17
Ft. Benning	14	12
Ft. Sill	12	9
Ft. Knox	17	16
Ft. McClellan	9	9
Ft. Bliss	6	6
Ft. Gordon	4	4
(Missing)	<u>0</u>	<u>1</u>
TOTAL	111	102

Job characteristics. The commanders were equally divided between Regular Army (RA) and USAR (see Table 32). It is interesting to note that all of the company commanders that were lost in the second sample were in the Regular Army.

The sources of commission are presented in Table 33. The majority, 66 percent and 67 percent, respectively, were ROTC. USMA accounted for 19 percent and 13 percent, respectively.

Table 34 presents the rank of the company commanders. As expected, the majority were captains, 75 percent in the Wave 1 sample and 82 percent in the Wave 2 sample.

The amount of time in rank is presented in Table 35. Most of the company commanders have not been in their ranks for a long period of time. In fact, 64 percent and 61 percent have been in their rank for two years or less.

Table 36 presents the level of Army schooling achieved by the company commanders. The majority of company commanders had taken the advanced course as residents.

Table 37 presents the branches of the service to which the company commanders are assigned. As in the sample of drill sergeants, most company commanders are assigned to the combat arms branch. This group accounts for 70 percent and 73 percent of the company commanders in the two waves sampled.

The type of training the company commanders received is presented in Table 38. The table indicates that 41 percent and 54 percent of the company commanders had been to the new IET training course, for the first and second sample, respectively. Another 18 percent and 24 percent had attended the abbreviated IET training course for incumbents.

Personal characteristics. The large majority of company commanders were male. Table 39 presents the statistics for the two samples. Only 4 percent were female. The majority of the commanders were White, 79 percent and 80 percent for Wave 1 and Wave 2, respectively (see Table 40). Most company commanders were married, 68 percent and 69 percent, respectively (see Table 41).

TABLE 32

Company Commander Commissions

	<u>Wave 1</u>	<u>Wave 2</u>
RA	41	35
USAR	38	38
(Missing)	<u>32</u>	<u>29</u>
TOTAL	111	102

TABLE 33

Company Commander Source of Commission

	<u>Wave 1</u>	<u>Wave 2</u>
USMA	21	13
ROTC	73	68
OCS	15	19
Direct Commission	2	2
(Missing)	<u>0</u>	<u>0</u>
TOTAL	111	102

TABLE 34

Company Commander Rank

	<u>Wave 1</u>	<u>Wave 2</u>
2nd Lt.	1	2
1st Lt.	26	17
Captain	83	83
(Missing)	<u>1</u>	<u>0</u>
TOTAL	111	102

TABLE 35

Time in Rank for Company Commanders

	<u>Wave 1</u>	<u>Wave 2</u>
Less than 1 year	30	24
1-2 years	41	38
3-4 years	22	21
5-6 years	11	13
More than 6 years	6	6
(Missing)	<u>1</u>	<u>0</u>
TOTAL	111	102

TABLE 36

Highest Level of Army Schooling

<u>Courses</u>	<u>Wave 1</u>	<u>Wave 2</u>
Officer Basic Course	32	25
Special Technical Course	3	7
Advanced Course (Correspondence)	2	1
Advanced Course (Resid.)	70	65
Command and General Staff Course (Correspondence)	2	2
(Missing)	<u>2</u>	<u>2</u>
TOTAL	111	102

TABLE 37

Branch of Service of Company Commanders

	<u>Wave 1</u>	<u>Wave 2</u>
Combat Arms	78	74
Combat Support	21	17
Combat Service Support	12	11
(Missing)	<u>0</u>	<u>0</u>
TOTAL	111	102

TABLE 38

Company Commander IET Training

	<u>Wave 1</u>	<u>Wave 2</u>
3 week IET Cadre Course	45	55
Short IET Training Course	20	24
Briefed by someone on IET	8	6
No IET Training	36	16
(Missing)	<u>2</u>	<u>1</u>
TOTAL	111	102

TABLE 39

Sex of Company Commanders

	<u>Wave 1</u>	<u>Wave 2</u>
Male	107	98
Female	4	4
(Missing)	<u>0</u>	<u>0</u>
TOTAL	111	102

TABLE 40

Race of Company Commanders

	<u>Wave 1</u>	<u>Wave 2</u>
White	88	79
Black	17	16
Hispanic	4	4
Other	2	0
(Missing)	<u>0</u>	<u>3</u>
TOTAL	111	102

TABLE 41

Marital Status of Company Commanders

	<u>Wave 1</u>	<u>Wave 2</u>
Single	28	22
Married	75	70
Separated or Divorced	8	10
(Missing)	<u>0</u>	<u>0</u>
TOTAL	111	102

Table 42 presents the educational level of the respondents. The majority were college graduates and some had begun graduate work beyond college.

The sample of company commanders was generally white, male, and college graduates. Over half had received some new training in the IET course. In addition, most were captains in combat arms assignments.

Attitudinal Scale Development

The small number of company commanders responding to the Wave 1 questionnaire resulted in non-meaningful factor analytic results (Shiflett, 1981). Consequently, six conceptual scales were constructed to assess the input of the new POI on company commanders. The first scale assessed the degree to which company commanders believed in stress as a motivator. The second scale assessed attitudes toward the need for discipline. The third scale measured attitudes toward female trainees. Because counseling was an integral part of the new IET course, the fourth scale was developed to assess referral and trainee counseling. The fifth scale assessed cadre support, and the sixth and final scale consisted of one item assessing the degree to which the leadership training had been assimilated. Figure 5 presents the items which were included in each scale.

Effects of IET Cadre Training Course

The six company commander scales were used as dependent variables in an Analyses of Variance comparing the four training groups. The results are presented in Table 43. Most of the effects are nonsignificant.

The results from the first scale stress as a motivator, indicated that company commanders felt that stress was an important motivator and there were no differences between company commanders trained in the new POI and those not trained.

TABLE 42

Educational Level of Company Commanders

	<u>Wave 1</u>	<u>Wave 2</u>
Some college, less than 4 years	2	3
College graduate	70	64
Some graduate work beyond college degree	39	35
(Missing)	<u>0</u>	<u>0</u>
TOTAL	111	102

Stress as a Motivator Scale

- If a trainee is to learn to be a good soldier, he must experience a lot of physical and mental stress during basic training.
- It's necessary to lean hard on new trainees until they begin to think less independently.
- A lot of trainees can't be made to do what is necessary, unless the drill sergeant acts like he is going to get physical with them.
- Trainees could do just as well with a lot less supervision than they now get (reversed).
- I personally think it's important to try to praise the trainees just so they don't think they're losers (reversed).
- Trainees in this unit are often abused by the drill sergeants.
- Trainees in this unit are often abused by the cadre (who are not drill sergeants).
- Within a few weeks, most of the trainees handle self-discipline really well.

Need for Discipline Scale

- In order to produce a good soldier, a drill sergeant must often violate existing policies.
- Drill sergeants have to swear at the trainees or scare them in order to control what they do.
- Drill sergeants can get a lot more out of trainees by threatening to punish them than by trying to counsel them.
- A lot of trainees can't be made to do what is necessary, unless the drill sergeant acts like he is going to get physical with them.
- Trainees in this unit are often abused by the drill sergeants.

Figure 5. Company Commander Attitudes.

Attitudes Toward Female Trainees Scale

- Female trainees will eventually make as good soldiers as male trainees (reversed).
- Drill sergeants don't let female trainees get out of doing things just because they're females (reversed).
- Drill sergeants seem to have more trouble understanding how to deal with trainees of the opposite sex than trainees of their own sex.

Referral and Trainee Counseling Scale

- Quite a number of trainees are sent to some helping agency on post every cycle.
- In this unit, counseling trainees is considered to be an extremely important part of training.

Cadre Support Scale

- Suggestions made by drill sergeants for improving performance in this unit are often implemented by their superiors or by the cadre.
- Drill sergeants get good support from all of the cadre in this unit.
- Drill sergeants get good support from the leadership at the battalion level.
- Drill sergeants are seen as important in a very positive sense in this unit.
- This unit encourages drill sergeants to try out the newer ideas that they bring with them out of drill sergeant school.

Leadership Scale

- Why a trainee joins the Army makes a difference in how effectively the drill sergeants can train them.

Figure 5. Company Commander Attitudes (Continued).

TABLE 43

Means and Results of Analyses of Variance on Attitudes
of Company Commanders Based on Type of IET Training

<u>Wave 1</u>	<u>F</u>	<u>3 Week IET</u>	<u>Short Course</u>	<u>Briefed on IET</u>	<u>No IET Training</u>
Stress as motivator	<1	3.6	3.4	3.5	3.6
Need for discipline	<1	2.6	2.8	2.6	2.7
Attitudes toward females	<1	2.7	2.8	2.8	2.8
Counseling support	1.14	3.8	4.2	4.1	3.9
Cadre support	<1	4.2	4.2	4.1	4.1
Leadership	1.38	4.0	4.2	4.7	4.0
 <u>Wave 2</u>					
Stress as motivator	<1	3.4	3.5	3.5	3.5
Need for discipline	3.06	2.5	2.5	2.8	3.1
Attitudes toward females	<1	2.9	2.8	2.8	2.8
Counseling support	<1	3.9	3.9	4.3	4.0
Cadre support	<1	4.2	4.2	4.3	4.1
Leadership	<1	4.4	3.8	4.2	4.3

There was a significant difference between the training groups in their beliefs about punishment as necessary for discipline. In the second administration of the questionnaire, those company commanders who had received the three week IET cadre training course or those who had been briefed in the course disagreed with the use of punishment as the primary means of discipline. This result suggests that the training course did affect attitudes toward discipline.

There were no differences between the groups in their attitudes toward female trainees. Both groups responded in a noncommittal fashion about women soldiers in the Army.

Both training groups indicated that they provided counseling support to trainees that needed it. There were no differences between the training groups in the amount of counseling trainees received.

One of the reasons the IET cadre training program was developed was to ensure that the cadre would provide a supportive climate for drill sergeants. Company commanders from all training groups indicated that they provided support for their drill sergeants and there were no significant differences between those trained with the new POI and those not trained.

The last scale (item) examined the extent to which the company commander implemented the leadership training provided in the IET courses. All company commanders agreed that drill sergeant training should differ depending on the reason the trainee joined the Army and there were no significant differences between the training groups.

Analysis of Open-Ended Questions

The company commanders were asked to identify three critical training areas for drill sergeants. Counseling (26%) was the most frequent response, followed by motivation (14.4%), and basics of soldiering (11.4%). The company commanders were also asked to list three events that would result in the company commander being relieved of his/her command. The three most popular responses were: trainee abuse or tolerance of it (21%), fraternization or condoning it (15.6%), and negligent loss or damage of property (11.0%).

Summary

The IET course affected company commander's attitudes toward punishment as a means of discipline. However, there were no other significant differences between groups trained in the New POI and those not trained on any other scale.

Impact of New POI Training on First Sergeants

This section assesses the impact of amount of IET cadre training on first sergeant attitudes. There were 108 and 78 first sergeants in the first and second administrations of the questionnaire.

Demographics

Demographic data obtained from the first and second administrations of the first sergeant questionnaire can be divided into three categories. These categories reflect: (a) the description of the current assignment; (b) a description of the first sergeant's job; and (c) personal characteristics of the first sergeant.

Current assignment. Table 44 presents the current assignments of the first sergeants included in the Wave 1 and Wave 2 samples. In both samples, Ft. Leonard Wood and Ft. Jackson contributed the largest number of respondents, while Ft. Bliss and Ft. Gordon contributed the smallest number. Very little difference was observed between the two waves except Ft. Dix, which contributed seven fewer respondents in the second wave.

Job characteristics. The pay grades of the first sergeants responding to each questionnaire administration are presented in Table 45. In both Waves 1 and 2, the majority of the respondents reported in E-8 pay grade (91% in Wave 1; 83% in Wave 2). While the proportion of E-8's is somewhat smaller in the second wave, the differences does not appear to exceed random fluctuation.

TABLE 44

Assignments of First Sergeants

<u>Post</u>	<u>Wave 1</u>	<u>Wave 2</u>
Ft. Leonard Wood	18	18
Ft. Dix	13	6
Ft. Jackson	17	18
Ft. Benning	15	11
Ft. Sill	12	8
Ft. Knox	15	13
Ft. McClellan	8	9
Ft. Bliss	6	5
Ft. Gordon	4	4
(Missing)	<u>1</u>	<u>0</u>
TOTAL	109	92

TABLE 45

Pay Grade of First Sergeants

	<u>Wave 1</u>	<u>Wave 2</u>
E-7	7	12
E-8	99	76
Other	2	4
(Missing)	<u>1</u>	<u>0</u>
TOTAL	109	92

Table 46 presents the number of years in pay grade for the first sergeants included in the sample. Most of the first sergeants in both waves had more than one-year's experience (75% in Wave 1; 78% in Wave 2). Only 24 percent of the Wave 1 first sergeants and 21 percent of the Wave 2 first sergeants had less than one year's experience. Thus, it is likely that most of the respondents were quite knowledgeable with respect to both the Army and the demands of their position.

The branch of service reported by the first sergeants is displayed in Table 47. Most of the first sergeants in both waves had Combat Arms specialties (81% in Wave 1; 83% in Wave 2). These numbers parallel the results obtained in the analyses of drill sergeant and company commander responses.

Inspection of Table 48 indicates that most of the first sergeants had previously had some experience as drill sergeants. This experience was reported by 65 percent of the Wave 1 respondents and 62 percent of the Wave 2 respondents. Hence, the majority of the first sergeants should have a sound conception of the unique demands and requirements of the drill sergeant position.

The type of training received by the first sergeants who responded to the questionnaire is presented in Table 49. The Wave 1 and Wave 2 first sergeants were most likely to have received the three-week IET training course (39% in Wave 1; 38% in Wave 2). While it is clear that not all of the respondents had been through the full training program, only 25 percent of the Wave 1 respondents and 14 percent of the Wave 2 respondents indicated that they had received no training at all. The decrease between Waves 1 and 2 in the number of respondents reporting no IET training indicates an increasing dissemination of the relevant training information over time.

Personal characteristics. Tables 50 and 51 display the sex, age, and race distributions for the Wave 1 and Wave 2 first sergeants. Most of the Wave 1 and Wave 2 respondents were male. Only one female first sergeant, in Wave 2, was included among the respondents. Table 50 also presents the age distributions associated with the first sergeants.

TABLE 46

Time in Grade of First Sergeants

	<u>Wave 1</u>	<u>Wave 2</u>
Less than 1 year	26	19
1 - 2 years	33	34
3 - 4 years	28	25
5 - 6 years	17	13
7 - 8 years	3	0
9 - 10 years	0	0
11 years or more	1	0
(Missing)	<u>1</u>	<u>1</u>
TOTAL	109	92

TABLE 47

Branch of Service of First Sergeants

	<u>Wave 1</u>	<u>Wave 2</u>
Combat Arms	88	76
Combat Support	16	7
Combat Service Support	4	9
(Missing)	<u>1</u>	<u>0</u>
TOTAL	109	92

TABLE 48

Previous Drill Sergeant Experience

	<u>Wave 1</u>	<u>Wave 2</u>
Number of First Sergeants who had been Drill Sergeants	71	63
Number of First Sergeants who had never been Drill Sergeants	37	27
(Missing)	<u>1</u>	<u>2</u>
TOTAL	109	92

TABLE 49

First Sergeant Training

	<u>Wave 1</u>	<u>Wave 2</u>
3 week IET training	43	35
Training program for incumbents	18	25
Briefing	17	15
No IET training	27	13
(Missing)	<u>4</u>	<u>4</u>
TOTAL	109	92

TABLE 50

Sex of First Sergeants

	<u>Wave 1</u>	<u>Wave 2</u>
Male	108	91
Female	0	1
(Missing)	<u>1</u>	<u>0</u>
TOTAL	109	92

Age of First Sergeants

	<u>Wave 1</u>	<u>Wave 2</u>
31	0	1
32	1	1
33	1	0
34	3	2
35	4	5
36	10	9
37	14	18
38	14	14
39	15	12
40	10	7
41	8	7
42	8	7
43	2	3
44	8	2
45	1	3
46	2	0
47	1	0
48	0	0
49	2	0
50	0	0
51	0	0
52	2	0
(Missing)	<u>3</u>	<u>1</u>
TOTAL	109	92

	<u>Wave 1</u>		<u>Wave 2</u>
\bar{X}	= 41.17	\bar{X}	= 39.22
S.D.	= 10.43	S.D.	= 6.88
Range	= 32-52	Range	= 31-45

TABLE 51

Race of First Sergeants

	<u>Wave 1</u>	<u>Wave 2</u>
White	63	53
Black	37	34
Hispanic	6	1
Other	1	4
(Missing)	<u>2</u>	<u>0</u>
TOTAL	109	92

In Wave 1, the age range was from 32 to 52 years of age, with a mean age of 41.17 years. In Wave 2, the age range was from 31 to 45 years of age, with a mean age of 39.22 years.

The racial characteristics of the Wave 1 and Wave 2 first sergeants are presented in Table 51. The majority of the respondents were White (58% in Wave 1; 58% in Wave 2). There were 34 percent Black first sergeants in Wave 1 and 37 percent Black first sergeants in Wave 2. A comparison of these figures to those obtained for Black trainees (21% in Wave 1; 23% in Wave 2), and Black drill sergeants (27% in Wave 1; 24% in Wave 2) suggests that competent Blacks may be increasingly likely to remain in military service.

The educational levels of the first sergeants are displayed in Table 52. Nearly all of the Wave 1 and Wave 2 first sergeants completed high school (99% in Wave 1; 100% in Wave 2). Additionally, 58 percent of the Wave 1 first sergeants and 62 percent of the Wave 2 first sergeants completed at least some college level work.

Table 53 shows the results obtained for the marital status item. Most of the first sergeants were married (88% in Wave 1; 90% in Wave 2). Only a single respondent in each wave reported never having been married.

Attitudinal Scale Development

Each first sergeant in the selected companies was given a questionnaire that examined his attitudes toward his unit, the trainees he worked with and the drill sergeants in his company. The items were factor analyzed in an effort to develop attitude scales (Shiflett, 1981). The factors that emerged, however, were uninterpretable. Consequently, conceptual scales were developed to parallel the scales used for the company commander analyses. Six scales were constructed to measure attitudes toward: (1) stress; (2) punishment as discipline; (3) female trainees; (4) quality of trainees; (5) counseling; and (6) cadre support. Figure 6 presents the items included in each scale.

TABLE 52

Educational Level of First Sergeants

	<u>Wave 1</u>	<u>Wave 2</u>
Less than high school	0	0
Some high school, without diploma	1	0
High school diploma or equivalent	41	34
Some college	56	52
College graduate	6	5
Graduate work beyond college	0	1
(Missing)	<u>5</u>	<u>0</u>
TOTAL	109	92

TABLE 53

Marital Status of First Sergeants

	<u>Wave 1</u>	<u>Wave 2</u>
Single	1	1
Married	96	83
Separated or Divorced	11	8
Widowed	0	0
(Missing)	<u>1</u>	<u>0</u>
TOTAL	109	92

Stress as a Motivator Scale

- If a trainee is to learn to be a good soldier, he must experience a lot of physical and mental stress during basic training.
- It's necessary to lean hard on new trainees until they begin to think less independently.
- Drill sergeants can get a lot more out of the trainees by threatening to punish them than by trying to counsel them.
- A lot of trainees can't be made to do what is necessary, unless the drill sergeant acts like he is going to get physical with them.
- Trainees could do just as well with a lot less supervision than they now get (reversed).
- I personally think it's important to try to praise the trainees just so they don't think they're losers (reversed).
- Trainees in this unit are often abused by the drill sergeants.
- Trainees in this unit are often abused by cadre (who are not drill sergeants).
- Within a few weeks, most of the trainees handle self-discipline really well (reversed).

Punishment as Discipline Scale

- In order to produce a good soldier, a drill sergeant must often violate existing policies.
- Drill sergeants have to swear at the trainees or scare them in order to control what they do.
- Drill sergeants can get a lot more out of the trainees by threatening to punish them than by trying to counsel them.

Figure 6. First Sergeant Attitudes.

Attitudes Toward Female Trainees Scale

- Female trainees will eventually make as good soldiers as male trainees (reversed).
- Drill sergeants seem to have more trouble understanding how to deal with trainees of the opposite sex than with trainees of their own sex.

Quality of Trainees Scale

- I am satisfied that on graduation day, we turn out trainees who are fully prepared for either advanced training or for duty positions in field units (reversed).
- This unit sometimes bends the rules to let trainees graduate who actually did not meet the prescribed standards on performance tests.

Counseling Scale

- Quite a number of trainees are sent to some helping agency on post every cycle.
- In this unit, counseling trainees is considered to be an extremely important part of training.

Cadre Support Scale

- Suggestions made by drill sergeants for improving performance in their unit are often implemented by their superiors or by the cadre.
- Drill sergeants get good support from all of the cadre in their unit.
- Drill sergeants get good support from the leadership at the battalion level.
- Drill sergeants are seen as important in a very positive sense in this unit.

Figure 6. First Sergeant Attitudes (Continued).

Effects of IET Cadre Training Course

These scales were analyzed separately as dependent variables in an Analyses of Variance comparing the four first sergeant training groups. The results from the analyses for both administrations of the questionnaire are presented in Table 54. Like the previous attitudinal analyses, there are few significant differences among first sergeants trained in the new POI and those not trained.

The first scale assessed the extent to which first sergeants believed that drill sergeants should use punishment as discipline. All groups felt that the drill sergeant should not use punishment as the primary method of discipline and there were no significant differences among the four groups.

Attitudes toward female trainees were also assessed since the IET cadre course included a module on female trainees. In the second administration of the questionnaire there were significant differences between the groups in that the first sergeants who were given the three week or the incumbent's courses had more positive attitudes toward female trainees than did other first sergeants.

All groups felt that their companies were producing good quality trainees. There were no differences among the training groups on this scale.

Another scale assessed the amount of counseling that trainees received. Again, there were no differences among the groups in amount of counseling trainees received. All trainees were reported to get counseling when they needed it.

Cadre support enables drill sergeants to train their soldiers as they were taught to train them. One of the reasons for the IET cadre training course was to teach the cadre how to support their drill sergeants and this scale assessed the extent to which first sergeants felt the cadre provided drill sergeant support. All first sergeants felt the cadre was supportive of the drill sergeants and there were no differences among the groups.

TABLE 54

Means and Results of Analyses of Variance on Attitudes
of First Sergeants by Amount of Training

<u>Wave 1</u>	<u>F</u>	<u>3 Week IET Course</u>	<u>Incumbent Training</u>	<u>Briefed on IET</u>	<u>No IET Training</u>
Punishment as discipline	1.83	1.8	1.8	2.3	1.9
Attitudes toward females	<1	2.9	3.0	2.9	3.4
Good quality trainees	<1	2.0	2.0	2.1	2.1
Amount of counseling	<1	4.3	4.4	4.3	4.5
Cadre support	<1	3.9	4.1	4.1	4.1
Stress as motivator	<1	2.5	2.4	2.6	2.5
 <u>Wave 2</u>					
Punishment as discipline	<1	1.9	2.0	2.1	2.4
Attitudes toward females	5.02**	3.0	2.9	3.8	3.5
Good quality trainees	1.60	1.7	2.1	1.8	2.2
Amount of counseling	<1	4.3	4.5	4.3	4.1
Cadre support	1.74	4.3	4.0	4.2	3.9
Stress as motivator	<1	2.5	2.6	2.6	2.5

The last scale assessed the first sergeant's belief in stress as a motivator. Again, there were no significant differences among the groups in that all groups disagreed with using stress as a motivator.

