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Implementation and Utilization of the Leader Preparation Program

by

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HumRRO Division No. 3 (Recruit Training)

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DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF RESEARCH AND DEVELOPMENT
WASHINGTON, D.C. 20310

March 13, 1967

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SUBJECT: Implementation and Utilization of the Leader Preparation Program

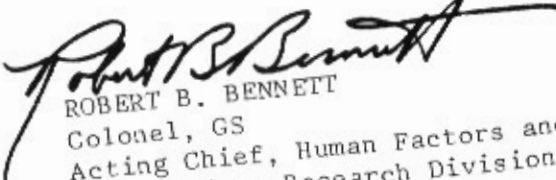
TO:

CHIEF OF MILITARY HISTORY
DEPARTMENT OF THE ARMY
WASHINGTON, D C 20315
ATTN GENERAL REFERENCE BRANCH

1. This report describes the implementation and utilization of the Leader Preparation Program (LPP), developed to identify and prepare advanced basic trainees as potential noncommissioned officers. The program is now instituted at U.S. Army Training Centers.
2. To assist the Army in implementation, training institutes were conducted to prepare administrative and training staff members for Leader Preparation Schools. A standard set of orientation and training materials was developed for use by the Schools. Technical advisory services have been conducted on a continuing basis (including adapting portions of the LPP for use in the Women's Army Corps).
3. This report provides a case study of a major implementation effort in which research results were converted into an operational program. It should be of interest to those involved in NCO training and leadership preparation and those interested in the process of adapting research result for operational use.

FOR THE CHIEF OF RESEARCH AND DEVELOPMENT:

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SUMMARY AND CONCLUSIONS

Military Problem

Under Work Unit NCO, the Human Resources Research Office engaged in research to determine the feasibility of identifying and training potential junior leaders during basic training. During the course of research and development activities for the study, designated Work Unit NCO, the Department of Defense was faced with a call for partial mobilization as a result of the Berlin Crisis of 1961. At that time, the U.S. Continental Army Command (USCONARC) requested advice from HumRRO on what might be the most feasible method for accomplishing leadership preparation training. The suggested Leader Preparation Program (LPP) was implemented at six U.S. Army Training Centers in October 1961.

Research Development Problem

To assist in the Army's implementation of the LPP, methods of standardization and a trainer personnel orientation program designed to facilitate utilization of the research product had to be developed.

Methods

Initially, in order to prepare administrative and training staff members who were to conduct the LPP at the first six centers, a training institute was developed and conducted under the supervision of the research staff at the Presidio of Monterey, California. This institute acquainted key personnel with all aspects of the LPP system and provided them with sufficient information and skills to enable them to train other personnel at their respective centers.

Subsequently, as the LPP was established in other training centers, similar training institutes were conducted at centers whose Leader Preparation Schools were already in operation. One LPP, that for medical corpsmen, was established through use of standardized materials and training films only.

A standard set of orientation and training materials for the LPP was developed and supplied to each Leader Preparation School, to maintain uniformity among the several centers at which the schools were to be established. Three training films, for use at the training centers, were also developed in conjunction with the Army Pictorial Center. These films present an introduction to the LPP and describe the role of the trainee leader and the role of the cadreman in Advanced Individual Training.

A further refinement of classroom presentation of the leadership training materials was the development of an automated method of presenting 18 leadership subjects. A complete "package" of materials for this automated method was developed by the research staff and, at USCONARC direction, initial packages were supplied by HumRRO to all Leader Preparation Schools.

Portions of the LPP for basic combat trainees, and also the automated method materials, were adapted for use of the Women's Army Corps as a one-week Leader Orientation Course for basic trainees.

Results

Leader Preparation Programs have been established at all Army Training Centers conducting Advanced Individual Training, and the program has been adapted in modified form for trainees in basic training for enlisted men and women. Approximately 10,000 trainees are graduated annually. Currently, the Army is considering expansion of the program to include all major Combat Support trainees.

Conclusions

The Army implementation of the Leader Preparation Program was judged by the research staff to be very effective. Critical factors in that success appeared to have been (a) perceived urgent need to cope with the impact of the Berlin Crisis on training centers, (b) availability of research findings that could be adapted to fill the perceived need, (c) knowledge of the research and strong advocacy in higher headquarters for its application, (d) close cooperation between research and operational personnel to implement the program, (e) a thoroughly developed implementing plan and support for the program in the form of extensive materials for the conduct of training.

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Implementation and Utilization of the Leader Preparation Program

INTRODUCTION

A study to determine the feasibility of identifying and training potential junior leaders during basic training, identified as Work Unit NCO, was undertaken by the Human Resources Research Office at the request of Headquarters, U.S. Continental Army Command (USCONARC). Between 1957 and 1961 the research and development effort led to the design of a Leader Preparation Program (LPP).

This report describes the U.S. Army's implementation of the Program, and the technical advisory service performed by the HumRRO research staff in assisting the Army to establish, maintain, and extend the scope of this leadership development system. Of particular concern to the military sponsor was the fulfillment of needs for junior noncommissioned officers in the event of mobilization.

BACKGROUND

Research and development activities began in 1957 with the gathering of background information, including a review of the literature concerned with junior NCO responsibilities, a survey of the programs and methods in existing NCO Academies (1), and a critical incident study of junior NCO performance in infantry, airborne, and armored divisions in Europe and America (2). A detailed junior NCO job description led to the preparation of a proposed training text and reference manual, and auxiliary studies produced an analysis of some predictor and criterion variables, an analysis of the Light Weapons Infantryman (LWI) training objectives for Advanced Individual Training (AIT), and an item factor analysis of the LWI end-of-AIT proficiency test (3).

Continuing the research and development effort, exploratory studies were conducted to examine the problems of leadership selection, prediction and evaluation, training content, and methods for accomplishing junior NCO leadership preparation training within the AIT program context. These exploratory studies specifically considered problems of assessment, course compression, leadership orientation and motivation, training context and environment, content, and techniques. (4, 5, 6, 7, 8, 9)

On the basis of these studies, several alternative systems for accomplishing leadership preparation training within or adjoined to the context of AIT were considered; from these, three were selected for field evaluation.¹

In the midst of the field experiment, the Department of Defense was faced with a call for a partial mobilization as a result of the Berlin Crisis of 1961. At this point, the staff of Headquarters, USCONARC conferred with HumRRO representatives to ascertain what HumRRO might suggest as a possible best method for accomplishing leadership preparation training.

