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RESEARCH MEMORANDUM

# LEADERSHIP CLIMATE FOR TRAINEE LEADERS: THE ARMY AIT PLATOON

By

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August 1963

Approved:

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CONTENTS

## TABLES AND FIGURES

## PREFACE

This report is the first to provide information regarding the results of the NCO III-2 phase of Task NCO. A series of previous reports has described the work of NCO I (Hood 1960; Showel and Peterson 1958; Showel 1958; Kern 1958; Showel and Ahrens 1959) and NCO II (Hood 1963; Kern and Hood 1963; Showel 1963; Sloan, Syx, Weiss Hood 1963) Reports describing the several stages of NCO III work are now in preparation.

Advanced publication of this report was advised on several bases (1) The Technical Research Plan for the formal experiment (1961) indicated that particular leadership climate factors which might interact with dependent leadership training effects variables would be studied early in the data analysis work to determine their possible effect prior to an examination of the major dependent variable dimensions Hence the information regarding leadership climate reported here became available relatively early in the analysis process. (2) A possible Army need for data on cadre in Army Training Centers (ATCs) was generated in January 1963 as a result of an interest expressed by Headquarters, USCONARC to HumRRO regarding a proposal to establish a centralized ATC cadre training institute (3) During the NCO III-2 experiment it became evident that the effect of cadre on the quality of the AIT on-the-job training (OJT) phase of the program might be an element of considerable importance for the success of the Leader Preparation Program (LPP). The implementation of the Leader Preparation Program thus made it desirable to determine what value NCO III cadre data might have in regard to this problem. (4) With the Human Research Unit at the Presidio of Monterey now committed to a new mission defined in terms of increasing the efficiency and effectiveness of the ATC, the need to develop and make available information on ATC cadre is again emphasized. As a consequence of these several influences, we have undertaken a fairly intensive examination of our immediately available data

A full understanding of the material alluded to in this report assumes considerable knowledge of previous effort on Task NCO as well as some sophistication in the general area with which it is concerned. An attempt has been made to make the report self sufficient but some readers may find it necessary to avail themselves of the references given in the report. At this time the most comprehensive treatment of the plan of research is to be found in Annex 4 of the Technical Research Plan

# LEADERSHIP CLIMATE FOR TRAINEE LEADERS: THE ARMY AIT PLATOON

## INTRODUCTION

### Background

The Concept of Leadership Climate. The influence of various secondary, background, or environmental factors on the productivity of workers has been a matter of specific interest and concern to the social scientist and applied industrial researcher since the early work of Elton Mayo (1933) and F. J. Roethlisberger (1941). Although there are many contributors to this area of interest,[1] we acknowledge the special influence of the Ohio State Leadership Studies group, including particularly J. K. Hemphill (1950; 1957), R. M. Stogdill (1948; 1959), C. L. Shartle (1960) and their colleagues: A. W. Halpin, B. J. Weiner, and Carl Rush.

The O. S. U. Leadership Studies group provided the Leader Behavior Description Questionnaire (LBDQ) as an instrument and along with it an attendant set of concepts and research data which helped to structure some of the content of this Task NCO study.

Among those associated with the O. S. U. group were also E. A. Fleishman (1955a; 1955b; 1961), E. F. Harris (1955) and H. E. Burtt (see Fleishman 1955b), whose International Harvester Company studies led to the popularization of the concept of "Leadership Climate." In these studies they employed the LBDQ to investigate (1) the relationship between how the foreman leads his group and the attitudes and behavior of those above him in the organization and (2) the extent to which certain attitudes and behaviors were maintained by foremen over various periods of time elapsed since leadership training, after the foremen had returned to work under different kinds of supervisors in the industrial situation.

The LBDQ employs two major scales or leadership dimensions:

Consideration reflects the extent to which the leader establishes rapport, two-way communication, mutual respect and gives evidence of consideration of the feelings of those under him.

Initiating Structure reflects the extent to which the leader defines or facilitates group interaction toward mission accomplishment

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[1] Among them: G. Homans, J. L. Moreno, C. Arensberg, E. Chapple, D. McGregor, P. Buchanon, W. F. Whyte, H. A. Thelan, and R. Tannenbaum.

by planning, organizing, defining what is expected of each member, initiating ideas, critiquing activities, and establishing ways for getting things done.

Several groups of foremen attended a training course which stressed "human relations" training.[1] Some of the study findings included:

1. When the LBDQ was administered immediately before and immediately after training, there was an average increase in "consideration" scores and a general decrease in "initiating structure" scores.

2. The training did not produce any kind of permanent change in either behavior or attitude of the trained groups. Evaluation back in the actual work situation yielded results quite different from the pre-post training evaluation. The trends were in the direction of more "structuring" and less "consideration."

3. The study indicated that the "leadership climate" in the on-the-job setting is an important variable related to the behavior and attitudes of the leader.

> "Although the effects of training were minimal among foremen working under either of the kinds of 'leadership climate' investigated, those foremen who operated under bosses higher in 'consideration' tended themselves to be more 'considerate' with their workers. This was also generally true of the foreman's 'structuring' attitudes and behaviors under 'climates' higher in 'structuring'." (Fleishman, 1961, p. 327).

4. There was greater conflict between the attitudes and actual behavior of trained foremen who returned to "climates" at variance with what they had learned in training than among those who returned to "climates" consistent with the training.

Fleishman concludes:

> "These results suggest that leadership training cannot be considered in isolation from the social environment in which the foreman actually operates. In this sense leadership training must be viewed as an attempt at social change which involves the reorganization of a complex perceptual field. It is difficult to produce in an individual a behavioral change that violates the culture in which this behavior is imbedded. When foremen are trained and sent back to the factory it is unrealistic

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[1] The training program involved two weeks of intensive training on an 8 hour a day schedule. Techniques included group discussions, lectures, visual aids, etc.

to expect much change when so many factors in the social situation remain constant. The implication seems to be that certain aspects of the foreman's environment may have to be reorganized if training is to be effective in modifying his behavior. It would appear, then, that more intensive training of supervisors above the level of foremen in the organization might be more effective in making the training effects more permanent among foremen. If he could return to an environment where the boss behaved in a way consistent with what the foreman was taught in the training course, where these new modes of behavior were now the shortest path to approval, we might expect a more permanent effect of such training " (Fleishman, 1961, p. 327)

An even more direct observation by Fleishman is the following: "In order to effectively produce changes in the foreman's behavior some change in his 'back-home-in-the-plant' environment would also seem to be necessary. The training course alone cannot do it" (Fleishman, 1961, p 323).

This recognition of the possible effect that the "leadership climate" might have on any leadership development effort led to the decision to collect, during the Task NCO III-2 experiment, a variety of measures (described in a later section) which might relate to leadership climate.[1]

The reader should note that this study does not attempt to repeat aspects of the Fleishman design, but does examine leadership climate influences of one level of supervision (platoon cadremen) on a lower level of supervision (trainee leaders) and on unit members (trainee followers).[2]

Task NCO and the Leader Preparation Program. Task NCO is concerned with the development of a leadership training program for potential Army non-commissioned officers. After several years of research and development work, which included staff studies, surveys, various types of data collection and analysis, and small scale pilot experiments (Hood 1960, 1963), a large scale field experiment was designed and then conducted at Fort Ord, California throughout the year 1961. In January 1962 the U. S. Army, on the basis of the results of this work, implemented a new system for identifying and developing potential NCO leaders while the enlisted man was still receiving his basic and advanced individual training at the Army Training Center. The system involves selection of basic trainees

[1]The plan for the analysis of these measures is described in the Technical Research Plan, Annex 4.

[2]Depending on the extent of supervision exercised by team or crew leaders, the squad leader may be considered a first or second level supervisor and the platoon cadreman a second or third level supervisor.

who possess the necessary aptitude, interpersonal skills, adaptability to Army living, and willingness to undergo leader preparation training. These men are put through a two week course at a Leader Preparation School and then placed in charge of squads in an Advanced Individual Training (AIT) company where they receive eight weeks of practical leadership experience while simultaneously training in their AIT Military Occupational Specialty (MOS).[1]

In order to create confidence, and to provide each leader with simple skills which will enable him to manage and move troops and to assist instructors in teaching AIT trainees in specific MOS subjects, the Leader Preparation School conducts a course which includes instruction in drill and ceremonies and in familiarization with specific MOS material. The larger portion of the two week course, however, is devoted to leadership training. This training attempts to communicate knowledge regarding (a) the activities the AIT leader may be required to perform and (b) the problems the AIT leader may encounter. Practical work in barracks, classroom, and field settings provides opportunities to use this knowledge in developing leadership skills. All of the preparation training is accomplished by NCO instructors in the Leader Preparation School.

On successful completion of the two week course the leader candidate is sent to an AIT company where he may assume command of a group of 9 to 12 men as squad leader (SL) or where he may become a trainee assistant platoon sergeant (TAPS), assuming responsibilities for the four squads in a platoon. Typically, one permanent party NCO (a Staff Sgt. or Sgt. First Class) is the immediate supervisor of the trainee leader.[2] This man provides the most immediate and dominant element of superordinant influence for the trainee leader. (Obviously there is a counterpart subordinate influence which arises from the trainees who are under the control of the trainee leader.)

Various symbols, titles, privileges and courtesies are employed to define a distinct position with appropriate social distance for these trainee leaders. According to available physical facilities, the trainee leaders may or may not sleep in the same room with their men, but in nearly all cases, the leaders eat at separate tables in the mess. The leaders wear special arm bands, do not pull kitchen police duty, etc. The trainee leaders are placed in a legitimate, sanctioned position of "headship" or "office" in which they attempt to fulfill a prescribed role as squad leader or trainee assistant platoon sergeant. These roles require that the trainee leader attend

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[1] In September 1963 there were Leader Preparation Schools in operation at ten ATCs training approximately 8,000 leaders per year for Infantry, Artillery, Armor, Combat Engineer Air Defense, Military Police and Women's Army Corps (basic) MOSs.

[2] There are usually not enough officers in the ATC AIT company to assign a commissioned officer to each platoon (one officer may have two or three platoons). The major portion of trainee leader-AIT cadre interaction in the platoon thus involves the NCO platoon sergeant, not the platoon leader.

to two fundamental responsibilities of command: (1) accomplish the assigned mission and (2) assume responsibility for and look out for the welfare of his men. Effective practice and learning in these roles can be accomplished best when appropriate opportunities for practice are provided and when the trainee leaders' superiors provide guidance, support, encouragement, evaluation, and counseling. These eight weeks of on-the-job training (OJT) in AIT are considered to be an essential part of the ten week Leader Preparation Program.

On completion of the ten week program the trainee leader continues in the Army "pipeline" in the same manner as any other enlisted man. The fact that he has received training is entered in his personnel records. If the training has been effective it is assumed that his behavior, including his initiative and capacity to perform in any follower or leader relationship, will enhance the probability of his emerging as the best candidate for potential Army leadership vacancies.

From the standpoint of the ATCs, the success of this program is traced to the fact that these trainee leaders, while serving in their OJT capacities, provide a definite and often critically needed source of assistance to the training company and sometimes to the ATC training committees. How well they are trained and how well they serve thus becomes a joint product of the quality of the school faculty and the AIT cadre. This report is concerned with providing some available information regarding the AIT cadre and their possible influence on both the trainee leaders and their followers.

## The NCO III-2 Field Experiment

The design of the 1961 NCO III-2 field experiment, which provides the data for this report, is complex. It is the result of a compromise derived from many factors representing research objectives and/or operational limitations encountered due to the fact that this experiment was incorporated within the larger context of an Army Training Center. As originally conceived, the experiment was designed to run an entire year. At least 25 AIT cycles, each comprising a company of 200 to 250 men, were to be involved. An entire Infantry battle group was designated to provide the AIT (OJT) Application Phase. The Fort Ord NCO Academy was designated to supply approximately one-half of its staff (in alternate 5 week periods) to teach the AIT Leader Preparation Course. Special arrangements were made with the Fort Ord Adjutant General's Classification and Assignment Division, and with both the G3 Training Division and the Inspection and Test Division to obtain experimental controls over input, training, and assessment. Design details had to take into account other ongoing training center activities and the sometimes severe personnel and materiel support limitations which condition the performance of these activities.

FIGURE 1

DESIGN OF THE NCO III-2 FIELD EXPERIMENT

| TREATMENT GROUPS | SELECTED LEADERS | TRAINED AIT CADRE | PREPARATION COURSE TRAINING | LEADERSHIP TRAINING IN AIT | PART OF AN EXPERIMENT | IN 10TH BATTLE GRP. 1961 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 1. JANUARY | 2. MARCH | 3. MAY | 4. AUGUST | 5. OCTOBER |
| $E_4$ | AP | 1/2 | 4WK | OJT | YES | B | D | HQ | C | A |
| $E_2$ | AP | 1/2 | 2WK | OJT | YES | A | B | D | HQ | C |
| $E_0$ | AP | 1/2 | NONE | ALL | YES | D | HQ | C | A | B |
| $C_1$ | AP | 1/2 | NONE | NONE | YES | HQ | C | A | B | D |
| $C_2$ | ANY | NONE | NONE | NONE | YES | C | A | B | D | HQ |
| $C_3$ | ANY | NONE | NONE | NONE | NO | 20 AITS IN 9 OTHER BGS | | | | |

Some of the major elements of the experimental design which may be relevant for this report are described below. Five different conditions (3 experimental and 2 control) were studied in 5 companies in 4 runs.[1] (Originally 5 runs were planned to complete a Latin Square design shown in Figure 1.)

[1] The 1961 Berlin crisis led to the termination of the experiment when it was about 80% complete. Four "runs" of the experiment were accomplished. The fifth run was used as a troop use test of the implementation system described above (pp. 3-5).

The 3 experimental treatment groups were alike in that some kind of formal leadership training was accomplished They were different in the amount of time spent by trainee leaders in a Leadership Preparation School which preceded the AIT phase. One control group used a method which was like that used in the experimental groups for selecting and assigning leaders and for training company cadre in methods of managing trainees and trainee leaders. The second control group operated in a "normal" way as to leader selection and trainee management, i.e. as the ATC at Fort Ord operated. (A third control group, which was outside the experimental battle group and Latin Square structure, was used to estimate the "Hawthorne Effect.")

The entire organizational hierarchy within the battle group was under observation This hierarchy in ascending order and approximate numbers involved in the experiment is presented in Figure 2

Experimental control of training was accomplished at four levels of leadership: position #3, trainee squad leaders; #4, trainee assistant platoon sergeants; #5, cadre platoon sergeants; and #6, cadre platoon leaders.

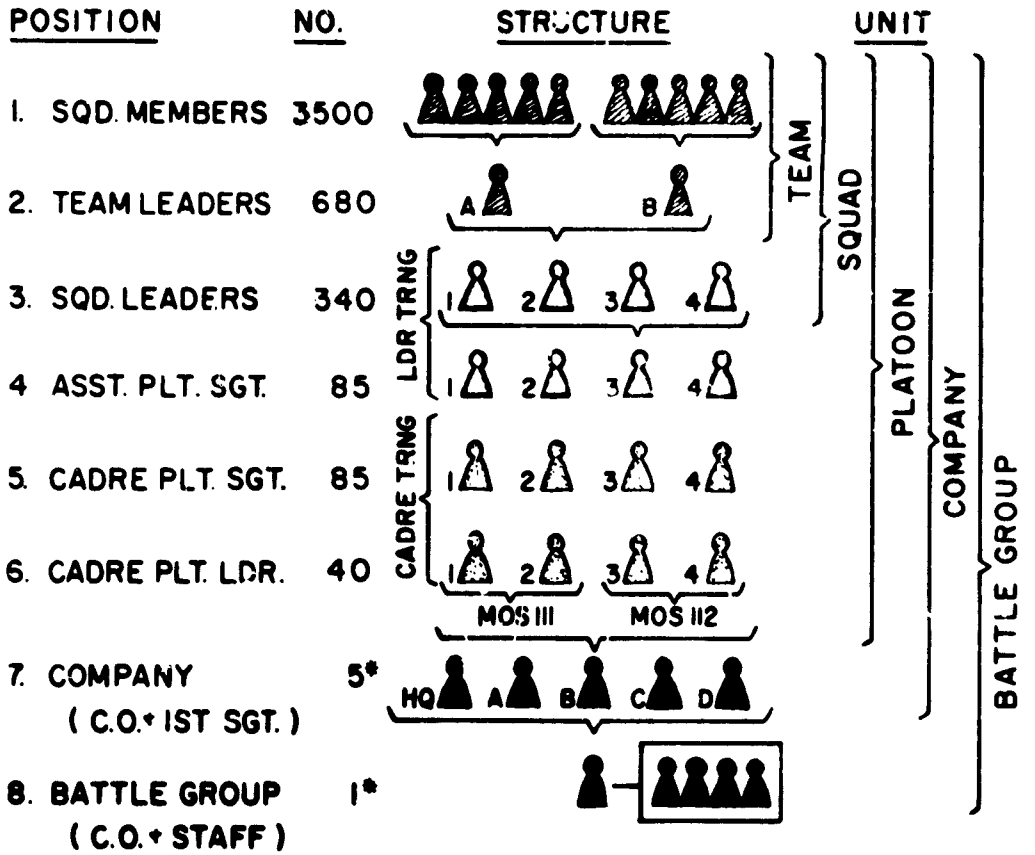
Independent variables chosen for study were:

1. Aptitude level of the trainee leader candidates.
2. Peer rating of candidates (given in the first 8 weeks of training).
3 Duration of the Leadership Preparation Course (0, 2, or 4 weeks).
4. Nature of the leadership training methods (three contrasting methods: "traditional," "functional context," and "mixed").
5. Cost of support for the preparation course (three levels designated as "high," "moderate," and "low").
6. Platoon cadre training, varied on two levels--a one-day orientation versus a week-long training course.
7. Effects of differences in MOS evaluated by simultaneously training leaders for two MOSs within each cycle unit.
8. The effects of training companies and their subordinate platoons on the performance of squads considered as units and of squad leaders and their followers.