Analysis of Open-Ended Questions

An analysis of first sergeant responses to trainees' training needs paralleled those of the drill sergeant. The most frequently defined need was weapons training (19.9%), followed by discipline (12.5%), and basic soldiering skills (10.1%). Their attitudes about drill sergeant's training needs were similar to the company commander's. Counseling (30.9%) was the most frequent response, followed by motivation (13.7%) and other needs (13.7%).

Summary

As in the previous attitudinal analyses, there were few attitudinal differences among the differently trained groups. The groups did differ in their attitudes toward female trainees, with the trained groups being more supportive of female soldiers than the other groups.

The first sergeants in this sample differed in their attitudes from the company commanders and the drill sergeants in that they were less likely to view punishment as discipline and stress as a motivator. Indeed, the first sergeants had a positive attitude toward trainee quality and counseling.

SUMMARY AND CONCLUSIONS

Comparisons between new POI-trained and old-POI trained groups, based on the results from questionnaires distributed to drill sergeants, first sergeants, company commanders, and trainees, were described in the previous sections. Performance data and administrative actions were also described. In this section, these results will be summarized to determine the effectiveness of the training program.

Goldstein (1974) described four types of data that are used to assess training program validity. The types of data are: reaction, learning, behavior, and performance data. All of these data are included in the evaluation of the new IET POI training program. This summary of the effectiveness of the training program will be organized according to these four data types.

Reactions

Reaction data focus on the respondents reactions to the training program. The Drill Sergeant Questionnaire included questions about their reactions to the training course. In general, the reactions to the course were positive, despite the perceptions of being stifled in using the behaviors they were trained. In fact, the newly trained drill sergeants felt significantly more stifled than the other drill sergeants.

An additional analysis of the data examined the reactions of the drill sergeants to the training course, based on their time as a drill sergeant. The belief that newer drill sergeants would react more favorably to the new IET POI was not confirmed.

An open-ended question about drill sergeant training was included in the questionnaire. The question, "what do you think are the three most critical training needs of drill sergeants that are not being met,?" was posed to drill sergeants, company commanders, and first sergeants. The most significant response was counseling. Both company commanders and first sergeants felt that counseling was the most important need that was not being met. Interestingly, drill sergeants who were not

trained in the new IET POI also responded "counseling," however, fewer drill sergeants trained in the new IET POI thought counseling training was insufficient. This result suggests that counseling is a very important component in the job and that the new IET POI provides useful counseling training.

In summary, the reactions to the new IET POI were generally positive, but there was little evidence to indicate the new IET POI was perceived as more effective than the previous course. These findings are contrary to those reported by TDI, who found an overwhelmingly positive response to the new training program. Future questionnaires should include open-ended questions to identify significant needs.

Learning

These data reflect the extent to which trained personnel learned the subjects they were taught. Learning should be reflected in the attitudes of the drill sergeants, company commanders, and first sergeants. If the course content was learned properly, these groups would report attitudes toward recruit training that were similar to the ones they were taught.

The attitudes of drill sergeants indicated there were few differences between the training groups. In fact, drill sergeants trained in the new IET POI reported less job satisfaction and greater stress. However, it is likely that these results reflect the length of time on the job. The IET POI trained drill sergeants did feel that trainees were of better quality.

One explanation for the absence of differences could be the unit climate. Although the moderator analyses indicated no effects due to climate, it was believed that length of time as a drill sergeant might diminish the learned values and increase traditional values. This "rookie effect" was tested by correlating length of time as a drill sergeant (for drill sergeants trained in the new IET POI) with attitudes. In the second administration of the questionnaires, there were significant correlations between time on the job and attitudes about the

importance of old fashioned discipline ($r = .16$; $p < .05$), belief in trainees not having adequate self-discipline ($r = .15$; $p < .05$), and trainees being of poorer quality ($r = .17$; $p < .05$). These data support the hypothesis that the environment does diminish trained beliefs about discipline and trainee quality, despite the absence of moderator effects for unit climate. In addition, there was a significant negative correlation between stress and time on the job ($r = .16$; $p < .05$), which indicates that stress decreases over time.

The results from drill sergeant attitudes-over-time suggest that the environment results in an increase in old fashioned attitudes. These results were not replicated with unit climate, company commander and first sergeant attitude measures as moderators, which suggests that these measures are not sensitive to a traditional unit climate. An alternate hypothesis is that unit climate does not account for the results which show trained attitudes decreasing over time; a perception that old fashioned attitudes are, indeed, most effective for trainees may explain these findings.

The analysis of company commanders resulted in only one difference among the training groups. In the second administration of the questionnaire, company commanders given some form of the new IET POI disagreed with the use of punishment as the primary means of discipline.

"Rookie effects" were also tested for company commanders. Time in command was correlated with the attitudinal scales, and there was a significant negative correlation between time in current position and positive attitudes toward females ($r = .22$; $p < .05$).

The analysis of first sergeants showed only one difference between the training groups. First sergeants who had been given the new IET POI reported a more positive attitude toward female trainees in the second administration of the questionnaire.

An examination of the effects of time in grade on first sergeant attitudes showed that in the first administration of the questionnaire there was a significant negative correlation between time in current

position and amount of counseling ($r = .19$; $p < .05$). Thus, first sergeants who had been in their pay grade for a longer period were less likely to emphasize counseling.

In summary, there were few learning effects from the new POI. However, the lack of effects may be due to an unsupportive climate that has a gradual inhibitory effect on training. Analyses of drill sergeants over time indicated that positive attitudes diminish over time.

Behavior

Behavioral measures focus on the behavior of the newly trained personnel. Trainees are in an excellent position to examine the behaviors of their drill sergeants. Thus, the questionnaire consisted of questions that asked the trainee to describe drill sergeant behavior.

The trainees responses to the questionnaire suggested that the various training programs given to drill sergeants had little effect. Although the trainees held positive attitudes towards the Army, the quality of training they received, and the competence of their instructors, they did not perceive their drill sergeants to be fair, sensitive, nor capable of specifying goals clearly. However, these effects might be attributable to a perceptual set rather than the efficiency of training per se. When one turns to the administrative data, it is in fact found that drill sergeants trained in the new POI had fewer letters of reprimand and fewer Article 15's. Thus, it appears that the training program may have some substantive effects that trainees are incapable of identifying.

Performance

The ultimate test of the effectiveness of a training program is its effects on performance. Since the product of basic training is the trainees, trainee performance is one criterion on which the program should be evaluated.

New POI trained drill sergeants had trainees with fewer Article 15's, fewer sick calls, and higher average PT scores in the first administration of the questionnaire. Results from the company commanders showed

the same effects including decreased numbers of AWOL's and fewer letters of reprimand.

Thus, the new POI resulted in better PT performance and fewer administrative actions. This indicates the new POI had some positive effects on trainee performance.

Conclusions

The new POI had modest, albeit significant, effects on trainee performance. However, there were minimal effects on attitudes of those who took the training courses. Some light may be shed on this latter result with the findings that drill sergeants seemed to adopt traditional behaviors over time.

The lack of replication of the results over the two data collection periods is notable. In general, the few effects on company commander and first sergeant attitudes, as well as the performance and administrative actions were evident in the second administration of the questionnaire. "Rookie effects" from the drill sergeants were also found in the second administration of the questionnaire. One hypothesis for these findings could be that command (e.g., post) attitude is changing. The gradual change in command attitude will enable the company commanders, first sergeants, and drill sergeants to exhibit the behaviors they were taught. If this hypothesis is correct, attitudes toward trainees by all groups should be more representative of their training over time. To test this hypothesis, subsequent administrations of questionnaires which include command attitudes should indicate behavioral attitudes similar to the new IET POI.

The inability of the questionnaires to identify moderator variables is significant. There were no significant differences in climate variables for company commanders or first sergeants trained in the new POI. In addition, the climate scales were not significant moderators. A close examination of the scales is needed to determine if the scales did not measure the important aspects of climate or that climate, as defined here, has no significant impact on behavior.

The overall effects of the IET POI were encouraging, but not overwhelming. While there were some significant performance effects, there were few attitudinal effects. Of particular interest were the open-ended questions. Since this is a formative evaluation and not a summative one, it is recommended that future efforts focus on interviews and open-ended questions to identify why attitudes are not substantially impacted by the program.

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APPENDIX A

Final Version of the Questionnaires

SOLDIER'S QUESTIONNAIRE

PT 5378a

DATA REQUIRED BY THE PRIVACY ACT OF 1974

(5 U.S.C. 552a)

TITLE OF FORM FT 53781, Soldier's Questionnaire	PRESCRIBING DIRECTIVE AR 70-1
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1 AUTHORITY

10 USC Sec 4503

2 PRINCIPAL PURPOSE(S)

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

3 ROUTINE USES

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

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

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

FORM	Privacy Act Statement - 26 Sep 75
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SOLDIER'S QUESTIONNAIRE

This questionnaire is part of a research effort being conducted by the Army Research Institute for Behavioral and Social Sciences. We are interested in the effects of a new entry level training program given to some Army personnel. The questionnaire contains a number of questions about how you feel about the Army, the training you have received, and the people with whom you work. In particular, we are looking at a new drill sergeant and cadre training course, so some of the sections ask you to share with us your perceptions of how some of the people you work with go about doing their job.

Your answers will be very helpful to our research. To help insure your privacy, we prefer not to have your name on the questionnaire. However, we would like you to write the last four numbers of your Social Security number in the space provided on the next page. That will allow us to match the information you give us with information that may be obtained later on in our study. It will not be used to identify your answers; no one but research staff will see these questionnaires.

The information you provide will be helpful in assessing the effectiveness of training that you and others within your company may have received. Please answer all of the questions on the following form as frankly as you can. This is NOT a test--there are no right or wrong answers. Your answers will be completely CONFIDENTIAL. Your answers will be processed by civilian researchers, and will be summarized in statistical form. A report showing only average responses to the questions will be prepared, and no single individual will be identifiable in these reports.

Thank you very much for your time and cooperation.

1: 8-1:11
1:12-1:17

Last four digits of your Social Security number _____
Today's date _____ Day _____ Month _____ Year _____

PART I

BELOW ARE A NUMBER OF GENERAL QUESTIONS ABOUT YOUR BACKGROUND. PLEASE CIRCLE THE APPROPRIATE LETTER FOR EACH QUESTION. (EXAMPLE: a **b** c d e) THIS INFORMATION WILL BE USED ONLY TO ALLOW COMPARISONS AMONG DIFFERENT GROUPS OF PEOPLE IN THE ARMY.

1:18
1:19-1:20
1:21-1:22
1:23-1:24
1:25-1:26
1:27
1:28-1:29
1:30
1:31
1:32
1:33
1:34
1:35-1:36

1. Name of Installation:

a. Ft. Leonard Wood	d. Ft. Benning	g. Ft. Knox
b. Ft. Dix	e. Ft. Sill	h. Ft. McClellan
c. Ft. Jackson	f. Ft. Bliss	i. Ft. Gordon
2. What Brigade are you assigned to? _____
3. What Battalion are you assigned to? _____
4. What Company are you assigned to? _____
5. What Platoon are you in? _____
6. Sex: a. Male b. Female
7. Age: _____ years
8. Race or ethnic background: a. White b. Black c. Hispanic d. Other _____
9. Education:
 - a. Less than high school
 - b. Some high school, without diploma or GED
 - c. High school diploma or equivalent (GED)
 - d. Some college; less than four years
 - e. College graduate (Bachelor's degree)
 - f. Graduate work beyond college degree
10. Your marital status:
 - a. Single, never married
 - b. Married
 - c. Separated or divorced
 - d. Widowed
11. Number of weeks in Basic Training/OSUT:

a. Week 1	d. Week 4	g. Week 7
b. Week 2	e. Week 5	h. More than 7
c. Week 3	f. Week 6	
12. I grew up in:
 - a. Farm country/rural
 - b. Small town
 - c. Small city (50,000 - 250,000)
 - d. Large city (250,000+)
 - e. Suburbs of a large city
13. In what state did you spend most of your time growing up? (What do you consider to be your "home state"?) _____
 If not in the United States, in what country did you spend most of your life? _____

BELOW IS A LIST OF REASONS WHY SOMEONE MIGHT JOIN THE ARMY. AFTER READING OVER THE LIST, PLACE THE NUMBER 1 IN THE SPACE NEXT TO THE STATEMENT THAT BEST DESCRIBES THE MAIN REASON WHY YOU JOINED THE ARMY. THEN, THINK OF THE SECOND MOST IMPORTANT REASON WHY YOU DECIDED TO ENLIST, AND PLACE THE NUMBER 2 IN THE SPACE NEXT TO THAT STATEMENT. CONTINUE GOING DOWN THE LIST, NUMBERING ANY OTHER REASONS YOU THINK ARE IMPORTANT. YOU DO NOT HAVE TO RANK ALL OF THE ITEMS, JUST RANK THOSE THAT YOU THINK ARE IMPORTANT.

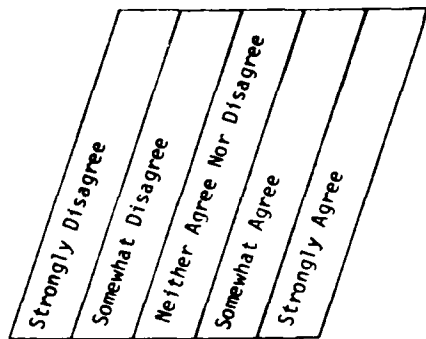
1-37-1:42

14. I joined the Army: _____ a. To serve my country.
_____ b. To get training and job skills
_____ c. To travel
_____ d. To get interesting work
_____ e. To get away from family problems
_____ f. To get V.A. benefits
_____ g. To get education benefits
_____ h. To get a steady job
_____ i. To get away from home
_____ j. To get the bonus money
_____ k. To work in a particular location
_____ l. To get away from money problems
_____ m. To find out what to do with my life
_____ n. Other _____

GO ON TO PART II

PART II

THE FOLLOWING SECTION CONTAINS STATEMENTS ABOUT HOW YOU FEEL ABOUT THE ARMY, AND THE TRAINING YOU HAVE RECEIVED. FOR EACH ITEM, PLACE AN "X" IN THE BRACKET THAT BEST DESCRIBES HOW MUCH YOU AGREE OR DISAGREE WITH EACH STATEMENT. MARK ONLY ONE ANSWER FOR EACH ITEM. (EXAMPLE [1] [2] [X] [4] [5])



- 1:43 1. I feel that I am serving my country well by being in the Army. [1] [2] [3] [4] [5]
- 1:44 2. I'm sorry that I enlisted in the Army. [1] [2] [3] [4] [5]
- 1:45 3. There was a lot of competition among platoons. [1] [2] [3] [4] [5]
- 1:46 4. All the things I am learning now are important for a soldier to know. [1] [2] [3] [4] [5]
- 1:47 5. I look forward to my Army job after I finish training. [1] [2] [3] [4] [5]
- 1:48 6. The training I received was hard and made me show how well I could do. [1] [2] [3] [4] [5]
- 1:49 7. We are happy in this platoon. [1] [2] [3] [4] [5]
- 1:50 8. I would like to make the Army a career. [1] [2] [3] [4] [5]
- 1:51 9. Most trainees can be left without someone to watch them and still do all they are supposed to do. [1] [2] [3] [4] [5]
- 1:52 10. If I could get out of the Army at any time, I would get out right now. [1] [2] [3] [4] [5]
- 1:53 11. Drill sergeants don't let female trainees get out of doing things just because they are female. [1] [2] [3] [4] [5]
- 1:54 12. The drill sergeants in this unit often give conflicting orders, telling us to do things differently. [1] [2] [3] [4] [5]
- 1:55 13. The drill sergeants had enough time during the cycle to teach us how to be good soldiers. [1] [2] [3] [4] [5]
- 1:56 14. Right now, because of the training I've received, I am sure I can hit targets with my weapon. [1] [2] [3] [4] [5]
- 1:57 15. Right now, I am sure my body is in very good physical condition (due to physical training). [1] [2] [3] [4] [5]
- 1:58 16. There was enough time during the training cycle to allow us to practice new skills until we had mastered them. [1] [2] [3] [4] [5]

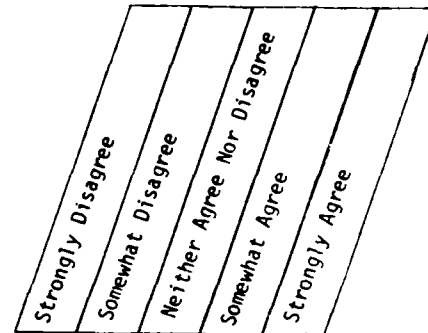
PART III

THE NEXT PART OF THE QUESTIONNAIRE CONTAINS A NUMBER OF STATEMENTS ABOUT HOW DRILL SERGEANTS MIGHT BEHAVE. WE WOULD LIKE YOU TO CHOOSE ONE DRILL SERGEANT YOU HAVE HAD THE MOST CONTACT WITH DURING YOUR TRAINING, AND TELL US HOW WELL YOU THINK THE STATEMENTS DESCRIBE HIS BEHAVIOR DURING THE CYCLE. PLEASE WRITE THE NAME OF THE DRILL SERGEANT WHOSE ACTIONS YOU ARE DESCRIBING IN THE SPACE BELOW. THEN, THINKING OF THE DRILL SERGEANT WHOSE NAME YOU HAVE JUST WRITTEN DOWN, READ THE FOLLOWING STATEMENTS AND INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH THEM AS DESCRIPTIONS OF HOW HE PERFORMED HIS JOB. REMEMBER THIS IS NOT AN EVALUATION OF YOUR DRILL SERGEANT. ALL OF THE INFORMATION YOU GIVE US WILL REMAIN CONFIDENTIAL. FOR EACH ITEM, PLACE AN "X" IN THE BRACKET THAT BEST DESCRIBES YOUR RESPONSE. MARK ONLY ONE ANSWER FOR EACH ITEM. (EXAMPLE: [1] [X] [3] [4] [5])

PLEASE NOTE: DESCRIBE ONLY ONE DRILL SERGEANT BELOW. IF YOU HAVE HAD TWO DRILL SERGEANTS SUPERVISING YOU, YOU WILL BE ABLE TO DESCRIBE THE OTHER DRILL SERGEANT IN THE SECTION AFTER THIS ONE, SO PLEASE WAIT TO DO IT THERE. DESCRIBE ONLY ONE PERSON IN THIS SECTION. BE SURE YOU HAVE WRITTEN HIS OR HER NAME IN THE SPACE BELOW.

2: 7-2:9

NAME OF DRILL SERGEANT:



- | | | |
|------|--|---------------------|
| 2:10 | 1. My drill sergeant was always on my back. | [1] [2] [3] [4] [5] |
| 2:11 | 2. After the first couple of weeks, I did things on my own without being told to do them by my drill sergeant. | [1] [2] [3] [4] [5] |
| 2:12 | 3. Our drill sergeant is such a good soldier, he* could show us how to best perform our tasks. | [1] [2] [3] [4] [5] |
| 2:13 | 4. Our drill sergeant "made work" just to keep us busy when we didn't have anything important to do. | [1] [2] [3] [4] [5] |
| 2:14 | 5. My drill sergeant picked on me. | [1] [2] [3] [4] [5] |
| 2:15 | 6. Whenever our platoon marched in formation, short people were in the front. | [1] [2] [3] [4] [5] |
| 2:16 | 7. During the first few days of training, when we were breaking in our boots, our drill sergeant didn't make us run. | [1] [2] [3] [4] [5] |
| 2:17 | 8. My drill sergeant did <u>not</u> treat us very badly or abuse us. | [1] [2] [3] [4] [5] |
| 2:18 | 9. My drill sergeant made me feel like a "winner" when I did something well. | [1] [2] [3] [4] [5] |
| | My drill sergeant showed us he was an expert in: | |

*For smoother reading of the questionnaire, we have used the masculine gender in some of the statements when referring to a trainee or a particular individual. Whenever he, his, him, or himself occurs in a general sense, it refers equally to the feminine she, hers, her, or herself.

Strongly Disagree
Somewhat Disagree
Neither Agree Nor Disagree
Somewhat Agree
Strongly Agree

2:19	10. Basic rifle marksmanship.	[1]	[2]	[3]	[4]	[5]
2:20	11. First aid.	[1]	[2]	[3]	[4]	[5]
2:21	12. Military customs and courtesies.	[1]	[2]	[3]	[4]	[5]
2:22	13. Physical readiness training.	[1]	[2]	[3]	[4]	[5]
2:23	14. My drill sergeant made both male and female trainees meet the required standards in order to graduate.	[1]	[2]	[3]	[4]	[5]
2:24	15. My drill sergeant's personal appearance was "squared away."	[1]	[2]	[3]	[4]	[5]
2:25	16. My drill sergeant was in excellent physical condition.	[1]	[2]	[3]	[4]	[5]
2:26	17. My drill sergeant treated me the same as he treated everyone else.	[1]	[2]	[3]	[4]	[5]
2:27	18. Overall, my drill sergeant did a very good job.	[1]	[2]	[3]	[4]	[5]
2:28	19. My drill sergeant had trouble working with trainees of the opposite sex.	[1]	[2]	[3]	[4]	[5]
2:29	20. My drill sergeant showed favoritism for certain trainees in our unit.	[1]	[2]	[3]	[4]	[5]
2:30	21. Punishments* my drill sergeant gave seemed to be fair.	[1]	[2]	[3]	[4]	[5]
2:31	22. My drill sergeant helped me to solve my problems.	[1]	[2]	[3]	[4]	[5]
2:32	23. Our drill sergeant didn't cut anyone any "slack," unless there was a very good reason.	[1]	[2]	[3]	[4]	[5]

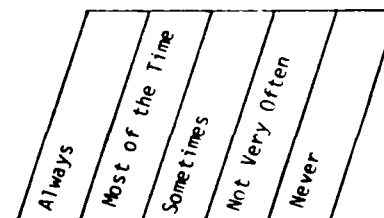
*"Punishment should be interpreted in its broadest sense--to include criticism, and "chewing out."