¹Reports are being prepared on two experiments, the preliminary assessment (10) and the subsequent field evaluation (11) of three NCO leader preparation training systems.

On the basis of the experiment's implications to that time (although the experiment was not yet completed), the HumRRO suggestion was that leadership preparation training be accomplished in a two-week Leader Preparation Course between the Basic Combat Training (BCT) and Advanced Individual Training (AIT) cycles.

This course was specifically designed to meet three needs:

(1) To provide direct support to AIT company cadre by providing each company with 20 squad leaders and five trainee assistant platoon sergeants who had received specific instruction in simple line cadre job skills and knowledges.

(2) To provide support to Army Training Center (ATC) training committees by training these squad leaders and assistant platoon sergeants to perform simple assistant instructor support roles, thereby enabling them to assist in the preparation for, accomplishment of, and review of the training program for their Military Occupational Specialities (MOSs).

(3) To provide these trainee leaders with simple supervisory and human relations skills and to provide them with the necessary experience in the exercise of these skills, thereby contributing to their leadership development.

The first two objectives were aimed at alleviating critical cadre shortages that threatened to impair quality of training in the ATCs, which were then facing simultaneously increased losses of experienced trainer cadre and increased draft input training loads. The third objective was representative of the primary mission of the Work Unit—to provide a reserve pool of potential NCO leaders.

On the basis of this estimate by HumRRO, the Research Branch, Deputy ^{who} Chief of Staff for Individual Training, USCONARC recommended that immediate action be taken for implementation of the Leader Preparation Program on an Army-wide basis involving all major combat MOSs. Official approval followed, and in October 1961 letter directives were issued for implementation of the LPP in infantry, artillery, armor, and combat engineer MOSs at Fort Dix, New Jersey; Fort Knox, Kentucky; Fort Gordon, Georgia; Fort Jackson, South Carolina; Fort Carson, Colorado; and Fort Ord, California. The Program has since been formally documented in USCONARC Regulation 350-51(12).

TRAINING INSTITUTE FOR FACULTY AND KEY PERSONNEL

The first step necessary to the implementation of the LPP was to staff the Leader Preparation Course facilities at the ATCs with personnel who were prepared for adequate presentation of instruction. A training institute was conducted at the Presidio of Monterey, under the supervision of Work Unit NCO staff members, to fully acquaint key personnel with all aspects of the LPP system and to provide them with sufficient information and skills so that they could train other personnel at their ATCs.

Three training phases were conducted, as follows:

(1) Phase One was a two-week session for the School Commandant, Officer in Charge (OIC), Assistant OIC, and NCO in Charge (NCOIC) from each of the ATCs. These personnel were selected by the ATCs on the basis of general job descriptions. An orientation to and overview of the LPP was provided, along with an opportunity to observe both the Leader Preparation Course (LPC) and leadership on-the-job training in AIT, which were being conducted by that time at Fort Ord as part of an experimental Troop Use Feasibility Test.

(2) Phase Two was a four-week session for key NCOs (leadership NCOs, and LPC instructors in general and MOS-specific subjects) from each ATC. During this phase, each Commandant managed his own staff, and all personnel who had attended Phase One assisted in orienting and instructing the Phase Two personnel.

(3) Phase Three involved the return of these trained staffs to their respective ATCs to implement the LPP.

The Program of Instruction and schedule for the training institute are presented in Appendix A. In all, 70 officers and NCOs completed the training institute by 30 November 1961. In January 1962, the first LPCs were in operation.

STANDARDIZATION AND IMPLEMENTATION MATERIALS

Leader Preparation Program Implementation Package

In order to facilitate implementation of the LPP immediately after the training institute, a standard set of materials was developed and supplied to each Leader Preparation School. A set of seven addenda—Tabs A-G, totalling 919 pages—to the institute Program of Instruction constituted this Leader Preparation Program Implementation Package. The contents were as follows.

Tab A

Description of the Leadership Preparation Course (USCONARC) Staff Briefing of 9 March 1962. This document provides a general overview of the research underlying the LPP from its inception through implementation and includes a summary of the Leadership Preparation Course. (30 pp.)

Tab B

(1) *Resume.* This is a short resume of the research that helped to establish the training program. (4 pp.)

(2) *Briefing on NCO Leader Preparation Course.* This item contains a briefing outline of the Leader Preparation Course that was provided to Leader Preparation Course faculty members at the institute to assist them in conducting briefings at their local Training Centers. (9 pp.)

(3) *Table of Contents and Hours, and Program of Instruction for Leadership Committee.* This item provides the Program of Instruction and hours that were used in the faculty training institute. (11 pp.)

(4) *Proposed Schedule for Leadership Preparation Committeeman Course.* This document is the training schedule followed in the faculty training institute. (3 pp.)

(5) *Resume of Three-Part Movie.* This is a very brief description of the film content (development, scope, and recommended use of the films is discussed in a later section of this report). (1 p.)

Tab C

(1) *Table of Contents and Hours, and Program of Instruction for Two-Week Leader Preparation Course.* This is one of the key items in the entire package in the sense that it provides the detailed short description of the training content, scope, and hours for the Leader Preparation Course. (18 pp.)

(2) *Proposed Training Schedule for Leader Preparation Course.* This item represents a model or ideal schedule for the course. (4 pp.)

(3) *Lesson Plan Guidelines for Leadership Classes in Leader Preparation Course.* In order to provide specific guidance, a relatively extensive set of lesson plan guidelines was prepared for each hour of instruction for the leadership portion of the course. (156 pp.)

(4) *Instructor's Guide to Leadership Situations.* This book was designed to provide guidance to the Leadership NCO so that he might have some help in introducing leadership situations into his training program. It contains instructions and some 52 example situations keyed to 16 leadership areas (e.g., Planning and Organizing, Supervising, and Inspection). (74 pp.)