Population The unit of analysis for this study is the Army AIT (Infantry) Platoon Specifically, the sample consists of 85 AIT platoons which were formed in the 10th Battle Group at Fort Ord, California, in January through October 1961 while this battle group was participating in the Task NCO experiment During this period

FIGURE 2

ORGANIZATIONAL HIERARCHY IN THE NCO III-2 EXPERIMENT




*There were only five companies and 1 battle group; however, the membership of the key officers and NCOs of these levels was subject to considerable change throughout the year. This turnover was roughly 100%.

twenty one "cycles" were processed through the 5 training companies of the battle group. Each "cycle" represented a "fill" of 200 to 250 Infantry AIT trainees who were to be trained as Light Weapons Infantry (MOS 111) or Heavy Weapons Infantry (MOS 112). The training companies were usually organized into 4 platoons (2 in MOS 111 and 2 in MOS 112) of 4 squads each. In experimental companies ($E_4$, $E_2$, $E_0$) and in one type of control company ($C_1$) the squad leaders (SLs) and trainee assistant platoon sergeants (TAPS) were designated according to prescribed experimental requirements (Technical Research Plan, NCO III, Annex 4, pp. 12-17). Briefly stated, four "types" of potential leaders were defined:

AP, a man high in Aptitude and Peer evaluation.
Ap, a man high in Aptitude and marginal in Peer evaluation.
aP, a man marginal in Aptitude but high in Peer evaluation.
ap, a man marginal in both Aptitude and Peer evaluation.

Candidates were selected on a type quota basis which permitted assignment of <u>one</u> squad leader of <u>each</u> type to every platoon (in both MOSs) for all cycles designated for $E_4$, $E_2$, $E_0$ or $C_1$ treatments. Nearly all TAPS were AP type. $C_2$ and $C_3$ type cycles, by the treatment definition, chose their own leaders on their own bases.[1]

All companies within the 10th Battle Group were required to retain their leaders throughout the entire 8 week cycle except when replacement was absolutely unavoidable.[2] Leader substitutes, usually about one man per platoon, were selected (and sometimes trained). These substitutes were designated as "runners" or "guides."

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[1] The indicant of Aptitude is the General Technical Aptitude Area score, a combination of the Army Classification Battery (ACB) Verbal Expression Test and Arithmetic Reasoning Test. The Peer evaluation was made by fellow squad members in the 5th week of BCT, using a Leader's Aptitude Rating Scale. Capital A & P refer to scores in the upper 1/3; lower case a & p refer to scores in the middle 1/3 of the Army input distribution for GT and the 5th week BCT ratings. The point to note here is that the composition of trainee leaders in terms of these two dimensions, which previous research (Hood, 1963) had established as being of some importance for squad leader assessment, was controlled and relatively homogenous. Discussion of "type-by-cadre" interactions will be deferred to a later report.

[2] This is an important condition to note, since in the typical cycle the platoon may experience turnover rates approaching 100%, as the platoon sergeant tries out trainees on a trial and error basis until he finds satisfactory leaders.

They acted as assistant leaders and were ready to fill in as needed. The number of trainees in the platoon varied somewhat due primarily to the company input size and Army MOS requirements. Since the experiment called for 4 platoons per company (5 platoons were more common in an ATC company at Fort Ord) the platoon size was typically about 50 trainees with 5 or 6 trainee leaders, one cadre NCO[1] and one commissioned officer.[2] Some within-cycle turnover in the 10th Battle Group permanent party company cadre was encountered, despite efforts to keep this turnover at a minimum during the cycle. For purposes of analysis, where input scores must be attributed to a single person (e.g., the Leader Behavior Description), that person, usually a platoon sergeant, in the closest contact with the trainees and the trainee leaders for the longest time was chosen. For other measures, information concerning all cadre assigned for any reasonable length of time to the platoon (e.g., the Leadership Climate Categories) was considered. When output scores such as "esprit" or "morale" are involved, simple averages over the platoon of the scores for individual trainee leaders were taken. Similar measures for followers were based either on averages of a sample of followers in the platoon or averages of the squad averages. Except where clearly stated to the contrary, the unit of analysis in this study is considered to be the platoon, not the squad or the individual.

Measures. A large number of measures were used in the NCO III study. Only those most immediately relevant to Leadership Climate at the Platoon Level of Organization have been chosen for examination in this report. These measures have been divided into those regarding (1) Cadre Input and Interaction and (2) Platoon Output.

Several items of information were collected regarding (1) the platoon leaders and platoon sergeants and (2) the general nature of their leadership style and the "climate" in the platoon. The first two items described below were collected during a Cadre Orientation which occurred when the company was first scheduled for a $C_1$, $E_0$, $E_4$ or $E_2$ treatment and again when a company entered a $C_1$ treatment (See Figure 1.) Data collection make-ups were accomplished as needed.[3]

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[1] A second cadre NCO of lesser rank was sometimes assigned to the platoon sergeant as an assistant. This man might be a holdover or a cadreman understudy. This situation was not typical, but did occur.

[2] The commissioned officer platoon leader was often in nominal charge of more than one platoon.

[3] The Cadre Orientation was an experimental variable on two levels. The Short Orientation required most of one day, consisted of a data collection period of several hours and several hours of general orientation. The Long Orientation involved 3½ additional days of cadre training in specific aspects of the program.

1. Cadre Information Questionnaire (CIQ).[1] This was a composite attitude, opinion, and information form. It contained 130 attitude and opinion items which included 7 morale subscales and a total morale score and 4 scores reflecting trainers' opinions regarding (1) the quality of trainees, (2) trainee leadership potential, (3) Fort Ord training practices, and (4) the cadreman's personal ideas about training philosophy and practice. The questionnaire also included a few personal information items (e.g., length of time in service, education, combat service). The first 90 items, forming the morale subscales, were culled from a 167 item factor-analyzed Air Force morale and attitude scale (Cureton 1960). These items were re-written, when necessary, to apply to an Army setting. This portion of the questionnaire includes scales of:

a. General Morale (Total Scale)
b. Satisfaction with and Loyalty to the Army as a Whole (LA)
c. Satisfaction with Supervision Management and Communication (S)
d. Satisfaction with the General Environment (GE)
e. Satisfaction with the Immediate Work Environment (WE)
f. Satisfaction with Personal Associates (PA)
g. Satisfaction with the Army as a means to Personal Goals (GS)
h. Satisfaction with the Army as a Vocational Career (VC)

An additional 40 items were prepared by Task NCO, 10 in each of four areas:

a. Kind of recruit trainee Fort Ord received (TR)
b. Kind and ability of trainee leaders (TL)
c. Attitudes and ideas about Army training methods (TM)
d. Attitudes toward training methods and facilities at Fort Ord (TO)

Each item was cast in a 5-choice form.

2. Military Information Test (PT 4040). This test contains 85 items of the 5-choice type. It covers a relatively broad sample of basic Army military information. This test was also administered to trainee leaders. Some items are more technically oriented than others; some may be answered on the basis of judgment. A moderate correlation with general intelligence and education may be expected. The level of difficulty appeared high enough (with the standard 50 minute time limit) to permit plenty of ceiling for the AIT trainee. The test was administered to cadre to provide a basis of comparison with respect to covariation. For this purpose the normal time limit of 50 minutes was reduced to 40 minutes in order to increase the difficulty level for the cadre.

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[1] See Appendix 1.

3. Leader Behavior Description Questionnaire. This form contained 90 items, including 15 item versions of the "Initiating Structure" and the "Consideration" scales and most of the "Production Emphasis" scale of the O. S. U. LBDQ (Hemphill 1950; Fleishman 1953; Halpin 1955).

These scale items, which were edited slightly to fit the specific Infantry squad application, were augmented by a number of additional items which were written to cover squad leader behaviors that are particularly emphasized in the leadership training course (Showel 1958; Showel and Peterson 1958).[1]

The 90 items[2] were all answered in terms of the response scheme: (1) He always acts this way, (2) He often acts this way, (3) He occasionally acts this way, (4) He seldom acts this way, (5) He never acts this way.

The items may be grouped into several areas or scales: Initiation of Structure, Consideration, Production Emphasis, Information and Communication, Supervision, Correction and Reward, Delegation, Representation, Setting Example, and Anticipation.[3]

The LBDQ was completed by all trainee leaders in the platoon (LBDQ-Leader) and by 4 followers, one chosen at random from each of the four squads (LBDQ-Follower), describing the behavior of their platoon sergeant. Scores were calculated for each scale. The scores were then averaged (1) over the trainee leaders and also (2) over the representative followers for each of the scales. The four LBDQ scales considered in this report are:

a. Initiating Structure
b. Consideration
c. Production Emphasis
d. Supervision[4]

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[1] See Appendix 2.

[2] Typical items are: He asks that squad members follow standard ways of doing things in every detail; he tries to get the squad to beat a previous record; he lets squad members know what is expected of them; and he tries to do everything himself, he doesn't make good use of his men.

[3] The O. S. U, leadership studies and those by others have indicated that most of the variance in regard to the LBDQ is accounted for in terms of the Initiating Structure and the Consideration scales with a smaller portion of the variance attributed (sometimes) to a Production Emphasis and a Sociability dimension. Item intercorrelation and factor analysis of NCO III data based on the squad leader LBDQ yield similar results, i.e. most of the variance can be found in a few dimensions. The information contained in the several scales is thus highly redundant.

[4] The Supervision scale was one of several additional LBDQ-like scales specially written for Task NCO purposes.

4 Qualitative Information Regarding Leadership Climate, ("Leadership Climate Categories"). In addition to the objective information supplied by both leaders and followers at the end of the AIT cycle, an effort was made to keep a complete file on every platoon cadreman in terms of his ability to accomplish defined "Leadership NCO" role requirements (Sloan, Syx, Weiss, Hood 1963, pp. 11-12). Most of this information was obtained through periodic, semi-structured "interview-visits" with the trainee leaders during the course of the AIT cycle.[1] The quality and quantity of this information varied considerably from cycle to cycle and was always subject to interviewer bias. Items of information resulting from direct observation of researchers (Critical Incident Observation Reports) were also entered in the cadreman's file. In cases where the information could not be clearly associated with a particular cadreman, the information was placed in the general platoon file.

Each separate item of information contained in these files was typed on special forms which identified the file source and date of entry by code number only. The information items were then sorted into nine categories and scored on a seven point scale.[2] The separate scored items were then organized by file sources. [Both source persons (cadremen) and source units (platoons) were used in separate examinations as units of analysis.] The several items were then summed and averaged by source. The nine categories were correlated on the basis of sources. Examination of the correlation patterns and of the quantities of data available for each category led to the decision to merge some of the categories. Three "Leader Climate Categories" emerged:[3]

Category A consisted of two sub-categories, counseling and attitude: (1) "Have the cadre talked with you individually to counsel and advise you on how to be a better leader? If so, how often?" and (2) "How do the cadre seem to feel toward the Leader Preparation Experiment?" The question pertaining to counseling dominated the category, comprising about 80% of the information.

Category B consisted of information concerning the amount of respect and nature of treatment shown the trainee leaders by the cadre: Are they called by their acting ranks? Are they corrected in private? Are they praised when praise is due?

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[1] See Appendix 3 for copy of questionnaire form.

[2] From "3 minus" to "3 plus," according to judged degree of negative or positive behavior. Two scorers worked separately on samples of the data to check on rater reliabilities.

[3] See second section of Appendix 3 for scoring key.

Category C consisted of responses regarding the opportunity (to lead) permitted the leaders and the support given them in their leadership positions. This category is not concerned so much with how a job is assigned and supervised (as in Category B "with respect and courtesy"), but rather with what the job is. The responses answer the questions: "Does the cadre give the T.L. sufficient responsibility?" "Does the cadre give jobs appropriate to your rank?" "Do T.L.s receive appropriate privileges?" Another major aspect of this category deals with the actual practice of the cadre. "Does the cadre back up the trainee leader?" "Does cadre give T.L.s authority and let them exercise it with the knowledge that cadre will support T.L. in his decisions and actions?"

Further examination of this data indicated that there was an insufficient number of items with extreme scale values to warrant analysis on a platoon-cycle basis with a seven point scale. A three point scale was selected, combining all negative reports into a single negative score, retaining all neutral reports intact, and combining positive reports into a single positive score. Each of the three climate categories was thus scored for analysis as "negative," "neutral," or "positive" with simple unit weights of 1, 2, or 3 assigned.[1]

Platoon Effect. Six sources of output or effect were selected for examination. These were:

1. Trainee leaders' morale
2. Trainee leaders' esprit
3. Trainee leaders' performance on the Graded Proficiency Test
4. Trainee followers' morale
5. Trainee followers' esprit
6. Trainee followers' performance on the Graded Proficiency Test

1. Trainee leaders' morale. This was assessed through a 34 item Trainee Attitude Questionnaire (TAQ).[2] The items had been drawn from previous HumRRO research (Tasks BASICTRAIN and INDEX) and used in earlier Task NCO studies. These items are primarily concerned with

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[1] It seems fair to advise the reader that although considerable care and work was devoted to an attempt to quantify what was a truly substantial body of qualitative information, at best these data are far from being standardized or free from informant or interviewer bias. The information was judged to be of sufficient value to warrant inclusion in the study. The results obtained are worthy of consideration, but the reader should recognize that they do have limitations regarding their "objectivity" and "reliability."

[2] See Appendix 4.

opinions regarding the Army in general, its leaders, and training practices. Twenty-eight items use a 6-choice (agree completely, agree moderately, agree slightly, disagree slightly, disagree moderately, disagree completely) response scheme. Six items have specific responses tailored to questions.

These items were factor-analyzed using the squad as the unit of analysis, not the platoon. Five subscales were identified:

a. Officer leadership
b. NCO leadership
c. Trainee leadership
d. Army as a career
e. Army methods and operations

The Leadership Scales (a, b, and c) each contained four similar items: "Officers, NCOs or Trainee leaders--(1) really understand how to get the best out of their men; (2) are generally understanding of the needs and problems of their men; (3) are well qualified for their jobs; (4) are willing to go through anything they ask their men to go through." The Career Scale (d) includes items relating to reenlistment and career advancement intentions; such as: "If things work out for you in the Army, what are the chances you will reenlist?; do you have some hopes of becoming a noncommissioned officer?" The Army Methods and Operations Scale (e) includes a variety of items relating to Army methods and operation: i.e. "The Army does everything possible to put men in the jobs for which they are best suited; the Army encourages men with ability and initiative; the Army makes a man of you; the Army is not interested in the welfare of the individual soldier."

The TAQ was completed by all trainee leaders, both at the beginning and end of the cycle. The averages of the end of cycle scale scores were used in this study.

2. Trainee leaders' esprit. This was assessed through a 30 item Platoon Attitude Questionnaire (PAQ)[1] which was specifically designed to provide a rough measure of platoon esprit de corps. Many of the items were drawn from an unpublished Crew Attitude Survey developed by the staff of the Crew Research Laboratory (CRL) of the Air Force Personnel and Training Research Center. The CRL survey contains 132 items which were screened, edited, and then submitted to several Task NCO staff members who cut the list of items to about one-third its original length. This list of items was then ranked by several military and civilian research personnel within the LHR Unit in terms of their relevance as indicators of

[1]See Appendix 5. Another form, the SAQ, identical to the PAQ (except that it refers to the squad) was completed by squad members.

small unit esprit. Thirty items on which there was greatest agreement were selected to form the PAQ (and SAQ). A five-choice response scheme is employed (strongly agree, agree, undecided, disagree, strongly disagree).