GO ON TO THE NEXT PAGE

IN THE FOLLOWING STATEMENTS, WE ARE NOW ASKING YOU TO RATE HOW FREQUENTLY YOUR DRILL SERGEANT ACTED IN A MANNER DESCRIBED IN EACH ITEM. ONCE AGAIN, THIS IS NOT AN EVALUATION OF YOU OR YOUR DRILL SERGEANT. FOR EACH ITEM, PLACE AN 'X' IN THE BRACKET THAT BEST DESCRIBES YOUR RESPONSE. MARK ONLY ONE ANSWER FOR EACH ITEM. (EXAMPLE: [1] [2] [3] [4] [5])

Always	Most of the Time	Sometimes	Not Very Often	Never
--------	------------------	-----------	----------------	-------

- 2:33 24. Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood what he wanted us to do. [1] [2] [3] [4] [5]
- 2:34 25. Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood when we had to do it. [1] [2] [3] [4] [5]
- 2:35 26. Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood where we had to do it. [1] [2] [3] [4] [5]
- 2:36 27. Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood how well we had to do it. [1] [2] [3] [4] [5]
- 2:37 28. Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood what would happen to us, if we did it right. [1] [2] [3] [4] [5]
- 2:38 29. Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood how we had to do it. [1] [2] [3] [4] [5]
- 2:39 30. My drill sergeant had to work such long hours, he looked too tired to train us. [1] [2] [3] [4] [5]
- 2:40 31. When I didn't know exactly what my drill sergeant wanted me to do, he would spend time explaining and showing me how he wanted it done. [1] [2] [3] [4] [5]
- 2:41 32. When we received a new requirement or mission, the drill sergeant made sure we understood the reason for it. [1] [2] [3] [4] [5]
- 2:42 33. When we asked our drill sergeant for help solving a problem, he helped out. [1] [2] [3] [4] [5]
- 2:43 34. My drill sergeant's standards were reasonable--I knew I could meet all the standards, if I worked at it. [1] [2] [3] [4] [5]
- 2:44 35. When I finished a task, my drill sergeant told me how well I did. [1] [2] [3] [4] [5]
- 2:45 36. Our drill sergeant checked us to make sure we performed each task the way he wanted it done. [1] [2] [3] [4] [5]
- 2:46 37. Our drill sergeant checked trainees with bad attitudes a lot more often than he checked the other trainees. [1] [2] [3] [4] [5]
- 2:47 38. If you don't do what you are supposed to, the whole unit may be punished for it. [1] [2] [3] [4] [5]
- 2:48 39. When a trainee did something wrong or performed a task poorly, the drill sergeant personally let him know about it. [1] [2] [3] [4] [5]



- | | | | | | | | |
|------|-----|---|-----|-----|-----|-----|-----|
| 2:49 | 40. | When a trainee performed a task well, the drill sergeant let him know about it. | [1] | [2] | [3] | [4] | [5] |
| 2:50 | 41. | Our drill sergeant kept us informed about how well he thought we were doing in training. | [1] | [2] | [3] | [4] | [5] |
| 2:51 | 42. | Our drill sergeant seemed to rate us by how well we performed in training--not other things like personality, race, or sex. | [1] | [2] | [3] | [4] | [5] |
| 2:52 | 43. | Our unit permits female trainees to graduate even when they have failed to perform to standards on performance tests. | [1] | [2] | [3] | [4] | [5] |
| 2:53 | 44. | When a trainee broke down and cried, the drill sergeant didn't holler or make fun of him. | [1] | [2] | [3] | [4] | [5] |
| 2:54 | 45. | My drill sergeant did not punish a trainee for poor performance, unless the trainee was no longer trying to perform. | [1] | [2] | [3] | [4] | [5] |
| 2:55 | 46. | When my drill sergeant promised a trainee a reward (like a pass, or another privilege), he followed through and made sure the trainee got it. | [1] | [2] | [3] | [4] | [5] |
| 2:56 | 47. | When my drill sergeant rewarded me for good performance, he gave a reward that meant something to me. | [1] | [2] | [3] | [4] | [5] |
| 2:57 | 48. | When my drill sergeant warned a trainee about something, he followed through with punishment, if the trainee's performance did not improve. | [1] | [2] | [3] | [4] | [5] |
| 2:58 | 49. | When my drill sergeant was told about a touchy or embarrassing problem, he tried to side-step the issue instead of facing it head-on. | [1] | [2] | [3] | [4] | [5] |
| 2:59 | 50. | Before my drill sergeant punished someone, he made sure that he knew all the facts--the whole story. | [1] | [2] | [3] | [4] | [5] |
| 2:60 | 51. | When I wanted to talk to my drill sergeant, he made himself available. | [1] | [2] | [3] | [4] | [5] |
| 2:61 | 52. | When my drill sergeant determined that a trainee had a serious problem, he referred the trainee to a helping agency (social worker, Red Cross, chaplain, etc.). | [1] | [2] | [3] | [4] | [5] |
| 2:62 | 53. | Whenever my drill sergeant referred a trainee to a helping agency, he followed-up by checking to see that the agency did some good. | [1] | [2] | [3] | [4] | [5] |
| 2:63 | 54. | When I had a problem, I went to my drill sergeant to talk things out. | [1] | [2] | [3] | [4] | [5] |
| 2:64 | 55. | When I went to my drill sergeant for help, he listened well and cared about what I said. | [1] | [2] | [3] | [4] | [5] |

Always	Most of the Time	Sometimes	Not Very Often	Never
--------	------------------	-----------	----------------	-------

- 2:65 56. During counseling sessions, my drill sergeant ordered, threatened, criticized, or preached. [1] [2] [3] [4] [5]
- 2:66 57. I tried out the things my drill sergeant told me to do after he advised (counseled) me about some problems. [1] [2] [3] [4] [5]
- 2:67 58. Our drill sergeant tried to scare us into doing what he wanted. [1] [2] [3] [4] [5]
- 2:68 59. Our unit permits male trainees to graduate even when they have failed to perform to standards on performance tests. [1] [2] [3] [4] [5]
- 2:69 60. My drill sergeant got along well with other drill sergeants. [1] [2] [3] [4] [5]
- 2:70 61. My drill sergeant spent most of his time helping us prepare for tests. [1] [2] [3] [4] [5]
- 2:71 62. My drill sergeant was very concerned with our scores on BRM, end of cycle tests, etc. [1] [2] [3] [4] [5]

GO ON TO PART IV

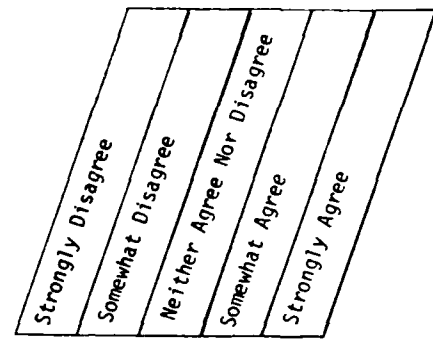
PART IV

IN THIS SECTION, WE WOULD LIKE YOU TO GO THROUGH THE SAME STATEMENTS AS IN PART III, THIS TIME THINKING OF HOW WELL THE STATEMENTS DESCRIBE ANOTHER DRILL SERGEANT WITH WHOM YOU HAVE HAD A LOT OF CONTACT DURING THE TRAINING CYCLE. PLEASE WRITE THE NAME OF THE DRILL SERGEANT WHOSE BEHAVIOR YOU ARE DESCRIBING IN THE SPACE BELOW. THEN, THINKING OF THE DRILL SERGEANT WHOSE NAME YOU HAVE JUST WRITTEN DOWN, READ THE FOLLOWING STATEMENTS AND INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH THEM AS DESCRIPTIONS OF HIS BEHAVIOR. FOR EACH ITEM, PLACE AN "X" IN THE BRACKET THAT BEST DESCRIBES YOUR RESPONSE. MARK ONLY ONE ANSWER FOR EACH ITEM. (EXAMPLE: [X] [2] [3] [4] [5]). IF YOU ONLY HAD ONE DRILL SERGEANT, SKIP TO PART V OF THE QUESTIONNAIRE.

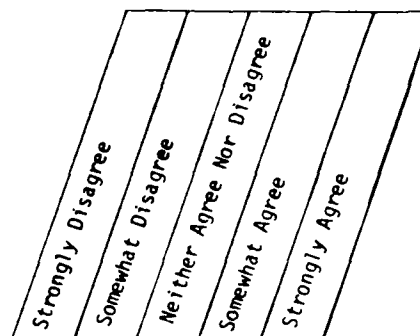
IF YOU ONLY HAD ONE DRILL SERGEANT, PLACE A CHECK IN THIS BOX:
 NOW, SKIP TO PART V OF THE QUESTIONNAIRE.

3: 7-3: 9

NAME OF DRILL SERGEANT:

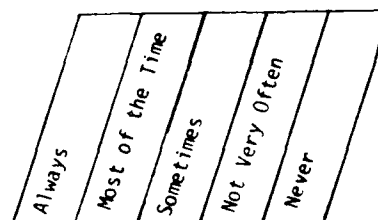


- | | | |
|------|---|---------------------|
| 3:10 | 1. My drill sergeant was always on my back. | [1] [2] [3] [4] [5] |
| 3:11 | 2. After the first couple of weeks, I did things on my own without being told to do them by my drill sergeant. | [1] [2] [3] [4] [5] |
| 3:12 | 3. Our drill sergeant is such a good soldier, he could show us how to best perform our tasks. | [1] [2] [3] [4] [5] |
| 3:13 | 4. Our drill sergeant "made work" just to keep us busy when we didn't have anything important to do. | [1] [2] [3] [3] [5] |
| 3:14 | 5. My drill sergeant picked on me. | [1] [2] [3] [4] [5] |
| 3:15 | 6. Whenever our platoon marched in formation, short people were in the front. | [1] [2] [3] [4] [5] |
| 3:16 | 7. During the first few days of training, when we were breaking in our boots, our drill sergeant didn't make us run. | [1] [2] [3] [4] [5] |
| 3:17 | 8. My drill sergeant did <u>not</u> treat us very badly or abuse us. | [1] [2] [3] [4] [5] |
| 3:18 | 9. My drill sergeant made me feel like a "winner" when I did something well.
{My drill sergeant showed us he was an expert in: | [1] [2] [3] [4] [5] |
| 3:19 | 10. {Basic rifle marksmanship. | [1] [2] [3] [4] [5] |
| 3:20 | 11. {First aid. | [1] [2] [3] [4] [5] |
| 3:21 | 12. {Military customs and courtesies. | [1] [2] [3] [4] [5] |
| 3:22 | 13. {Physical} readiness training. | [1] [2] [3] [4] [5] |
| 3:23 | 14. My drill sergeant made both male and female trainees meet the required standards in order to graduate. | [1] [2] [3] [4] [5] |
| 3:24 | 15. My drill sergeant's personal appearance was "squared away." | [1] [2] [3] [4] [5] |
| 3:25 | 16. My drill sergeant was in excellent physical condition. | [1] [2] [3] [4] [5] |

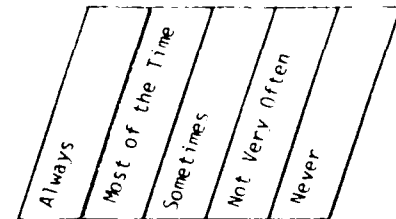


- 3:26 17. My drill sergeant treated me the same as he treated everyone else. [1] [2] [3] [4] [5]
- 3:27 18. Overall, my drill sergeant did a very good job. [1] [2] [3] [4] [5]
- 3:28 19. My drill sergeant had trouble working with trainees of the opposite sex. [1] [2] [3] [4] [5]
- 3:29 20. My drill sergeant showed favoritism for certain trainees in our unit. [1] [2] [3] [4] [5]
- 3:30 21. Punishments my drill sergeant gave seemed to be fair. [1] [2] [3] [4] [5]
- 3:31 22. My drill sergeant helped me to solve my problems. [1] [2] [3] [4] [5]
- 3:32 23. Our drill sergeant didn't cut anyone any "slack," unless there was a very good reason. [1] [2] [3] [4] [5]

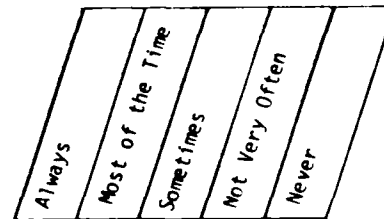
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- 3:33 24. Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood what he wanted us to do. [1] [2] [3] [4] [5]
- 3:34 25. Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood when we had to do it. [1] [2] [3] [4] [5]
- 3:35 26. Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood where we had to do it. [1] [2] [3] [4] [5]
- 3:36 27. Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood how well we had to do it. [1] [2] [3] [4] [5]
- 3:37 28. Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood what would happen to us, if we did it right. [1] [2] [3] [4] [5]
- 3:38 29. Whenever we got ready to perform a new task for the first time, the drill sergeant made sure we understood how we had to do it. [1] [2] [3] [4] [5]



- | | | | | | | | |
|------|-----|--|-----|-----|-----|-----|-----|
| 3:39 | 30. | My drill sergeant had to work such long hours, he looked too tired to train us. | [1] | [2] | [3] | [4] | [5] |
| 3:40 | 31. | When I didn't know exactly <u>what</u> my drill sergeant wanted me to do, he would spend time explaining and showing me how he wanted it done. | [1] | [2] | [3] | [4] | [5] |
| 3:41 | 32. | When we received a new requirement or mission, the drill sergeant made sure we understood the reason for it. | [1] | [2] | [3] | [4] | [5] |
| 3:42 | 33. | When we asked our drill sergeant for help solving a problem, he helped out. | [1] | [2] | [3] | [4] | [5] |
| 3:42 | 34. | My drill sergeant's standards were reasonable--I knew I could meet all the standards, if I worked at it. | [1] | [2] | [3] | [4] | [5] |
| 3:43 | 35. | When I finished a task, my drill sergeant told me how well I did. | [1] | [2] | [3] | [4] | [5] |
| 3:43 | 36. | Our drill sergeant checked us to make sure we performed each task the way <u>he</u> wanted it done. | [1] | [2] | [3] | [4] | [5] |
| 3:46 | 37. | Our drill sergeant checked trainees with bad attitudes a lot more often than he checked the other trainees. | [1] | [2] | [3] | [4] | [5] |
| 3:47 | 38. | If you don't do what you are supposed to, the whole unit may be punished for it. | [1] | [2] | [3] | [4] | [5] |
| 3:48 | 39. | When a trainee did something wrong or performed a task poorly, the drill sergeant personally let him know about it. | [1] | [2] | [3] | [4] | [5] |
| 3:49 | 40. | When a trainee performed a task well, the drill sergeant let him know about it. | [1] | [2] | [3] | [4] | [5] |
| 3:50 | 41. | Our drill sergeant kept us informed about how well he thought we were doing in training. | [1] | [2] | [3] | [4] | [5] |
| 3:51 | 42. | Our drill sergeant seemed to rate us by how well we performed in training--not other things like personality, race, or sex. | [1] | [2] | [3] | [4] | [5] |
| 3:52 | 43. | When a trainee broke down and cried, the drill sergeant didn't holler or make fun of him. | [1] | [2] | [3] | [4] | [5] |
| 3:53 | 44. | My drill sergeant did not punish a trainee for poor performance, unless the trainee was no longer trying to perform. | [1] | [2] | [3] | [4] | [5] |
| 3:54 | 45. | When my drill sergeant promised a trainee a reward (like a pass or another privilege), he followed through and made sure the trainee got it. | [1] | [2] | [3] | [4] | [5] |
| 3:55 | 46. | When my drill sergeant rewarded me for good performance, he gave a reward that meant something to me. | [1] | [2] | [3] | [4] | [5] |
| 3:57 | 47. | When my drill sergeant warned a trainee about something, he followed through with punishment, if the trainee's performance did not improve. | [1] | [2] | [3] | [4] | [5] |



- | | | |
|------|---|---------------------|
| 3:57 | 48. When my drill sergeant was told about a touchy or embarrassing problem, he tried to side-step the issue instead of facing it head-on. | [1] [2] [3] [4] [5] |
| 3:58 | 49. Before my drill sergeant punished someone, he made sure that he knew all the facts--the whole story. | [1] [2] [3] [4] [5] |
| 3:59 | 50. When I wanted to talk to my drill sergeant, he made himself available. | [1] [2] [3] [4] [5] |
| 3:60 | 51. When my drill sergeant determined that a trainee had a serious problem, he referred the trainee to a helping agency (social worker, Red Cross, chaplain, etc.). | [1] [2] [3] [4] [5] |
| 3:61 | 52. Whenever my drill sergeant referred a trainee to a helping agency, he followed up by checking to see that the agency did some good. | [1] [2] [3] [4] [5] |
| 3:62 | 53. When I had a problem, I went to my drill sergeant to talk things out. | [1] [2] [3] [4] [5] |
| 3:63 | 54. When I went to my drill sergeant for help, he listened well and cared about what I said. | [1] [2] [3] [4] [5] |
| 3:64 | 55. During counseling sessions, my drill sergeant ordered, threatened, criticized, or preached. | [1] [2] [3] [4] [5] |
| 3:65 | 56. I tried out the things my drill sergeant told me to do after he advised (counseled) me about some problems. | [1] [2] [3] [4] [5] |
| 3:66 | 57. Our drill sergeant tried to scare us into doing what he wanted. | [1] [2] [3] [4] [5] |
| 3:67 | 58. My drill sergeant got along well with other drill sergeants. | [1] [2] [3] [4] [5] |
| 3:68 | 59. My drill sergeant spent most of his time helping us prepare for tests. | [1] [2] [3] [4] [5] |
| 3:69 | 60. My drill sergeant was very concerned with our scores on BRM, end of cycle tests, etc. | [1] [2] [3] [4] [5] |

GO ON TO PART V

PART V

1. If you had the chance to talk to the Commanding General of the whole Army about your experiences in training, what are some of the things (good and bad) you would say? Please use the space below and the back of the page, if necessary.

THAT'S ALL. THANK YOU VERY MUCH FOR YOUR TIME!

131

DRILL SERGEANT QUESTIONNAIRE

PT 5378b

DATA REQUIRED BY THE PRIVACY ACT OF 1974

(5 U.S.C. 552a)

TITLE OF FORM DA Form 4368-R, Drill Sergeant Questionnaire	PREVIOUS EDITIONS AR 70-1
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10 USC Sec 4503

2. PRINCIPAL PURPOSE(S)

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

3. ROUTINE USES

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

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

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

DRILL SERGEANT QUESTIONNAIRE

This questionnaire is part of a research effort being conducted by the Army Research Institute for Behavioral and Social Sciences. We are interested in the effects of a new entry level training program given to some Army personnel. The questionnaire contains a number of questions about how you feel about your job, the training you have received, and the people with whom you work. In particular, we are looking at a new drill sergeant and cadre training course, so some of the sections ask you to share with us your perceptions of how some of the people you work with go about doing their job.

Your answers will be very helpful to our research. To help insure your privacy, we prefer not to have your name on the questionnaire. However, we would like you to write the last four numbers of your Social Security number in the space provided on the next page. That will allow us to match the information you give us with information that may be obtained later on in our study. It will not be used to identify your answers; no one but research staff will see these questionnaires.

The information you provide will be helpful in assessing the effectiveness of training that you and others within your company may have received. Please answer all of the questions on the following form as frankly as you can. This is NOT a test--there are no right or wrong answers. Your answers will be completely CONFIDENTIAL. Your answers will be processed by civilian researchers, and will be summarized in statistical form. A report showing only average responses to the questions will be prepared, and no single individual will be identifiable in these reports.

Thank you very much for your time and cooperation.

1:14-1:15

Last four digits of your Social Security number

1:16-1:17

Today's date Day Month Year

PART I

BELOW ARE A NUMBER OF GENERAL QUESTIONS ABOUT YOUR BACKGROUND. PLEASE CIRCLE THE APPROPRIATE LETTER FOR EACH QUESTION. (EXAMPLE: a (b) c d e) THIS INFORMATION WILL BE USED ONLY TO ALLOW COMPARISONS AMONG DIFFERENT GROUPS OF PEOPLE IN THE ARMY.

1:18

- 1. Name of Installation: a. Ft. Leonard Wood d. Ft. Benning g. Ft. McClellan b. Ft. Dix e. Ft. Sill h. Ft. Bliss c. Ft. Jackson f. Ft. Knox i. Ft. Gordon

1:19-1:20

2. What Brigade are you assigned to?

1:21-1:22

3. What Battalion are you assigned to?

1:23-1:24

4. What Company are you assigned to?

1:25-1:26

5. What Platoon do you work with?

1:27

6. Sex: a. Male b. Female

1:28-1:29

7. Age: years

1:30

8. Race or ethnic background: a. White c. Hispanic b. Black d. Other

1:31

- 9. Education: a. Less than high school b. Some high school, without diploma or GED c. High school diploma or equivalent (GED) d. Some college; less than four years e. College graduate (Bachelor's degree) f. Graduate work beyond college degree

1:32

10. Does your company have both male and female trainees? a. Yes b. No

1:33-1:34

11. How many drill sergeant(s) (including yourself) are in your platoon?

1:35

- 12. Your marital status: a. Single, never married b. Married c. Separated or divorced (before I became a drill sergeant) d. Separated or divorced (since I became a drill sergeant) e. Widowed

1:36

13. Grade: a. E-4 c. E-6 e. Other b. E-5 d. E-7

1:37

- 14. Time in grade: a. Less than one year e. 7 to 8 years b. 1 to 2 years f. 9 to 10 years c. 3 to 4 years g. 11 years or more d. 5 to 6 years

1:38

15. Is your branch: a. Combat arm b. Combat support c. Combat service support

- 1:39 16. Time in your current position:
- a. 4 weeks or less d. 2 or 3 months g. 1 to 2 years
 b. 5 or 6 weeks e. 4 to 5 months h. More than 2 years
 c. 7 or 8 weeks f. 6 months to a year
- 1:40 17. In terms of your personal satisfaction with your job as a drill sergeant, which of the following best fits you:
- a. I volunteered to be a drill sergeant this tour and am glad I did.
 b. I volunteered to be a drill sergeant this tour and am sorry I volunteered.
 c. I did not volunteer to be a drill sergeant this tour, but I am glad now that I am one.
 d. I did not volunteer to be a drill sergeant this tour, and am sorry now that I became a drill sergeant.
- 1:41 18. Where did you attend drill sergeant school?
- a. I did not attend any drill sergeant school
 b. Ft. Dix
 c. Ft. Jackson
 d. Ft. Leonard Wood
 e. Ft. Sill
 f. Ft. Knox
 g. Ft. Benning
 h. Ft. McClellan
 i. Other _____

IF YOU DID NOT ATTEND DRILL SERGEANT SCHOOL, SKIP QUESTIONS 19 AND 20. GO ON TO PART II OF THE QUESTIONNAIRE AND START WITH QUESTION 9.

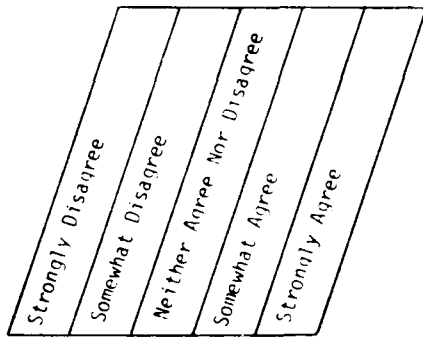
- 1:42-1:43 19. How much time did you spend in the company as an "apprentice drill sergeant" before going to drill sergeant school? _____ weeks.
- 1:44-1:49 20. When did you complete drill sergeant school?
- ____ Day ____ Month ____ Year

GO ON TO PART II

PART II

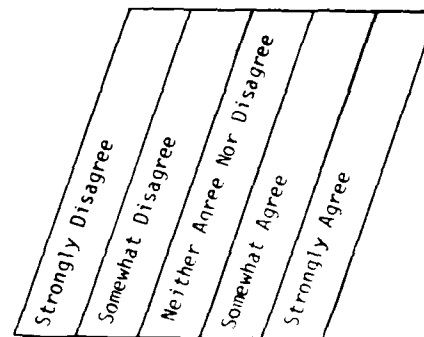
THE FOLLOWING SECTION CONTAINS STATEMENTS ABOUT YOUR JOB, THE UNIT IN WHICH YOU WORK, THE PEOPLE YOU WORK WITH, AND HOW THINGS ARE RUN BY THE COMPANY COMMANDER. FOR EACH ITEM, PLACE AN "X" IN THE BRACKET THAT BEST DESCRIBES HOW MUCH YOU AGREE OR DISAGREE WITH THE STATEMENT. MARK ONLY ONE ANSWER FOR EACH ITEM. (EXAMPLE: [1] [2] [3] [4] [8])

COMPLETE ITEMS 1 THROUGH 8 ONLY IF YOU ATTENDED DRILL SERGEANT SCHOOL. IF YOU DID NOT ATTEND SCHOOL, SKIP TO QUESTION 9.