(5) *Guidelines for Leader Candidate Instruction (in AIT).* Brief statements of purpose, objectives, and method of presenting each subject dealing with introduction of the leader candidate to AIT. (15 pp.)

Tab D

Lesson Plan Guidelines for Technical Classes in Leader Preparation Course. Lesson plan guidelines were prepared for classes in certain technical subjects appropriate for light weapons infantry and heavy weapons infantry. (96 pp.) Similar material for other MOSs (armor, artillery, combat engineers) has since been prepared but is not enclosed in this packet.

Tab E (Material Given to Student)

(1) *"What Did I Do? Why Me?"* This short booklet is presented to the potential leader candidate as soon as it is established that he has met minimum aptitude and peer rating requirements, and that he is considered an acceptable risk by his BCT company commander. The booklet describes the course in sufficient detail to provide the candidate with some idea of the type of training he will receive. (7 pp.)

(2) *Student Guide.* Each Army Training Center Leader Preparation Course issues a student guide that is given to the candidate as soon as he has been selected for attendance at the school and provides detailed information regarding matters of conduct, display of equipment, etc., that may be peculiar to the particular school.

(3) *A Guide for the Potential Noncommissioned Officer.*¹ (Now issued as USCONARC Pamphlet No. 350-24 (13).) This booklet is the basic textbook used in the course. The *Guide* is given to the student when he arrives at the school. The student is allowed to retain the *Guide* at the AIT phase and keep it after he has left the ten-week program. (219 pp.)

(4) *Advance Sheets and Preview Sheets (MOS 111 and MOS 112).* For each MOS, a specially designed set of Advance Sheets and Preview Sheets has been developed that provides general information regarding the program of training to be encountered in AIT, together with technical information regarding the MOS-specific materials in the program of training. (176 pp.) (Similar materials are prepared for each MOS and are altered to meet the specific conditions at different training centers.)

Tab F

(1) *Selection Materials.* This package of materials covers the instruction and sample forms which are used in processing the candidate selection portion of the training program. (9 pp.)

(2) *Assessment Materials.* This package of materials contains suggested rating forms, critique forms, and other materials that are used. (8 pp.)

Tab G

Sample Army Training Center Directive (Fort Ord, California). A directive prescribing the policy of the local headquarters with regard to implementation of the NCO Leader Preparation Program. (64 pp.)

Orientation and Training Films

Previous work of the research staff had been concerned with developing the motivation of eligible leader candidates to participate in the program, as well as with the crucial need for LPP orientation of leader candidates and, particularly, of company cadre. As the program approached implementation, methods for imparting effective motivation and orientation had to be specifically defined. Since the program was to operate at widely separated centers, and would be characterized by a high turnover of personnel, a standardized method of presentation was a basic requirement.

In cooperation with the researchers, the Army Pictorial Center developed and produced three films to fulfill the program requirements. The production of the films took approximately 16 months, so they were distributed to the various training centers more than a year after the implementation of the Leader Preparation Program. The films are briefly described below.

Preparation for NCO Leadership, Part I, Introduction to the Program. (TF 21-3301) (10 min.)

This film gives a short summary of the research leading up to the Leader Preparation Program and then a brief description of the purpose and operation of the program. It was designed for those people, civilian or military, who are interested in learning something about the Army's efforts to develop leaders, but do not have an interest in learning the details of the program.

¹The *Guide* was originally prepared during the initial year of research under Work Unit NCO. Several revisions (based on pilot studies and subsequent research and development) followed, culminating in the present version.

Preparation for NCO Leadership, Part II, the Role of the Trainee Leader. (TF 21-3302) (20 min.) The second film gives a detailed picture of the purpose, organization, and operation of the Leader Preparation Program. Special attention is paid to the organization and operation of the two-week preparation course, the role of the trainee leader in AIT, and the advantages to be derived from participating in the program.

This film was designed to acquaint trainees with the program and to motivate them to strive to qualify for it. Accordingly, it was intended that the film be shown to BCT trainees early in the training cycle, some weeks before selection of trainees for the LPC is made. For those selected, the film serves as an initial orientation to the program itself.

The film was also designed to orient officers and NCOs newly assigned to the LPC and training company cadre and committee faculty in AIT to the program and to their responsibilities in it.

Preparation for NCO Leadership, Part III, the Role of the AIT Cadresman. (TF 21-3303) (20 min.) This film deals in detail with the manner in which the platoon sergeant should work with the trainee leaders under his supervision. The content is organized around the mnemonic word BROCAS: Briefing, Releasing, Observing, Critiquing, Advising, and Supporting. The six points are developed through a series of related situations involving the platoon sergeant and the trainee leaders in his platoon.

Automated Leadership Training Program Package

Following implementation of the Leader Preparation Program, an automated leadership training program "package" was developed, consisting of sets of tapes, film strips, student workbooks, programer, and associated scripts, operation and maintenance manual, spare parts, and so forth. Eighteen leadership subjects, including the entire "Leadership Functions" block of the Leader Preparation Course Program of Instruction, were covered. The major portion of the instruction was accomplished through the use of tape-recorded lectures, supported by visual aid frames (sound film strip). Programed workbooks served to supplement, review, and interrelate the tape and film strip materials and introduced an element of variation in the method of presentation.

Following a series of three field tryouts at Fort Ord in 1962, it was found that the automated program was at least as effective as the conventional training method in teaching the principles of leadership functions, and that instructor requirements and support costs in conjunction with the automated program were minimal. A report covering the development and evaluation of this automated portion of the LPC has been published (14).

IMPLEMENTATION AT ARMY TRAINING CENTERS

Initial Implementation

By early February 1962, Leader Preparation Schools were in operation at Forts Ord, Carson, Dix, Gordon, Knox, Jackson, and Leonard Wood, and at Camp Chaffee. Despite the training of key personnel and the provision of materials in the implementation package, certain problems were inevitably encountered in changing the system within the training centers to accommodate the Leader Preparation Program.