The items were factor-analyzed, using the SAQ form. Four scales were developed on the basis of this analysis:

a. Affiliation
b. Communication
c. Team
d. Motivation and Cohesion

The Affiliation Scale contains ten items, such as: "platoon members seem able to agree about anything really important; the members of my platoon frequently get together when off duty; members of my squad enjoy being together." The Communication Scale contains four items "one of the best things about this platoon is that everyone knows where he stands in the eyes of everyone else; our platoon doesn't hesitate to hold frank discussions about platoon problems; platoon members know each other well enough to guess what the other guy is going to do next; you frequently find out some news about your platoon which other platoon members seem to have known for a long time"(reverse score). The Team Scale contains eight items such as: "there are never any differences of opinion with regard to responsibility or authority in this platoon; the members of this platoon are disappointed if anything goes wrong to spoil the success of anything they undertake; the work of members of my platoon is well coordinated." The Motivation and Cohesion Scale contains seven items such as: "in my platoon we have a lot of respect for each other's skills and abilities; most platoon members feel that they would have a lot to gain if they could stay together in the same platoon; this platoon is trying to be the best in the company."

The PAQ was completed by all trainee leaders at the end of the AIT cycle. The averages of the scale scores were used in this study.

3. Trainee leaders' performance on the AIT Graded Proficiency Test. This battery of proficiency tests was routinely given to all AIT trainees at Fort Ord in the 7th week of the cycle. The 1961 version included ten performance tests in each MOS, of which four were common to both MOSs. These tests require four hours for administration; the men are tested individually (but in squad-sized groups) at each of the several test stations.[1]

One remark seems in order regarding the value of these AIT test scores. During the course of work in NCO I, an intensive analysis of a similar battery of performance tests was undertaken (Kerr 1960).

[1] See Appendix 6

One of the conclusions was: "At an operational level this study has revealed a number of grave defects in the overall testing system. These are sufficiently serious as to cast doubt on the overall utility or meaning of the graded test data, particularly as it is generally available in summary scores." During the course of NCO II and Phase 1 of NCO III, it was discovered that some steps could be taken to improve the testing systems. These most notably included (1) suppressing scores on all tests which were to be used for research data and (2) forbidding (and enforcing the prohibition which can be done effectively only if the first step to suppress scores is taken) the company to teach the specific answers to the test items.[1] These steps are necessary because the tests are thoroughly compromised or soon become so following any revision however major or minor. Some efforts have been made to develop a sufficient number of alternate forms for both items and tests but without appreciable success. As long as it is possible and profitable for the company to "beat the test" it will be only realistic to treat proficiency test scores with some reservations concerning their validity. It was not possible to improve or control AIT testing during the period of data collection, hence the above comments should be considered.

One problem was encountered in preparing the Graded Proficiency Test scores for correlational analysis. The MOS 111 test and the MOS 112 test were not the same, although they did have four sub-tests in common. Since, at an exploratory level, we were interested only in whether there was any overall effect, it was decided to standardize the scores by MOS samples and then to combine the two MOS groups in computing correlations. All data from the four experimental runs were used. Individual scores for leaders were converted to standard scores, averaged across all leaders in the platoons and these averages were then correlated.

4. Trainee followers' morale. The TAQ, described above, was also administered at the end of AIT to all followers. Averages of scale scores for all followers completing the form within the platoon were used to compute these output measures.

5. Trainee followers' esprit. The PAQ, also described above, was completed at the end of AIT by four representative followers, one member (chosen at random) from each of the four squads.[2] The scale scores were averaged over these four squad representatives to obtain the followers' platoon esprit indices.

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[1] See Kern and Hood, 1963 as an example of differences in score results.

[2] Other squad members completed either the SAQ or TAQ form.

6. Trainee followers' performance on the Graded Proficiency Test. This is the same test battery described in section 3 above. In the case of followers, averages of the scores made by followers in each squad were already available. It was convenient then to convert these squad averages to standard scores. These standardized squad scores were then in turn averaged over the four squads to derive the platoon average, which was used in computing correlations [1]

## RESULTS OF THE CORRELATION AND FACTOR ANALYSIS

The above measures were intercorrelated. The results are presented in Table 1. Following an examination of the correlation data a decision was made to factor-analyze the correlation matrix, excluding all Cadre Information Questionnaire (CIQ) measures (since very few of these showed significant relations to any of the other measures). At the time the factor analysis was performed, the correlations for the AIT Proficiency Test and the LBDQ "consideration" scale were not available. A principal axis solution was continued until 10 factors were extracted. Varimax rotations were then made on the basis of the 10 factors and also on the basis of the first 6 factors. The first 5 factors in both rotations were quite similar. The last factor in the 6 factor rotation (identified as II in Table 2) was resolved into the 6th and 7th factor in the 10 factor solution. The remaining 3 factors were loaded heavily by only one or two variables. The 6 factor rotation is presented because it appears to represent a simpler and more parsimonious analysis. Table 2 presents the set of rotated factor loadings for those variables included in the factor analysis.

### Discussion of the Results: The Cadre (Input) Factors

Factor I. This factor shows, for the input variables, high loadings on all three of the cadre LBDQ measures; moderate loadings on 2 of the 3 Platoon Leadership Climate Categories with smaller loadings on the remaining Climate Category and on the Cadreman's Military Information Test. There are 3 platoon effect (or output) variables, all with small loadings.

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[1] This procedure in effect provides equal weight to be given to each of the four squads, without regard to differences in the number of scores available for men in each squad. The standardized score for followers is thus a squad average performance score, whereas the standardized score for leaders is an individual performance score

| | |
|---|---|
| **Cadre (Input)** | |
| LBDQ Initiating Structure | .85 |
| LBDQ Production Emphasis | .80 |
| LBDQ Supervision | .86 |
| Climate Category A (counseling & attitude) | .65 |
| Climate Category C (opportunity & support) | 45 |
| Climate Category B (respect & treatment) | .22 |
| MIT Test | .22 |
| **Platoon Effect (Output)** | |
| Leader Esprit - Communication | -.33 |
| Leader Esprit - Affiliation | .26 |
| Follower Esprit - Communication | .29 |

Note that the correlations (Table 1) among these 3 LBDQ measures are all high (.84, .74, .75), whereas those among the 3 climate measures are lower (.56, .24, .44). This factor is evidently best considered as the primary leadership climate factor. Category A, it will be recalled, was derived on the basis of two major items: first (and primarily), "Does the cadreman counsel the trainee leaders? If so, how often?" and second, "What is the cadreman's general attitude toward the experimental program?" Category C also dealt with two major items of information. One item relates to what kinds of jobs and privileges were assigned to the trainee leaders (i.e. how do they function in the platoon).[1] The second aspect of this category deals with the extent to which these job responsibilities, authority and privileges are supported.[2]

Category B (which is "spread" with small loadings on the first four factors) deals more with <u>how</u> the cadreman defines and supports the jobs given to trainee leaders ("with respect and courtesy") rather

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[1] "Does the cadreman give trainee leaders sufficient responsibility and authority? Does the cadreman give jobs appropriate to junior leader rank? Do the leaders receive appropriate privileges?"

[2] "Does the cadreman back up the trainee leaders in making it clear to trainees and other cadre that the trainee leaders are to be shown respect, that they are acting in his behalf? Do the leaders believe they actually have the authority and are expected to exercise it and that in disputed cases their cadreman will support their actions if they are correct?"

Table 2

Factor Loadings for Platoon Leadership Climate Measures

| MEASURE | Nr. | I | II | III | IV | V | VI | $h^2$ |
|---|---|---|---|---|---|---|---|---|
| Initiating Structure | 14 | 85 | 01 | -05 | 24 | 00 | 08 | 89 |
| Production Emphasis | 15 | 80 | 04 | 06 | 22 | -08 | 21 | 87 |
| Supervision | 16 | 86 | 06 | -14 | 12 | 03 | 23 | 91 |
| Category A (counseling/attitude) | 17 | 65 | 29 | -05 | -18 | -17 | -10 | 76 |
| Category B (respect/treatment) | 18 | 22 | 55 | -32 | 24 | -27 | 10 | 77 |
| Category C (opportunity/support) | 19 | 45 | 57 | -11 | -16 | -11 | 05 | 76 |
| MIT Total Score | 20 | 22 | 56 | 12 | 15 | 30 | 09 | 70 |
| Years of Education | 21 | 03 | 63 | 07 | -02 | 05 | 01 | 64 |
| Months in Service | 22 | 10 | -69 | 08 | -25 | 22 | 03 | 78 |
| Post TAQ Ldr.Officer Scale | 23 | -02 | -00 | 98 | 10 | -03 | 10 | 99 |
| Post TAQ Ldr.NCO Scale | 24 | -06 | -01 | 98 | 08 | -00 | 07 | 99 |
| Post TAQ Ldr. T.L. Scale | 25 | -02 | -00 | 98 | 13 | -01 | 10 | 99 |
| Post TAQ Ldr. Career Scale | 26 | -01 | 00 | 97 | 12 | -03 | 10 | 99 |
| Post TAQ Ldr.Meth.&Oper.Scale | 27 | 09 | 13 | 05 | 90 | 01 | -10 | 92 |
| Post TAQ Foll. Officer Scale | 28 | 03 | 01 | 23 | 73 | -02 | 01 | 77 |
| Post TAQ Foll. NCO Scale | 29 | 14 | 14 | 09 | 89 | 07 | 01 | 92 |
| Post TAQ Foll. T.L. Scale | 30 | 11 | 01 | 09 | 91 | -04 | 07 | 93 |
| Post TAQ Foll. Career Scale | 31 | 05 | 10 | -08 | -09 | -83 | 20 | 87 |
| Post TAQ Foll.Meth.&Oper.Scale | 32 | 13 | 09 | -07 | 08 | -84 | 04 | 87 |
| Affiliation Scale A, PAQ Ldr. | 33 | 25 | -04 | 11 | -04 | -49 | 14 | 58 |
| Communication Scale C, PAQ Ldr. | 34 | -21 | -14 | 02 | 11 | -61 | 22 | 75 |
| Team Scale T, PAQ Ldr. | 35 | -06 | 03 | -02 | -01 | -91 | 10 | 92 |
| Motiv.&Cohesion Scale MC,PAQ Ldr. | 36 | -06 | 09 | 16 | -01 | -27 | 83 | 89 |
| Affiliation Scale A,PAQ Foll. | 37 | 15 | 11 | 04 | 08 | -17 | 87 | 91 |
| Communication Scale C,PAQ Foll. | 38 | 29 | 24 | 18 | 13 | 26 | 59 | 78 |
| Team Scale T, PAQ Foll. | 39 | 09 | -29 | 08 | -12 | -21 | 66 | 77 |
| Motiv./Cohesion Scale MC,PAQ Fol. | 40 | 15 | 00 | 12 | -05 | -17 | 90 | 94 |

than with Category C's what the job is in extent and the degree to which it is legitimatized. Category B is also concerned with how the cadreman interacts with the trainee leaders in correcting and encouraging them in their work.[1]

These two sources of input data (the LBDQ and the A, B, C categories) are consistent and lead to a general interpretation of Factor I as representing a general leadership style (LBDQ) and leadership development climate (category) dimension

The Military Information Test (MIT) loading although modest, is also consistent. The loading would imply that there is a small tendency toward the achievement of higher scores on the paper and pencil MIT[2] by cadremen who exhibit positive attitudes toward or elicit positive responses from T.L.s and who are reported to frequently supervise and emphasize production and define platoon structure and operations.[3]

The platoon effect (or output) relations are few and modest. The only appreciable loadings are all dealing with platoon esprit. Leaders seem to find more "affiliation" but less "communication" where there is more frequent evidence of "good" leadership style and a positive leader development climate. The followers, on the other hand report more "communication."

This difference between leaders and followers in regard to communication in the platoon is not much clarified by resorting to the correlations. The leader and follower PAQ "communication" averages correlate -.11. Significant relations for followers PAQ "communication" are .24 for Category C (opportunity for and support in leadership) and .27, .34, .38 for Initiating Structure, Production Emphasis, and Supervision (and only .18 for Consideration). The corresponding correlations with leader PAQ "communication" are -19, -15, -02, -21 (and -05 for Consideration), none of which, considered separately, achieves the .05 level of significance.

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[1] "Are trainee leaders addressed by their acting rank corporal or sergeant? Are they corrected in private? Are they praised when praise is due?"

[2] Examination of the individual correlations between MIT and these other input variables indicates that the correlations range from 15 (non-significant) on Category A through .30 on Initiating Structure.

[3] We note also that the LBDQ Consideration correlation with MIT, which was computed later, is only .10. Hence it is the "work orientation" rather than the "consideration orientation" of cadre leader style which seems to be associated with possession of military information

Factor II[1] represents the other major cadre input variable dimension. It contains loadings of some magnitude on 2 of the 3 Climate Categories, on the MIT, Years of Education, and Months in Service.

| Cadre (Input) | |
|---|---|
| Climate Category A (counseling and attitude) | .29 |
| Climate Category B (respect and treatment) | .55 |
| Climate Category C (opportunity and support) | .57 |
| Military Information Test | .56 |
| Years Education | .63 |
| Months in Service | -.69 |

| Platoon Effect (Output) | |
|---|---|
| Followers' esprit - Communication | .24 |
| Followers' esprit - Team | -.29 |

This factor appears to define a general dimension of cadre methods of dealing with their trainee leaders, primarily in terms of the kinds of jobs they assign, the respect they show, the kind of support they provide, and the way in which they treat trainee leaders when they correct or commend their work. (Note that Category A, relating to general cadre attitude and extent to which cadre counsel the trainee leaders, is more heavily loaded on Factor I.) The kind of treatment implied by Factor II seems to be more commonly associated with cadremen who (1) achieve higher scores on the MIT, (2) have more formal education, (3) are relatively shorter in service time.

On the output side there are only two loadings of any consequence and both of these are small. Followers report that the platoon led by cadre of this type is characterized by better communication but by relatively less team orientation.[2]

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[1] This, the 6th factor in the 6 factor varimax rotation, is transposed here to facilitate exposition. In the 10 factor rotation this factor was resolved into two factors, one with relatively heavy loadings on Categories A and C and the other with a relatively heavy positive loading on Years of Education and a negative loading on Months in Service.

[2] Note correlations in Table 1 (i.e. the pattern of loadings is fairly consistent but only 2 of the correlations between these input variables and "communication" are significant, and none is significan for "team ").

Note that Factor II is entirely independent of the LBDQ leadership style variables which appeared with strong loading on Factor I. (See Table 3.)

To anticipate some of the later discussion, we shall discover that the remaining 4 factors are primarily associated with "output" variables, although all of them will show one or more loading of small magnitude on the input variables. In order to summarize the "input" relations described above, we have consolidated the correlations among input variables and the corresponding factor loadings in Table 3.

Discussion of the Results: The Platoon Effect (Output) Factors

The remaining four factors are associated primarily with: (III) leader morale; (IV) follower morale; (V) leader esprit; and (VI) follower esprit. As we shall see, however, there are some interesting interrelations which blur this simplification

Factor III is clearly a leader morale dimension which shows very high loadings (.97 to .98) on all 3 of the L-TAQ "leadership" scales and the "career" scale (reflecting the .97 to .99 intercorrelations among these 4 scales). The important thing to note is that the remaining trainee leaders' morale attitudes scale, attitude toward "Army methods and operations," is not associated with this factor (a = .05) (but see Factor IV below). There are only two other loadings above .20 on Factor III: the Cadre Climate Category "B" (-.32) and the followers' F-TAQ "officer" (.23).

Inspection of the correlations in Table 1 shows that the first four leader morale scales correlate -.20 to -.27 with Cadre Climate "B". Correlations with "A" and "C" are also consistently negative (but only in the insignificant -.09 to -.12 range). This relation with Climate Category "B" would suggest that there is a slight tendency for leaders to have greater respect for their own leadership and the leadership of NCOs and officers where they encounter somewhat less respect and harsher treatment from their superiors. It is interesting to note that this Factor III dimension is clearly unrelated to Cadre leadership style (LBDQ), MIT, Education or Service Time.