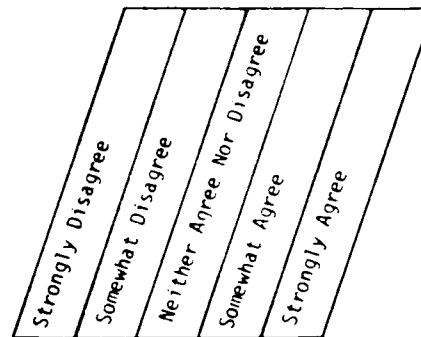
- 1:50 1. I have used a good deal of what I learned in the drill sergeant course to help me successfully motivate trainees. [1] [2] [3] [4] [5]
- 1:51 2. The drill sergeant course taught me the necessary skills I need to lead my trainees. [1] [2] [3] [4] [5]
- 1:52 3. I use a referral list when trainees have problems I can't solve. [1] [2] [3] [4] [5]
- 1:53 4. Many of the things drill sergeants learn in the drill sergeant course don't get tried in the unit. [1] [2] [3] [4] [5]
- 1:54 5. The only way to learn to deal with trainees is to get right down and do it and learn from your own mistakes. [1] [2] [3] [4] [5]
- 1:55 6. When I tried the leadership techniques I learned in drill sergeant school, I found that none of them worked. [1] [2] [3] [4] [5]
- 1:56 7. I don't think the drill sergeant school adequately prepared me for the problems I had to face. [1] [2] [3] [4] [5]
- 1:57 8. The other drill sergeant(s) discouraged me from using the leadership techniques I learned in training. [1] [2] [3] [4] [5]
- 1:58 9. It is important that the physical environment on post (e.g., barracks, equipment, vehicles) be adequately maintained for me to properly train. [1] [2] [3] [4] [5]
- 1:59 10. I feel pretty comfortable about the way I am evaluated as a drill sergeant. [1] [2] [3] [4] [5]
- 1:60 11. The company commander knows enough about my job to identify when I perform poorly. [1] [2] [3] [4] [5]
- 1:61 12. The company commander acts as if he* doesn't trust my judgment. [1] [2] [3] [4] [5]
- 1:62 13. The company commander clearly defines the goals and priorities of this unit. [1] [2] [3] [4] [5]

*For smoother reading of the questionnaire, we have used the masculine gender in some of the statements when referring to a trainee or a particular individual. Whenever he, his, him, or himself occurs in a general sense, it refers equally to the feminine she, hers, her, or herself.



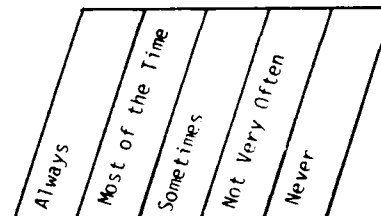
- | | | [1] | [2] | [3] | [4] | [5] |
|------|--|-----|-----|-----|-----|-----|
| 1:63 | 14. When I first arrived in my present assignment, the company commander made sure I received training and other assistance in performing tasks which I was not already familiar with. | | | | | |
| 1:64 | 15. I was given enough time during the cycle to teach the trainees how to "soldier." | | | | | |
| 1:65 | 16. There is too much emphasis on statistics (e.g., BRM, PT, IPT scores) in this unit. | | | | | |
| 1:66 | 17. As a drill sergeant, it is my responsibility to keep the TDP rate as low as possible by working harder with marginal trainees. | | | | | |
| 1:67 | 18. The training schedule/POI is frequently used as an excuse to prevent improvement of training. | | | | | |
| 1:68 | 19. The company commander is under a lot of pressure to see to it that I do a good job of training my trainees. | | | | | |
| 1:69 | 20. My company commander takes an active role in the leadership of this unit. | | | | | |
| 1:70 | 21. TDP rates are closely monitored by the battalion. | | | | | |
| 1:71 | 22. I would like to remain in this unit beyond my regular tour of duty. | | | | | |
| 1:72 | 23. All in all, officers in this unit do a fine job. | | | | | |
| 1:73 | 24. We get together as a work group to identify problems and, when possible, solve them and implement the recommended changes. | | | | | |
| 1:74 | 25. The whole team pitches in and helps straighten things out when one individual makes a mistake. | | | | | |
| 1:75 | 26. The people in this unit show that they have a lot of pride in what they are doing. | | | | | |
| 1:76 | 27. There is more emphasis on punishment* than on rewards in dealing with trainees in my company. | | | | | |
| 1:77 | 28. I fear the consequences when I tell my company commander about a mistake my subordinates or I have made. | | | | | |
| 2: 7 | 29. When the company commander establishes standards, they are reasonable--just about everyone thinks they can meet all the standards, if they work at it. | | | | | |

* "Punishment" should be interpreted in its broadest sense--to include criticism, and "chewing out."

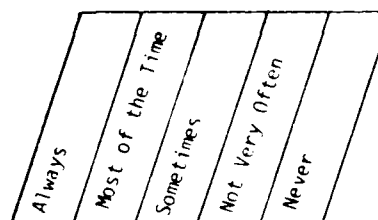


- 2: 8 30. The company commander made it clear from the beginning how well we were required to perform each task--what his standards were. [1] [2] [3] [4] [5]
- 2: 9 31. The company commander is under a lot of pressure to see to it that I don't abuse the trainees. [1] [2] [3] [4] [5]
- 2:10 32. The company commander's punishments seem to be fair. [1] [2] [3] [4] [5]
- 2:11-2:12 33. How long have you worked with your current company commander? _____ months?

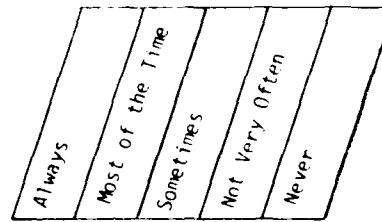
IN THE FOLLOWING STATEMENTS, WE ARE NOW ASKING YOU TO RATE HOW FREQUENTLY YOUR COMPANY COMMANDER ACTED IN A MANNER DESCRIBED IN EACH ITEM. ONCE AGAIN, THIS IS NOT AN EVALUATION OF YOU OR YOUR COMPANY COMMANDER. ALL OF THE INFORMATION YOU GIVE US WILL REMAIN CONFIDENTIAL. FOR EACH ITEM, PLACE AN "X" IN THE BRACKET THAT BEST DESCRIBES YOUR RESPONSE. MARK ONLY ONE ANSWER FOR EACH ITEM. (EXAMPLE: [1] [2] [3] [X] [5])



- 2:13 34. My company commander knows what is going on in this unit. [1] [2] [3] [4] [5]
- 2:14 35. When we receive a new requirement or mission, the company commander makes sure we understand the reason for it. [1] [2] [3] [4] [5]
- 2:15 36. The company commander comes down and tries to do a subordinate's job, even when he is performing well. [1] [2] [3] [4] [5]
- 2:16 37. The company commander gives orders that do not violate local policies, SOP, regulations, or the UCMJ. [1] [2] [3] [4] [5]
- 2:17 38. The company commander makes sure that what we do in this unit is necessary to accomplish our training mission. [1] [2] [3] [4] [5]
- 2:18 39. When there is a serious problem in the unit, our company commander involves his cadre in finding the solution by holding a group problem-solving session. [1] [2] [3] [4] [5]
- 2:19 40. When there is a question about responsibilities on various unit tasks, the company commander holds a meeting to lay out individual responsibilities. [1] [2] [3] [4] [5]
- 2:20 41. The company commander quickly detects differences among his people which need to be settled. [1] [2] [3] [4] [5]



2:21	42. Even when he disagrees, the company commander keeps an open mind and listens to what others have to say.	[1]	[2]	[3]	[4]	[5]
2:22	43. My company commander encourages me when I want to try something new.	[1]	[2]	[3]	[4]	[5]
2:23	44. When something critical must be done by a member of this unit, the company commander checks to make sure it is done properly.	[1]	[2]	[3]	[4]	[5]
2:24	45. The company commander evaluates his subordinates based on their performance--not on their personalities or other factors.	[1]	[2]	[3]	[4]	[5]
2:25	46. When a subordinate does something wrong or performs a task poorly, the company commander personally lets him know about it.	[1]	[2]	[3]	[4]	[5]
2:26	47. When a subordinate performs a task well, the company commander lets him know about it.	[1]	[2]	[3]	[4]	[5]
2:27	48. Because of the company commander's attitude, I fail to let him know when things aren't going the way he expects them to.	[1]	[2]	[3]	[4]	[5]
2:28	49. When the company commander promises a reward (like a pass, letter of commendation, etc.), he follows through.	[1]	[2]	[3]	[4]	[5]
2:29	50. When the company commander warns a subordinate about something, he follows through with punishment, if the subordinate's performance does not improve.	[1]	[2]	[3]	[4]	[5]
2:30	51. Before the company commander punishes someone, he makes sure that he knows all the facts--the whole story.	[1]	[2]	[3]	[4]	[5]
2:31	52. Our unit permits male trainees to graduate even when they have failed to perform to standards on performance tests.	[1]	[2]	[3]	[4]	[5]
2:32	53. The company commander is courteous when dealing with his subordinates.	[1]	[2]	[3]	[4]	[5]
2:33	54. When someone in the unit wants to talk to him, the company commander manages to make himself available.	[1]	[2]	[3]	[4]	[5]
2:34	55. The company commander lets a person being counseled do most of the talking.	[1]	[2]	[3]	[4]	[5]
2:35	56. When the company commander is told about a touchy or embarrassing problem, he tries to side-step the issue instead of facing it head-on.	[1]	[2]	[3]	[4]	[5]
2:36	57. When the company commander determines that a subordinate has a serious problem, he refers the subordinate to a helping agency (social worker, Red Cross, chaplain, etc.).	[1]	[2]	[3]	[4]	[5]
2:37	58. The company commander meets or exceeds all Army standards for personal appearance.	[1]	[2]	[3]	[4]	[5]
2:38	59. There is enough time in the training cycle to allow trainees to practice new skills until they have mastered them.	[1]	[2]	[3]	[4]	[5]



- | | | | | | | |
|------|---|-----|-----|-----|-----|-----|
| 2:39 | 60. When the drill sergeants in this unit receive EERs, there are no surprises--performance is described in the same manner in which it had already been described during previous conversations. | [1] | [2] | [3] | [4] | [5] |
| 2:40 | 61. During counseling sessions, the company commander orders, threatens, criticizes, or preaches. | [1] | [2] | [3] | [4] | [5] |
| 2:41 | 62. When a subordinate asks the company commander for help solving a problem, he helps out. | [1] | [2] | [3] | [4] | [5] |
| 2:42 | 63. The company commander does <u>not</u> punish a subordinate for poor performance, unless there is reason to believe that the subordinate is no longer trying to perform well. | [1] | [2] | [3] | [4] | [5] |
| 2:43 | 64. When I perform well, my company commander recognizes it with praise or a reward that means something to me. | [1] | [2] | [3] | [4] | [5] |
| 2:44 | 65. The company commander doesn't let me do the things I was trained to do. | [1] | [2] | [3] | [4] | [5] |
| 2:45 | 66. The company commander sees that I get guidance which allows me to do my tasks and take care of my responsibilities properly. | [1] | [2] | [3] | [4] | [5] |
| 2:46 | 67. I feel confident that my company commander will back me up when I make decisions. | [1] | [2] | [3] | [4] | [5] |
| 2:47 | 68. Often my suggestions for improving performance in this unit are implemented by my superiors or the cadre. | [1] | [2] | [3] | [4] | [5] |
| 2:48 | 69. The company commander demands that we take into account physical differences between the male and female trainees when we conduct training. | [1] | [2] | [3] | [4] | [5] |
| 2:49 | 70. The company commander acts quickly against members of the cadre who fraternize with trainees of the opposite sex. | [1] | [2] | [3] | [4] | [5] |
| 2:50 | 71. My input is asked before decisions that affect me are made. | [1] | [2] | [3] | [4] | [5] |
| 2:51 | 72. The company commander ensures that decisions are made at the level where the most accurate and most relevant information is to be found. | [1] | [2] | [3] | [4] | [5] |
| 2:52 | 73. Whenever the company commander has to "chew out" a subordinate, he does it in private. | [1] | [2] | [3] | [4] | [5] |
| 2:53 | 74. Whenever the company commander refers someone to a helping agency, he follows up by checking to see that the agency did some good. | [1] | [2] | [3] | [4] | [5] |
| 2:54 | 75. Our unit permits female trainees to graduate even when they have failed to perform to standards on performance tests. | [1] | [2] | [3] | [4] | [5] |
| 2:55 | 76. When my battalion commander has the freedom to do so, he makes decisions which affect the way I do my job. | [1] | [2] | [3] | [4] | [5] |
| 2:56 | 77. I have to work our long hours, the quality of my performance suffers. | [1] | [2] | [3] | [4] | [5] |

GO ON TO PART III

PART III

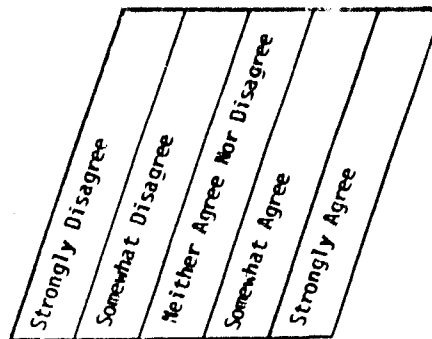
THIS SECTION DEALS WITH YOUR THOUGHTS ABOUT THE TRAINEES YOU WORK WITH AND HOW YOU DO YOUR JOB. WHEN RESPONDING, FOCUS ON THE TRAINING CYCLE SOON TO BE ENDING OR THE LAST COMPLETED CYCLE OF TRAINEES YOU WORKED WITH. FOR EACH STATEMENT, PLACE AN "X" IN THE BRACKET THAT BEST DESCRIBES HOW MUCH YOU AGREE OR DISAGREE WITH THE STATEMENT. MARK ONLY ONE ANSWER FOR EACH ITEM.
EXAMPLES: [1] [2] [3] [4] [5]

Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree
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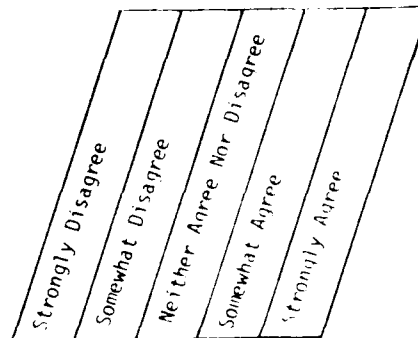
- 2:57 1. New trainees think too independently and need to be leaned on hard for a while. [1] [2] [3] [4] [5]
- 2:58 2. If a trainee is to learn to be a good soldier, he must experience a lot of physical and mental stress during basic training. [1] [2] [3] [4] [5]
- 2:59 3. You've got to swear at the trainees or scare them in order to control what they do. [1] [2] [3] [4] [5]
- 2:60 4. I wish the trainees were of the same quality they were in the days of the draft. [1] [2] [3] [4] [5]
- 2:61 5. I sometimes get the feeling that about the only kinds of people volunteering for the Army nowadays are those who have been rejected everywhere else. [1] [2] [3] [4] [5]
- 2:62 6. This would have been a much better unit, if some of the trainees had been "weeded out" earlier by use of the Trainee Discharge Program. [1] [2] [3] [4] [5]
- 2:63 7. I am satisfied that on graduation day, we turn out trainees who are fully prepared for either advanced training or for duty positions in field units. [1] [2] [3] [4] [5]

BELOW IS A LIST OF REASONS WHY A TRAINEE MIGHT JOIN THE ARMY. AFTER READING OVER THE LIST, PLACE THE NUMBER 1 IN THE SPACE NEXT TO THE STATEMENT THAT YOU THINK DESCRIBES WHY MOST OF THE TRAINEES IN THE ONGOING OR MOST RECENTLY COMPLETED TRAINING CYCLE JOINED THE ARMY. THEN, THINK OF WHAT MIGHT BE THE SECOND MOST IMPORTANT REASON FOR TRAINEES ENLISTING, AND PLACE THE NUMBER 2 IN THE SPACE NEXT TO THE STATEMENT. FROM THE LIST, CONTINUE TO SELECT AND RANK ANY OTHER ITEMS YOU CONSIDER TO BE IMPORTANT. YOU DO NOT HAVE TO RANK ALL OF THE ITEMS. JUST RANK THOSE THAT YOU THINK ARE IMPORTANT.

- 2:64-2:69 8. I think most of the trainees today join the Army:
 - _____ a. To serve their country
 - _____ b. To get training and job skills
 - _____ c. To travel
 - _____ d. To get interesting work
 - _____ e. To get away from family problems
 - _____ f. To get V.A. benefits
 - _____ g. To get education benefits
 - _____ h. To get a steady job
 - _____ i. To get away from home
 - _____ j. To get the bonus money
 - _____ k. To work in a particular location
 - _____ l. To get away from money problems
 - _____ m. To find out what to do with my life
 - _____ n. Other



		[1]	[2]	[3]	[4]	[5]
2:70	9. Why a trainee joins the Army makes a difference in how effectively I can train him.					
2:71	10. The most important thing a trainee should know is basic soldiering skills.					
2:72	11. I can get a lot more out of the trainees by threatening to punish them than I can by trying to counsel them.					
2:73	12. A lot of trainees can't be made to do what is necessary, unless the drill sergeant acts like he is going to get physical with them.					
2:74	13. I feel I am free to discipline trainees as much as I should be.					
2:75	14. Some of the things we are supposed to do to teach the trainees are just theories that can't be applied as effectively as old-fashioned fear.					
2:76	15. My trainees could do just as well with a lot less supervision from me.					
2:77	16. I personally think it's important to try to praise the trainees just so they don't think they're losers.					
3: 7	17. After about 3 weeks in the cycle, I don't have to "lean" on the trainees as much.					
3: 8	18. Within a few weeks, most of the trainees handle self-discipline really well.					
3: 9	19. Trainees can be motivated to do a better job through the use of push-ups and extra running.					
3:10	20. I send quite a number of trainees to some helping agency on post every cycle.					
3:11	21. In this unit, it is considered that counseling trainees is an extremely important part of training.					
3:12	22. For reinforcement training, I often have to teach subjects that I am not familiar with.					
3:13	23. I feel that I don't have enough power to control my trainees.					
3:14	24. I get along well with the other drill sergeants.					
3:15	25. The other drill sergeant(s) think(s) that I am too soft on the trainees.					
3:16	26. I am more likely to use punishment than the other drill sergeant(s).					
3:17	27. Having another drill sergeant(s) in the platoon relieves a lot of the stress.					
3:18	28. Our unit gets very good maintenance support (of barracks, equipment, vehicles, etc.) from this post.					
3:19	29. I holler and scream more than the other drill sergeant(s).					



	30. There is a place for female trainees in the kind of training we are supposed to be doing.	[1]	[2]	[3]	[4]	[5]
101	31. I would be upset if I had to train a female platoon.	[1]	[2]	[3]	[4]	[5]
102	32. I don't let female trainees get out of things just because they're female.	[1]	[2]	[3]	[4]	[5]
103	33. It's almost impossible to find time to send trainees with problems to one of the agencies on post that might help them.	[1]	[2]	[3]	[4]	[5]
104	34. Many times my job and my family pull me in opposite directions.	[1]	[2]	[3]	[4]	[5]
105	35. Our female trainees will eventually make as good soldiers as male trainees.	[1]	[2]	[3]	[4]	[5]
106	36. If I could, I'd get out from under the "hat" right now.	[1]	[2]	[3]	[4]	[5]
107	37. My family wants me to leave the Army because its demands interfere with my family life.	[1]	[2]	[3]	[4]	[5]
108	38. I have a lot more trouble understanding how to deal with trainees of the opposite sex than with trainees of my own sex.	[1]	[2]	[3]	[4]	[5]
109	39. I sometimes think I could break under all of the pressure that I'm getting.	[1]	[2]	[3]	[4]	[5]
110	40. I get a lot of understanding from my family when things are not going well on the job.	[1]	[2]	[3]	[4]	[5]
111	41. All in all, drill sergeants in this unit do a fine job.	[1]	[2]	[3]	[4]	[5]
112	42. The amount of work I have to do is reasonable.	[1]	[2]	[3]	[4]	[5]
113	43. My family is not interested in my work.	[1]	[2]	[3]	[4]	[5]
114	44. Lately I've been tense about my work.	[1]	[2]	[3]	[4]	[5]
115	45. I never have trouble keeping my private or family life from influencing how I handle my trainees.	[1]	[2]	[3]	[4]	[5]
116	46. After a day's work, I frequently go home with a headache.	[1]	[2]	[3]	[4]	[5]
117	47. I hardly ever worry about my job.	[1]	[2]	[3]	[4]	[5]
118	48. When I first wake up in the morning and think of going to work, I get a stomach ache.	[1]	[2]	[3]	[4]	[5]
119	49. All in all, I'm satisfied with my job.	[1]	[2]	[3]	[4]	[5]

GO ON TO PART IV

PART IV

PLEASE RATE THE FOLLOWING STATEMENTS, AS YOU FEEL THEY APPLY TO YOUR FIRST SERGEANT. ON ITEMS 1 THROUGH 5, INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE STATEMENT AS ONE THAT DESCRIBES YOUR FIRST SERGEANT REASONABLY WELL. FOR EACH ITEM, PLACE AN "X" IN THE BRACKET THAT BEST DESCRIBES YOUR RESPONSE. MARK ONLY ONE ANSWER FOR EACH ITEM. (EXAMPLE: [1] [X] [3] [4] [5])

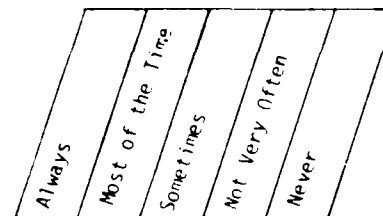
Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree
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- 1:40 1. Our first sergeant made it clear from the beginning how well we were required to perform each task--what his standards were. [1] [2] [3] [4] [5]
- 2:40 2. My first sergeant knows enough about my job to identify when I perform poorly. [1] [2] [3] [4] [5]
- 3:40 3. The first sergeant acts as if he doesn't trust my judgment. [1] [2] [3] [4] [5]
- 4:40 4. When I first arrived in my present assignment, my first sergeant made sure that I received training and other assistance in performing tasks which I was not already familiar with. [1] [2] [3] [4] [5]
- 5:40 5. The first sergeant's punishments seem to be fair. [1] [2] [3] [4] [5]

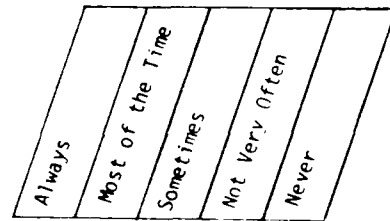
ON THE FOLLOWING ITEMS, PLEASE RATE HOW FREQUENTLY YOUR FIRST SERGEANT'S BEHAVIOR AGREES WITH THE BEHAVIOR DESCRIBED IN EACH STATEMENT. FOR EACH ITEM, PLACE AN "X" IN THE BRACKET THAT BEST DESCRIBES YOUR RESPONSE. MARK ONLY ONE ANSWER FOR EACH ITEM. (EXAMPLE: [1] [2] [3] [X] [5])

Always	Most of the Time	Sometimes	Not Very Often	Never
--------	------------------	-----------	----------------	-------

- 6:45 6. Our first sergeant keeps us informed about what tasks he expects us to perform. [1] [2] [3] [4] [5]
- 7:45 7. When we receive a new requirement or mission, the first sergeant makes sure we understand the reason for it. [1] [2] [3] [4] [5]
- 8:45 8. When a subordinate is performing well, the first sergeant comes down and tries to do the subordinate's job. [1] [2] [3] [4] [5]
- 9:45 9. The first sergeant gives orders that do not violate local policies, GOF, regulations, or the law. [1] [2] [3] [4] [5]



- | | | [1] | [2] | [3] | [4] | [5] |
|------|--|-----|-----|-----|-----|-----|
| 3:49 | 10. The first sergeant makes sure that what he tells us to do is necessary to accomplish our training mission. | [1] | [2] | [3] | [4] | [5] |
| 3:50 | 11. When the first sergeant establishes standards, they are reasonable--just about everyone thinks they can meet all the standards, if they work at it. | [1] | [2] | [3] | [4] | [5] |
| 3:51 | 12. Our first sergeant demands that we take into account physical differences between male and female trainees when we conduct training. | [1] | [2] | [3] | [4] | [5] |
| 3:52 | 13. When someone in the unit wants to talk to him, the first sergeant makes himself available. | [1] | [2] | [3] | [4] | [5] |
| 3:53 | 14. When something critical must be done by a member of this unit, the first sergeant checks to make sure it is done properly. | [1] | [2] | [3] | [4] | [5] |
| 3:54 | 15. When the first sergeant is told about a touchy or embarrassing problem, he tries to side-step the issue instead of facing it head-on. | [1] | [2] | [3] | [4] | [5] |
| 3:55 | 16. The first sergeant lets a person being counseled do most of the talking. | [1] | [2] | [3] | [4] | [5] |
| 3:56 | 17. When the first sergeant determines that a subordinate has a serious problem, he refers the subordinate to a helping agency (social worker, Red Cross, chaplain, etc.). | [1] | [2] | [3] | [4] | [5] |
| 3:57 | 18. Whenever the first sergeant refers a subordinate to a helping agency, he follows up by checking to see that the agency did some good. | [1] | [2] | [3] | [4] | [5] |
| 3:58 | 19. During counseling sessions, the first sergeant orders, threatens, criticizes, or preaches. | [1] | [2] | [3] | [4] | [5] |
| 3:59 | 20. The first sergeant evaluates his subordinates based on their performance--not on their personalities or other factors. | [1] | [2] | [3] | [4] | [5] |
| 3:59 | 21. When a subordinate does something wrong or performs a task poorly, the first sergeant personally lets him know about it. | [1] | [2] | [3] | [4] | [5] |
| 3:59 | 22. When a subordinate performs a task well, the first sergeant lets him know about it. | [1] | [2] | [3] | [4] | [5] |
| 3:59 | 23. The first sergeant is courteous when dealing with his subordinates. | [1] | [2] | [3] | [4] | [5] |
| 3:59 | 24. The first sergeant does not punish a subordinate or recommend him for punishment for poor performance, unless there is reason to believe that the subordinate is no longer trying to perform well. | [1] | [2] | [3] | [4] | [5] |
| 3:59 | 25. When the first sergeant promises a subordinate a reward (like a pass, letter of commendation, etc.), he follows through. | [1] | [2] | [3] | [4] | [5] |
| 3:59 | 26. When the first sergeant rewards me for good performance, he gives me a reward that means something to me. | [1] | [2] | [3] | [4] | [5] |
| 3:59 | 27. When the first sergeant warns a subordinate about something, he follows through with punishment, if the subordinate's performance does not improve. | [1] | [2] | [3] | [4] | [5] |
| 3:59 | 28. Before the first sergeant punishes someone or recommends punishment, he makes sure that he knows the facts--the whole story. | [1] | [2] | [3] | [4] | [5] |



- 3:68 29. Whenever the first sergeant has to "chew out" a subordinate, he does it in private. [1] [2] [3] [4] [5]
- 3:69 30. The first sergeant acts quickly against members of the cadre who fraternize with trainees of the opposite sex. [1] [2] [3] [4] [5]
- 3:70 31. When a subordinate asks the first sergeant for help solving a problem, he helps out. [1] [2] [3] [4] [5]
- 3:71 32. The first sergeant meets or exceeds all Army standards for personal appearance. [1] [2] [3] [4] [5]
- 3:72-3:73 33. How long have you worked with your current first sergeant? _____ months

FOR QUESTIONS 34 THROUGH 42, PLEASE CIRCLE THE APPROPRIATE ANSWER.