Facilities. The Schools were typically required to produce 25 or 50 trainee leaders every week in two to four MOSSs. Since the two-week LPCs overlapped, 50 to 100 men were located at each School in a given week. Because of the multiple MOS requirements, four or more training areas were sometimes occupied. The implementation personnel who had attended the training institute

were initially faced with obtaining buildings and space to accommodate the LPP needs. Roughly, this requirement was equivalent to a company area. These problems would ordinarily have been routine; however, with the semi-mobilization, the training facilities were already overtaxed with increased training loads. In addition, a holiday from Christmas to New Years just preceding the implementation affected personnel availability and cut into the few weeks that were available to locate and prepare the needed facilities.

Staff and Course Operation. Possibly even more critical at some ATCs was the problem of obtaining and training additional faculty and other support personnel (e.g., mess, supply, and clerical). Again, the semi-mobilization had created personnel shortages among qualified trainer personnel, and the Leader Preparation Schools were, of course, trying to get the very best. Because no authorized Table of Distribution existed and no additional "slots" or personnel were supplied, each School commandant had to obtain his staff from the existing ATC allocations, which meant that other ATC units were required to give up some of their best instructors or cadre personnel.

The instructor staff, once established, then faced the problem of preparing for approximately 120 to 180 hours of instruction. Although relatively detailed specifications as to recommended content and technique had been established through the research, and the key personnel who had attended the training institute had had an opportunity to observe and participate in classroom and field training, the other instructors had to be trained and had to develop their own class presentations. The leadership subjects were well defined, as were the MOS materials for infantry. In armor, artillery, and combat engineer MOSs, more extensive work had to be accomplished in adapting the Program of Instruction to the AIT needs in the specific MOS.

Developing Support of AIT Companies and Training Committees. While the work proceeded in acquiring staff and facilities and in preparing for the operation of the School, the School commandants were faced with the problems of (1) coordinating with the Adjutant General section of the ATC to assure that the selection system was operating and would supply trainee candidates in sufficient numbers and quality,¹ (2) orienting BCT units so that cadre and trainees would be correctly informed about the program, and (3) coordinating with the AIT company personnel and training committee personnel so that an effective AIT on-the-job training program would follow the two-week LPC.

All commandants recognized that this last item—not a new problem—was the most critical. In most cases, the commandant and one or two of his most diplomatic NCOs worked out a program of conferences and informal visits in which they sought to sell the program to every company commander, training officer, first sergeant, platoon sergeant, and committeeman in the AIT program. These men had to be convinced that the system could work; they had to understand the importance of their roles and actively support the operation. At each center an average of 30 officers and 100 NCOs had to be contacted and persuaded to adjust their procedures. Command emphasis and initial group orientations were used to impart basic concepts, but only repeated face-to-face visits, in which sergeants could work and talk out their own problems, reservations, concerns, and difficulties, really made any appreciable impact in overcoming resistance to change.

¹The selection system involved consideration of aptitude area scores appropriate to the trainee's MOS, peer ratings taken in the 5th week of BCT, and company commander's review.

All of the Schools tried to go "all out" on their first several classes. As one commandant put it:

We didn't dare turn out a man that we weren't sure about. We couldn't afford a failure. We went over every eligible man's record, interviewed each man, hand-picked him and gave him every bit of instruction he could absorb in those two weeks. We couldn't sustain that kind of treatment, but the first several classes had to be outstanding. Everybody in the ATC seemed to be watching and there were quite a few who were definitely skeptical. Of course, we picked our AIT companies, too. We needed companies whose officers and NCOs were ready and eager to develop these young men. Sometimes it was touch and go, but everyone—my staff, the trainee leaders, and the AIT cadre—went all out. After the other AIT companies saw the results of the first few companies, we had it made. There were still a few skeptics, but most of them wanted our trainee leaders to see what they could do with them. We had convinced them that they were capable and we even started a little competition among the AITs as to which company could produce the best leaders.

The big initial push worked—the resistance and skepticism within the AIT company were largely overcome. Failures did occur, but they were sometimes as much the fault of a sergeant as they were of a trainee leader. In critical cases, AIT personnel were removed or transferred, but wherever possible, persuasion was used.

It was well understood that it would take many months to change long-established ideas about how to train, manage, or lead an AIT platoon. Previously, the AIT platoon "belonged" to the platoon sergeant, and he had the right to choose his own leaders. Now, however, he was no longer simply a leader and instructor of trainees, he was also a leader and instructor of neophyte leaders; he would be judged on, and could take pride in, the leaders he produced. His superiors at each level in the ATC hierarchy had to recognize this change and endorse it.

Generally, the problems with the AIT training committees were fewer. Each Leader Preparation School had small MOS committees which coordinated their activities with their AIT counterparts so that they could inform and train the leader candidates in those areas which would increase the trainee leaders' utility as assistant instructors in AIT. Nearly all of the AIT committees recognized that the trainee leaders could assist them in close supervision, guidance, and correction of AIT trainees. Because the committeemen repeatedly encountered new groups of trainee leaders on a weekly, semi-weekly, or biweekly basis, they could quickly note improvement or suggest changes in the LPC MOS content. Consequently, the adjustment of the AIT committees to the LPP was generally more rapid and positive than that of the AIT company.

In order to foster greater understanding, committeemen and company cadre were invited to visit the Leader Preparation School and observe the classes. One such visit was generally formalized. On the first LPC Saturday inspection, the commander and platoon sergeants of the AIT company which would receive the trainee leaders were usually invited to observe the inspection and talk with the trainee leaders and their instructors. In nearly every School, one or more of the faculty members visited the AIT companies. Some Schools appointed an "AIT liaison NCO" who acted as a troubleshooter—locating trouble before it became serious, providing feedback to the School, passing good ideas he encountered in one AIT company on to another, and so forth.

Although the LPP is concerned with the development of the trainee leader and with the general effectiveness and accomplishment of the AIT

company's basic mission, the School best serves by providing preparatory leaders and by promoting or fostering the capability of the AIT company to accomplish the on-the-job training of the trainee. Sometimes it becomes apparent that company cadre are not inclined to accomplish (or are not accomplishing) the required OJT supervision. The company commander is then faced with a management problem which can be a delicate situation. LPC faculty have a rightful concern, but they cannot take direct action in the situation. They can, however, prepare their trainee leaders to recognize and to adapt, and they can attempt to persuade the AIT company cadre. It is generally an indirect and slow process. The implementation and maintenance of the OJT phase of the program in AIT has called for much patience, good will, creativity, and leadership.