The correlations of these first 4 leader morale scales are all in the significant .27 to .31 range for the followers TAQ "officer." The corresponding correlations for follower TAQ "NCO" and "Trainee Leaders" are also positive but in the .15 to .20 range. This suggests that there is a slight correspondence between leaders and followers regarding their attitudes toward leader competence, but it is clearly confirmed even at a marginal level of significance for officers only. We would finally note that the Table of correlations also shows marginally significant relations between these 4 leader morale subscales and (1) leaders' esprit subscale "motivation and cohesion,"

Table 3

Intercorrelations and Factor Loadings for Cadre Leadership Style, Climate, and Characteristics Variables

| Variable Identification | Correlations | | | | | | | | Factor Loadings | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PE | S | A | B | C | MIT | Ed | ST | I | II | III | IV | V | VI |
| Leadership Style | | | | | | | | | | | | | | |
| Initiating Structure (IS) | 84 | 74 | 35 | 23 | 28 | 30 | 16 | -01 | 85 | 01 | -05 | 24 | 00 | 08 |
| Production Emphasis (PE) | | 75 | 32 | 26 | 22 | 22 | 22 | -10 | 80 | 04 | 06 | 22 | -08 | 21 |
| Supervision (S) | | | 52 | 32 | 38 | 23 | 06 | -04 | 86 | 06 | -14 | 12 | 03 | 23 |
| Leadership Climate | | | | | | | | | | | | | | |
| "A" (counseling/attitude)(A) | | | | 24 | 56 | 15 | 03 | -16 | 65 | 29 | -05 | -18 | -17 | -10 |
| "B" (respect/treatment)(B) | | | | | 44 | 21 | 15 | -40 | 22 | 55 | -32 | 24 | -27 | 10 |
| "C" (opportunity/support)(C) | | | | | | 25 | 14 | -26 | 45 | 57 | -11 | -16 | -11 | 05 |
| Cadre Characteristics | | | | | | | | | | | | | | |
| MIT Score (MIT) | | | | | | | 35 | -16 | 22 | 56 | 12 | 15 | 30 | 09 |
| Education (Ed) | | | | | | | | -36 | 03 | 63 | 07 | -02 | 05 | 01 |
| Service Time (ST) | | | | | | | | | 10 | -69 | 08 | -25 | 22 | 03 |

Underlined correlations significant at .05 level ($81 \leq N \leq 85$).

ranging .22 to .25, and (2) the followers' esprit subscales "communication," ranging .20 to .25; and "motivation and cohesion," ranging .17 to .20 (r's of .22 are required for .05 significance). These are the only relations of any significant magnitude between leaders' "morale" as defined by this 4 scale dimension and any of the several esprit subscales.

We thus observe that the trainee leaders, considered as a group on the platoon level, demonstrate a very high degree of consistency regarding (1) their attitudes toward Army leadership (including their own competence) and (2) their Army career orientation or aspiration. Such attitudes are not related to their attitudes toward Army methods and operations. There is a very slight tendency for such leader attitudes to be shared by their followers, especially with respect to officer leadership. Less evident in the factor loadings but marginally discernable in the correlations is the possibility of an association with a very few of the esprit (PAQ) scales. Generally, the trainee leaders' morale (L-TAQ) is not associated with either their own or their followers' specific attitudes toward the platoon (esprit). With the exception of the Cadre Climate Category "B" (respect and treatment), which shows a small negative relationship, there is no evidence of these trainee leader morale measures (TAQ) being associated with any of the cadre input measures.

Factor IV is primarily associated with the followers' morale (F-TAQ) "leadership" variables, but it also shows high loadings on the trainee leaders' morale scale "Army Methods and Operations" (L-TAQ--"M&O"), and small loadings on several cadre input measures.

Regarding this platoon effect "morale" dimension, the most remarkable finding is the relatively high association between trainee leaders' attitudes toward "Army Methods and Operations" and their followers' attitudes toward all levels of Army leadership. This finding is even more interesting when we discover, on examining the correlations in Table 1 or the factor loadings in Table 2, that there is no evidence that these follower attitudes toward the several levels of leadership (including their own trainee leaders considered as a class) are related to the followers' own attitudes toward "Army Methods and Operations" (r's range: -.02 to -.09). Where we find platoons in which the trainee leaders respect Army methods, we find their followers respecting all levels of Army leadership although the followers themselves may or may not respect Army methods.

There is evidence of associated cadre input measures, but it is quite modest in scope and magnitude. We note the following in Table 4:

(1) The reported leadership style of the platoon cadreman is associated with this morale dimension. "Initiating Structure" shows significant relations with followers' respect for both NCO and trainee leader "leadership" (but not significant for officer

Table 4

Correlations and Loadings for Factor IV Measures

| | F-Off. | F-NCO | F-T.L. | L-M&O | Factor IV |
|---|---|---|---|---|---|
| Morale | | | | | |
| F-TAQ-Off. | | | | | .73 |
| F-TAQ-NCO | .57 | | | | .89 |
| F-TAQ-T.L. | .59 | .86 | | | .91 |
| L-TAQ-M&O | .62 | .83 | .79 | | .90 |
| Leader Style | | | | | |
| Consideration* | .24 | .46 | .25 | .14 | -- |
| Initiating Structure | .16 | .28 | .29 | .27 | .24 |
| Production Emphasis | .20 | .25 | .29 | .20 | .22 |
| Supervision | .08 | .21 | .20 | .16 | .12 |
| Climate | | | | | |
| Category A (counsel./attitude) | -.06 | .01 | -.03 | -.03 | -.18 |
| Category B (respect/treatment) | .07 | .27 | .21 | .25 | .24 |
| Category C (opportun./support) | -.08 | .09 | -.11 | .02 | -.16 |
| Characteristics | | | | | |
| MIT | .12 | .22 | .19 | .24 | .15 |
| Education | .01 | .02 | .00 | .07 | .02 |
| Time in Service | -.23 | -.24 | -.21 | -.24 | -.25 |

Underlined correlations are significant at .05 level (.22)($81 \leq N \leq 85$).

*Correlations with "consideration" computed at a later date, not included in factor analysis.

"leadership") "Initiating Structure" is also significantly associated with trainee leaders' approval of Army methods "Production Emphasis" is also significantly associated with followers' respect for both NCO and trainee leader "leadership " ("Production Emphasis" correlations with F-TAQ-officers and L-TAQ-M&O are both .20, which fails to reach the required .22 for .05 level significance. The pattern for "Supervision" again shows positive correlations--highest for F-NCO and F-T L. but these are not significant.)[1]

(2) Of the Platoon Leadership Climate categories, only Category "B" (respect and treatment) shows significant associations: .27 for F-"NCO" and .25 for L-"M&O" (the r for F-"T.L." falls just short at .21) This suggests a very small but probably real tendency for the kind of treatment and respect platoon cadre show their trainee leaders to be associated with (a) the respect which the platoon members (followers) indicated they have for NCOs and (b) with the trainee leaders' respect for Army methods and operations.

(3) Among the cadre characteristics correlations there is a very small but significant association between MIT scores and (a) followers' respect for NCO leadership, (b) leaders' approval of Army methods There is no evidence of any association with cadre education There is a very small but consistent negative association between time in service and all four of the morale measures; i.e. platoons led by shorter-longevity cadre demonstrate a very slight but significant tendency to evoke among the platoon's trainee followers greater "agreement" with positive statements regarding Army leadership "competence" and among the trainee leaders regarding "Army methods and operations."

Is there any association between this second "morale" (TAQ) factor and the "esprit" measures (PAQ)? None of the factor loadings is of any consequence, but we do find just two significant correlations in Table 1 The platoon followers' esprit measure, F-PAQ-"communication" is significantly correlated ( 25) with F-TAQ-"NCO" and ( .22) with F-TAQ-"T Platoons with followers who more frequently agree that "communication" is good also tend to indicate respect for Army NCOs and trainee leaders. The most remarkable thing here (as was also the case for the first morale dimension) is that there is so little relation between this morale factor dimension and the measures of esprit [2]

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[1] At a later date correlations were also computed for LBDQ "consideration." This "consideration" measure shows significant correlations with all 3 F-TAQ "leader" scales but not with the L-M&O

[2] Since the F-TAQ and the F-PAQ were completed by different groups of followers, they are independent reports.

Table 5

Correlations and Loadings for Factor V and Factor VI Measures

| | Factor V Measures | | | | | Factor VI Measures | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PLATOON EFFECT: | L.Morale | | L.Esprit | | | | Foll.Esprit | | | | | |
| Foll Morale (TAQ) | C | M&O | Af. | Com. | Tm. | M&C | Af. | Com. | Tm. | M&C | V | VI |
| "Career" | | 71 | 31 | 44 | 74 | 37 | 30 | -08 | 30 | 32 | -83 | 20 |
| "Army M&O" | | | 35 | 35 | 76 | 20 | 28 | -08 | 15 | 19 | -84 | 04 |
| Ldr. Esprit (PAQ) | | | | | | | | | | | | |
| "Affiliation" | | | | 14 | 33 | 31 | 19 | 11 | 19 | 27 | -49 | 14 |
| "Communication" | | | | | 61 | 31 | 20 | -11 | 26 | 20 | -61 | 22 |
| "Team" | | | | | | 31 | 22 | -12 | 21 | 22 | -91 | 10 |
| "Motiv./Cohesion" | | | | | | | 71 | 39 | 47 | 82 | -27 | 83 |
| Foll Esprit (PAQ) | | | | | | | | | | | | |
| "Affiliation" | | | | | | | | 54 | 53 | 81 | -17 | 87 |
| "Communication" | | | | | | | | | 17 | 47 | 26 | 59 |
| "Team" | | | | | | | | | | 62 | -21 | 66 |
| "Motiv./Cohesion" | | | | | | | | | | | -17 | 90 |
| CADRE INPUT | | | | | | | | | | | | |
| Leadership Style | | | | | | | | | | | | |
| Consideration* | 12 | 31 | .01 | -05 | -02 | 01 | 10 | 18 | 19 | 13 | -- | -- |
| Init Structure | 07 | 10 | 16 | -15 | -01 | 01 | 19 | 27 | 10 | 14 | 00 | 08 |
| Prod Emphasis | 13 | 13 | 25 | -02 | 05 | 17 | 30 | 34 | 17 | 30 | -08 | 21 |
| Supervision | 05 | 11 | 12 | -21 | -01 | 13 | 32 | 38 | 16 | 29 | 03 | 23 |
| Leadership Climate | | | | | | | | | | | | |
| "A"(counsel/att.) | 17 | 21 | 22 | -20 | 06 | 00 | 08 | 12 | -03 | 09 | -17 | -10 |
| "B"(respect/treat) | 24 | 35 | 13 | -05 | 26 | 14 | 27 | 10 | -10 | 10 | -27 | 10 |
| "C"(oppor/support) | 20 | 22 | 08 | -19 | 06 | 03 | 21 | 24 | 01 | 14 | -11 | 05 |
| Cadre Charac. | | | | | | | | | | | | |
| MIT score | -12 | -04 | -19 | -21 | -21 | 00 | 14 | 26 | -10 | 08 | 30 | 09 |
| Yrs.Education | 03 | -05 | 04 | 01 | 02 | 03 | -01 | 20 | -09 | -03 | 05 | 01 |
| Time in Service | -19 | -13 | -10 | -10 | -16 | -14 | -05 | -01 | 16 | 02 | 22 | 03 |

Correlations significant at the .05 level are underlined.

Consideration correlations computed later, not included in factor analysis.

At this point we have examined eight of the ten "morale" measures. The remaining two "morale" measures followers' F-TAQ "career" and followers' F-TAQ "Army methods and operations" attitudes (which correlate .71), are to be found associated with the Factor V, which also carries loadings on several of the esprit measures and some of the input measures. Finally, Factor VI accounts for the remainder of the esprit subscales. Because there are several "across instrument" relations for these last two factors and their associated sets of high loading measures it may be profitable to examine the correlations and corresponding factor loadings for both Factors V and VI. For convenience these have been abstracted from Tables 1 and 2 and are presented in Table 5.

It is evident from Table 5 that Factor V is more strongly associated with leaders' esprit and Factor VI with followers' esprit. But there are notable overlaps, particularly the leader "motivation and cohesion" (M&C) measure which correlates significantly but in varying degree (.39 to .82) with all four of the follower esprit scales.

The pattern of correlations among the four esprit subscales of the PAQ is quite different for the leaders and followers. In general the corresponding intercorrelations among the esprit subscales are higher for the followers than for the leaders.[1] We observe this in the comparisons exhibit in Table 6:

Table 6

Intercorrelations Among the Esprit Subscales

| | Leaders | Followers |
|---|---|---|
| "Affiliation" - "Communication" | .14 | .54* |
| "Affiliation" - "Team" | .33 | .53 |
| "Affiliation" - "Motivation & Cohesion" | .31 | .81* |
| "Communication" - "Team" | .61 | .17* |
| "Communication" - "Motivation & Cohesion" | .31 | .47 |
| "Team" - "Motivation & Cohesion" | .31 | .62* |

*These differences are significant (.05 level or better); the difference between the averages of the 6 correlations is not.

[1] If this had been the TAQ, such a result might have been due to the averaging of squad averages. Such is not the case here. The leaders' perception of platoon esprit is based on averaged PAQ scores from the 5 or 6 trainee leaders in the platoon. The followers' perception is based on averaged PAQ scores from 4 followers, one follower drawn at random from each squad.

One item of possible interest is that the only non-significant relation for followers, "communication" and "team" (.17), is clearly the highest relation for leaders (.61).

Turning to the between leader and follower correlations (see Table 5), we observe again that there is a substantial correlation between leaders' perceptions of platoon "motivation and cohesion" and these same perceptions by followers (.82). And it appears that if leaders believe there is "motivation and cohesion" the followers also believe there is "affiliation" (.71). The converse of this, leaders believe there is "affiliation" if followers believe there is "motivation and cohesion," is also significant, but the correlation in this case is a relatively trivial .27. While considering followers' "motivation and cohesion" we note that this is also significantly related, but only .22, with leaders' "team." Leaders' "team" is associated with followers' "affiliation" (.22) and leaders' "communication" is associated (.26) with followers' "team." The remaining correlations between the two groups on the esprit measures are insignificant.

The major points here seem to be: (1) subscale relationships are much higher for followers than leaders; (2) there is very substantial relationship between the leaders' perception of the "motivation and cohesion" aspects of platoon esprit and the several different measures of follower esprit; and (3) the remaining three measures of leaders' esprit are not strongly associated with followers' esprit.

Turning now to followers' morale (TAQ), we note that follower "career" orientations are significantly associated with all but one (follower "communication") of the 8 esprit measures, and that the correlation between follower "career" and leader "team" is substantial (.74). The pattern for followers' morale "Army methods and operations" exhibits a quite similar pattern of correlation except that there are fewer measures showing significant relations. An item worthy of comment is that follower morale attitudes regarding "career" and "Army methods and operations" show closer association to leaders' perceptions of esprit in their platoon than the followers' own perception of esprit.

Factor V and Factor VI loading magnitudes provide a clear basis for two concluding comments: (1) Factor V indicates that followers' morale attitudes, specifically for "career" and "Army methods," are generally more closely associated with the leaders' esprit attitudes (particularly "affiliation," "communication" and "team") than they are with their own esprit attitudes; and (2) Factor VI indicates that followers' esprit attitudes, on all 4 measures, are more associated with leaders' esprit attitude on the "motivation and cohesion" measure than are the leaders' other esprit measures ("affiliation," "communication," "team") with this particular measure ("motivation and cohesion"). Hence, we conclude (a) that there are

two major dimensions of association between leaders' perception of platoon esprit, and (b) that each of these dimensions shows substantial relations with followers' attitudes, the one dimension with (some of) the followers' morale attitudes and the other dimension with followers' esprit.

Now what about the relation between the high loading measures on Factors V and VI and the cadre input? Referring again to Table 5, we observe that there are only 4 significant correlations for the Factor V high loading measures: (1) "Production Emphasis" correlates .25 with leader "affiliation" and (2) (3) (4) Climate Category "B" correlates .24 with leader "career," .35 with leader "Army methods and operations" and .26 with leader "team." On the other hand, there are several small but significant correlations for Factor VI high loading measures: (1) "Initiating Structure" correlates .27 with follower "communication;" (2) (3) (4) "Production Emphasis" correlates .30 with follower "affiliation," .34 with follower "communication," and .30 with follower "motivation and cohesion;" (5) (6) (7) "Supervision" correlates .32 with follower "affiliation." .38 with follower "communication" and .29 with follower "motivation and cohesion;" (8) Climate Category B (respect and treatment) correlates .27 with follower "affiliation;" (9) Climate Category C (opportunity and support) correlates .24 with follower "communication;" and (10) MIT score correlates .26 with follower "communication." These are the only significant relations--none exceeds .38. Note that if we view relations in terms of output, the follower "communication" and follower "affiliation" measures account for 8 of the 14 significant relations between these input measures and the Factor V and VI platoon output measures. On the input side, cadre "production emphasis," cadre "supervision," and Cadre Climate B seem to be conspicuous factors.[1]

## Summary of Factor Analysis

To summarize the findings to this point, 6 factors were chosen to provide a relatively parsimonious account of the intercorrelations among 27 cadre input measures and platoon effect output measures. Two of these factors are primarily associated with the input measures. Factor I is identified primarily with the leadership style (LBDQ) measure, but also shows some loadings on the Cadre Climate Categories. Factor II represents the other cadre input dimensions. Neither of these dimensions displays many significant relations with the several output measures. The remaining four factors account for output dimensions. To a very crude first approximation they relate to the

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[1] There are negative aspects which may be of equal interest; e.g., there are no significant relations for Category A, for Years of Education or for Time in Service.

four output measures: (1) leader morale (L-TAQ), (2) follower morale (F-TAQ), (3) leader esprit (L-PAQ) and (4) follower esprit (F-PAQ). But, as we have observed, there are some conspicuous "overlaps;" e.g., the 5 leaders' morale scales split into two quite independent dimensions, one associated with Factor III and the other associated with Factor IV. Thus trainee leaders' attitudes toward "Army methods and operations" are relatively independent of trainee leaders' views toward Army leadership competence or their own career aspirations, but this latter pair of leaders' attitudes is strongly related to their followers' attitudes toward the competence of Army leaders (Factor III).