- 3:74 34. During training on site, I normally see my Company Commander:
- Never
 - Once a month or less
 - Once a week to once a month
 - Two or three times a week
 - Every day at least once
- 3:75 35. During training on site, I normally see by Battalion Commander:
- Never
 - Once a month or less
 - Once a week to once a month
 - Two or three times a week
 - Every day at least once
- 4: 7 36. During training on site, I normally see my First Sergeant:
- Never
 - Once a month or less
 - Once a week to once a month
 - Two or three times a week
 - Every day at least once

FOR THE ITEMS BELOW, PLEASE SELECT THE INDIVIDUAL WHOM YOU FEEL THE STATEMENT BEST DESCRIBES. CIRCLE THE APPROPRIATE LETTER TO INDICATE WHICH CHOICE BEST FITS INTO THE BLANK TO MAKE THE STATEMENT TRUE.

37. When I need additional knowledge or specific information to get my job done, the _____ is usually my most valuable source within the company.
- Company Commander
 - Training Officer
 - First Sergeant
 - Senior Drill Sergeant
 - Other _____

- 4:9 38. The _____ really has the scoop on what is going on in this unit.
- a. Company Commander d. Senior Drill Sergeant
b. Training Officer e. Other _____
c. First Sergeant
- 4:10 39. When a drill sergeant in this unit is not doing his job well, the _____
_____ is the one who usually sees to it that he shapes up.
- a. Company Commander d. Senior Drill Sergeant
b. Training Officer e. Other _____
c. First Sergeant
- 4:11 40. The _____ seems to have the right connections for finding things
out or getting things done in this unit.
- a. Company Commander d. Senior Drill Sergeant
b. Training Officer e. Other _____
c. First Sergeant
- 4:12 41. Of all the people in this unit, I admire most the _____
for the way he conducts himself and does his job.
- a. Company Commander d. Senior Drill Sergeant
b. Training Officer e. Other _____
c. First Sergeant
- 4:13 42. When a drill sergeant performs exceptionally well or when things in the
unit are done right, the _____ is the one who sees that
the person responsible is recognized or rewarded.
- a. Company Commander d. Senior Drill Sergeant
b. Training Officer e. Other _____
c. First Sergeant
- 4:14 43. When you get right down to it, the _____ really runs this
company.
- a. Company Commander d. Senior Drill Sergeant
b. Training Officer e. Other _____
c. First Sergeant

GO ON TO PART V

PART V

4:15-4:20

1. What do you think are the three most critical training needs of trainees that are not being met by the Army today? List up to three areas in which you think new training or more training is needed.

4:21-4:26

2. Are there any areas in which you wish you had received training or more training before becoming a drill sergeant? If so, please list the two or three most important areas.

4:27-4:32

3. Is there anything we haven't mentioned that you would like to say or comment upon? Please use the space below and the back of the page, if necessary.

THAT'S ALL. THANK YOU VERY MUCH FOR YOUR TIME!

FIRST SERGEANT QUESTIONNAIRE

PT 5378c

DATA REQUIRED BY THE PRIVACY ACT OF 1974

(5 U.S.C. 552a)

TITLE OF FORM

PT 5378c, First Sergeant Questionnaire

PRESCRIBING DIRECTIVE

AR 70-1

1 AUTHORITY

10 USC Sec 4503

2. PRINCIPAL PURPOSE(S)

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

3 ROUTINE USES

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

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

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

FORM

Privacy Act Statement - 26 Sep 75

DA Form 4368-R, 1 May 75

FIRST SERGEANT QUESTIONNAIRE

This questionnaire is part of a research effort being conducted by the Army Research Institute for Behavioral and Social Sciences. We are interested in the effects of a new entry level training program given to some Army personnel. The questionnaire contains a number of questions about how you feel about your job, the training you have received, and the people with whom you work. In particular, we are looking at a new drill sergeant and cadre training course, so some of the sections ask you to share with us your perceptions of how some of the people you work with go about doing their job.

Your answers will be very helpful to our research. To help insure your privacy, we prefer not to have your name on the questionnaire. However, we would like you to write the last four numbers of your Social Security number in the space provided on the next page. That will allow us to match the information you give us with information that may be obtained later on in our study. It will not be used to identify your answers; no one but research staff will see these questionnaires.

The information you provide will be helpful in assessing the effectiveness of training that you and others within your company may have received. Please answer all of the questions on the following form as frankly as you can. This is NOT a test--there are no right or wrong answers. Your answers will be completely CONFIDENTIAL. Your answers will be processed by civilian researchers, and will be summarized in statistical form. A report showing only average responses to the questions will be prepared, and no single individual will be identifiable in these reports.

Thank you very much for your time and cooperation.

1: 8-1:11

Last four digits of your Social Security number _____

1:12-1:17

Today's date _____
Day Month Year

PART I

BELOW ARE A NUMBER OF GENERAL QUESTIONS ABOUT YOUR BACKGROUND. PLEASE CIRCLE THE APPROPRIATE LETTER FOR EACH QUESTION. (EXAMPLE: a b d e) THIS INFORMATION WILL BE USED ONLY TO ALLOW COMPARISONS AMONG DIFFERENT GROUPS OF PEOPLE IN THE ARMY.

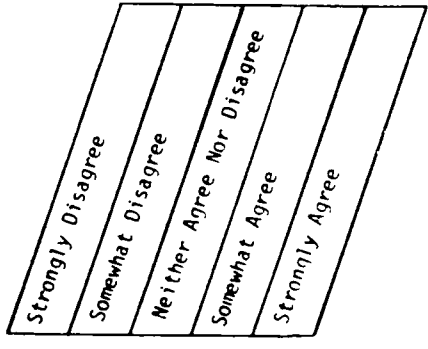
- 1:18 1. Name of Installation:
- | | | |
|---------------------|----------------|------------------|
| a. Ft. Leonard Wood | d. Ft. Benning | g. Ft. McClellan |
| b. Ft. Dix | e. Ft. Sill | h. Ft. Bliss |
| c. Ft. Jackson | f. Ft. Knox | i. Ft. Gordon |
- 1:19-1:20 2. What Brigade are you assigned to? _____
- 1:21-1:22 3. What Battalion are you assigned to? _____
- 1:23-1:24 4. What Company are you assigned to? _____
- 1:25 5. Sex: a. Male b. Female
- 1:26-1:27 6. Age: _____ years
- 1:28 7. Race or ethnic background: a. White c. Hispanic
b. Black d. Other _____
- 1:29 8. Education: a. Less than high school
b. Some high school, without diploma or GED
c. High school diploma or equivalent (GED)
d. Some college; less than four years
e. College graduate (Bachelor's degree)
f. Graduate work beyond college degree
- 1:30 9. Your marital status: a. Single, never married
b. Married
c. Separated or divorced
d. Widowed
- 1:31 10. Grade: a. E-7
b. E-8
c. Other _____
- 1:32 11. Time in grade: a. Less than one year e. 7 to 8 years
b. 1 to 2 years f. 9 to 10 years
c. 3 to 4 years g. 11 years or more
d. 5 to 6 years
- 1:33 12. Is your branch: a. Combat arm
b. Combat support
c. Combat service support
- 1:34 13. Have you ever been a Drill Sergeant? a. Yes b. No

1:35

- 14. What training did you receive from the IET cadre training center?
 - a. I attended a full three-week IET cadre training course.
 - b. I attended the short training program for incumbents conducted by the IET training center.
 - c. I was briefed by someone in my unit who had attended training at the IET training center.
 - d. I did not attend any courses at the IET cadre training center or receive any briefings.

PART II

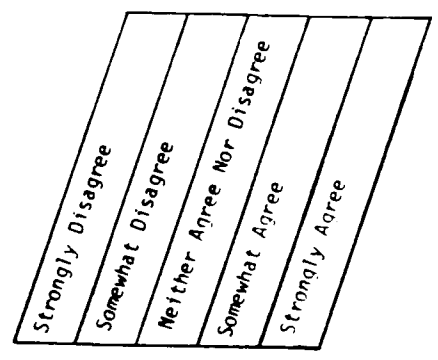
THIS SECTION CONTAINS STATEMENTS ABOUT YOUR UNIT, THE TRAINEES YOU WORK WITH, AND THE DRILL SERGEANTS IN THE COMPANY. FOR EACH STATEMENT, PLACE AN "X" IN THE BRACKET THAT BEST DESCRIBES HOW MUCH YOU AGREE OR DISAGREE WITH THE STATEMENT. MARK ONLY ONE ANSWER FOR EACH ITEM. (FOR EXAMPLE: [1] [X] [3] [4] [5])



1:36
1:37
1:38
1:39
1:40
1:41
1:42
1:43

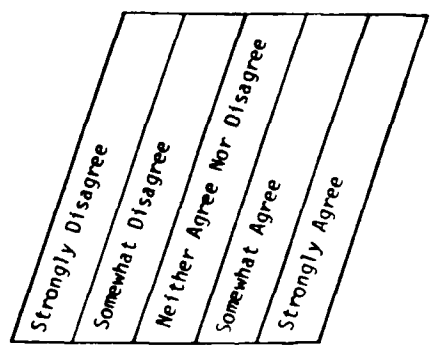
- 1. If a trainee is to learn to be a good soldier, he* must experience a lot of physical and mental stress during basic training. [1] [2] [3] [4] [5]
- 2. All in all, officers in this unit do a fine job. [1] [2] [3] [4] [5]
- 3. I wish the trainees were of the same quality they were in the days of the draft. [1] [2] [3] [4] [5]
- 4. I sometimes get the feeling that about the only kinds of people volunteering for the Army nowadays are those who have been rejected everywhere else. [1] [2] [3] [4] [5]
- 5. Female trainees will eventually make as good soldiers as male trainees. [1] [2] [3] [4] [5]
- 6. It's necessary to lean hard on new trainees until they begin to think less independently. [1] [2] [3] [4] [5]
- 7. In order to produce a good soldier, a drill sergeant must often violate existing policies. [1] [2] [3] [4] [5]
- 8. Drill Sergeants have to swear at the trainees or scare them in order to control what they do. [1] [2] [3] [4] [5]

*For smoother reading of the questionnaire, we have used the masculine gender in some of the statements when referring to a trainee or a particular individual. Whenever he, his, him, or himself occurs in a general sense, it refers equally to the feminine she, hers, her, or herself.



1:44	9. I am satisfied that on graduation day, we turn out trainees who are fully prepared for either advanced training or for duty positions in field units.	[1]	[2]	[3]	[4]	[5]
1:45	10. Quite a number of trainees are sent to some helping agency (social worker, Red Cross, chaplain, etc.) on post every cycle.	[1]	[2]	[3]	[4]	[5]
1:46	11. This unit sometimes bends the rules to let trainees graduate who actually did <u>not</u> meet the prescribed standards on performance tests.	[1]	[2]	[3]	[4]	[5]
1:47	12. Drill sergeants can get a lot more out of the trainees by threatening to punish* them than by trying to counsel them.	[1]	[2]	[3]	[4]	[5]
1:48	13. A lot of trainees can't be made to do what is necessary, unless the drill sergeant acts like he is going to get physical with them.	[1]	[2]	[3]	[4]	[5]
1:49	14. Drill sergeants are given enough time during the cycle to teach the trainees how to "soldier."	[1]	[2]	[3]	[4]	[5]
1:50	15. Trainees could do just as well with a lot less supervision than they now get.	[1]	[2]	[3]	[4]	[5]
1:51	16. I personally think it's important to try to praise the trainees just so they don't think they're losers.	[1]	[2]	[3]	[4]	[5]
1:52	17. The most important duties a first sergeant has are administrative.	[1]	[2]	[3]	[4]	[5]
1:53	18. Suggestions made by drill sergeants for improving performance in their unit are often implemented by their superiors or by the cadre.	[1]	[2]	[3]	[4]	[5]
1:54	19. Drill sergeants get good support from all of the cadre in their unit.	[1]	[2]	[3]	[4]	[5]
1:55	20. Drill sergeants get good support from the leadership at the battalion level.	[1]	[2]	[3]	[4]	[5]
1:56	21. Trainees in this unit are often abused by the drill sergeants.	[1]	[2]	[3]	[4]	[5]
1:57	22. Trainees in this unit are often abused by cadre (who are not drill sergeants).	[1]	[2]	[3]	[4]	[5]
1:58	23. Within a few weeks, most of the trainees handle self-discipline really well.	[1]	[2]	[3]	[4]	[5]
1:59	24. Trainees can be motivated to do a better job through the use of push-ups and extra running.	[1]	[2]	[3]	[4]	[5]

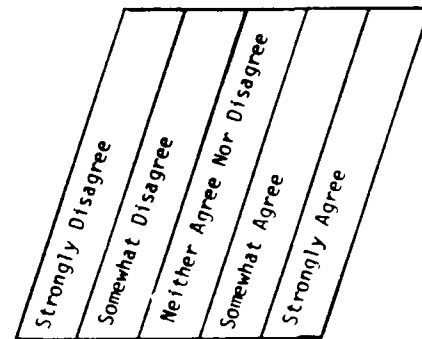
*"Punishment should be interpreted in its broadest sense--to include criticism, and "chewing out."



- 1:60 25. In this unit, counseling trainees is considered to be an extremely important part of training. [1] [2] [3] [4] [5]
- 1:61 26. Drill sergeants seem to have more trouble understanding how to deal with trainees of the opposite sex than with trainees of their own sex. [1] [2] [3] [4] [5]
- 1:62 27. Stereotypes about how badly the drill sergeants treat the trainees are often true. [1] [2] [3] [4] [5]
- 1:63 28. Drill sergeants are seen as important in a very positive sense in this unit. [1] [2] [3] [4] [5]

BELOW IS A LIST OF REASONS WHY A TRAINEE MIGHT JOIN THE ARMY. AFTER READING OVER THE LIST, PLACE THE NUMBER 1 IN THE SPACE NEXT TO THE STATEMENT THAT YOU THINK DESCRIBES WHY MOST OF THE TRAINEES IN THE ONGOING OR MOST RECENTLY COMPLETED TRAINING CYCLE JOINED THE ARMY. THEN, THINK OF WHAT MIGHT BE THE SECOND MOST IMPORTANT REASON FOR TRAINEES ENLISTING, AND PLACE THE NUMBER 2 IN THE SPACE NEXT TO THE STATEMENT. FROM THE LIST, CONTINUE TO SELECT AND RANK ANY OTHER ITEMS YOU CONSIDER TO BE IMPORTANT. YOU DO NOT HAVE TO RANK ALL OF THE ITEMS, JUST RANK THOSE YOU THINK ARE IMPORTANT.

- 1:64-1:69 29. I think most of the trainees today join the Army:
 - _____ a. To serve their country.
 - _____ b. To get training and job skills
 - _____ c. To travel
 - _____ d. To get interesting work
 - _____ e. To get away from family problems
 - _____ f. To get V.A. benefits
 - _____ g. To get education benefits
 - _____ h. To get a steady job
 - _____ i. To get away from home
 - _____ j. To get the bonus money
 - _____ k. To work in a particular location
 - _____ l. To get away from money problems
 - _____ m. To find out what to do with my life
 - _____ n. Other _____



- | | | [1] | [2] | [3] | [4] | [5] |
|----|---|-----|-----|-----|-----|-----|
| 30 | Why a trainee joins the Army makes a difference in how effectively the drill sergeants can train them. | | | | | |
| 31 | The only effective way for a drill sergeant to learn to deal with trainees is for the drill sergeant to get right down and do it and learn from his mistakes. | | | | | |
| 32 | Drill sergeants who volunteer to be drill sergeants make better trainers than those who do not volunteer. | | | | | |
| 33 | All in all, the drill sergeants in this unit do a fine job. | | | | | |
| 34 | The drill sergeants don't let female trainees get out of things just because they're female. | | | | | |
| 35 | The newer drill sergeants become better drill sergeants than the "old hands." | | | | | |
| 36 | A drill sergeant can't learn how to motivate today's trainees from books or by sitting in some classroom for several days or weeks. | | | | | |
| 37 | This unit encourages drill sergeants to try out the newer ideas that they bring with them out of drill sergeant school. | | | | | |
| 38 | In my job, I often perform the same duties as a drill sergeant. | | | | | |
| 39 | It is important for a first sergeant to be involved in the evaluation of training. | | | | | |
| 40 | The company commander's punishments seem to be fair. | | | | | |

GO ON TO THE NEXT PAGE

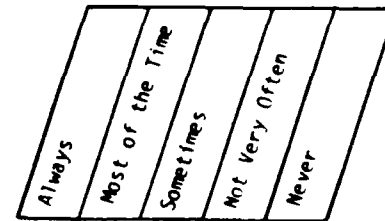
IN THE FOLLOWING STATEMENTS, WE ARE NOW ASKING YOU TO RATE HOW FREQUENTLY YOUR COMPANY COMMANDER ACTED IN A MANNER DESCRIBED IN EACH ITEM. ONCE AGAIN, THIS IS NOT AN EVALUATION OF YOU OR YOUR COMPANY COMMANDER. ALL OF THE INFORMATION YOU GIVE US WILL REMAIN CONFIDENTIAL. FOR EACH ITEM, PLACE AN "X" IN THE BRACKET THAT BEST DESCRIBES YOUR RESPONSE. MARK ONLY ONE ANSWER FOR EACH ITEM. (EXAMPLE: [1] [2] [3] [4] [5])

Always	Most of the Time	Sometimes	Not Very Often	Never
--------	------------------	-----------	----------------	-------

- | | | | | | | |
|------|---|-----|-----|-----|-----|-----|
| 2:10 | 41. When we receive a new requirement or mission, the company commander makes sure we understand the reason for it. | [1] | [2] | [3] | [4] | [5] |
| 2:11 | 42. The company commander comes down and tries to do the subordinate's job, even when he is performing well. | [1] | [2] | [3] | [4] | [5] |
| 2:12 | 43. The company commander gives orders that do not violate local policies, SOP, regulations, or the UCMJ. | [1] | [2] | [3] | [4] | [5] |
| 2:13 | 44. The company commander makes sure that what we do in this unit is necessary to accomplish our training mission. | [1] | [2] | [3] | [4] | [5] |
| 2:14 | 45. When there is a serious problem in the unit, our company commander involves his cadre in finding the solution by holding a group problem-solving session. | [1] | [2] | [3] | [4] | [5] |
| 2:15 | 46. When there is a question about responsibilities on various unit tasks, the company commander holds a meeting to lay out individual responsibilities. | [1] | [2] | [3] | [4] | [5] |
| 2:16 | 47. The company commander quickly detects differences among his people which need to be settled. | [1] | [2] | [3] | [4] | [5] |
| 2:17 | 48. Even when he disagrees, the company commander keeps an open mind and listens to what others have to say. | [1] | [2] | [3] | [4] | [5] |
| 2:18 | 49. My company commander encourages me when I want to try something new. | [1] | [2] | [3] | [4] | [5] |
| 2:19 | 50. When something critical must be done by a member of this unit, the company commander checks to make sure it is done properly. | [1] | [2] | [3] | [4] | [5] |
| 2:20 | 51. The company commander evaluates his subordinates based on their performance--not on their personalities or other factors. | [1] | [2] | [3] | [4] | [5] |
| 2:21 | 52. When a subordinate does something wrong or performs a task poorly, the company commander personally lets him know about it. | [1] | [2] | [3] | [4] | [5] |
| 2:22 | 53. When a subordinate performs a task well, the company commander lets him know about it. | [1] | [2] | [3] | [4] | [5] |
| 2:23 | 54. Because of the company commander's attitude, I fail to let him know when things aren't going the way he expects them to. | [1] | [2] | [3] | [4] | [5] |
| 2:24 | 55. When the company commander promises a reward (like a pass, letter of commendation, etc.), he follow through. | [1] | [2] | [3] | [4] | [5] |

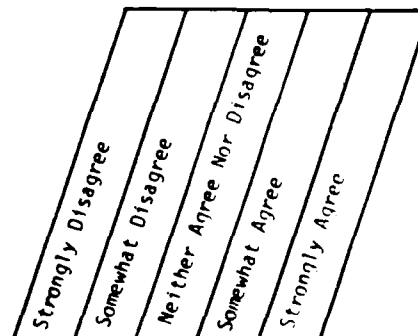
Always	Most of the Time	Sometimes	Not Very Often	Never
--------	------------------	-----------	----------------	-------