Subsequent Implementation

Fort Polk. In the year following initial implementation of the Leader Preparation Program, the ATCs at Fort Carson and Camp Chaffee were closed, and a new ATC (Infantry) was opened at Fort Polk, Louisiana. In assisting with the establishment of the LPP at Fort Polk, the research staff recommended that key faculty members of the proposed School attend a training institute similar to the one previously conducted at Monterey. Such an institute was conducted at the Fort Jackson Leader Preparation School, through the joint efforts of the Fort Jackson School faculty and the Work Unit NCO leader.

One of the officers from the Fort Carson LP School had been assigned to the School at Fort Polk, and his knowledge and experience were instrumental in forestalling many of the implementation problems at Fort Polk. The LP School at Fort Polk was operated under the same administrative and support categories as the NCO Academy. However, separate faculties and separate, but adjacent, barracks and classrooms were maintained for the two training facilities. Orientation of and coordination among key personnel of the ATC, the NCO Academy, and the LP School was accomplished.

Fort Sill and Fort Bliss. Following the U.S. Army Training Center Commanders' Conference of March 1963, held at Fort Jackson, implementation of the LPP at Fort Sill (Artillery) and Fort Bliss (Air Defense) was recommended. In August 1963, a training institute for key personnel from Forts Sill and Bliss was conducted at Fort Polk. This institute was similar to the Fort Jackson institute, with the Work Unit NCO leader again providing technical advisory services. The automated leadership training program package, the three training films, and the final version of the Guide for the Potential Noncommissioned Officer had all been released by the time the Fort Polk institute was conducted, and all of these materials were used as training aids for the institute.

In 1963, both Fort Bliss and Fort Sill conducted AIT only, which meant that the entire input of their Leader Preparation Course would be derived from other ATCs where BCT was conducted. Each of these LPCs had to prepare leaders in several MOSs, which posed LPC curriculum problems initially, and subsequent class size and staff problems.

The LPC at Fort Sill was established as an operation separate from the NCO Academy. Although five MOSs were eventually covered in the curriculum, the School commenced with an MOS-specific block in only one MOS—Field Artillery Basic, which accounted for 75% to 80% of the current AIT at that ATC. Much of the MOS-specific material for artillery was adaptable from the earlier Fort Carson material.

At Fort Bliss, the LP School was incorporated with the existing NCO Academy by augmenting facility and staff. Again, the decision was made to start with the high-density MOSs and proceed to fill out later in all MOSs. The POI for the LPC approached the multi-MOS problem by allocating time, which was devoted in the infantry version to tactical field exercises, to a general orientation to Air Defense concepts, visits to a training battery with demonstrations of the major components, and operator positions and activities. The time allocated to MOS-specific training was devoted to an elementary familiarization regarding operation, maintenance, and training methods. The remainder of the time was spent on preview of training content in a specific MOS.

Fort Bliss faced special problems in obtaining sufficient MOS-competent instructors and in the phasing of the implementation of the LPC and the OJT (how many students in which MOSs, how often?). Again, because of MOS demand fluctuations, it was anticipated that some MOSs might not be active for several weeks and then there might be a need for more than one instructor for several weeks. Cross training of instructors, which was possible considering the elementary level of instruction, and the eventual development of instruction aids appeared as possible solutions, as did part-time instructors, who would perform other duties besides teaching MOS-specific content.

Fort Gordon. In 1962, in conjunction with an implementation trip to Fort Jackson and Fort Polk, the Work Unit NCO leader made a side trip to Fort Gordon (as a consequence of some problems discussed with two members of the Fort Gordon staff who visited the Fort Jackson training institute). Aside from concern with problems of obtaining adequate input of infantry leader candidates, a proposed move of the LP School to a different location, and some personnel problems, the staff at Fort Gordon wished to explore the possibility of extending the LPP to include the military police MOS.

An initial analysis of the military police AIT program indicated that there was no reason to believe that the MOS could not be easily accommodated in the LPPs, with an MOS-specific block tailored to the AIT need. This extension work was undertaken by a project staff, including staff of the LP School, at Fort Gordon. By January 1964 the School was starting a class every week for approximately 50 leader candidates (25 for infantry AIT and 25 for military police AIT).

Fort Sam Houston. Although the idea of extension of the LPP for the medical corpsman was initially rejected by the Army as being unnecessary or unprofitable, a reconsideration led to a request by the ATC at Fort Sam Houston, Texas, in 1964 for implementation of an LPP. A complete implementation package and a complete automated leadership training program package were forwarded, and using these materials, the ATC established its own LPP for medical corpsmen.

Women's Army Corps. Early in 1963, the research staff was requested to initiate a study of the feasibility of adapting all or some portion of the LPP to meet the training program requirements of the Women's Army Corps (WAC). A result of this study was the one-week Leader Orientation Course (LOC) for WAC Basic Trainees. The WAC LOC is conducted prior to basic training, provides an orientation to the Corps, and teaches discipline, command presence, leadership skills, and knowledges. An outline of the scope of hours for the WAC LOC is presented in Appendix B.

The automated leadership training program block of leadership subjects was adapted to WAC presentation as necessary (i.e., WAC slides and illustrations were substituted), and the Work Unit NCO leader provided technical

advisory services to effect the implementation (orientation and coordination) at Fort McClellan, Alabama.

APPLICATIONS OF LEADER PREPARATION PROGRAM CONCEPT

The basic principles of junior leadership training that evolved in the development of the Leader Preparation Program have lent themselves to applications beyond those specifically dealt with in this report. Several agencies have utilized the implementation package as a reference guide or as a basis upon which to model their own training programs.¹

In addition, the Army has implemented modified derivatives of the LPP in the form of a Leader Orientation Program for Basic Trainees, and the Drill Sergeant Program. A brief description of the derivation of each of these programs follows.