On the other hand, the remaining two factors display another interesting split across instruments in which (this time) followers' attitudes toward "Army methods and operations" (along with the substantially correlated follower "career" measure) is associated with measures of leaders' perception of platoon esprit while the several followers' esprit measures are all associated (some quite strongly) with leaders' perception on primarily just one of the 4 measures of platoon esprit ("motivation and cohesion"). A number of significant input-output correlations were noted, but none of these exceeded .38 The input Category B measure (respect and treatment) and the leadership style measures account for most of the relations on the input side. On the output side, follower measures of morale (especially their attitudes toward the leadership competence of NCOs) and esprit (especially perceived "affiliation" and "communication") are more strongly associated with cadre input measures than are the corresponding leader measures of morale and esprit.

## Cadre Attitude, Platoon Performance, and LBDQ Consideration Data

Cadre Attitude Up to this time we have avoided discussion of the three sets of measures which did not enter the factor analysis, namely: the several Cadre Information Questionnaire (CIQ) measures, the two AIT performance test measures, and the LBDQ "consideration" measure. Reference to Table 1 indicates that the CIQ total score and its 7 subscores are all relatively highly interrelated and that these measures in turn show moderately high correlations with the 4 "attitude toward training and trainee" scales. We observe that out of these 12 measures there are only 2 significant correlations with the 10 other cadre input measures,[1] and there are only 4 significant correlations with the 18 output correlations.[2]

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[1]Cadre attitudes toward personal associates (PA) correlates .23 with Category B; cadre opinions regarding training methods and practices correlates -.31 with Years of Service (i.e. "good" methods and philosophy are associated with shorter time in service).

[2]Cadre attitudes toward their working environment (WE) correlate .25 with leader "communication," .24 with leader "team" and .22 with follower "affiliation." Cadre attitudes toward the quality of the Fort Ord recruit correlate .23 with trainee leaders' perceptions of platoon affiliation.

Aside from these very few correlations, there is no evidence of any appreciable relation between cadre morale or attitude, as expressed by the CIQ, and any measure of platoon cadre leadership style, development climate, or platoon output in terms of either leaders' or followers' morale or esprit de corps.

Platoon Performance. Turning now to the AIT Proficiency Test scores for leaders and for followers, we find only 2 significant correlations: (1) .26 between the leader "career" measure and leader AIT proficiency, and (2) -.39 between follower attitudes toward competence of their trainee leaders (as leaders) and followers' AIT Proficiency Test scores. The first relation is not large but suggests that platoons whose trainee leaders on the average are more career-oriented may have more technically proficient (MOS-wise) leaders. The latter correlation implies a more puzzling relationship which may be best viewed in these terms: platoons whose followers average higher (than other platoons) on AIT Proficiency Tests tend to view their trainee leaders as less competent.[1]

LBDQ Consideration. Through an error of mislabeling, the LBDQ "Consideration" scale was omitted in calculating the original matrix of correlations and hence could not be included in the factor analysis.[2] Since this measure and the "Initiating Structure" measure are the two classic leadership dimension scales of the O.S.U. studies, correlations between the "Consideration" measure and all the measures used in this study were subsequently computed and are reported in Table 1.

Regarding these correlations, we note the following:

1. There is no significant association between the "Consideration" measure and any of the CIQ measures. This result is consistent with the previous observation of lack of relation between cadre attitude and morale (as measured by the CIQ) and nearly all of the other measures used in this study.

2. The "Consideration" measure shows substantial correlations with the other LBDQ measures, .49 for "Initiating Structure," .55 for "Production Emphasis" and .69 for "Supervision;" but these correlations with "Consideration" are markedly lower than the intercorrelation between the other three LBDQ scales (.84, .74, .75). Correlations in the .4 to .5 region between "Consideration" and "Initiating Structure" have been commonly observed, especially for military (e.g., air crew commander) populations. Lower correlations have been reported in some industrial studies.

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[1] See discussion of AIT Graded Proficiency Test, pp. 16-17.

[2] Had it been included, it would undoubtedly have shown an appreciable loading on Factor I and a moderate loading on Factor IV.

3. The "Consideration" measure shows moderate correlations in the .4 region with the three cadre leadership Climate Categories "A", "B", and "C". The correlations are generally slightly higher for the "Consideration" measure than for the "Initiating Structure," "Production Emphasis," and "Supervision" measures.[1] The general picture is thus one where it is evident that platoon cadre who are observed and reported as providing a favorable leadership development climate (as measured in terms of Climate Categories A, B, and C) are perceived by their subordinate trainees (leaders and followers) as being both more considerate and more work-oriented (structuring, production, and supervision).

4. There are several modest but significant correlations with measures of both leader and follower morale (TAQ); but there are no significant associations with either leader or follower esprit or performance. The significant correlations are: (1) leader officer scale .28, (2) leader NCO scale .23, (3) follower officer scale .24, (4) follower NCO scale .46, (5) follower trainee leader scale .25, and (6) follower Army Methods and Operations scale .31. When these leader and follower "morale" subscale correlations with LBDQ "Consideration" are compared with the LBDQ work orientation scales ("Initiating Structure," "Production Emphasis," "Supervision") it is evident that trainees' perceptions of "Consideration" on the part of platoon cadre are clearly more closely associated with the morale scales. Among the "morale" scale correlations, five of the six significant correlations relate to appraisal of leadership. The highest correlation, .46, is between "Consideration" and followers' appraisal of NCO competence and understanding. The one significant non-leader "morale" measure suggests that cadre who are perceived as considerate in their behavior tend to have platoons whose followers are more favorably disposed toward Army methods and operations. The overall impression is thus that cadre "Consideration" is more important than work orientation insofar as trainee morale attitudes are concerned.

It is important to recall, however, that some significant relations were found between the three work oriented LBDQ scales and some of the "morale" (TAQ) measures. On the negative side, it is noteworthy that cadre LBDQ "Consideration" shows no significant relation to either trainee leader or followers' attitudes on the "Army as a career" scale and that there is no association between LBDQ "Consideration" and any of the leader or follower "esprit" (PAQ) measures, whereas there are several significant "work oriented" LBDQ and follower "esprit" correlations. This leads to a concluding

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[1] The one exception is the .52 between "Supervision" and Climate Category A (counseling and attitude).

observation that platoon cadre "Consideration" style seems more associated with trainees' attitudes toward the Army and especially its lower levels of leadership, while platoon cadre work orientation style appears to be more closely associated with platoon esprit (followers' perception of affiliation, communication motivation and cohesion).

This concludes discussion of the results of a correlational analysis and factor analysis which included respectively some 42 and 27 selected measures of cadre input and platoon output

Relations between cadre trainee leaders and the followers at the squad and individual level of analysis will be treated in subsequent reports. Time trend, treatment, trainee input, and similar interactions with the cadre dimensions which have been identified in this report will also be analyzed and discussed in subsequent Task NCO reports Thus, final discussion of cadre climate influences, including consideration of the implications of the findings presented in this report, will be deferred The next section provides some inkling of what these subsequent analyses may reveal

## Platoon Cadre and Squad Leader Leadership Style

Before concluding this presentation of available data on AIT platoon cadre, there is one other item of information which is available and may be relevant Up to this point we have presented data which were analyzed at the platoon level In an exploratory investigation conducted during the data collection phase of the experiment.[1] some 162 correlations were computed on a squad level between three of the Cadre LBDQ measures ("Consideration," "Initiating Structure," and "Production Emphasis") and a selected group of leadership behavior descriptions of the trainee squad leaders.[2] Only correlations between the three Cadre LBDQ scores, the three corresponding LBDQ scores for squad leaders, and the total scores for the squad morale (TAQ) and squad esprit (SAQ) are reported in Table 7. Because it was anticipated that results might vary between experimental and control groups, separate analyses were made.

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[1] This investigation was made when data collection was completed on Run 3 It thus represents 3/4s of the experiment, involving 138 experimental squads and 142 control squads (data for cadre are available on only 124 control squads).

[2] These squad level measures were provided by combining reports from half the squad members, who answered an LBDQ form, and the SAQ (which is identical in item content to the PAQ, but refers to the squad rather than the platoon). Another independent set of data was obtained in similar fashion by combining reports from the other half of the squad who answered an LAQ (Leader Activity Questionnaire) and also provided the TAQ information

Table 7

Means, S's, and Intercorrelations: Cadre LBDQ, Squad Leader LBDQ, Squad Morale (TAQ) and Squad Esprit (SAQ)

| | Cadre LBDQ | | | Sq. Ldr LBDQ | | | TAQ | SAQ | M | S |
|---|---|---|---|---|---|---|---|---|---|---|
| | C. | I.S. | P.E. | C. | I.S | P.E | Tot. | Tot. | | |
| Cadre LBDQ | | | | | | | | | | |
| Consideration | | | | | | | | | | |
| Experimental | | .44 | .44 | .07 | .10 | 11 | .08 | .24 | 41.00 | 9.99 |
| Control | | .57 | .61 | -.03 | .18 | .19 | .20 | .05 | 37.50 | 7.87 |
| Initiating Structure | | | | | | | | | | |
| Experimental | | | .73 | .08 | -.02 | -.03 | 24 | .15 | 35.17 | 9.89 |
| Control | | | .77 | .12 | .28 | 33 | .13 | .13 | 32.43 | 6.18 |
| Production Emphasis | | | | | | | | | | |
| Experimental | | | | .01 | .03 | .02 | .22 | .11 | 14.85 | 4.10 |
| Control | | | | .10 | .26 | .32 | .19 | .17 | 14.06 | 3.67 |
| Squad Leader LBDQ | | | | | | | | | | |
| Consideration | | | | | | | | | | |
| Experimental | | | | | .64 | .66 | -14 | .42 | 38.12 | 8.96 |
| Control | | | | | .65 | .61 | 00 | 50 | 39.55 | 8.83 |
| Initiating Structure | | | | | | | | | | |
| Experimental | | | | | | .83 | -14 | 52 | 39.41 | 6.98 |
| Control | | | | | | .90 | 17 | .60 | 40.16 | 6.92 |
| Production Emphasis | | | | | | | | | | |
| Experimental | | | | | | | -09 | .52 | 17.76 | 3.45 |
| Control | | | | | | | 17 | .61 | 18.31 | 3.99 |
| Squad Morale (TAQ) Total | | | | | | | | | | |
| Experimental | | | | | | | | .00 | 98.03 | 21.00 |
| Control | | | | | | | | .11 | 97.99 | 23.16 |
| Squad Esprit (SAQ) Total | | | | | | | | | | |
| Experimental | | | | | | | | | 80.81 | 11.40 |
| Control | | | | | | | | | 87.14 | 12.30 |

NCO III-2 First 3 runs, 18 cycles: Experimental N = 138; Control N = 142 (124 for Cadre LBDQ)

The following seem to be some of the main items to note in Table 7.

1. The 3 LBDQ subscales for both cadre and squad leaders display moderately high intercorrelations. These correlations are not generally different for the experimental and control groups. The one exception is cadre "Consideration" vs "Production Emphasis" Here the experimental group r = .44 is significantly (.05 level) lower than the control group, r = 61, which would suggest that these two styles of leadership, as perceived by trainee squad leaders and followers, are more independent in the experimental groups [1]

2 The corresponding intercorrelation LBDQ subsets for cadre and squad leaders indicate that the respective "perceivers" (an approximately equally weighted group of 4 or 5 trainee leaders plus 4 followers, one drawn from each squad for the cadre; and one half of each squad for the squad leaders) tend to perceive the squad leader style more homogenously than is the case for the cadre, both in the experimental and the control groups. However, this difference is statistically significant only for the experimental group and is therefore primarily attributable to greater independence of the cadre "Consideration" measure Having thus noted that the LBDQ subscales are moderately intercorrelated, we now turn to the more interesting point.

3. There is no evidence of any relationship between the perceived style of leadership of the platoon cadre (as reported by an equally weighted group of trainee squad leaders and squad members) and the perceived style of leadership of the trainee squad leaders (as reported by their followers) for the experimental group. On the other hand, there are several small, but statistically significant, correlations observed for the control group. The differences between the experimental and control groups are more pronounced for the "Initiating Structure" and "Production Emphasis" measures than for the "Consideration" measure The magnitudes of association suggested are not at all large but there does seem to be clear evidence that there is some association of perception of trainee leader and cadre leadership style which is more evident among the control groups.

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[1] Due to the "reflexive" nature of these LBDQ scores, one is left to wonder whether this apparent difference is more attributable to differences in the cadremen's behavior or to the possible greater capacity of trainee leaders to discriminate between these two leadership styles. Recomputation of the cadre LBDQ scores so they were based on leaders only and on followers only instead of on the basis of a combination of approximately equal numbers of leaders and followers might tend to confirm the latter interpretation if lower intercorrelations were observed among the experimental trainee leader group.

4. Also to be noted is the evidence of differences in experimental and control groups when the correlations between cadre LBDQ scales and the TAQ (total of all items) and the SAQ (total of all items) are examined. Here in three instances we find significant correlations for the experimental groups as well as two instances for the control groups (whereas only control groups showed significant relations betw en cadre and trainee leadership style) [1]

While considering the TAQ and SAQ total scores at the squad level we note that (1) there is no evidence of a relation between these measures, (2) the measures were derived from independent randomly split squad halves, (3) the moderately high correlations between the SAQ and Squad Leader LBDQ may be in part a halo effect since these two instruments were completed by the same squad subgroup, (4) the TAQ, which was completed by the other half shows no relation to the squad leader LBDQ scores.

Further refinements in scoring and analysis will be required to define more clearly what these data suggest. These analyses will be undertaken at appropriate stages in the overall plan for the NCO III-2 data analysis. The point that this addendum is attempting to make is that (1) differences in cadre effect, which are now obscured in the calculation of the correlation and the factor analysis which provide the basis for the main body of this report, may be revealed when finer levels of analysis are undertaken,[2] and (2) there is some possibility that cadre leadership climate proves to have a more direct effect on the non-trained (control) trainee leader than on the trained (experimental) trainee leader.

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[1] Cadre LBDQ "Consideration" and squad esprit (SAQ-"total") correlates .24, indicating that experimental platoons which perceive their cadre as being considerate, indicate that they have higher squad esprit. The corresponding correlation for the controls is .05. Both the cadre LBDQ "Initiating Structure" and "Production Emphasis" are significantly related (.24 and .22) at marginal levels to the overall squad morale (TAQ-"total") for the experimental groups. Only "Production Emphasis" is significant (.19) for the controls. The controls, however, show a significant relation between cadre "Consideration" and morale total score while the experimentals do not.

[2] The overall cadre data correlation and factor analysis work was designed to reduce the number of cadre dimensions which would be carried into other portions of the data analysis. These cadre and platoon input and output measures constitute a minor fraction of the NCO III experiment data.

## CONCLUSION

This is an interim report. As the Task NCO program of data analysis proceeds, it seems obvious that much more will be learned regarding the leadership climate measures in the platoon and how they interact with other measures which have been collected in the NCO III field experiment. At this time it is apparent that cadre behavior, primarily as it is perceived by subordinates, is associated in very modest but definitely real (i.e. non-chance) degree with both the morale and the esprit de corps of subordinate trainee leaders and of trainee followers in the platoon. However, the measures of trainee leaders' and trainee followers' morale and esprit are several in number and display among themselves and with the cadre leadership input measures an intricate and subtle pattern of relationships, involving several not altogether obvious, but quite substantial, correlations. We have also observed that cadre leadership style has some, but again a relatively small, influence on the leadership style of some (but not all) of the trainee leaders in the platoon.

There is also evidence that such factors as cadre education, time in service and military information test scores display minor associations. There is, on the other hand, very little evidence that cadre "morale" attitudes, as assessed by the instrument used in this study, are related to any aspect of cadre leadership climate or to platoon effect measures. There is also no evidence of a direct relation between platoon "leadership climate" and trainee performance on the AIT Graded Proficiency Test.