- | | | | | | | |
|------|--|-----|-----|-----|-----|-----|
| 2:25 | 56. When the company commander warns a subordinate about something, he follows through with punishment, if the subordinate's performances does not improve. | [1] | [2] | [3] | [4] | [5] |
| 2:26 | 57. Before the company commander punishes someone, he makes sure that he knows all the facts--the whole story. | [1] | [2] | [3] | [4] | [5] |
| 2:27 | 58. Our unit permits male trainees to graduate even when they have failed to perform to standards on performance tests. | [1] | [2] | [3] | [4] | [5] |
| 2:28 | 59. The company commander is courteous when dealing with his subordinates. | [1] | [2] | [3] | [4] | [5] |
| 2:29 | 60. When someone in the unit wants to talk to him, the company commander manages to make himself available. | [1] | [2] | [3] | [4] | [5] |
| 2:30 | 61. During counseling sessions, the company commander lets the person being counseled do most of the talking. | [1] | [2] | [3] | [4] | [5] |
| 2:31 | 62. When the company commander is told about a touchy or embarrassing problem, he tries to sidestep the issue instead of facing it head-on. | [1] | [2] | [3] | [4] | [5] |
| 2:32 | 63. When the company commander determines that a subordinate has a serious problem, he refers the subordinate to a helping agency (social worker, Red Cross, chaplain, etc.). | [1] | [2] | [3] | [4] | [5] |
| 2:33 | 64. The company commander meets or exceeds all Army standards for personal appearance. | [1] | [2] | [3] | [4] | [5] |
| 2:34 | 65. When members of the cadre in this unit receive EERs, there are no surprises--performance is described in the same manner in which it had already been described during previous conversations. | [1] | [2] | [3] | [4] | [5] |
| 2:35 | 66. During counseling sessions, the company commander orders, threatens, criticizes, or preaches. | [1] | [2] | [3] | [4] | [5] |
| 2:36 | 67. When a subordinate asks the company commander for help solving a problem, he helps out. | [1] | [2] | [3] | [4] | [5] |
| 2:37 | 68. The company commander does not punish a subordinate for poor performance, unless there is reason to believe that the subordinate is no longer trying to perform well. | [1] | [2] | [3] | [4] | [5] |
| 2:38 | 69. When I perform well, my company commander recognizes it with praise or a reward that means something to me. | [1] | [2] | [3] | [4] | [5] |
| 2:39 | 70. The company commander doesn't let me do the things I was trained to do. | [1] | [2] | [3] | [4] | [5] |
| 2:40 | 71. The company commander sees that I get guidance which allows me to do my tasks and take care of my responsibilities properly. | [1] | [2] | [3] | [4] | [5] |
| 2:41 | 72. The drill sergeants have to work such long hours, the quality of their performance suffers. | [1] | [2] | [3] | [4] | [5] |
| 2:42 | 73. Often my suggestions for improving performance in this unit are implemented by my superiors or the cadre. | [1] | [2] | [3] | [4] | [5] |

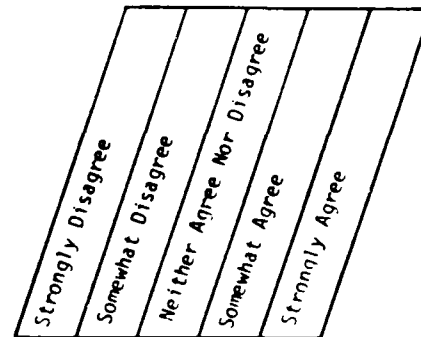


- 2:43 74. The company commander demands that we take into account physical differences between the male and female trainees when we conduct training. [1] [2] [3] [4] [5]
- 2:44 75. The company commander acts quickly against members of the cadre who fraternize with trainees of the opposite sex. [1] [2] [3] [4] [5]
- 2:45 76. My input is asked before decisions that affect me are made. [1] [2] [3] [4] [5]
- 2:46 77. The company commander ensures that decisions are made at the level where the most accurate and most relevant information is to be found. [1] [2] [3] [4] [5]
- 2:47 78. Whenever the company commander has to "chew out" a subordinate, he does it in private. [1] [2] [3] [4] [5]
- 2:48 79. Whenever the company commander refers someone to a helping agency, he follows up by checking to see that the agency did some good. [1] [2] [3] [4] [5]
- 2:49 80. Our unit permits female trainees to graduate even when they have failed to perform to standards on performance tests. [1] [2] [3] [4] [5]
- 2:50 81. When my battalion commander has the freedom to do so, he makes decisions which affect the way I do my job. [1] [2] [3] [4] [5]
- 2:51 82. The battalion commander pays attention to my needs as a first sergeant. [1] [2] [3] [4] [5]
- 2:52 83. There is enough time in the training cycle to allow trainees to practice new skills until they have mastered them. [1] [2] [3] [4] [5]

FOR EACH OF THE FOLLOWING STATEMENTS, PLACE AN "X" IN THE BRACKET THAT BEST DESCRIBES HOW MUCH YOU AGREE OR DISAGREE WITH THE STATEMENT. MARK ONLY ONE ANSWER FOR EACH ITEM. (EXAMPLE: [1] [2] [3] [4] [5])



- 2:53 84. The company commander knows enough about my job to identify when I perform poorly. [1] [2] [3] [4] [5]
- 2:54 85. The company commander acts as if he doesn't trust my judgement. [1] [2] [3] [4] [5]
- 2:55 86. The company commander clearly defines the goals and priorities of this unit. [1] [2] [3] [4] [5]

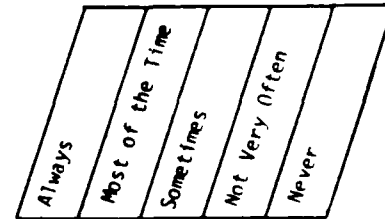


- 2:56 87. When I first arrived in my present assignment, the company commander made sure that I received training and other assistance in performing tasks which I was not already familiar with. [1] [2] [3] [4] [5]
- 2:57 88. I believe the company commander when he says it is OK and safe to pass information up to him, whether the information is good or bad. [1] [2] [3] [4] [5]
- 2:58 89. When the company commander establishes standards, they are reasonable--just about everyone thinks they can meet all the standards, if they work at it. [1] [2] [3] [4] [5]
- 2:59 90. The company commander made it clear from the beginning how well we were required to perform each task--what his standards were. [1] [2] [3] [4] [5]
- 2:60-2:61 91. How long have you worked with your current company commander? _____ months

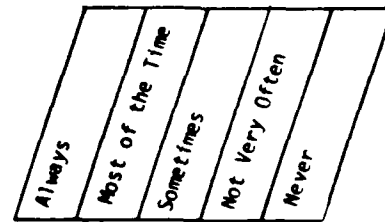
GO ON TO PART III

PART III

IN THIS SECTION, WE WOULD LIKE YOU TO RATE THE FREQUENCY THAT YOUR BATTALION COMMAND SERGEANT MAJOR'S BEHAVIOR IS LIKE THAT DESCRIBED IN EACH STATEMENT. PLACE AN "X" IN THE BRACKET THAT BEST DESCRIBES YOUR RESPONSE. MARK ONLY ONE ANSWER FOR EACH ITEM. (EXAMPLE: [1] [2] [3] [X] [5])

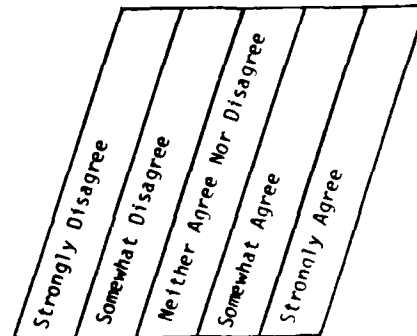


- | | | | | | | |
|------|--|-----|-----|-----|-----|-----|
| 2:62 | 1. When we receive a new requirement or mission, the Command Sergeant Major makes sure we understand the reason for it. | [1] | [2] | [3] | [4] | [5] |
| 2:63 | 2. The Command Sergeant Major comes down and tries to do my job for me, even when I am performing well. | [1] | [2] | [3] | [4] | [5] |
| 2:64 | 3. When something critical must be done by a member of this unit, the Command Sergeant Major checks to make sure it is done properly. | [1] | [2] | [3] | [4] | [5] |
| 2:65 | 4. When an NCO does something wrong or performs a task poorly, the Command Sergeant Major personally lets him know about it. | [1] | [2] | [3] | [4] | [5] |
| 2:66 | 5. When an NCO performs a task well, the Command Sergeant Major lets him know about it. | [1] | [2] | [3] | [4] | [5] |
| 2:67 | 6. The Command Sergeant Major is courteous when dealing with his NCOs and privates in my unit. | [1] | [2] | [3] | [4] | [5] |
| 2:68 | 7. When someone in the unit wants to talk to the Command Sergeant Major, he makes himself available. | [1] | [2] | [3] | [4] | [5] |
| 2:69 | 8. The Command Sergeant Major lets a person being counseled do most of the talking. | [1] | [2] | [3] | [4] | [5] |
| 2:70 | 9. When the Command Sergeant Major determines that an NCO has a serious problem, he refers him to a helping agency (social worker, Red Cross, chaplain, etc.). | [1] | [2] | [3] | [4] | [5] |
| 2:71 | 10. My Command Sergeant Major performs tasks that are absolutely essential to the training session. | [1] | [2] | [3] | [4] | [5] |
| 2:72 | 11. When the Command Sergeant Major is told about a touchy or embarrassing problem, he tries to side-step the issue instead of facing it head-on. | [1] | [2] | [3] | [4] | [5] |
| 2:73 | 12. Whenever the Command Sergeant Major refers an NCO to a helping agency, he follows up by checking to see that the agency did some good. | [1] | [2] | [3] | [4] | [5] |
| 2:74 | 13. When an NCO asks the Command Sergeant Major for help with a problem, he helps out. | [1] | [2] | [3] | [4] | [5] |
| 2:75 | 14. During counseling sessions, the Command Sergeant Major orders, threatens, criticizes, or preaches. | [1] | [2] | [3] | [4] | [5] |
| 2:76 | 15. The Command Sergeant Major meets or exceeds all Army standards for personal appearance. | [1] | [2] | [3] | [4] | [5] |
| 2:77 | 16. My Command Sergeant Major keeps me informed about what tasks he expects me to perform. | [1] | [2] | [3] | [4] | [5] |



- 3: 7 17. When we are not too sure how the Command Sergeant Major wants a task performed, he spends time explaining and showing us how he wants it done. [1] [2] [3] [4] [5]
- 3: 8 18. My Command Sergeant Major demands as much from his female NCOs as he does from his male NCOs. [1] [2] [3] [4] [5]
- 3: 9 19. Whenever the Command Sergeant Major has to "chew out" an NCO, he does it in private. [1] [2] [3] [4] [5]

FOR EACH OF THE FOLLOWING STATEMENTS, PLACE AN "X" IN THE BRACKET THAT BEST DESCRIBES HOW MUCH YOU AGREE OR DISAGREE WITH THE STATEMENT. MARK ONLY ONE ANSWER FOR EACH ITEM. (EXAMPLE: [1] [2] [X] [4] [5])



- 3:10 20. When I first arrived in my present assignment, the Command Sergeant Major made sure that I received training and other assistance in performing tasks which I was not already familiar with. [1] [2] [3] [4] [5]
- 3:11 21. When the Command Sergeant Major establishes standards, they are reasonable--just about everyone thinks they can meet all the standards if they work at it. [1] [2] [3] [4] [5]
- 3:12 22. The Command Sergeant Major acts as if he doesn't trust my judgement. [1] [2] [3] [4] [5]
- 3:13 23. The Command Sergeant Major made it clear from the beginning how well I was required to perform each task--what his standards were. [1] [2] [3] [4] [5]
- 3:14 24. The Command Sergeant Major knows enough about my job to identify when I perform poorly. [1] [2] [3] [4] [5]
- 3:15-3:16 25. How long have you worked with your current Battalion Command Sergeant Major?
_____ months

FOR QUESTIONS 26 TO 35, PLEASE CIRCLE THE APPROPRIATE ANSWER.

- 3:17 26. While working at the company, I normally see my Company Commander:
- Never
 - Once a month or less
 - Once a week to once a month
 - Two or three times a week
 - Every day at least once
- 3:18 27. While working at the company, I normally see my Battalion Commander:
- Never
 - Once a month or less
 - Once a week to once a month
 - Two or three times a week
 - Every day at least once
- 3:19 28. While working at the company, I normally see my Command Sergeant Major:
- Never
 - Once a month or less
 - Once a week to once a month
 - Two or three times a week
 - Every day at least once

FOR THE ITEMS BELOW, PLEASE SELECT THE INDIVIDUAL WHOM YOU FEEL THE STATEMENT BEST DESCRIBES. CIRCLE THE APPROPRIATE LETTER TO INDICATE WHICH CIRCLE BEST FITS INTO THE BLANK TO MAKE THE STATEMENT TRUE.

- 3:20 29. When a drill sergeant needs additional knowledge or specific information to get his job done, the _____ is usually his most valuable source within the company.
- | | |
|----------------------|--------------------------|
| a. Company Commander | d. Senior Drill Sergeant |
| b. Training Officer | e. Other _____ |
| c. First Sergeant | |
- 3:21 30. The _____ really has the scoop on what is going on in this unit.
- | | |
|----------------------|--------------------------|
| a. Company Commander | d. Senior Drill Sergeant |
| b. Training Officer | e. Other _____ |
| c. First Sergeant | |
- 3:22 31. When a drill sergeant in this unit is not doing his job well, the _____ is the one who usually sees to it that he shapes up.
- | | |
|----------------------|--------------------------|
| a. Company Commander | d. Senior Drill Sergeant |
| b. Training Officer | e. Other _____ |
| c. First Sergeant | |
- 3:23 32. The _____ seems to have the right connections for finding things out or getting things done in this unit.
- | | |
|----------------------|--------------------------|
| a. Company Commander | d. Senior Drill Sergeant |
| b. Training Officer | e. Other _____ |
| c. First Sergeant | |

- 3:24 33. Of all the people in this unit, I admire most the _____
for the way he conducts himself and does his job.
- a. Company Commander
 - b. Training Officer
 - c. First Sergeant
 - d. Senior Drill Sergeant
 - e. Other _____
- 3:25 34. When a drill sergeant performs exceptionally well or when things in the unit
are done right, the _____ is the one who sees that the person
responsible is recognized or rewarded.
- a. Company Commander
 - b. Training Officer
 - c. First Sergeant
 - d. Senior Drill Sergeant
 - e. Other _____
- 3:26 35. When you get right down to it, the _____ really runs this
company.
- a. Company Commander
 - b. Training Officer
 - c. First Sergeant
 - d. Senior Drill Sergeant
 - e. Other _____

GO ON TO PART IV

PART IV

- 3:27-3:32 1. What do you think are the three most critical training needs of trainees that are not being met by the Army today? List up to three areas in which you think new training or more training is needed.
- 3:33-3:38 2. What do you think are the three most critical training needs of drill sergeants that are not being met by the Army today? List up to three areas in which you think new training or more training is needed.
- 3:39 3. Is there anything we haven't mentioned that you would like to say or comment upon? Please use the space below and the back of the page, if necessary.

THAT'S ALL. THANK YOU VERY MUCH FOR YOUR TIME!

COMPANY COMMANDER QUESTIONNAIRE

PT 5378d

173

DATA REQUIRED BY THE PRIVACY ACT OF 1974

(5 U.S.C. 552a)

TITLE OF FORM

PT 5378d, Company Commander Questionnaire

PRESCRIBING DIRECTIVE

AR 70-1

1. AUTHORITY

10 USC Sec 4503

2. PRINCIPAL PURPOSE(S)

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

3. ROUTINE USES

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

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

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

FORM

Privacy Act Statement - 28 Sep 75

DA Form 4368-R, 1 May 75

COMPANY COMMANDER QUESTIONNAIRE

This questionnaire is part of a research effort being conducted by the Army Research Institute for Behavioral and Social Sciences. We are interested in the effects of a new entry level training program given to some Army personnel. The questionnaire contains a number of questions about how you feel about your job, the training you have received, and the people with whom you work. In particular, we are looking at a new drill sergeant and cadre training course, so some of the sections ask you to share with us your perceptions of how some of the people you work with go about doing their job.

Your answers will be very helpful to our research. To help insure your privacy, we prefer not to have your name on the questionnaire. However, we would like you to write the last four numbers of your Social Security number in the space provided on the next page. That will allow us to match the information you give us with information that may be obtained later on in our study. It will not be used to identify your answers; no one but research staff will see these questionnaires.

The information you provide will be helpful in assessing the effectiveness of training that you and others within your company may have received. Please answer all of the questions on the following form as frankly as you can. This is NOT a test--there are no right or wrong answers. Your answers will be completely CONFIDENTIAL. Your answers will be processed by civilian researchers, and will be summarized in statistical form. A report showing only average responses to the questions will be prepared, and no single individual will be identifiable in these reports.

Thank you very much for your time and cooperation.

1: 8-1:11
1:12-1:17

Last four digits of your Social Security number _____

Today's date _____
Day Month Year

PART I

BELOW ARE A NUMBER OF GENERAL QUESTIONS ABOUT YOUR BACKGROUND. PLEASE CIRCLE THE APPROPRIATE LETTER FOR EACH QUESTION. (EXAMPLE: a b **C** d e) THIS INFORMATION WILL BE USED ONLY TO ALLOW COMPARISONS AMONG DIFFERENT GROUPS OF PEOPLE IN THE ARMY

1:18

1. Name of Installation:
- | | | |
|---------------------|----------------|------------------|
| a. Ft. Leonard Wood | d. Ft. Benning | g. Ft. McClellan |
| b. Ft. Dix | e. Ft. Sill | h. Ft. Bliss |
| c. Ft. Jackson | f. Ft. Knox | i. Ft. Gordon |

1:19-1:20

2. What Brigade are you assigned to? _____

1:21-1:22

3. What Battalion are you assigned to? _____

1:23-1:24

4. What Company are you assigned to? _____

1:25

5. Sex: a. Male b. Female

1:26-1:27

6. Age: _____ years

1:28

7. Race or ethnic background: a. White c. Hispanic
b. Black d. Other _____

1:29

8. Education:
- a. Less than high school
 - b. Some high school, without diploma or GED
 - c. High school diploma or equivalent (GED)
 - d. Some college; less than four years
 - e. College graduate (Bachelor's degree)
 - f. Graduate work beyond college degree

1:30

9. Your marital status:
- a. Single, never married
 - b. Married
 - c. Separated or divorced
 - d. Widowed

1:31-1:32

- | | | |
|-------------------|----------------------|-----------------------------|
| 10. <u>Rank</u> : | a. Second Lieutenant | <u>Type of Commission</u> : |
| | b. First Lieutenant | a. RA |
| | c. Captain or above | b. USAR |

1:33

11. Time in grade:
- | | |
|-----------------------|----------------------|
| a. Less than one year | d. 5 to 6 years |
| b. 1 to 2 years | e. More than 6 years |
| c. 3 to 4 years | |

1:34

12. Is your branch:
- a. Combat arm
 - b. Combat support
 - c. Combat service support

1:35

13. What is the source of your commission?
- a. USMA
 - b. ROTC
 - c. OCS
 - d. Direct Commission

1:36

14. Have you had previous enlisted experience? a. Yes b. No

1:37-1:42

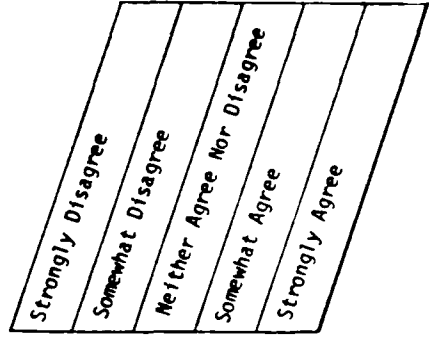
15. When did you assume command? _____
Day Month Year

- 1 43 16. What training did you receive from the IET cadre training center?
- a. I attended a full three-week IET cadre training course.
 - b. I attended the short training program for incumbents conducted by the IET training center.
 - c. I was briefed by someone in my unit who had attended training at the IET training center.
 - d. I did not attend any courses at the IET cadre training center or receive any briefings.
- 1 44 17. What is the highest level of Army schooling that you have completed?
- a. Officer basic course in my branch or specialty.
 - b. Special technical course (beyond OBC in my branch or specialty).
 - c. I am currently taking or have completed officer advanced course by correspondence.
 - d. I have completed resident officer advanced course.
 - e. I am now taking or have completed command and general staff course by correspondence.
 - f. Other _____

GO ON TO PART II

PART II

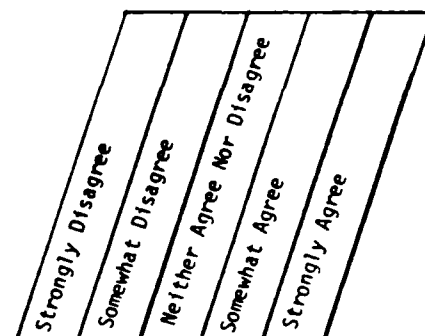
THIS SECTION CONTAINS STATEMENTS ABOUT YOUR UNIT, THE TRAINEES YOU WORK WITH, AND THE DRILL SERGEANTS IN THE COMPANY. FOR EACH STATEMENT, PLACE AN "X" IN THE BRACKET THAT BEST DESCRIBES HOW MUCH YOU AGREE OR DISAGREE WITH THE STATEMENT. MARK ONLY ONE ANSWER FOR EACH ITEM. (EXAMPLE: [1] [2] [3] [4] [5])



- 1:45 1. If a trainee is to learn to be a good soldier, he* must experience a lot of physical and mental stress during basic training. [1] [2] [3] [4] [5]
- 1:46 2. All in all, officers in this unit do a fine job. [1] [2] [3] [4] [5]
- 1:47 3. I wish the trainees were of the same quality they were in the days of the draft. [1] [2] [3] [4] [5]
- 1:48 4. I sometimes get the feeling that about the only kinds of people volunteering for the Army nowadays are those who have been rejected everywhere else. [1] [2] [3] [4] [5]
- 1:49 5. Female trainees will eventually make as good soldiers as male trainees. [1] [2] [3] [4] [5]
- 1:50 6. It's necessary to lean hard on new trainees until they begin to think less independently. [1] [2] [3] [4] [5]
- 1:51 7. In order to produce a good soldier, a drill sergeant must often violate existing policies. [1] [2] [3] [4] [5]
- 1:52 8. Drill sergeants have to swear at the trainees or scare them in order to control what they do. [1] [2] [3] [4] [5]
- 1:53 9. I am satisfied that on graduation day, we turn out trainees who are fully prepared for either advanced training or for duty positions in field units. [1] [2] [3] [4] [5]
- 1:54 10. Quite a number of trainees are sent to some helping agency (social worker, Red Cross, chaplain, etc.) on post every cycle. [1] [2] [3] [4] [5]
- 1:55 11. This unit sometimes bends the rules to let trainees graduate who actually did not meet the prescribed standards on performance tests. [1] [2] [3] [4] [5]
- 1:56 12. Drill sergeants can get a lot more out of the trainees by threatening to punish** them than by trying to counsel them. [1] [2] [3] [4] [5]

*For smoother reading of the questionnaire, we have used the masculine gender in some of the statements when referring to a trainee or a particular individual. Whenever he, his, him, or himself occurs in a general sense, it refers equally to the feminine she, hers, her, or herself.