Leader Orientation Program for Basic Trainees

Although the primary objective of the Leader Preparation Program had been the fulfillment of the need for qualified trainee leaders in the AIT company, similar needs in the BCT company had also been of concern. The customary procedure in BCT companies is for cadre to select trainee leaders within the BCT platoons. This selection is primarily based on personal impressions and the trainee's ability to adapt to Army life and "get along" with his fellow trainees.²

If these trainees fail in leadership positions, they are replaced immediately; usually, the leader turnover rate in a BCT cycle exceeds 100%. The BCT trainee leaders are trained for leadership solely through on-the-job efforts of the company cadre. There is no standard content or procedure, and there is very little time to devote to the small amount of guidance the trainee leaders do receive from the cadre.

Early in 1963, the ATC at Fort Ord requested that the research staff examine the possibilities of developing a BCT leadership program that might provide the BCT company with uniformly screened, potential leaders. A three-day Leader Orientation Program (LOP) was proposed, which derives a portion of its content from the automated leadership training materials and accelerates delivery of potential leaders from the reception station to the BCT companies.

The LOP is conducted during the "zero" week, before the actual basic training program begins. The first part of this zero week is generally devoted to testing and necessary processing procedures in the reception station area. As recruits complete this processing, they are assigned to a BCT company which is "filling" that week (i.e., waiting for its trainee complement). The company is usually filled by the end of the week, at which time potential leaders are needed to assist the cadre in the basic training program that follows. The POI for the LOP was based on the assumption that both the BCT company selection of recruits to send to the LOP and the conduct of a three-day LOP could be sandwiched in between reception station testing and company filling.

¹For example, the implementation package has been sent to agencies of the Australian, British, Canadian, Danish, and Italian armies; U.S. Army ROTC units, Reserve divisions and Military Advisory Groups; and civilian agencies, such as the Boy Scouts of America, California Division of Forestry, and the Oregon State System of Higher Education (relative to Job Corps Centers).

²Results of paper-and-pencil tests of aptitude, interests, achievement, and so forth usually reach the BCT company too late to be of any help in making initial trainee leader selections.

The subjects chosen for inclusion in the POI were those in which the trainee's self-confidence could be increased by imparting visible and basic skills, and those in which immediate skills could help most in the initial management and instruction of the other trainees. An outline of the POI is presented in Appendix C. In March 1963, the LOP was run experimentally at Fort Ord, and results were sufficiently positive that the program was established on a permanent basis.¹

In November 1963, Fort Polk instituted a similar LOP based on the program at Fort Ord.

Army Drill Sergeant Program

In 1964, in response to a series of recommended changes in BCT made by the Secretary of the Army, USCONARC reviewed and studied the content of the Army Training Program with a view toward its improvement. One response by USCONARC was to propose, develop, test, and initiate a new BCT concept of training which, as one of its essential features, transferred maximum responsibility from training committees to the platoon sergeants of BCT companies. Technical advisory service in the development of a new concept—that of the role of the Army Drill Sergeant—was provided by the Work Unit NCO leader.

The keys to successful accomplishment of the changes in context lay in (a) obtaining adequate officer and NCO personnel, (b) motivating them to the point where they would be challenged by the responsibility, and (c) training them to perform effectively. To produce these qualities, an Army Drill Sergeant Course (and complementary Drill Sergeant Orientation Course for company grade officers) was developed and experimentally conducted at Fort Jackson in 1964. The Leader Preparation Program served as the model for the Drill Sergeant Program. Some materials, training aids, and techniques of the LPP were adapted to the needs of the Drill Sergeant Program and, of course, much new specific material was developed. The experience gained in implementation of the LPP was used to establish the Drill Sergeant Program; it was fully implemented in October 1964.

Potential Utilization of Leader Orientation Program for Basic Trainees

With the advent of the Army Drill Sergeant Program, some of the critical need for trainee leaders in basic training has been relieved. However, the unusually low cost of the LOP at Fort Ord has suggested that LOP-trained basic trainees, teamed with Drill Sergeant leaders, could introduce a new depth of leadership in the basic training company that neither the LOP trainee leader nor the Drill Sergeant could achieve alone. The LOP, in its present form, could simply be adopted at all ATCs to effect this team coordination.

Further Possible Applications of Leader Preparation Program

For the Leader Preparation Program, there are two avenues of expansion that have received serious consideration as a consequence of inquiries made by Headquarters, USCONARC.

One direction is the application of the LPP in noncombat training settings. Originally, to make the program potentially applicable to all branches, a prototype was designed that involved a general program plus an MOS-specific

¹Regulations restricting contact among recruits and basic trainees as a precaution against meningitis have forced a suspension of the LOP at Fort Ord.

block of subjects. The LPP, therefore, may be easily adapted to fit any MOS. Currently, the LPP is being conducted in several combat MOSs and in the non-combat orientation course for the WAC. A relatively thorough study of the common specialist training MOSs has indicated that use of the LPP in these noncombat MOSs would be feasible and practical.¹

Another essentially noncombat use for the LPP was foreseen by Reserve division command personnel as early as 1960. Although a certain percentage of LPP graduates serve in Reserve units following their active duty, their number is not considered adequate for the Reserve unit needs. Reserve units have junior NCO needs that are in part unique, and some Reserve units might be faced with the responsibility for staffing ATCs (which would include operating the LPP). In that case, their potential leader needs would surpass their capabilities.

A four-step training program for use by Reserve components might involve the following:

- (1) The reservist would accomplish preliminary work, including the completion of modest "correspondence school" preparation.
- (2) The reservist would then attend a Leader Preparation Course as his annual two-week active duty tour.
- (3) During the following year, he would receive on-the-job training at Reserve meetings.
- (4) He would serve in a leader position for his second year's active duty tour.

DISCUSSION

Programs that entail systems change of moderate degree are not implemented merely by chance. Although, in the case of the Leader Preparation Program, the Army's partial mobilization was decidedly catalytic, the Program was the product of five years of research and development carefully designed to provide a product that would meet specific consumer needs.

One factor which had critical bearing on the utilization of this research product was the continuous involvement of the military consumer throughout the phases of research and development. Exposure to the Program in its developmental stages produced faith and confidence on the part of consumer personnel (from USCONARC to officers and NCOs in the training centers) that the Program could work and should be implemented.

Also essential to the successful utilization of the product was the willingness of the research organization to assist and provide guidance in every phase of the implementation. Nearly as much time and effort was spent in this activity as in the initial phases of research and development.