The factor analysis has demonstrated that a small number of dimensions is sufficient to account for the major relations between platoon level "input" and "output" measures. The comparisons between leadership style measures for cadre leaders and trainee leaders, however, suggest that finer analyses (e.g., between treatment conditions or between leadership styles) may reveal more clearly the nature of and the magnitude of the influence which AIT cadre have on the attitudes and behavior of the members of their units. Until these analyses have been accomplished, it seems best to defer elaboration on this subject. It is clear that a "leadership climate" influence can be discerned in the matrix of data, but its trace is not always direct or obvious. The significance of what is currently apparent suggests that it will be both necessary and rewarding to maintain (while attending to the more primary factors of the NCO study) a continuing interest in this aspect of the study design.

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## APPENDIX 1

### CADRE INFORMATION QUESTIONNAIRE

Please Print Date_____

Name_____ Rank_____ Unit_____

ASN_____ Length of Service_____ ETS_____

MOS_____ Years in MOS_____

Present Unit_____ Present Job_____

How long have you served as a cadreman? At Fort Ord?_____Elsewhere? (specify)_____. Years of education_____

Do you live in the barracks?_____ List the service schools attended, such as NCO Academies, etc._____

_____

Are you a combat veteran?_____ Were you a leader in combat?_____

Specifically where did you see combat, for how long and in what capacity (unit, job, etc)?_____

_____

1. What do you think of the amount of attention given in your company to "spit and polish?"
   1. Not enough
   2. Just the right amount
   3. Somewhat too much
   4 Quite a bit too much
   5. Entirely too much

2 I would rather be with my own unit than with any other unit I know of.
   1 Strongly agree
   2 Agree
   3. Uncertain
   4. Disagree
   5 Strongly disagree

3 What do you think of the military discipline in your outfit?
   1 There could well be more discipline
   2. There is exactly the right amount of discipline
   3 It's somewhat too strict
   4 It's much too strict
   5. Entirely too strict

4 How do you feel about the condition of the tools, equipment, and supplies in your company?
   1. Very well satisfied
   2 Fairly well satisfied
   3 Uncertain
   4 Somewhat dissatisfied
   5 Very dissatisfied

5. How many of your present NON-COMS are the kind you would want to serve with in time of war?
   1 All of them
   2 Most of them
   3. About half of them
   4 Not very many of them
   5 None of them

6 The Army tries to make all the men look and act alike.
   1. Strongly disagree
   2 Disagree
   3 Undecided
   4 Agree
   5. Strongly agree

7 After you go back to civilian life, what will be your attitude toward the Army?
   1 Very favorable
   2. Fairly favorable
   3 I'm not sure
   4. Fairly unfavorable
   5 Very unfavorable

8. Are you given enough notice and explanation of changes in rules and regulations?

1 Almost always
2 Most of the time
3. About half the time
4 Not very often
5 Almost never

9 Do you feel that promotions are handled fairly in the Army?

1 Almost always
2 Most of the time
3 About half the time
4 Not very often
5 Almost never

10. In general, what sort of physical condition would you say you are in at the present time?

1 Very good condition
2 Good condition
3. Fair condition
4. Poor condition
5 Very poor condition

11. How do you think your unit compares with other units in the brigade in getting a job done?

1 Definitely the best
2 One of the two or three best
3 About average
4. One of the two or three poorest
5. Definitely the poorest

12. How do you feel about your working hours?

1. Very well satisfied
2. Fairly well satisfied
3 Indifferent
4. Somewhat dissatisfied
5. Very dissatisfied

13 When I do an unusually good job my supervisor sees that the right people know about it

1 Strongly agree
2 Agree
3 Uncertain
4. Disagree
5 Strongly disagree

14. In general, how well do you think the Army is run?
    1. Extremely well
    2. Quite well
    3 Well enough
    4 Not very well
    5. Very poorly

15 How well do you fit into the Army?
    1 Unusually well
    2 Better than most men
    3. About as well as the next man
    4. Not as well as most men
    5. Not at all well

16. If Fort Ord training companies were to train troops and then deploy overseas as a combat outfit, would you rather go with your present unit or with a different Ord unit?
    1. Definitely my present unit
    2 There is one other unit I would rather go with
    3 Any one of two or three other units
    4. Any one of a number of other units
    5 Almost any other unit

17 How often are you told ahead of time about changes in your working procedures?
    1. Almost always
    2 Most of the time
    3. About half the time
    4. Not very often
    5. Hardly ever

18. How do you feel about the progress you have made in the Army so far?
    1. I'm more than satisfied
    2. I'm quite well satisfied
    3 I'm fairly well satisfied
    4. I'm somewhat dissatisfied
    5 I'm completely dissatisfied

19 I should have more say about things that affect my job.
    1 Strongly disagree
    2. Disagree
    3. Undecided
    4 Agree
    5 Strongly agree

20. In general, what kind of people choose the Army as a career?
    1 Very superior
    2 Above the average
    3. About average
    4 Somewhat below average
    5. Well below average

21. How interesting is your job?
    1 Very interesting
    2 Fairly interesting
    3 So-so
    4 Fairly dull
    5 Very dull

22. There is too much bossiness and rank-pulling around here.
    1 Absolutely false
    2 Mostly false
    3 Sometimes true; sometimes false
    4 Mostly true
    5 Absolutely true

23. Do you get chances to take a break on your job as often as you should?
    1 We get them as often as we want them
    2 We get all we need
    3 We usually get them if we need them badly
    4 We need more than we get
    5 We need plenty on my job and get practically none

24 How many of the members of your work unit do you consider your personal friends?
    1 All of them
    2 Most of them
    3 About half of them
    4 Some of them
    5 Hardly any of them

25. How hard do you think the Army is trying to improve its ways of doing things?
    1. As hard as it possibly can
    2. Quite hard
    3. Fairly hard
    4. Not very hard
    5 Not trying at all

26. How do the NON-COMS in your company stack up against those in other companies you know about?
    1. Better than any others I know about
    2. Better than most, though not the very best
    3 About the same as most others
    4. Not as good as most, though not the worst
    5 The worst in any company I know about

27 Within reason, I am free to do my job the way I think best
    1 Strongly agree
    2 Agree
    3 Undecided
    4 Disagree
    5 Strongly disagree

28 Do you feel that the officers in your company are well suited for their present assignments?

1 All of them are
2 Most of them are
3 About half of them are
4 A few of them are
5 None of them are

29 My superiors' orders and instructions are almost always clear to me.

1 Strongly agree
2 Agree
3. Undecided
4. Disagree
5 Strongly disagree

30 When I am on duty I always know exactly what I'm supposed to do.

1. Absolutely true
2 Mostly true
3. Partly true; partly false
4 Mostly false
5. Absolutely false

31. What kind of a job do you think the Army does in selecting NON-COMS?

1 An excellent job
2. A good job
3. A good enough job
4. Not so good a job
5. A very poor job

32 My C O puts the welfare of his men ahead of his desire to please his superiors

1 Strongly agree
2 Agree
3. Undecided
4. Disagree
5. Strongly disagree

33. How do you feel after your C.O. has talked to you about a mistake in your work?

1 Not bad at all - he is always helpful
2. Not bad - he just shows me what I did wrong
3 Like I would if any other supervisor talked to me
4. Fairly bad - he always talks as though I should have known better
5 He makes me feel like two cents

34. How many of the company officers at Fort Ord take a personal interest in their men?

1 All of them do
2 Most of them do
3 About half of them do
4 Few of them do
5 None of them do

35. When your superior requires an opinion or advice about the work of your section, how likely is he to come to see you?
    1 Much more likely to come to me than anyone else
    2 Somewhat more likely to come to me than to anyone else
    3 Just about as likely to come to me as to anyone else
    4 Somewhat less likely to come to me than to someone else
    5 Much less likely to come to me than to someone else

36 What are your chances of working on a number of different jobs in order to get more kinds of experience?
    1 Quite good
    2 Fair
    3 I'm not sure
    4 Poor
    5 None at all

37. How often does your superior ask you to do things which you don't see a good reason for doing?
    1 Hardly ever
    2 Seldom
    3. Occasionally
    4 Often
    5. Very frequently

38 How do the OFFICERS in your company stack up against those in other companies you know about?
    1 Better than any others I know about
    2 Better than most, though not the very best
    3 About the same as most
    4 Not as good as most, though not the worst
    5 The worst of any company I know about

39. The other cadremen in my unit rate my job high in importance.
    1 Strongly agree
    2 Agree
    3 Uncertain
    4. Disagree
    5 Strongly disagree

40 How often do you get conflicting orders?
    1 Never
    2 Seldom
    3 Occasionally
    4 Fairly often
    5 Very often

41 Do you feel that you are really a part of the unit you work with?
    1 I really belong
    2 I belong in most ways
    3. I belong in some ways
    4 I belong in very few ways
    5 I am never really a part of the unit I work with

42. How many of your present OFFICERS are the kind you would want to serve under in time of war?
    1. All of them
    2 Most of them
    3. About half of them
    4. Not very many of them
    5. None of them

43. Do you ever have to do things on your job that go against your principles?
    1. Never
    2. Hardly ever
    3 Not very often
    4. Fairly ofter
    5 Very often

44. How do you feel most of the time?
    1. In excellent spirits
    2. Pretty good
    3. About average
    4 Fairly bad
    5. Very bad

45. Do you feel that the top Army officers in Washington take an interest in the welfare of the soldier?
    1. They are very much interested
    2 They are quite interested
    3 They show a fair amount of interest
    4. They don't seem to show much interest
    5. They don't care at all

46. How well are you getting along in the Army?
    1. Extremely well
    2. Pretty well
    3. Well enough
    4. Not very well
    5. Not at all well

47. My superior gives most of the credit to our unit when we do a good job, instead of taking it himself.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5 Strongly disagree

48 How well are you kept informed about what is going on in the Army?
    1. Very well
    2. Pretty well
    3 Well enough
    4 Not very well
    5 Not well at all

49. My supervisor usually expects me to do more than my share of the work.
    1. Strongly disagree
    2. Disagree
    3. Undecided
    4. Agree
    5. Strongly agree

50. In our battlegroup the best qualified men get promoted fastest.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

51. Being in the Army gives me a feeling of self-respect.
    1. Strongly agree
    2 Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

52. Considering its mission, my unit has just about the right number of men in it.
    1 Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

53. When a man in your company makes a good suggestion, the C.O. gives him credit rather than taking the credit himself.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

54. It is easy for me to do things the Army way.
    1. Strongly agree
    2. Agree
    3 Undecided
    4 Disagree
    5. Strongly disagree

55. The men in my unit are willing to do their share of the work.
    1 Strongly agree
    2 Agree
    3. Don't know
    4. Disagree
    5. Strongly disagree

56. How good is your superior at handling people?
    1. One of the best
    2. Better than most
    3 About average
    4 Not as good as most
    5. One of the worst

57 How much of a future is there in your present MOS?
    1. Almost unlimited future
    2 Good future
    3. Pretty fair future
    4 Not much future
    5. No future at all

58 How good is the food in your company Mess?
    1 Excellent
    2. Pretty good
    3. Good enough
    4. Not so good
    5 Very poor

59. How much do you feel that you personally are contributing to the total mission of the Army?
    1. A very great deal
    2. Quite a lot
    3 A fair amount
    4. A little
    5. Hardly anything

60. As a place for a married man to raise a family, the Army is
    1. Excellent
    2. Good
    3. Fair
    4. Not so good
    5. Very bad

61. How many other superiors would you prefer to the one you have now?
    1. None
    2. One or two
    3. A few
    4 Several others
    5. Almost any other

62 On the whole, how much chance do you have at Fort Ord to show what you can do?
    1 An excellent chance
    2 A very good chance
    3. A fairly good chance
    4. Not much of a chance
    5. No chance at all

63. How much effort does your superior make in looking after the welfare of his men?
    1 All he possibly can
    2 Quite a lot
    3. About an average amount
    4. Not very much
    5. Hardly any at all

64 How much does it bother you if your superior orders you to do things which you don't see a good reason for doing?
    1 Bothers me a great deal
    2. Bothers me quite a bit
    3. Sometimes it bothers me; sometimes it doesn't
    4. Doesn't bother me much
    5. Doesn't bother me at all

65. When you go to your superior with a question about your work, what does he do?
    1 He almost always takes time to give me a clear and detailed answer
    2. He usually gives me an answer which is clear enough to get the job done
    3. He usually gives me an answer which leaves me in a fog
    4. He usually gives me the brush-off
    5. He is likely to bawl me out

66. My superior is quick to take care of complaints brought to him by the men.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

67 How many of the things you do in the Army seem to you to be important?
    1 Almost all of the things I do are important
    2. A lot of the things I do are important
    3. Some of the things I do are important
    4. Only a few of the things I do are important
    5. None of the things I do are really important

68. Do you feel you can go to your superiors for help and advice on personal problems?
    1 I can always depend on him to help me
    2. He would usually try to help me
    3. He might try to help me
    4. He wouldn't go out of his way to help me
    5 He's the last person I would go to for help

69. How important to the nation's defense is the work you do?
    1. Very important
    2. Fairly important
    3. Of about average importance
    4. Not very important
    5. Not at all important

70. Do you feel that the Army tries as hard as the other branches of the service to assign a man to the post he wants to go to?
    1. It tries much harder
    2. It tries somewhat harder
    3. It tries about as hard
    4. It does not try as hard
    5. It hardly tries at all

71. How do you feel after making a suggestion to your superiors about the work?
    1. Very good - he always considers my ideas carefully and uses them if possible
    2. Fairly good - he shows real interest
    3. Good enough - he shows some interest
    4. Not too good - he shows little interest
    5. Pretty bad - he seems to resent suggestions

72. My present job suits me better than any other job I know of in the Army.
    1. Strongly agree
    2. Agree
    3. I'm not sure
    4. Disagree
    5. Strongly disagree

73. How much favoritism does your superior show in dealing with his men?
    1. None at all
    2. Not much
    3. About an average amount
    4. Quite a lot
    5. A very great deal

74. How much pride do you take in being a member of the Army?
    1. A very great deal
    2. Quite a lot
    3. A fair amount
    4. Some, but not much
    5. None at all

75. One of the most important factors in preventing an all-out war in the next few years will be a strong Army.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

76. Sometimes the pressure on my job is more than I can bear.
   1. Strongly disagree
   2. Disagree
   3 Undecided
   4. Agree
   5. Strongly agree

77. Does your superior pass the buck to the men under him when he makes a mistake?
   1 Never
   2 Seldom
   3. Occasionally
   4 Fairly often
   5 Almost every time

78. When your present enlistment is up, will you want to reenlist in the Army?
   1 I will definitely want to
   2. I think I will
   3. I'm not sure
   4. I think I will not
   5. I definitely will not

79. I get a feeling of pride from the work I am doing now.
   1 Strongly agree
   2. Agree
   3. Undecided
   4. Disagree
   5. Strongly disagree

80. How many of your superior OFFICERS are the kind of men who would go through anything they ask their men to go through?
   1. All of them are
   2. Most of them are
   3. About half of them are
   4. Few of them are
   5. None of them are

81. Standard Operating Procedures (SOP) are a good idea, and should always be followed.
   1. Strongly agree
   2 Agree
   3 Undecided
   4. Disagree
   5 Strongly disagree

82. How much effort are you now making to advance to a higher rank?
   1 I am doing everything I can
   2 I am trying fairly hard
   3 I do about as much as most men
   4. I am not doing very much
   5 I am not trying at all

83. How well can you predict what will happen to you if you break a rule?
    1. Very well
    2. Pretty well
    3 Fairly well
    4. Not very well
    5. Not well at all

84. I feel that the Army is trying its best to look out for the welfare of enlisted men.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5 Strongly disagree

85. I get a real feeling of pleasure when I have helped my unit do something when the odds were against us.
    1. Strongly agree
    2. Agree
    3 Undecided
    4. Disagree
    5. Strongly disagree

86. Would your superior go to bat for you and back you up if something went wrong that was not your fault?
    1 He would always back me
    2. He would usually back me
    3 He would back me about half the time
    4. He would back me occasionally
    5. He would hardly ever back me

87. How well do you think your unit is run?
    1. Very well
    2. Pretty well
    3. About as well as most
    4. Not as well as most
    5. Very poorly

88. How does your job match your training and experience?
    1. Almost perfectly
    2 Very well
    3. Fairly well
    4 Not too well
    5. Very poorly

89. In general, I feel that I have gotten a square deal from the Army.
    1. Strongly agree
    2 Agree
    3 Undecided
    4. Disagree
    5. Strongly disagree

90. How do you think other units rate your unit?
    1. Just about the best
    2. Very good
    3. Good enough
    4. Not very good
    5. Just about the worst

91. The trainer who is completely objective and impersonal in handling his men is the one who is usually most effective.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

92. The average trainee leader can be taught to understand the needs and problems of his men.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

93. Trainees should receive most or all of their training from their company cadremen. Most training committees should be abolished.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

94. Most AIT trainees are interested in learning about the things they need to know in their MOS.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

95. It is more important for the trainer to be able to correct the mistakes of the trainees than recognize good performances.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

96. The average trainer has enough authority and power to do a good job in training.
   1. Strongly agree
   2 Agree
   3. Undecided
   4. Disagree
   5. Strongly disagree

97. Basically, there is nothing lacking in the leadership ability of the men the Army is getting now.
   1. Strongly agree
   2 Agree
   3. Undecided
   4 Disagree
   5. Strongly disagree

98. Most trainee leaders can be taught how to get the best out of their men.
   1 Strongly agree
   2 Agree
   3. Undecided
   4. Disagree
   5. Strongly disagree

99 Many rules and regulations prevent me from giving the trainees the kind of training they need in order to do a good job in combat.
   1. Strongly agree
   2. Agree
   3. Undecided
   4. Disagree
   5. Strongly disagree

100. The typical trainee leader I've seen here at Ord is really a pretty good looking soldier. I think the Army can take real pride in him.
   1. Strongly agree
   2. Agree
   3. Undecided
   4. Disagree
   5. Strongly disagree

101. I think that if an instructor is going to do a decent job in training his men that he must spend some time with them during breaks or in the evening.
   1. Strongly agree
   2. Agree
   3. Undecided
   4. Disagree
   5 Strongly disagree

102. From what I've seen, the Army would be in real trouble if it had to go to war with the kind of infantryman it is producing at Fort Ord.
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

103. My main satisfaction in being a trainer is in the opportunities that the work offers for self-improvement.
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

104. As a method of achieving discipline I believe harassment is
1. Usually very effective
2. Often effective
3. Effective in some instances
4. Seldom effective
5. Very rarely effective

105. The average Infantry trainee is a sad case. No matter how hard you try he just doesn't have the pride or desire to make the effort to become a good soldier.
1 Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

106. Most AIT trainee leaders are willing to go through anything you ask them to.
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

107. Every officer and NCO must be an effective instructor.
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

108. How do you feel about the potential ability of the trainee leaders you've seen recently at Fort Ord? Which statement comes closest to your opinion?