**"Punishment" should be interpreted in its broadest sense--to include criticism, and "chewing out."

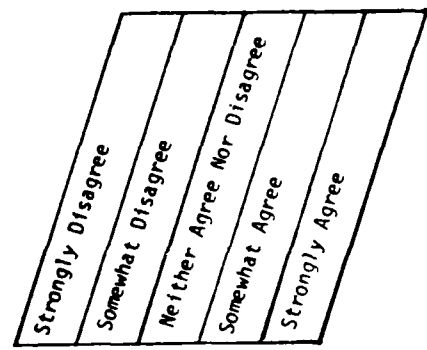


- | | | | | | | |
|------|--|-----|-----|-----|-----|-----|
| 1:57 | 13. A lot of trainees can't be made to do what is necessary, unless the drill sergeant acts like he is going to get physical with them. | [1] | [2] | [3] | [4] | [5] |
| 1:58 | 14. Drill sergeants are given enough time during the cycle to teach the trainees how to "soldier." | [1] | [2] | [3] | [4] | [5] |
| 1:59 | 15. Trainees could do just as well with a lot less supervision than they now get. | [1] | [2] | [3] | [4] | [5] |
| 1:60 | 16. I personally think it's important to try to praise the trainees just so they don't think they're losers. | [1] | [2] | [3] | [4] | [5] |
| 1:61 | 17. I am under a lot of pressure to see to it that the drill sergeants in my company do a good job of training the trainees. | [1] | [2] | [3] | [4] | [5] |
| 1:62 | 18. Suggestions made by drill sergeants for improving performance in their unit are often implemented by their superiors or by the cadre. | [1] | [2] | [3] | [4] | [5] |
| 1:63 | 19. Drill sergeants get good support from all of the cadre in this unit. | [1] | [2] | [3] | [4] | [5] |
| 1:64 | 20. Drill sergeants get good support from the leadership at the battalion level. | [1] | [2] | [3] | [4] | [5] |
| 1:65 | 21. Trainees in this unit are often abused by the drill sergeants. | [1] | [2] | [3] | [4] | [5] |
| 1:66 | 22. Trainees in this unit are often abused by cadre (who are not drill sergeants). | [1] | [2] | [3] | [4] | [5] |
| 1:67 | 23. Within a few weeks, most of the trainees handle self-discipline really well. | [1] | [2] | [3] | [4] | [5] |
| 1:68 | 24. Trainees can be motivated to do a better job through the use of push-ups and extra running. | [1] | [2] | [3] | [4] | [5] |
| 1:69 | 25. In this unit, counseling trainees is considered to be an extremely important part of training. | [1] | [2] | [3] | [4] | [5] |
| 1:70 | 26. Drill sergeants seem to have more trouble understanding how to deal with trainees of the opposite sex than with trainees of their own sex. | [1] | [2] | [3] | [4] | [5] |
| 1:71 | 27. Stereotypes about how badly the drill sergeants treat the trainees are often true. | [1] | [2] | [3] | [4] | [5] |
| 1:72 | 28. Drill sergeants are seen as important in a very positive sense in this unit. | [1] | [2] | [3] | [4] | [5] |
| 1:73 | 29. I am under a lot of pressure to see to it that the drill sergeants in my company don't abuse the trainees. | [1] | [2] | [3] | [4] | [5] |

BELOW IS A LIST OF REASONS WHY A TRAINEE MIGHT JOIN THE ARMY. AFTER READING OVER THE LIST, PLACE THE NUMBER 1 IN THE SPACE NEXT TO THE STATEMENT THAT YOU THINK BEST DESCRIBES WHY MOST OF THE TRAINEES IN THE ONGOING OR MOST RECENTLY COMPLETED TRAINING CYCLE JOINED THE ARMY. THEN, THINK OF WHAT MIGHT BE THE SECOND MOST IMPORTANT REASON FOR TRAINEES ENLISTING, AND PLACE THE NUMBER 2 IN THE SPACE NEXT TO THE STATEMENT. FROM THE LIST, CONTINUE TO SELECT AND RANK ANY OTHER ITEMS YOU CONSIDER TO BE IMPORTANT. YOU DO NOT HAVE TO RANK ALL OF THE ITEMS; JUST THOSE YOU THINK ARE MOST IMPORTANT.

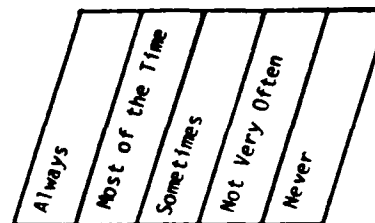
2: 7-2:12 30. I think most of the trainees today join the Army:

- _____ a. To serve their country
- _____ b. To get training and job skills
- _____ c. To travel
- _____ d. To get interesting work
- _____ e. To get away from problems
- _____ f. To find out what to do with their lives
- _____ g. To get V.A. benefits
- _____ h. To get education benefits
- _____ i. To get a steady job
- _____ j. To get away from home
- _____ k. Other _____

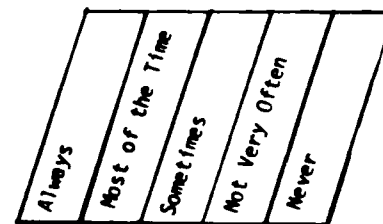


- 2:13 31. Why a trainee joins the Army makes a difference in how effectively the drill sergeants can train them. [1] [2] [3] [4] [5]
- 2:14 32. The only effective way for a drill sergeant to learn to deal with trainees is for the drill sergeant to get right down and do it and learn from his mistakes. [1] [2] [3] [4] [5]
- 2:15 33. Drill sergeants who volunteer to be drill sergeants make better trainers than those who do not volunteer. [1] [2] [3] [4] [5]
- 2:16 34. All in all, the drill sergeants in this unit do a fine job. [1] [2] [3] [4] [5]
- 2:17 35. Drill sergeants don't let female trainees get out of doing things just because they're female. [1] [2] [3] [4] [5]
- 2:18 36. The newer drill sergeants become better drill sergeants than the "old hands." [1] [2] [3] [4] [5]
- 2:19 37. A drill sergeant can't learn how to motivate today's trainees from books or by sitting in some classroom for several days or weeks. [1] [2] [3] [4] [5]
- 2:20 38. This unit encourages drill sergeants to try out the newer ideas that they bring with them out of drill sergeant school. [1] [2] [3] [4] [5]
- 2:21 39. I think the Army is on track and I plan on staying in the Army for at least 20 years. [1] [2] [3] [4] [5]

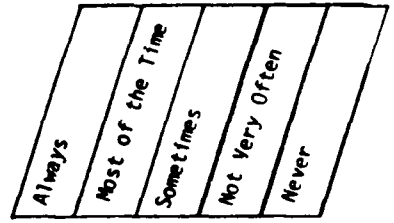
IN THE FOLLOWING STATEMENTS, WE ARE NOW ASKING YOU TO RATE HOW FREQUENTLY YOUR BATTALION COMMANDER ACTED IN A MANNER DESCRIBED IN EACH ITEM. ONCE AGAIN, THIS IS NOT AN EVALUATION OF YOU OR YOUR BATTALION COMMANDER. ALL OF THE INFORMATION YOU GIVE US WILL REMAIN CONFIDENTIAL. FOR EACH ITEM, PLACE AN "X" IN THE BRACKET THAT BEST DESCRIBES YOUR RESPONSE. MARK ONLY ONE ANSWER FOR EACH ITEM. (EXAMPLE: [1] [2] [3] [4] [X])



- | | | | | | | | |
|------|-----|---|-----|-----|-----|-----|-----|
| 2:22 | 40. | When we receive a new requirement or mission, the battalion commander makes sure we understand the reason for it. | [1] | [2] | [3] | [4] | [5] |
| 2:23 | 41. | My battalion commander comes down and tries to do a subordinate's job, even when the subordinate is performing well. | [1] | [2] | [3] | [4] | [5] |
| 2:24 | 42. | The battalion commander gives orders that do not violate legal policies, SOP, regulations, or the UCMJ. | [1] | [2] | [3] | [4] | [5] |
| 2:25 | 43. | The battalion commander makes sure that what we do in this unit is necessary to accomplish our training mission. | [1] | [2] | [3] | [4] | [5] |
| 2:26 | 44. | When there is a serious problem in the unit, our battalion commander involves his cadre in finding the solution by holding a group problem-solving session. | [1] | [2] | [3] | [4] | [5] |
| 2:27 | 45. | When there is a question about responsibilities on various unit tasks, the battalion commander holds a meeting to lay out individual responsibilities. | [1] | [2] | [3] | [4] | [5] |
| 2:28 | 46. | The battalion commander quickly detects differences among his people which need to be settled. | [1] | [2] | [3] | [4] | [5] |
| 2:29 | 47. | Even when he disagrees, the battalion commander keeps an open mind and listens to what others have to say. | [1] | [2] | [3] | [4] | [5] |
| 2:30 | 48. | My battalion commander encourages me when I want to try something new. | [1] | [2] | [3] | [4] | [5] |
| 2:31 | 49. | When something critical must be done by a member of this unit, the battalion commander checks to make sure it is done properly. | [1] | [2] | [3] | [4] | [5] |
| 2:32 | 50. | The battalion commander evaluates his subordinates based on their performance--not on their personalities or other factors. | [1] | [2] | [3] | [4] | [5] |
| 2:33 | 51. | When a subordinate does something wrong or performs a task poorly, the battalion commander personally lets him know about it. | [1] | [2] | [3] | [4] | [5] |
| 2:34 | 52. | When a subordinate performs a task well, the battalion commander lets him know about it. | [1] | [2] | [3] | [4] | [5] |
| 2:35 | 53. | When the battalion commander promises a reward (like a pass, letter of commendation, etc.), he follows through. | [1] | [2] | [3] | [4] | [5] |
| 2:36 | 54. | When the battalion commander warns a subordinate about something, he follows through with punishment, if the subordinate's performance does not improve. | [1] | [2] | [3] | [4] | [5] |
| 2:37 | 55. | Before the battalion commander punishes someone, he makes sure that he knows all the facts--the whole story. | [1] | [2] | [3] | [4] | [5] |
| 2:38 | 56. | Our unit permits male trainees to graduate even when they have failed to perform to standards on performance tests. | [1] | [2] | [3] | [4] | [5] |



- | | | | | | | |
|------|--|-----|-----|-----|-----|-----|
| 2:39 | 57. The battalion commander is courteous when dealing with his subordinates. | [1] | [2] | [3] | [4] | [5] |
| 2:40 | 58. When someone in the unit wants to talk to him, the battalion commander manages to make himself available. | [1] | [2] | [3] | [4] | [5] |
| 2:41 | 59. The battalion commander lets a person who is being counseled do most of the talking. | [1] | [2] | [3] | [4] | [5] |
| 2:42 | 60. When the battalion commander is told about a touchy or embarrassing problem, he tries to side-step the issue instead of facing it head-on. | [1] | [2] | [3] | [4] | [5] |
| 2:43 | 61. When the battalion commander determines that a subordinate has a serious problem, he refers the subordinate to a helping agency (social worker, Red Cross, chaplain, etc.). | [1] | [2] | [3] | [4] | [5] |
| 2:44 | 62. The battalion commander meets or exceeds all Army standards for personal appearance. | [1] | [2] | [3] | [4] | [5] |
| 2:45 | 63. When members of the cadre in this unit receive OERs, there are no surprises--performance is described in the same manner in which it had already been described during previous conversations. | [1] | [2] | [3] | [4] | [5] |
| 2:46 | 64. During counseling sessions, the battalion commander orders, threatens, criticizes, or preaches. | [1] | [2] | [3] | [4] | [5] |
| 2:47 | 65. When a subordinate asks the battalion commander for help solving a problem, he helps out. | [1] | [2] | [3] | [4] | [5] |
| 2:48 | 66. The battalion commander does not punish a subordinate for poor performance, unless there is a reason to believe that the subordinate is no longer trying to perform well. | [1] | [2] | [3] | [4] | [5] |
| 2:49 | 67. When I perform well, my battalion commander recognizes it with praise or a reward that means something to me. | [1] | [2] | [3] | [4] | [5] |
| 2:50 | 68. The battalion commander doesn't let me do the things I was trained to do. | [1] | [2] | [3] | [4] | [5] |
| 2:51 | 69. The battalion commander sees that I get guidance which allows me to do my tasks and take care of my responsibilities properly. | [1] | [2] | [3] | [4] | [5] |
| 2:52 | 70. I feel confident that my battalion commander will back me up when I make decisions. | [1] | [2] | [3] | [4] | [5] |
| 2:53 | 71. The battalion commander tries to run my company. | [1] | [2] | [3] | [4] | [5] |
| 2:54 | 72. Often my suggestions for improving performance in this unit are implemented by my superiors or the cadre. | [1] | [2] | [3] | [4] | [5] |
| 2:55 | 73. The battalion commander demands that we take into account physical differences between the male and female trainees when we conduct training. | [1] | [2] | [3] | [4] | [5] |
| 2:56 | 74. The battalion commander acts quickly against members of the cadre who fraternize with trainees of the opposite sex. | [1] | [2] | [3] | [4] | [5] |
| 2:57 | 75. My input is asked before decisions that affect me are made. | [1] | [2] | [3] | [4] | [5] |
| 2:58 | 76. The battalion commander ensures that decisions are made at the level where the most accurate and most relevant information is to be found. | [1] | [2] | [3] | [4] | [5] |
| 2:59 | 77. Whenever the battalion commander has to "chew out" a subordinate, he does it in private. | [1] | [2] | [3] | [4] | [5] |

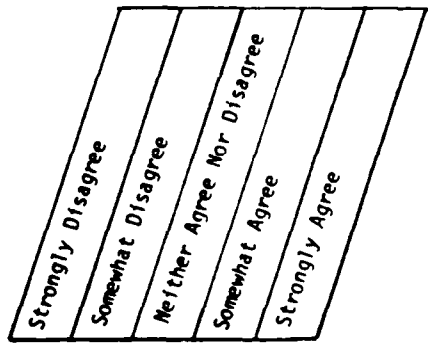


- 2:60 78. Whenever the battalion commander refers someone to a helping agency, he follows-up by checking to see that the agency did some good. [1] [2] [3] [4] [5]
- 2:61 79. Our unit permits female trainees to graduate even when they have failed to perform to standards on performance tests. [1] [2] [3] [4] [5]
- 2:62 80. Because of the battalion commander's attitude, I avoid letting him know when things aren't going the way he expects them to. [1] [2] [3] [4] [5]
- 2:63 81. The drill sergeants have to work such long hours, the quality of their performance suffers. [1] [2] [3] [4] [5]
- 2:64 82. There is enough time in the training cycle to allow trainees to practice new skills until they have mastered them. [1] [2] [3] [4] [5]
- 2:65 83. My battalion commander exercises his own judgment and makes decisions in areas in which he has the freedom to do so. [1] [2] [3] [4] [5]

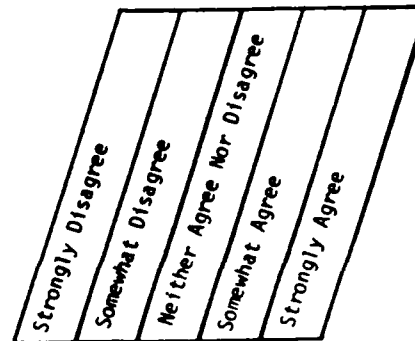
FOR QUESTION 84 PLEASE CIRCLE THE APPROPRIATE ANSWER.

- 2:66 84. During training on site, I normally see my battalion commander:
 - a. Never
 - b. Once a month or less
 - c. Once a week to once a month
 - d. Two or three times a week
 - e. Every day at least once

FOR EACH OF THE FOLLOWING STATEMENTS, PLACE AN "X" IN THE BRACKET THAT BEST DESCRIBES HOW MUCH YOU AGREE OR DISAGREE WITH THE STATEMENT. MARK ONLY ONE ANSWER FOR EACH ITEM. (EXAMPLE: [X] [2] [3] [4] [5])



- 2:67 85. The battalion commander knows enough about my job to identify when I perform poorly. [1] [2] [3] [4] [5]
- 2:68 86. The battalion commander acts as if he doesn't trust my judgment. [1] [2] [3] [4] [5]
- 2:69 87. The battalion commander clearly defines the goals and priorities of this unit. [1] [2] [3] [4] [5]
- 2:70 88. When I first arrived in my present assignment, the battalion commander made sure that I received training and other assistance in performing tasks which I was not already familiar with. [1] [2] [3] [4] [5]



- 2:71 89. When the battalion commander establishes standards, they are reasonable--just about everyone thinks they can meet all the standards, if they work at it. [1] [2] [3] [4] [5]
- 2:72 90. The battalion commander made it clear from the beginning how well we were required to perform each task--what his standards were. [1] [2] [3] [4] [5]
- 2:73 91. I believe the battalion commander when he says it is OK and safe to pass information up to him, whether the information is good or bad. [1] [2] [3] [4] [5]
- 2:74 92. The battalion commander's punishments seem to be fair. [1] [2] [3] [4] [5]
- 2:75-2:76 93. How long have you worked for your current battalion commander? _____ months

GO ON TO PART III

PART III

- 3: 7-3:12 1. What do you think are the three most critical training needs of trainees that are not being met by the Army today? List up to three areas in which you think new training or more training is needed.
- 3:13-3:18 2. What do you think are the three most critical training needs of drill sergeants that are not being met? List up to three areas in which you think new training or more training is needed.
- 3:19-3:24 3. Based upon your experience, describe up to three events that would most likely result in a company commander being relieved of command.

3:25

4. Is there anything we haven't mentioned that you would like to say or comment upon? Please use the space below and the back of the page, if necessary.

THAT'S ALL. THANK YOU VERY MUCH FOR YOUR TIME!

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APPENDIX B

Early and Final Version of
Unit Performance and Administrative Data Form

UNIT PERFORMANCE AND ADMINISTRATIVE DATA FORM

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

REQUEST FOR COMPANY PERFORMANCE AND ADMINISTRATIVE DATA

This questionnaire is part of a research effort being conducted by the Army Research Institute for the Behavioral and Social Sciences. The first part of the form requests data on the frequency of certain administrative actions taken during a basic training cycle. Questions about formal actions dealing with trainees, unit cadre, and drill sergeants in your company are included. The second part of the form concerns trainee performance data. In order to provide us with the information we need for both parts of the questionnaire, please refer to the last completed training cycle in your company (or the current cycle, if it is in its seventh week) and collect all of the requested data pertaining to that cycle.

Please note that this is not an evaluation of your installation, company personnel, trainees, or the training they receive. The information will be used along with other data we obtain through distribution of a large number of questionnaires to training personnel throughout the Army to help revise and improve training provided to drill sergeants and other company cadre. If you have any questions, please call either Dr. Samuel Shiflett or Ms. Shelley Price at (202) 986-9000. Thank you very much for your assistance.

Name and rank of person completing this form: _____

Duty telephone number: _____

1:8-9 Installation: _____

1:10-11 Brigade: _____

1:12-13 Battalion: _____

1:14-15 Company: _____

For the cycle you are describing:

1:16-21 Date the cycle began: _____ Day _____ Month _____ Year

1:22-27 Date the cycle ended: _____ Day _____ Month _____ Year

1955

PART I- ADMINISTRATIVE DATA

TRAINEES

1:28-33 1. How many trainees were assigned to the training cycle you are describing?
 _____ Males _____ Females

1:34-39 2. How many trainees in the cycle graduated with their unit (or were still in training at the end of the seventh week)?
 _____ Males _____ Females

1:40-43 3. How many trainees were recycled, put back in training, or transferred to another unit?
 _____ Males _____ Females

4. How many trainees in the cycle were discharged? Please break down this figure to show during what week of the cycle the discharges occurred. Use the date that discharge actions were initiated, i.e., when did paper work go forward to battalion.

Number of discharge actions initiated:

		<u>Males</u>	<u>Females</u>
1:44-47	Week 1	_____	_____
1:48-51	Week 2	_____	_____
1:52-55	Week 3	_____	_____
1:56-59	Week 4	_____	_____
1:60-63	Week 5	_____	_____
1:64-67	Week 6	_____	_____
1:68-71	Week 7	_____	_____

1:72-74 5. What is the total number of Article 15's administered to trainees during the training cycle? (If one trainee was given three Article 15's, count it as three.) _____

Please specify below for what reason the Article 15's were given:

1:75-77 a. Breach of discipline (i.e., disrespect, assault, failure to render salute). _____

2: 7- 9 b. AWOL _____

2:10-12 c. Other: _____

2:13-15

6. How many trainees received Article 15's? (Here, if one trainee received three Article 15's, count him only once.) _____

Given by:

Field Grade

Company Grade

2:16-19

7. What is the total number of letters of reprimand given to trainees during the cycle? _____

Please specify below for what reason the letters of reprimand were given:

2:20-23

a. Breach of discipline (i.e., disrespect, assault, failure to render salute). _____

2:24-27

b. AWOL _____

2:28-31

c. Other: _____

2:32-35

8. How many trainees received letters of reprimand during the cycle? _____

2:36-37

9. How many trainees in the cycle were court martialled, that is, court martial actions initiated during the cycle? (These actions may be either completed or pending at this time.) _____

2:38-39

10. How many trainees have been absent without leave (AWOL here means absent without leave for 24 hours or more, whether or not it resulted in an Article 15) during the cycle? _____

2:40-41

11. How many IG complaints (including contacts personally or by phone) were received from trainees reporting trainee abuse? _____

2:42-44

12. What is the total number of sick calls requested by trainees this cycle? (Again, note that we are asking for the sick call rate. If one trainee requests sick calls six times during the cycle, count it six times.)

2:45-47

a. Number of sick calls requested by Males.

2:48-50

How many of these were for an injury?

2:51-53

How many were for an illness?

2:54-56

b. Number of sick calls requested by Females.

2:57-59

How many of these were for an injury?

2:60-62

How many were for an illness?

2:63-65

13. How many of the trainees in the cycle requested sick calls? (Here, count only the trainees in the cycle who requested sick calls one or more times, not the total number of requests.)

NON-DRILL SERGEANT CADRE

Given by:

Field Grade	Company Grade
----------------	------------------

2:66-69

1. What is the total number of Article 15's administered during the cycle to members of the cadre (who are not drill sergeants) in the unit? (Include drill sergeant designees here.)

_____	_____
-------	-------

Please specify below for what reason the Article 15's were given:

2:70-73

- a. Cadre (not drill sergeants) accused of trainee abuse.

_____	_____
-------	-------

2:74-77

- b. Fraternalization

_____	_____
-------	-------

3: 7-10

- c. AWOL

_____	_____
-------	-------

3:11-14

- d. Other: _____

_____	_____
-------	-------

3:15-18

2. How many members of the non-drill sergeant company cadre received Article 15's during the cycle?

_____	_____
-------	-------

3:19-22

3. What is the total number of letters of reprimand given to non-drill sergeant company cadre during the cycle?

_____	_____
-------	-------

Please specify below for what reason the letters of reprimand were given:

3:23-26

- a. Cadre (not drill sergeants) accused of trainee abuse.

_____	_____
-------	-------

3:27-30

- b. Fraternalization

_____	_____
-------	-------

3:31-34

- c. AWOL

_____	_____
-------	-------

3:35-38

- d. Other: _____

_____	_____
-------	-------

3:39-42

4. How many non-drill sergeant company cadre received letters of reprimand during the cycle?

_____	_____
-------	-------

3:43-44

5. How many members of the cadre were court martialled, that is, court martial actions initiated during the cycle? (These actions may be either completed or pending at this time.)

3:45-46

6. How many members of the unit cadre have been absent without leave (AWOL here means absent without leave for 24 hours or more, whether or not it resulted in an Article 15) during the cycle?