Beyond the point of implementation of a research product, there is little the researcher can do in the way of continued guidance or quality control within the parent system. In this instance, for example, the trainee leader is more or less on his own following AIT. The Program tries to teach the man how to continue to develop himself; it points out that the Army is looking for leaders and that he will be evaluated along with others in his unit in terms of his ability to fill vacancies. He is taught that rank tends to go with longevity and experience, but that motivation and training do count; that he should be ready to

¹In the summer of 1966, a test of this proposal was conducted and is now being reviewed by USCONARC.

volunteer; that he should seek responsibility; that he should learn by watching others lead; and that he should strive to become a technically competent and professionally disciplined soldier. If his on-the-job experience in AIT has been good, his confidence will be reinforced and his skills may be improved.

However, aside from a notation in his personnel file, there is no subsequent way of identifying the potential leader who has completed the Leader Preparation Program. There is no special program for further development. He is a potential leader. But this potential will be realized only if the LPP has been successful in its training and motivation of the man, if he has continued to develop his potential on his own, and if his commanders recognize his potential and place him in leadership positions.

Once the product becomes absorbed into the system, it is subject to changes or variability to meet the system's changing needs. To protect against debilitating changes in the product, the researcher's only tools are sound basic concepts built into the product, and painstaking care in the guidance provided during initial implementation efforts.

CONCLUSIONS

Establishing, in a clear and objective fashion, that a human factors R&D innovation has been implemented effectively is not easily done; there is, for example, the possibility that, while the form of an innovation may be apparent, that form may simply cover the substance of older ways. Even more tenuous than assessing whether implementation has been effective is the diagnosis of what factors supported and what factors hindered successful implementation.

The research staff believe the Leadership Preparation Program was implemented by the Army very effectively. This judgment is based upon researcher's observations of the program in operation (incidental to technical advisory services) and also upon many discussions with those operating the program and using its graduates.

The critical factors operating to make the implementation effort successful are judged to be as follows:

(1) The Army, at both headquarters and operating levels, perceived an urgent and immediate need for a vehicle to provide cadre-like facilities to aid in the heavily increased training load accompanying the Berlin Crisis.

(2) Sufficient NCO research has been completed to provide research results that could be readily and rapidly adapted to the existing timely need.

(3) A highly placed staff member of a major headquarters was very familiar with the details of the NCO research and was a strong advocate for the immediate implementation of a program applying that research.

(4) The research staff, Army headquarters staff, and Army personnel assigned to the Leader Preparation Program worked very closely together in the implementation effort and were strongly motivated to make it work.

(5) A plan and project to implement the Leadership Preparation Program were devised; action was taken to assure that considerable material for use in the conduct of training was available to support the LPP as an operating program.

The factors deemed to have been central in the successful implementation of the Leader Preparation Program are very similar to those described by Lyons (15) as general factors influencing the application of research findings.

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Appendix A
PROGRAM AND SCHEDULE FOR TRAINING INSTITUTE

**Table of Contents and Hours for Program of Instruction
for Leadership Committeemen**

<u>SUBJECT</u>	<u>PAGE</u>	<u>HOURS</u>
<u>First Week</u>		
1. Note.	1	
2. Orientation	1	1
3. General Information	2	1
4. Records Processing	2	1 1/2
5. Tour of Facilities.	2	1/2
6. Overview of Leadership Preparation Program.	2	1
7. Concept of Implementation.	2	1
8. Discussion of Plan for Committeemen Training.	3	1
9. Demonstration and Examination of Training Materials.	3	1
10. Background Information.	3	1
11. Examination of the Program of Instruction		2 1/2
12. Plan for Afternoon Visit to NCO Preparation Course	4	1/2
13. Visit NCOP.	4	4
14. Review of Basic Work Unit NCO Assumptions	4	1
15. Leadership Functions	5	1
16. Leadership Training Methods.	5	1
17. Technical Subjects	5	1/2
18. AIT-OJT	5	1/2
19. Visit Fort Ord AIT.	6	4
20. Problem Areas	6	4
21. Training Program Planning Projects.	7	4
22. Review.	7	1
23. Special Training Problems.	7	3
24. Preparation of Next Week's Work	8	1
25. Visit NCOP.	8	1
26. Study and Planning	8	2
27. Observe NCOP.	8	2
28. Informal Conferences	8	2
<u>Second Week</u>		
29. Note	8	
30. Observe First Day NCOP.	9	10
31. Observation, Conferences, and Work Sessions.	9	30
32. Observe NCOP Saturday	9	4

<u>SUBJECT</u>	<u>PAGE</u>	<u>HOURS</u>
<u>Third Week</u>		
33. Note	9	
34. Orientation and Processing	10	8
35. First Increment Conference with Fort Ord G-3	10	4
36. First Increment OJT.	10	4
37. Examination of POI	11	1
38. Major Concepts	11	1
39. The Organization of the Leadership Training Committee	11	1
40. Training Problems	11	1
41. Visit NCOA	11	4
42. Visit Fort Ord	11	4
43. Work and Observation	12	20
44. Review	12	2
<u>Fourth Week</u>		
45. Note	12	
<u>Fifth and Sixth Weeks</u>		
46. Note	12	
47. Review Conference	13	2
48. Closing Session and Evaluation	13	1
49. Out-Processing	13	1

Program of Instruction for Leadership Committeemen

SUBJECT	HOURS	SCOPE	COMMENT
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FIRST WEEK

1. Note: The general purpose of the first two weeks of this program of instruction for Work Unit NCO Leadership Preparation Committeemen is to provide an orientation and overview of Work Unit NCO, to afford those who will be charged with the direction and administration of the preparation programs at the several Army Training Centers (specifically, the officer in charge, the assistant officer in charge, and the noncommissioned officer in charge) with opportunity to observe training in the preparation course and in the on-the-job training phases in Advanced Individual Training (OJT AIT), and to plan for the training of the second increment of training of leadership committeemen ("leadership NCOs" and committee instructors). During the first week, the work will consist primarily of lectures, conferences, visits to the NCO Academy, and to the Fort Ord AIT training facilities. Specific periods of instruction are described in items 2 through 28 below.