1. They're pretty good. I'd count on them to come through if we had to depend on them as junior leaders in combat.
2. They're passable. But they could use a lot of seasoning.
3. I'm uncertain. Some would be O.K. A good many of them don't show me much.
4. Most of them wouldn't be up to the job.
5. With a few exceptions, the Army would be in tough shape if it had to depend on them.

109. I feel that trying to teach the average trainee at Fort Ord anything about the Army is a pretty useless job.

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

110. The discipline in the average AIT training company is too weak.

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

111. Most AIT trainee leaders don't give a damn about anything.

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

112. How do you rate the quality of infantry combat training now given here at Fort Ord?

1. First rate. Would be hard to improve.
2. Pretty good. Could stand some improvement.
3. Fair. There are a number of areas where a better job could be done.
4. Not so good. Leaves much to be desired.
5. Very poor. There are many areas where serious faults exist.

113. Most trainees don't have much respect for cadremen in the training companies.

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

114. The trainees that come to an AIT company for training are less capable than the trainees that go to other branches of the service for trainin
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

115. The average AIT trainee leader (squad leader, trainee assistant platoon sergeant) is competent to handle his job.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

116. Trainees have good ideas about training if they are given a chance to speak out.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

117. AIT trainees are easy to train and shape up.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

118. Which statement comes closest to expressing your opinion regarding the present level of competence and ability of the infantry instructors (committee and company cadre) at Fort Ord?
    1. An unusually competent group
    2. Most of them are well qualified
    3. Most of them are more than passably qualified
    4. Although there are some definite exceptions, many of them are only minimally qualified.
    5. The majority of them aren't really qualified.

119. How reliable do you find the typical trainee leader? How well can you count on him to carry through on a job?
    1. He's quite reliable. He nearly always carries through.
    2. He's fairly reliable. He'll usually carry through.
    3 He's just so-so. Sometimes you can count on him. Sometimes you can't.
    4. He's unreliable. You can't count on him for much.
    5. He's definitely unreliable. You just can't count on him much at all.

120. As a means of training soldiers, sarcasm and ridicule
   1. Can nearly always be used to good effect
   2 Can often be used to good effect.
   3 Can sometimes be used to good effect
   4 Can seldom be used to good effect.
   5 Can rarely be used to good effect.

121 On the whole, I think the trainee who completes his basic and advanced training at Fort Ord is about as ready for combat as one has a right to expect in peace time
   1. Strongly agree
   2 Agree
   3 Undecided
   4. Disagree
   5. Strongly disagree

122 Fort Ord allows the trainer plenty of opportunities and freedom to show his ability and to satisfy his interest in training soldiers.
   1 Strongly agree
   2 Agree
   3 Undecided
   4 Disagree
   5. Strongly disagree

123 Discipline comes first, but basic training should also encourage the trainee to use his initiative.
   1. Strongly agree
   2 Agree
   3. Undecided
   4. Disagree
   5. Strongly disagree

124. Would you rather be assigned to a training committee or remain as a cadreman in a training company?
   1. Much rather be in a training committee.
   2. Rather be in a training committee.
   3 It makes no difference.
   4 Rather be in a training company.
   5. Much rather be in a training company.

125 If an instructor really knows his subject and follows the lesson plan in detail, he can always expect to do a good job.
   1 Strongly agree
   2 Agree
   3 Undecided
   4 Disagree
   5 Strongly disagree

126. Most infantry trainees have the ability to develop a real interest and liking for their training. It's just a matter of how the instructor presents his material.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

127. In terms of courage and "guts" the present crop of trainee leaders have all that it takes.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

128. Shaping the average trainee into an acceptable soldier really isn't a very difficult task.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

129. I personally would prefer to train
    1. raw recruits.
    2. advanced individual trainees.
    3. soldiers who have finished both their basic and advanced individual training.
    4. soldiers who have been in the Army for at least a year.
    5. only proficient and experienced soldiers.

130. I believe that the infantry instructor has one of the most important jobs in the entire Army.
    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

## APPENDIX 2

### Leader Behavior Description Questionnaire

These items deal with the behavior of your Squad Leader. **USE THE FOLLOWING ANSWER SCHEME IN MARKING YOUR ANSWER SHEET.** (Do not write on the questionnaire booklet):

1 - He always acts this way.
2 - He often acts this way.
3 - He occasionally acts this way.
4 - He seldom acts this way.
5 - He never acts this way.

31 He will ask questions if he does not understand something.

32. He makes his attitudes clear to the squad.

33. He does personal favors for the squad members.

34. He does little things to make it pleasant to be a member of the squad.

35. He tries out new ideas on the squad.

36. He anticipates possible difficulties before they arise.

37. He is easy to understand.

38. He rules with an iron hand.

39. He finds time to listen to squad members.

40. He criticizes poor work.

41. He sets a good example for his men by not complaining and griping about things.

42. He is afraid to tell men to do things.

43. He speaks in a manner not to be questioned.

44. He keeps to himself.

45. He looks out for the personal welfare of individual squad members.

46. He assigns squad members to particular tasks.

47. He works without a plan.

48. He maintains definite standards of performance.

49. He stresses being ahead of competing squads

50. He checks men's work in time for them to make corrections when they have made mistakes

51. He refuses to explain his actions.

52. He acts without consulting the squad.

53. He is slow to accept new ideas.

54. He emphasizes meeting deadlines.

55. He treats all squad members as his equal.

56. He encourages the use of uniform procedures.

57. He is slow about doing things to help his men when it means going to his superiors--like helping his men get time off or passes.

58. He is willing to make changes.

59. He makes sure his part in the squad is understood by squad members.

60. He is friendly and approachable.

61. He asks that squad members follow standard ways of doing things in every detail.

62. He tries to get the squad to beat a previous record.

63. He makes squad members feel at ease when discussing things with him.

64. He lets squad members know what is expected of them.

65. He tries to do everything himself, he doesn't make good use of his men.

66. He puts suggestions made by squad members into operation.

67. He sees to it that squad members are working up to capacity.

68. He stresses getting the job done.

69. He asks squad members to put their personal interest second to getting the job done.

70. He is aware of hard feelings when they occur in the squad.

71. He gets squad approval on important matters before going ahead.

72. He sees to it that the work of squad members is coordinated.

73 He knows whom he can depend upon to do a particular job.

74. He sees to it that everything is completed on time.

75. He can explain the issues clearly when problems come up.

76. He gets the squad together to emphasize improving performance.

77. He insists that things be done immediately.

78. He checks to see whether jobs have been completed.

79 He anticipates the feelings of the squad and tries to take them into account.

80. He keeps squad members posted on their efficiency.

81 When a job is finished, he calls the squad together to critique their work.

82. He knows what is going on in the company.

83. He is quick to handle problems and complaints that arise in the squad.

84. He can be counted on to speak up for a squad member if anyone has been given a "raw deal."

85. He checks to see that the squad has all of the supplies and tools that it needs to do a job.

86. He takes time to explain or help a squad member who hasn't learned how to do a particular job right.

87. He criticizes men before he gets all of the facts as to why they "fouled-up."

88 He is quick to praise a man for a job well done.

89. He sees to it that every man in the squad "gets the word" about anything that is going to happen.

90. He criticizes his men in front of others.

91. He checks to make sure that every man understands an order.

92. He is not around to supervise his men when they work on their details.

93. He keeps his superiors informed about how the men feel about things.

94. He lets his superior know when there are things that his squad needs in order to get the job done

95. He works on his own gear and takes care of his own interests when he should be supervising and checking the work of his men

96. He uses his assistants to help him get the job done

97. He sets a good example for his men in the way he dresses and keeps his wall and footlockers.

98. He briefs his men when assigning jobs to them by carefully telling them what to do and how to do it.

99. He makes excuses and blames others for his own mistakes.

100. He is too familiar (buddy-buddy) with his men

101. When his men make mistakes, he takes immediate action to correct them by telling them or showing them how to do better and then requiring them to correct their performance.

102. He knows what his men can and cannot do.

103. He shows partiality when dealing with the men. He has favorites whom he does not correct or punish as he should

104. He inspects each man's personal appearance in the morning before inspections, and before letting the man go on pass.

105. He sets a good example for his men in the way he acts when out on field problems.

106. He does things on his own initiative. He doesn't wait to be told.

107. He is afraid to "pull a man's pass" or turn a man in to the cadreman when a man "fouls up."

108. He keeps track of the whereabouts of all his men and can account for what they are doing both in the barracks and in the field.

109. He starts giving orders to his men before he really knows what is required.

110. When assigning men to jobs, he tells them what he will inspect and when he will inspect their work.

111. He "keeps ahead of the game" by planning what to do next.

112. He takes <u>minor</u> disciplinary problems to superiors for help, rather than trying to do something about them on his own.

113. He makes on-the-spot corrections of men who "goof-off" on details.

114. He assigns jobs to his men in such a way that they don't know who has what specific responsibilities.

115. He is afraid to criticize a man when the man does not behave properly.

116. He "backs up" his assistants when their men give them trouble.

117. He defends his men when superiors punish the wrong man or give excessive punishment.

118. He makes the best men in his unit his assistants.

119. He makes promises which he can't keep.

120 He tries to recognize and reward good performance whenever he can.

## APPENDIX 3

### Trainee Leader's Interview Report

Plt.____Comp____P.G.____Date_____AIT Wk____Interviewer_____

TAPS_____SL:_____SL:_____SL:_____SL:_____

PL_____SDI_____PS_____APS_____Oth_____

1. How do the cadre seem to feel about the Leader Preparation Course? Explain.

2 Have the cadre treated you like leaders...given you the respect that leaders need in order to do a good job? Explain.

3. Have the cadre given you the opportunity to make decisions and to lead your men? Explain.

4. Have the cadre given you the authority and support (backing up) that you need in order to lead your men? Explain.

5. Have the cadre been around enough, particularly in the morning and evening, to see the kind of job you are doing? Explain

6. Have the cadre talked with you individually to counsel and advise you on how to be a better leader? Explain.

7. Have the cadre met with you as a group to discuss platoon problems and to counsel and advise you on how to run a better platoon? Explain.

8. Are there any particular problems you have had with the cadre? Explain.

9. How do the men in your squad, the followers, seem to feel about the Leader Preparation Course? Explain.

10. Have the men in your squad, the followers, given you the respect that a leader should have? Explain.

11. Are there any particular problems you have had with the men in your squad, the followers? Explain.

12. Do you have any other comments or suggestions regarding the Leader Preparation Course? Explain.

Leader Climate Category Scoring Scheme:

Category A is made up of two major items: "Have the cadre talked with you individually to counsel and advise you on how to be a better leader? If so, how often?" and "How do the cadre seem to feel toward the Leader Preparation Experiment?" The question pertaining to counseling dominated the category, comprising about 80% of the total scores. Generally, the responses were scored as follows:

+ 3 Three or more productive meetings or counseling sessions per week.

+ 2 Two productive meetings or counseling sessions per week.

+ 1 Any meetings on general company policy or on training problems. This score includes counseling given on an "as needed" basis.

0 Ineffective meetings. Meetings were held but nothing was accomplished or carried through.

- 1 A general negative statement, no examples cited, or some counseling is given, but it is confused, inefficient and/or not helpful.

- 2 A more specific negative statement, with an example. Response should contain the idea that counseling was needed but not received.

- 3 Same as -2 above, counseling needed but not received. Response indicates total neglect, with specific examples.

The responses relating to cadre attitudes toward the Leader Preparation Experiment[1] were scored as follows:

+ 3 A definite positive attitude, supported by concrete examples of cadre statements or behavior.

+ 2 A positive attitude. Response should contain some comment to substantiate this inferred attitude, but not necessarily specific examples.

---

[1] A number of cadre role requirements vis a vis the trainee leaders were specified for the cadre and communicated to them in a series of briefings, including the Cadre Orientation. Responses regarding the general attitude manifested by cadre toward the experiment and its worth, their willingness to cooperate, and so forth, were most strongly associated with willingness of cadre to engage in frequent counseling sessions. These two items were sufficiently associated that they were merged into the one Category - counseling and general attitude

Leader Climate Category Scoring Scheme, Category A (continued):

+ 1 A general positive statement with no definite or specific examples (i.e. "Cadre shows favorable attitude toward experiment.")

0 An indifferent statement, reflecting indifference or inconsistency of attitude, or both.

- 1 A negative statement, reflecting an attitude of pessimistic conservatism or a reluctance to change.

- 2 A definite negative attitude with a substantiating comment or example

- 3 A very definite negative attitude, supported by specific examples of cadre statements or behavior.

Category B consists of information concerning the amount of respect and courtesy shown the trainee leaders by the cadre: Are they called by their acting ranks? Are they corrected in private? Are they praised when praise is due? The responses were scored:

+ 3 A definite climate of respect. Response reflects the idea that the cadre values and appreciates the trainee leader's good work. Response should include specific examples.

+ 2 A statement that the cadre do respect the TLs. Response should be substantiated by a quote of the cadre or an example.

+ 1 A general affirmative statement (i.e. "The cadre treat us with respect.").

0 An indifferent statement--one which is not indicative of the amount of respect shown the TLs (i.e. "Have had no problems with the cadre.").

- 1 A general negative statement or the citing of a minor, isolated event in which a TL was not shown proper respect (i.e. "Once...." "On one occasion...").

- 2 A definitely negative statement which describes the usual or general respectfulness of the cadre. Response should include some specific substantiation.

- 3 A negative statement which is absolute in nature (i.e. "The cadre have never treated us with respect...."). Response must include specific examples.

Leader Climate Category Scoring Scheme (continued):

Category C consists of responses regarding the latitude permitted the leaders. That is, not so much how a job is given (as in Category B "with respect and courtesy"), but rather what the job is. The responses answer the questions: "Does the cadre give the TL sufficient responsibility?" "Does the cadre give jobs appropriate to your rank?" "Do TLs receive appropriate privileges?"

Another major aspect of this category deals with the actual practice of the cadre. "Does the cadre back up the TL?" "Does cadre give TL authority and let him exercise it with the knowledge that cadre will support him in his decisions and actions?" Responses were scored as follows:

+ 3 A great amount of authority and responsibility in a wide range of things with absolute backing by the cadre. Response must contain specific examples.

+ 2 A good range of authority and responsibility. Response should indicate many opportunities to use leadership training. Substantial backing by the cadre with at least one example of a particular instance.

+ 1 A general statement such as "The cadre backs me up," or "The cadre treat us like leaders."

0 An item which is indicative of indifferent actions of the cadre, of uncertainty of TLs as to whether they have authority or can expect support.

- 1 A vague or general statement of cadre not backing or not giving authority. Response more often is a statement of the suppression of one particular privilege (i.e. separate rooms, grade-A passes, etc.) or the retention by the cadre of some particular job or responsibility (i.e. doesn't consult TLs regarding their recommendations for passes, refusal to employ TLs in dismounted drill, etc.).

- 2 No backing by the cadre. Response shows total disillusionment with the whole concept of TL authority and leadership opportunity.