DRILL SERGEANTS

		<u>Beginning 1st Day of Training</u>	<u>Last Day of BT (7th Week)</u>
3:47-50	1. How many drill sergeants were assigned to the company during the cycle?	_____	_____
3:51-54	2. How many drill sergeants were authorized for the cycle?	_____	_____
3:55-58	3. How many drill sergeants were lost (left the unit) during the cycle?	_____	_____
3:59-62	4. How many new drill sergeants were picked up (joined the unit) during the cycle?	_____	_____
3:63-66	5. How many drill sergeants were administratively removed from the drill sergeant program during the cycle?	_____	_____
3:67-70	6. How many drill sergeants were present for duty?	_____	_____
3:71-72	7. What was the average number of drill sergeants present for duty during the training cycle?	_____	_____
4: 7-10	8. How many drill sergeant <u>designees</u> were in the unit during the cycle?	_____	_____

Given by:

Field Grade	Company Grade
-------------	---------------

- | | | | |
|---------|--|-------|-------|
| 4:11-14 | 9. What is the <u>total number of Article 15's administered during the cycle to drill sergeants?</u>
Please specify below for what reason the Article 15's were given: | _____ | _____ |
| 4:15-18 | a. Drill sergeants accused of trainee abuse. | _____ | _____ |
| 4:19-22 | b. Fraternization. | _____ | _____ |
| 4:23-26 | c. AWOL | _____ | _____ |
| 4:27-30 | d. Other: _____ | _____ | _____ |
| 4:31-34 | 10. <u>How many drill sergeants</u> received Article 15's during the cycle? | _____ | _____ |
| 4:35-38 | 11. What is the <u>total number of letters of reprimand</u> given to drill sergeants during the cycle?
Please specify below for what reason the letters of reprimand were given: | _____ | _____ |
| 4:39-42 | a. Drill sergeants accused of trainee abuse. | _____ | _____ |
| 4:43-46 | b. Fraternization | _____ | _____ |
| 4:47-50 | c. AWOL | _____ | _____ |
| 4:51-54 | d. Other: _____ | _____ | _____ |
| 4:55-58 | 12. How many drill sergeants received <u>letters of reprimand</u> during the cycle? | _____ | _____ |
| 4:59-60 | 13. How many drill sergeants were court martialled, that is, court martial actions initiated during the cycle? These actions may be either completed or pending at this time. | _____ | _____ |
| 4:61-62 | 14. How many drill sergeants have been absent without leave (AWOL here means absent without leave for 24 hours or more, whether or not it resulted in an Article 15) during the cycle? | _____ | _____ |

PART II - TRAINEE PERFORMANCE DATA

We would like to obtain for each trainee in the cycle:

- PT scores:
 - a. The trainee's score on the first PT test given at the beginning of the cycle.
 - b. The trainee's score on the final or last PT test of the cycle.
- BRM scores: The level at which the trainee qualified on the final test, as either: expert; sharpshooter; marksman; or failed BRM.
- The trainee's score (either go or no go) on the final M16 assembly-disassembly test.
- For First Aid certification, how each trainee scored on tests: either go or no go on the first and second test.
- The trainee's Social Security number.
- The trainee's sex.
- The trainee's component: Regular Army (RA); Army Reserve (USAR); National Guard (ARNGUS).

Attached are forms that you may use to organize the information we are requesting. If you already have this data on a roster or some other form, you may xerox that and send it to us. If you do send a xerox of your own records, please make sure that you have provided us with everything we need (it may be helpful to use the attached form as a checklist), and that scores are labelled well enough so we'll know what's what. If you test and score trainees differently than our form suggests (for example, if you don't administer first aid tests twice), please give us the scores you have and attach a note explaining the scores.

4:63

1. Have you implemented the new PT tests? (An easy way to tell is that the new PT test is scored on a 300 point scale, while the old one uses a 500 point scale.)

_____ Yes _____ No

4:64-66

2. What is the average score of all of the trainees in the cycle given the first PT test? (The average is obtained by adding up all of the scores, then dividing the total by the number of trainees taking the test.)

4:67-69

3. What is the average score of all of the trainees who took the final PT test at the end of the cycle?

4:70-72

4. Does your company give the M16 final assembly/disassembly test to all trainees or to a sample of the trainees?

All _____

Sample _____ : Indicate what percentage _____

UNIT PERFORMANCE AND ADMINISTRATIVE DATA FORM

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

REQUEST FOR COMPANY PERFORMANCE AND ADMINISTRATIVE DATA

This questionnaire is part of a research effort being conducted by the Army Research Institute for the Behavioral and Social Sciences. The first part of the form requests data on the frequency of certain administrative actions taken during a basic training cycle. Questions about formal actions dealing with trainees, unit cadre, and drill sergeants in your company are included. The second part of the form concerns trainee performance data. In order to provide us with the information we need for both parts of the questionnaire, please refer to the last completed training cycle in your company (or the current cycle, if it is in its seventh week) and collect all of the requested data pertaining to that cycle.

Please note that this is not an evaluation of your installation, company personnel, trainees, or the training they receive. The information will be used along with other data we obtain through distribution of a large number of questionnaires to training personnel throughout the Army to help revise and improve training provided to drill sergeants and other company cadre. If you have any questions, please call either Dr. Samuel Shiflett or Mrs. Patti Scuderi at (202) 986-9000. Thank you very much for your assistance.

Name and rank of person completing this form: _____

Duty telephone number: _____

1:8-9 Installation: _____

1:10-11 Brigade: _____

1:12-13 Battalion: _____

1:14-15 Company/Battery/Troop _____

For the cycle you are describing:

1:16-21 Date the cycle began: _____
Day Month Year

1:22-27 Date the cycle ended: _____
Day Month Year

PART I- ADMINISTRATIVE DATA

TRAINEES

1:28-33 1. How many trainees were assigned to the training cycle you are describing?
 _____ Males _____ Females

1:34-39 2. How many trainees in the cycle graduated with their unit (or were still in training at the end of the seventh week)?
 _____ Males _____ Females

1:40-43 3. How many trainees were recycled, put back in training, or transferred to another unit?
 _____ Males _____ Females

4. How many trainees in the cycle were discharged? Please break down this figure to show during what week of the cycle the discharges occurred. Use the date that discharge actions were initiated, i.e., when did paper work go forward to battalion.

Number of discharge actions initiated:

		<u>Males</u>	<u>Females</u>
1:44-47	Week 1	_____	_____
1:48-51	Week 2	_____	_____
1:52-55	Week 3	_____	_____
1:56-59	Week 4	_____	_____
1:60-63	Week 5	_____	_____
1:64-67	Week 6	_____	_____
1:68-71	Week 7	_____	_____

1:72-74 5. What is the total number of Article 15's administered to trainees during the training cycle? (If one trainee was given three Article 15's, count it as three.)

Please specify below for what reason the Article 15's were given:

1:75-77 a. Breach of discipline (i.e., disrespect, assault, failure to render salute). _____

2: 7- 9 b. AWOL _____

2:10-12 c. Other: _____

2:13-15

6. How many trainees received Article 15's? (Here, if one trainee received three Article 15's, count him only once.) _____

Given by:

Field Grade	Company Grade
_____	_____

2:16-19

7. What is the total number of letters of reprimand given to trainees during the cycle? _____

Please specify below for what reason the letters of reprimand were given:

2:20-23

a. Breach of discipline (i.e., disrespect, assault, failure to render salute). _____

2:24-27

b. AWOL _____

2:28-31

c. Other: _____

2:32-35

8. How many trainees received letters of reprimand during the cycle? _____

2:36-37

9. How many trainees in the cycle were court martialled, that is, court martial actions initiated during the cycle? (These actions may be either completed or pending at this time.) _____

2:38-39

10. How many trainees have been absent without leave (AWOL here means absent without leave for 24 hours or more, whether or not it resulted in an Article 15) during the cycle? _____

2:40-41

11. How many IG complaints (including contacts personally or by phone) were received from trainees reporting trainee abuse? _____

- 2:42-44 12. What is the total number of sick calls requested by trainees this cycle? (Again, note that we are asking for the sick call rate. If one trainee requests sick calls six times during the cycle, count it six times.)
- 2:45-47 a. Number of sick calls requested by Males.
- 2:48-50 How many of these were for an injury?
- 2:51-53 How many were for an illness?
- 2:54-56 b. Number of sick calls requested by Females.
- 2:57-59 How many of these were for an injury?
- 2:60-62 How many were for an illness?
- 2:63-65 13. How many of the trainees in the cycle requested sick calls? (Here, count only the trainees in the cycle who requested sick calls one or more times, not the total number of requests.)

NON-DRILL SERGEANT CADRE

Given by:

<u>Field</u> Grade	<u>Company</u> Grade
-----------------------	-------------------------

2:66-69 1. What is the total number of Article 15's administered during the cycle to members of the cadre (who are not drill sergeants) in the unit? (Include drill sergeant designees here.)

_____	_____
-------	-------

Please specify below for what reason the Article 15's were given:

2:70-73 a. Cadre (not drill sergeants) accused of trainee abuse.

_____	_____
-------	-------

2:74-77 b. Fraternalization

_____	_____
-------	-------

3: 7-10 c. AWOL

_____	_____
-------	-------

3:11-14 d. Other: _____

_____	_____
-------	-------

3:15-18 2. How many members of the non-drill sergeant company cadre received Article 15's during the cycle?

_____	_____
-------	-------

3:19-22 3. What is the total number of letters of reprimand given to non-drill sergeant company cadre during the cycle?

_____	_____
-------	-------

Please specify below for what reason the letters of reprimand were given:

3:23-26 a. Cadre (not drill sergeants) accused of trainee abuse.

_____	_____
-------	-------

3:27-30 b. Fraternalization

_____	_____
-------	-------

3:31-34 c. AWOL

_____	_____
-------	-------

3:35-38 d. Other: _____

_____	_____
-------	-------

3:39-42 4. How many non-drill sergeant company cadre received letters of reprimand during the cycle?

_____	_____
-------	-------

3:43-44

5. How many members of the cadre were court martialled, that is, court martial actions initiated during the cycle? (These actions may be either completed or pending at this time.)
-

3:45-46

6. How many members of the unit cadre have been absent without leave (AWOL here means absent without leave for 24 hours or more, whether or not it resulted in an Article 15) during the cycle?
-

DRILL SERGEANTS

		<u>Beginning 1st Day of Training</u>	<u>Last Day of BT (7th Week)</u>
3:47-50	1. How many drill sergeants were assigned to the company during the cycle?	_____	_____
3:51-54	2. How many drill sergeants were authorized for the cycle?	_____	_____
3:55-58	3. How many drill sergeants were lost (left the unit) during the cycle?	_____	_____
3:59-62	4. How many new drill sergeants were picked up (joined the unit) during the cycle?	_____	_____
3:63-66	5. How many drill sergeants were administratively removed from the drill sergeant program during the cycle?	_____	_____
3:67-70	6. How many drill sergeants were present for duty?	_____	_____
3:71-72	7. What was the average number of drill sergeants present for duty during the training cycle?	_____	
4: 7-10	8. How many drill sergeant <u>designees</u> were in the unit during the cycle?	_____	_____

Given by:

Field Grade	Company Grade
----------------	------------------

- | | | | |
|---------|---|-------|-------|
| 4:11-14 | 9. What is the <u>total number of Article 15's administered during the cycle to drill sergeants?</u>

Please specify below for what reason the Article 15's were given: | _____ | _____ |
| 4:15-18 | a. Drill sergeants accused of trainee abuse. | _____ | _____ |
| 4:19-22 | b. Fraternization. | _____ | _____ |
| 4:23-26 | c. AWOL | _____ | _____ |
| 4:27-30 | d. Other: _____ | _____ | _____ |
| 4:31-34 | 10. <u>How many drill sergeants received Article 15's during the cycle?</u> | _____ | _____ |
| 4:35-38 | 11. What is the <u>total number of letters of reprimand given to drill sergeants during the cycle?</u>

Please specify below for what reason the letters of reprimand were given: | _____ | _____ |
| 4:39-42 | a. Drill sergeants accused of trainee abuse. | _____ | _____ |
| 4:43-46 | b. Fraternization | _____ | _____ |
| 4:47-50 | c. AWOL | _____ | _____ |
| 4:51-54 | d. Other: _____ | _____ | _____ |
| 4:55-58 | 12. How many drill sergeants received <u>letters of reprimand</u> during the cycle? | _____ | _____ |
| 4:59-60 | 13. How many drill sergeants were court martialled, that is, court martial actions initiated during the cycle? These actions may be either completed or pending at this time. | _____ | _____ |
| 4:61-62 | 14. How many drill sergeants have been absent without leave (AWOL here means absent without leave for 24 hours or more, whether or not it resulted in an Article 15) during the cycle? | _____ | _____ |

PART II - TRAINEE PERFORMANCE DATA

We would like to obtain for each trainee in the cycle:

- PT scores:
 - a. The trainee's score on the first PT test given at the beginning of the cycle.
 - b. The trainee's score on the final or last PT test of the cycle.
- BRM scores: The level at which the trainee qualified on the final test, as either: expert; sharpshooter; marksman; or failed BRM.
- The trainee's score (either go or no go) on the final M16 assembly-disassembly test.
- For First Aid certification, how each trainee scored on tests: either go or no go on the first and second test.
- The trainee's Social Security number.
- The trainee's sex.
- The trainee's component: Regular Army (RA); Army Reserve (USAR); National Guard (ARNGUS).

Attached are forms that you may use to organize the information we are requesting. If you already have this data on a roster or some other form, you may xerox that and send it to us. If you do send a xerox of your own records, please make sure that you have provided us with everything we need (it may be helpful to use the attached form as a checklist), and that scores are labelled well enough so we'll know what's what. If you test and score trainees differently than our form suggests (for example, if you don't administer first aid tests twice), please give us the scores you have and attach a note explaining the scores.

- 4:63 1. Have you implemented the new PT tests? (An easy way to tell is that the new PT test is scored on a 300 point scale, while the old one uses a 500 point scale.)
 _____ Yes _____ No
- 4:64-66 2. What is the average score of all of the trainees in the cycle given the first PT test? (The average is obtained by adding up all of the scores, then dividing the total by the number of trainees taking the test.)
- 4:67-69 3. What is the average score of all of the trainees who took the final PT test at the end of the cycle?
- 4:70-72 4. Does your company give the M16 final assembly/disassembly test to all trainees or to a sample of the trainees?
 All _____
 Sample _____ : Indicate what percentage _____

ON THE FOLLOWING PAGES WE ARE ASKING FOR INFORMATION ABOUT EACH TRAINEE IN YOUR UNIT DURING THIS CYCLE.

PLEASE NOTE: IF YOU ALREADY HAVE THIS INFORMATION ON ROSTERS, YOU MAY PHOTOCOPY THE ROSTERS AND ATTACH THOSE INSTEAD OF FILLING OUT OUR FORMS.

IF YOU ATTACH COPIES OF YOUR ROSTERS, PLEASE ALSO ATTACH AN EXPLANATION OF ANY ABBREVIATIONS OR SCORING PROCEDURES THAT ARE NOT EASILY UNDERSTOOD BY PERSONS OUTSIDE YOUR TRAINING MISSION.

APPENDIX C

Local Administrative Procedures

221 212 191 1

The formal procedures for administering the surveys and other forms varied from installation to installation. This arrangement was deliberately built into the survey design for two reasons. The primary concern was to minimize the adverse impact of the survey on the local operations at any installation. Therefore, at the pre-survey briefing visit, the ARRO/ARI/TDI team discussed the particular circumstances of each installation with the point-of-contact. As the local conditions became better understood to us, and our requirement became better understood by the point-of-contact, a tentative administrative procedure was discussed and in most cases approved before the briefing team departed. The individualized procedures had to conform to the basic research requirements, discussed in the next paragraph, while at the same time achieving the goal of minimizing the amount of time and effort that the point-of-contact would be required to expend in monitoring and administering the survey. The goal was to create a procedure whereby the point-of-contact was clearly responsible for distributing the materials in a timely manner, but would not necessarily be responsible for the return of the questionnaires, which was to be the responsibility of the company level personnel.

The basic requirements and constraints were fairly simple and straightforward. Whether or not someone chose to fill out a questionnaire was voluntary. There could be no undue coercion in this respect, although personnel were encouraged to return the questionnaires blank even if they chose not to fill them out. In addition, the need for confidentiality of the responses was stressed. The rather elaborate mail-back procedure was designed to implement and re-enforce the perception of confidentiality. In the service of confidential and voluntary responses, it was of particular concern that trainees not feel intimidated into providing biased or distorted responses. Therefore, it was required that all installations develop a procedure whereby trainees were supervised while filling out the questionnaires, but the supervisory function was not performed by any person who was a member of the command structure of the training company, battalion, or brigade. In particular, drill

sergeants and the company commander were explicitly proscribed from performing this function.

Fort McClellan

Fort McClellan was the first site to be visited, partly because the installation had been very supportive in the earlier stages of the project requiring the interviewing of training cadre. It was, therefore, the "test" site, and the extensive discussions with the points of contact were conducted there. The Fort McClellan personnel were extremely supportive, but were also very sensitive to the needs of the training units. They helped in developing an approach for accomplishing the administration of the survey in as efficient and low profile a manner as possible. Thus, it was possible to explore many alternatives with regard to basic requirements of statistical and experimental rigor, as well as demands on military personnel. The different alternatives were introduced, discussed, and eventually narrowed to a set of procedures that more closely fit the ideal.

Although modified at other posts as necessary, the McClellan procedure became the prototype recommended by ARRO to other installation points of contact as a beginning point for discussion of procedures at their installations. Even the initial mailback procedure for both trainees and cadre was developed as a result of discussions with the point-of-contact and the Cadre Training Center Commander. Personnel at Fort McClellan were instrumental in defining how much of the responsibility should lay with the point-of-contact, as well as how much should lay with the company commander.

In general, the procedure was designed to reduce the responsibilities of the point-of-contact once the material had been received by him and distributed to the unit. It was interesting to observe that at most installations the point-of-contact tended to retain more control over the procedures than was requested, although there was a great deal of variability from post to post. A basic list of procedures and responsible individuals was developed from the Fort McClellan discussions and

were used as a point of departure for discussions at most other installations. This procedure list is shown in Figure 1C.

At Fort McClellan, it was decided that the best way to handle the problem of who was to supervise the trainees during the administration of the survey was to exclude all chain of command cadre including the drill sergeant. It was felt, however, that the company training officer or executive officer was removed far enough from the chain of command or was a relatively non-threatening supervisor, that he was considered appropriate to handle that supervision.

At the conclusion of the preliminary briefing visit, the point-of-contact was requested to provide ARRO with a copy of the LOI or other documents used to implement the survey at that post. Subsequently, both letters and telephone requests were made to the points of contact for such documentation. In spite of these requests, only five of the installations provided ARRO with any written documentation explaining the procedures involved. Therefore, the materials presented below represent our best understanding of the local administrative procedures, but does not represent a guarantee this would actually be found to be occurring at the post. In several cases, there are reasons to suspect that deviations from requirements, or from the written indications from installations have been occurring.

Fort Jackson

Fort Jackson developed one of the more elaborate letters of instruction (LOI). The document did an excellent job of summarizing the purpose and background of the survey as well as clearly defining the responsibilities of various individuals in the administrative structure. The battalion executive officer was designated to administer the questionnaires to trainees on the day prior to their graduation. The battalion XO and the company commanders were also personally responsible for the return mailing of questionnaires. Both were required to inform the point-of-contact that their requirements had been fulfilled, using a form developed for that purpose. This feedback loop, implemented more

Installation Point-of-Contact/Action Officer

- Will receive all questionnaires from ARRO.
- Will distribute questionnaires and forms to companies at appropriate time in cycle.
- Will monitor companies and be notified by Commanders when survey is completed.
- Will be troubleshooter and point-of-contact for ARRO, if there is a problem with receipt of questionnaires, etc.

Company Commander

- Will complete Company Commander Questionnaire.
- Will be responsible for distribution of questionnaires to proper personnel in company, and to see that they are returned to ARRO.
- Will keep Tally Sheet to record fact that questionnaires have been mailed back to ARRO.
- Will mail completed Tally Sheet back to ARRO.
- Will notify installation point-of-contact that his/her company has completed requirements.

First Sergeant

- Will complete First Sergeant Questionnaire.
- Will select trainees to be surveyed, using procedures developed by ARRO.
- Will complete form for Unit Administrative and Performance Data, and mail directly to ARRO.

Training Officer

- Will supervise administration of questionnaires to trainees.
- Will assure perception and reality of the confidentiality of trainee's responses by having forms sealed in envelopes and mailed back to ARRO before trainees are released from the survey site.

Figure 1C. Recommended Installation Administrative Responsibilities, as Implemented at Ft. McClellan.

effectively at some posts than others, appears to be a crucial step in the administrative procedures.

Fort Dix

A fairly elaborate LOI was also prepared at Fort Dix. The main difference in the administrative procedures between, say, Fort Jackson and Fort Dix was the specificity of naming an individual to administer the trainee questionnaire, and in the return feedback to the point-of-contact. The Fort Dix LOI clearly indicated that the supervisor of the trainees must not be someone in the trainees' direct chain of command. The only requirement was that a disinterested officer such as the Organizational Effectiveness Staff Officer (OESO), the Equal Opportunity Staff Officer (EOSO), or a chaplain be designated to perform that function. Survey administrators were required to notify the point-of-contact when their actions were completed. However, since no specific form was indicated, this feedback probably occurred in the form of a brief DF. The recommended procedure for mailing forms was identical to that proposed by ARRO. However, there were probably some changes in that procedure as a result of the changed postal regulations implemented during the survey, a problem elaborated on in a later section.

Fort Bliss

Fort Bliss did not provide an LOI, but provided a one-page description of the procedures utilized. The small number of batteries surveyed at Fort Bliss apparently permits the point-of-contact to maintain a more personal contact with the batteries in question. The procedure began when a representative of the battery about to be surveyed receives a briefing from the point-of-contact at brigade headquarters. Requested mailback procedures again appeared to conform closely to those recommended by ARRO. Trainees were supervised by a civilian secretary in a suitable location, usually at brigade headquarters, and a trainee volunteer mails the large envelope back when all surveys are completed.

Fort Leonard Wood

A one-page disposition form outlining the procedures to be followed was sent down to a unit accompanying all new material, along with a suspense date for the return of the DF in which a comment is signed indicating that all surveys had been completed and forwarded to ARRO. Forms were distributed to the company through the Brigade and Battalion XO. The instructions clearly indicate that trainees must be supervised by individuals outside the unit chain of command, but no suggestions were made as to whom that individual should be. The DF also required that the trainee surveys not be administered on mandatory training time, thus causing the need for makeup training for those soldiers surveyed. The instructions specifically indicated that the military postpaid envelopes must be forwarded through the post distribution system for metering and placement into the civilian mail system.

Fort Knox

At Fort Knox, a two-page DF describing the requirements of the survey design was developed and provided to a point-of-contact in each training brigade. Materials were routed from the installation point-of-contact to the brigade point-of-contact. Each of them in turn routed materials to the unit participating in the survey. The DF indicated that contractor personnel had requested the drill sergeants and other personnel who might be perceived as threatening to the trainees, not be used to supervise the soldiers. There were no guidelines as to who might be the most appropriate type of person to do the supervision.

The DF also indicates that instructions to place materials in the nearest box for return to ARRO could not be accomplished because of the change in postal regulations. Questionnaires were to be routed through a standard military mail procedure until it was eventually placed in the civilian mails. The alternative was to return all of the material to the primary point-of-contact. It appears that this was the most common procedure, because, although not so indicated in the DF, indications we

received in processing incoming questionnaires were that the point-of-contact was using the material actually physically returned to this office as a means of keeping track of whether the units were completing their requirements. Once a complete set of materials was received, all would be forwarded to ARRO simultaneously. This DF appeared to have given local units the greatest latitude to deviate from the requested procedures. This perception is reinforced by the wording in several paragraphs which contain a phrase such as "the contractor requests...", rather than something like "the following constraint must be observed."

Fort Gordon

No documentation was received from Fort Gordon.

Fort Benning

No documentation was received from Fort Benning.

Fort Sill

No documentation was received from Fort Sill.