- 3 Indication of the same as -2 score, giving substantial examples in a range of instances (i.e. TL is not able in any way to use authority, or total, sometimes intentional display of no trust in TL or unwillingness to support him; examples of either instance are imperative).

## APPENDIX 4

### Trainee Attitude Questionnaire
### Form A

We are interested in learning how the trainees in training companies feel about various aspects of Army life. Please answer the following questions honestly and to the best of your ability. The answers you give will be used for research purposes only and will in no way affect your tour of duty in the Army.

**DO NOT WRITE ON THIS QUESTIONNAIRE. ALL ANSWERS ARE TO BE MARKED ON THE ANSWER SHEET.**

01-04 _____

05. **The Army makes a man of you.**

A. Agree completely.
B. Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

06. **The discipline you get in the Army is good for you.**

A. Agree completely.
B. Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

07. **Army NCO's are generally understanding of the needs and problems of their men.**

A. Agree completely.
B. Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

08. In the Army men are treated with proper respect regardless of their rank or job.

A. Agree completely.
B. Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

09. Right now, what do you think the chances are that you will stay in the Army after your present tour of duty?

A. Will definitely not stay in.
B. Will probably not stay in.
C. Might stay in.
D. Will probably stay in.
E. Will almost certainly stay in.

10. There is a good reason for almost every Army rule or regulation.

A. Agree completely.
B Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

11. The Army does everything possible to put men in the jobs for which they are best suited.

A. Agree completely.
B. Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

12. Trainee Leaders in AIT are generally understanding of the needs and problems of their men.

A. Agree completely.
B. Agree moderately.
C. Agree slightly.
D Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

13. Whatever job you get in the Army, you can be sure that you will be well trained when you start performing your duties.

A. Agree completely.
B. Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

14. Most Army officers really understand how to get the best out of their men.

A. Agree completely.
B. Agree moderately.
C Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

15. Most Army NCO's are well qualified for their jobs.

A. Agree completely.
B Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

16. Unless an Army uses harsh discipline in peacetime, its soldiers will never stand up to the enemy in a war.

A. Agree completely.
B. Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

17. The Army encourages men with ability and initiative.

A. Agree completely.
B Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

18. As long as you "keep your nose clean," you'll get ahead in the Army just as fast whether you really work hard or not

A. Agree completely.
B. Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

19 Most Army officers are well qualified for their jobs.

A. Agree completely.
B. Agree moderately
C. Agree slightly.
D Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

20. Do you have some hopes of becoming a noncommissioned officer?

A. Yes, definitely hope to become a noncommissioned officer.
B. Have some hopes of becoming a noncommissioned officer.
C. Have just a little hope of becoming a noncommissioned officer.
D. Have no intention of trying to become a noncommissioned officer.

21. We would have a better Army if officers and NCO's would pay more attention to differences among the men instead of trying to make everyone alike.

A. Agree completely.
B. Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

22. If you try to think for yourself in the Army, you're pretty sure to get in trouble.

A. Agree completely.
B. Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

23. Most Trainee Leaders in AIT are well qualified for their jobs.

A. Agree completely.
B. Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

24. In the Army, nobody seems to "give a damn" about anything.

A. Agree completely.
B. Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

25. Most Army NCO's are willing to go through anything they ask their men to go through.

A. Agree completely.
B. Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

26. If things work out well for you in the Army, what are the chances that you will re-enlist when your present tour of duty is finished?

A. I will almost certainly re-enlist.
B. I will probably re-enlist.
C. There is a good chance that I will re-enlist.
D. I will probably not re-enlist.
E. I will definitely not re-enlist.

27. The Army is not interested in the welfare of individual soldiers.

A. Agree completely.
B. Agree moderately.
C. Agree slightly.
D. Disagree slightly.
E. Disagree moderately.
F. Disagree completely.

28. Do you have some hopes of becoming a commissioned officer?

A. Yes, definitely hope to become an officer.
B. Have some hope of becoming an officer.
C. Have just a little hope of becoming an officer.
D. Have no intention of trying to become an officer.

29. Most Army officers are willing to go through anything they ask their men to go through.

A. Agree completely
B. Agree moderately
C. Agree slightly
D. Disagree slightly
E. Disagree moderately
F. Disagree completely

30. The Army is run as efficiently as most large civilian organizations.

A Agree completely
B. Agree moderately
C. Agree slightly
D. Disagree slightly
E. Disagree moderately
F. Disagree completely

31. The Army knows how to drive men, but it doesn't know how to lead them.

A. Agree completely
B. Agree moderately
C. Agree slightly
D. Disagree slightly
E. Disagree moderately
F. Disagree completely

32. How do you feel about serving in the Infantry?

A. Like it very much
B. Like it, but would prefer another branch
C. Do not dislike it, but would prefer another branch
D. Dislike it quite a bit
E. Dislike it very much

33. Army officers are generally understanding of the needs and problems of their men.

A. Agree completely
B. Agree moderately
C. Agree slightly
D. Disagree slightly
E. Disagree moderately
F. Disagree completely

34. Most trainee leaders in AIT are willing to go through anything they ask their men to go through.

A. Agree completely
B. Agree moderately
C. Agree slightly
D. Disagree slightly
E. Disagree moderately
F. Disagree completely

35. Overall, would you say that your opinion of the Army has gone up or down since you finished BCT?

A. Gone down a lot since BCT
B. Gone down a little since BCT
C. Stayed the same
D. Gone up a little since BCT
E. Gone up a lot since BCT

36. Most Army NCOs really understand how to get the best out of their men.

A. Agree completely
B. Agree moderately
C. Agree slightly
D. Disagree slightly
E. Disagree moderately
F. Disagree completely

37. Which statement below comes nearest to your feelings now about being in the Army?

A. I like it and I want to stay in.
B. The Army needs me and I am willing to do my part.
C. I will put in my time, but when it is up I want to get out.
D. I am going to try every way I know to get out before my time is up.

38. Most trainee leaders in AIT really understand how to get the best out of their men.

A. Agree completely
B. Agree moderately
C. Agree slightly
D. Disagree slightly
E. Disagree moderately
F. Disagree completely

Trainee Attitude Questionnaire
Form B

We are interested in learning how the trainees feel about various aspects of Army life. Please answer the following questions honestly and to the best of your ability. The answers you give will be used for research purposes only and will in no way affect your tour of duty in the Army.

DO NOT WRITE ON THIS QUESTIONNAIRE. ALL ANSWERS ARE TO BE MARKED ON THE ANSWER SHEET.

_____01. The Army makes a man of you.

_____02. The discipline you get in the Army is good for you.

_____03. Army NCOs are generally understanding of the needs and problems of their men.

_____04. In the Army men are treated with proper respect regardless of their rank or job.

_____05. There is a good reason for almost every Army rule or regulation.

_____06. The Army does everything possible to put men in the jobs for which they are best suited.

_____07. Trainee leaders are generally understanding of the needs and problems of their men.

_____08. Whatever job you get in the Army, you can be sure that you will be well trained when you start performing your duties.

_____09. Most Army officers really understand how to get the best out of their men.

_____10. Most Army NCOs are well qualified for their jobs.

_____11. Unless an Army uses harsh discipline in peacetime, its soldiers will never stand up to the enemy in a war.

_____12. The Army encourages men with ability and initiative.

_____13. As long as you "keep your nose clean," you'll get ahead in the Army just as fast whether you really work hard or not.

_____14. Most Army officers are well qualified for their jobs.

_____15. We would have a better Army if officers and NCOs would pay more attention to differences among the men, not try to make everyone alike

_____16. If you try to think for yourself in the Army, you're pretty sure to get in trouble.

_____17. Most trainee leaders are well qualified for their jobs.

_____18. In the Army, nobody seems to "give a damn" about anything.

_____19. Most Army NCOs are willing to go through anything they ask their men to go through.

_____20 The Army is not interested in the welfare of individual soldiers.

_____21. I do have some hopes of becoming a commissioned officer.

_____22. Most Army officers are willing to go through anything they ask their men to go through.

_____23. The Army is run as efficiently as most large civilian organizations.

_____24. The Army knows how to drive men, but it doesn't know how to lead them.

_____25. Army officers are generally understanding of the needs and problems of their men.

_____26. Most trainee leaders are willing to go through anything they ask their men to go through.

_____27. Most Army NCOs really understand how to get the best out of their men.

_____28. Most trainee leaders really understand how to get the best out of their men.

Now turn your answer sheet over and follow the directions given on the back of the answer sheet to complete this questionnaire.

## Answer Sheet

**Instructions:** Place an X through correct letter.
Example: AC AM AS DS DM DC

1. Name (PRINT)_____ 2 Date_____, Test: Trainee Attitude Questionnaire, Form B.
Last First
3. Squad_____ 4. Platoon_____ 5. Company_____ 6. Battle Group_____ 7. Job_____ 8. _____

| | (1) Agree Completely | (2) Agree Moderately | (3) Agree Slightly | (4) Disagree Slightly | (5) Disagree Moderately | (6) Disagree Completely |
|---|---|---|---|---|---|---|
| 01. | AC | AM | AS | DS | DM | DC |
| 02. | AC | AM | AS | DS | DM | DC |
| 03. | AC | AM | AS | DS | DM | DC |
| 04. | AC | AM | AS | DS | DM | DC |
| 05. | AC | AM | AS | DS | DM | DC |
| 06. | AC | AM | AS | DS | DM | DC |
| 07. | AC | AM | AS | DS | DM | DC |
| 08. | AC | AM | AS | DS | DM | DC |
| 09. | AC | AM | AS | DS | DM | DC |
| 10. | AC | AM | AS | DS | DM | DC |
| 11. | AC | AM | AS | DS | DM | DC |
| 12. | AC | AM | AS | DS | DM | DC |
| 13. | AC | AM | AS | DS | DM | DC |
| 14. | AC | AM | AS | DS | DM | DC |
| 15. | AC | AM | AS | DS | DM | DC |
| 16. | AC | AM | AS | DS | DM | DC |
| 17. | AC | AM | AS | DS | DM | DC |

| | (1) Agree Completely | (2) Agree Moderately | (3) Agree Slightly | (4) Disagree Slightly | (5) Disagree Moderately | (6) Disagree Completely |
|---|---|---|---|---|---|---|
| 18. | AC | AM | AS | DS | DM | DC |
| 19. | AC | AM | AS | DS | DM | DC |
| 20. | AC | AM | AS | DS | DM | DC |
| 21. | AC | AM | AS | DS | DM | DC |
| 22. | AC | AM | AS | DS | DM | DC |
| 23. | AC | AM | AS | DS | DM | DC |
| 24. | AC | AM | AS | DS | DM | DC |
| 25. | AC | AM | AS | DS | DM | DC |
| 26. | AC | AM | AS | DS | DM | DC |
| 27. | AC | AM | AS | DS | DM | DC |
| 28. | AC | AM | AS | DS | DM | DC |
| 29. | | | | | | |
| 30. | | | | | | |
| 31. | | | | | | |
| 32. | | | | | | |
| 33. | | | | | | |
| 34. | | | | | | |

Now turn this answer sheet over and complete the other side.

For each question circle just <u>one</u> statement which most closely describes your present attitude.

29. Right now, what do you think the chances are that you will stay in the Army after your present tour of duty?

(1) Will definitely <u>not</u> stay in.
(2) Will probably not stay in.
(3) Might stay in.
(4) Will probably stay in.
(5) Will almost certainly stay in.

30. Do you have some hopes of becoming a noncommissioned officer?

(1) Yes, definitely hope to become a noncommissioned officer.
(2) Have some hopes of becoming a noncommissioned officer.
(3) Have just a little hope of becoming a noncommissioned officer.
(4) Have no intention of trying to become a noncommissioned officer

31. If things work out well for you in the Army, what are the chances that you will re-enlist when your present tour of duty is finished?

(1) I will almost certainly re-enlist.
(2) I will probably re-enlist.
(3) There is a good chance that I will re-enlist.
(4) I will probably not re-enlist.
(5) I will definitely not re-enlist.

32. How do you feel about serving in the Infantry?

(1) Like it very much.
(2) Like it, but would prefer another branch.
(3) Do not like it, would prefer another branch.
(4) Dislike it quite a bit.
(5) Dislike it very much.

33. Overall, would you say that your opinion of the Army has gone up or down since you came in the Army?

(1) Gone down a lot since I came in.
(2) Gone down a little since I came in.
(3) Stayed the same.
(4) Gone up a little since I came in.
(5) Gone up a lot since I came in.

34. Which statement below comes nearest to your feelings now about being in the Army?

(1) I like it and I want to stay in.
(2) The Army needs me and I am willing to do my part.
(3) I will put in my time, but when it is up I want to get out.
(4) I am going to try every way I know to get out before my time is

## APPENDIX 5

### Squad (or Platoon) Attitude Questionnaire

USE THE FOLLOWING ANSWERS FOR ALL QUESTIONS IN THIS PART (Do not write on the questionnaire booklet):

1 - STRONGLY AGREE
2 - AGREE
3 - UNDECIDED
4 - DISAGREE
5 - STRONGLY DISAGREE

1. The members of my squad frequently get together when off duty.

2. The members of my squad are very friendly toward each other.

3 I would rather go into combat with my present squad than with any other squad I can think of.

4. The leader of my squad is one of the best in the company.

5 My squad is very eager to be one of the best squads in this company.

6. In my squad we have a lot of respect for each other's skills and abilities.

7 There is very little satisfaction in belonging to this particular squad.

8 The work of members of my squad is well coordinated.

9. Members of my squad know what to expect from one another.

10. It's easy to remember instances where one squad member praises another for "a job well done."

11. Squad members seem to be able to agree about anything that is really important.

12. Squad members clearly understand their duties and responsibilities with regard to the rest of the squad.

13. One of the best things about this squad is that everyone knows where he stands in the eyes of everyone else.

14 The men of this squad don't know very much about each other's opinions.

15. All the men in this squad are very relaxed and natural with each other

16. Squad members try to do more than just get by.

17. Members of my squad enjoy being together.

18. Our squad doesn't hesitate to hold frank discussions about squad problems.

19. In my squad things are worked out so that unusual or unpleasant jobs a fairly distributed

20. Somebody in the squad is always harping on the mistakes made by other squad members.

21. If any member of the squad disagrees with the others, a real effort is made to get him to agree.

22 Most squad members feel that they would have a lot to gain if they co stay together in this squad

23. Squad members know each other well enough to guess what the other guy is going to do next.

24. There are never any differences of opinion with regard to responsibil. or authority in this squad.

25. If we had any choice, we would do our best to keep any squad member f being transferred from this squad.

26 This squad is trying to be the best in the company.

27. You frequently find out some news about your squad which others in th squad seem to have known for some time.

28. Members of this squad always keep each other on the ball.

29. The members of this squad are disappointed if anything goes wrong to spoil the success of anything they undertake.

30. The members of my squad pitch in and do a job instead of worrying abo whose job is being done.

## APPENDIX 6

### AIT Graded Proficiency Test (Fort Ord 1961)

The total test is scored on 185 points; 50 are common subjects and 135 are subjects specific to each MOS.

a. Common Subjects:

(1) 3.5 Rocket Launcher (8 points) operations, loading.

(2) Map Reading and Compass (12 points) use, including measuring distances, taking azimuths.

(3) Signal Communications (14 points) use of equipment, phonetic alphabet.

(4) Mines and Booby Traps (16 points) identify equipment, demonstrate probing practices.

b. MOS 111 Subjects:

(1) Squad in the Defense and CBR (5 points) set up sector of fire stakes and demonstrate CBR defense procedures.

(2) LMG Range Card (10 points) prepare a card using data provided on a simulated sector panel.

(3) Rifle Squad Offense (11 points) demonstrate fire and maneuver and battle drill using a miniature "terrain board" and numbered squad figures.

(4) Automatic Rifle (17 points) disassembly, assembly, and field expedients.

(5) LMG Disassembly and Assembly (20 points).

(6) Scouting and Patrolling (22 points) in addition to selecting and evaluating routes laid out on terrain board, each man traverses a miniature running course while he is evaluated on use of cover and concealment, method of movement, and ability to report on what he observes.

c. MOS 112 Subjects:

(1) 106 Rifle (5 points) determine nature of stoppages.

(2) 81mm Mortar (8 points) crew drill, 2 men, each acts as gunner, puts gun into and out of action.

(3) Mortar Forward Observer (12 points) on a terrain model red disks are used to indicate bursts, testee uses a fire order blank to indicate required adjustments.

(4) Weapons Nomenclature (16 points) test consists of several sets of 8 pictures each of tools and equipment commonly found in heavy weapons platoon.

(5) Anti-tank Squad Tactics (20 points) small tanks are moved on a miniature terrain area while testee using a 106 RR reticle pattern, takes leads and quotes adjustments.

(6) 81mm or 4.2 Mortar Operations (24 points) essentially a gunner's test requiring testee to complete a fire mission, make changes in evaluation and deflection.