- | | | | |
|----------------|---|---|--|
| 2. Orientation | 1 | <p>To provide an orientation to Leadership Preparation committeemen trainees. This orientation will include a welcome to Fort Ord and the USALHRU, a statement of the mission of Work Unit NCO, and an explanation of why the instructors are here and what they are to do.</p> | <p>Opening remarks by Unit Chief, welcome to Fort Ord by CG or his representative, welcome to USALHRU by the Director of Research, statement of mission by USCONARC representative, and introductory remarks regarding HumRRO and Work Unit NCO.</p> |
|----------------|---|---|--|

SUBJECT	HOURS	SCOPE	COMMENT
3. General Information	1	To provide Leadership Preparation Committee-man trainees with general information regarding Unit policy, post facilities, personnel matters. SOPs for securing services, obtaining transportation, making contacts with NCOA and Fort Ord offices, etc.	Lecture-Conference to be presented by Unit Chief and Deputy Director of Research.
4. Records Processing	1½	This period of time will be allowed for processing of personnel records and issue of necessary materials.	Building 110. Processing will be accomplished by Fort Ord team.
5. Tour of Facilities	½	To familiarize the Leadership Preparation Committeeman with USALHRU facilities and to introduce them to Work Unit NCO and key Unit personnel.	
6. Overview of Leadership Preparation Program	1	To acquaint the committeeman with the general structure and organization of the leadership preparation training system, including the following topics: selection, preparation course, on-the-job training in AIT, leadership evaluation, and continued development.	Lecture-Conference
7. Concept of Implementation	1	To present the strategy for achieving implementation and to examine the proposed structure of the leadership training committee including: (1) administration, (2) "leadership NCOs," (3) instructor staff, (4) on-the-job training in AIT, and (5) support element.	Lecture-Conference

SUBJECT	HOURS	SCOPE	COMMENT
8. Discussion of Plan for Committeemen Training	1	To provide an overview of the plan of training for the six weeks for the first increment including a statement of the goal for the first two weeks of training and the role to be played by the first increment (administration element) in the last four weeks, to relate this plan of training to the NCO preparation course (NCOP) schedule and the 10th BG AIT schedules.	Lecture-Conference (Major reference will be "POI for Leadership Committeemen" and attached schedule)
9. Demonstration and Examination of Training Materials	1	To provide an opportunity to observe and examine some of the "low cost" programmed instruction training materials which have been developed to reduce instructor requirements.	Materials may include: training films, tape-slide materials, work-books, advance sheets, etc.
10. Background Information	1	To provide a brief history of the development of Work Unit NCO including: (1) discussion of the mission, (2) examination of pertinent elements of the USCONARC Staff Study, (3) review of major accomplishments of Work Sub-Units, including differentiation of (a) experimental phase, (b) troop use test phase, and (c) implementation phase with stress given to the implementation phase.	Lecture-Conference

SUBJECT	HOURS	SCOPE	COMMENT
11. Examination of the Program of Instruction	2½	To provide an opportunity to accomplish a detailed examination of the POI for the Leadership Preparation Course (troop use test). This examination will include coverage of individual blocks of instruction and discussion of the rationale for choice of scope and allocation of time in both the preparation course and the ALT on-the-job training.	Lecture-Conference (Annex 5, POI and Schedule.)
12. Plan for Afternoon Visit to NCO Preparation Course	½	To provide a background of information prior to the scheduled afternoon visit to the NCO Preparation Course at the Fort Ord Academy, Presidio of Monterey.	Conference
13. Visit NCOP	4	To introduce the leadership committeemen to key NCOA personnel, to make a tour of Academy facilities, to observe Preparation Course training, and to provide opportunity for informal discussion with NCOA personnel.	NCO Academy Area
14. Review of Work Unit NCO Assumptions	1	To present assumptions made by Work Unit NCO and to review previous research findings bearing on the design of the Work Unit NCO training system including: "high aptitude," "functional context," and instructional programming ("low cost") concepts, and to relate these to empirical research and development work accomplished by Work Unit NCO.	Lecture-Conference

SUBJECT	HOURS	SCOPE	COMMENT
15. Leadership Functions	1	To introduce the committeemen to the concept of leadership and the approach to leadership training used by Work Unit NCO. This presentation will include demonstration of the instructional media used in the preparation course and an enumeration and brief examination of the major leadership concepts used in the program.	Tape-Slide Presentation and Discussion
16. Leadership Training Methods	1	To acquaint the committeemen with the major training methods and techniques employed in accomplishing training in the leadership preparation course. Materials to include "leadership situations," field and garrison exercises, programed instruction, low cost techniques, rotation of position, The Observer System, individual counselling, etc.	Demonstration and Conference
17. Technical Subjects	1/2	To acquaint the committeemen with the purpose of including MOS technical subjects in the preparation course, and to briefly describe the scope and method of training used for MOSs 111 and 112 infantry training.	Lecture-Conference
18. AIT OJT	1/2	To provide a brief overview of the purpose of the on-the-job training phase in AIT.	Lecture-Discussion. (This 1/2 hour is scheduled immediately before afternoon trip to Fort Ord.)

SUBJECT	HOURS	SCOPE	COMMENT
19. Visit Fort Ord AIT	4	To familiarize the Leadership Preparation Committeemen with the Fort Ord AIT training facilities and specifically with the operations of the 10th BG. Visit will include familiarization stops and/or courtesy calls at the Classification and Assignment Section (D/A, AGO selection activity), G-3, 3rd Brigade Headquarters, and 10th BG Headquarters and AIT training companies. Opportunity for discussion with company officers and NCOs in the 10th BG training companies and members of the 10th BG leadership training committee will be provided. If time permits, the visit may be extended to include observation of AIT training and visits with one or more AIT committees.	Four hours to include travel time to and from Fort Ord and between facilities. Major presentations to be handled by the 10th Battle Group.
20. Problem Areas	4	To provide an opportunity to discuss major areas which have been identified as problems for the implementation of Work Unit NCO. This discussion will include: (1) personnel required to staff the training committee, (2) scheduling, (3) logistics, (4) coordination (5) translation of methods to specific ATC contexts.	Conference. Presentation to be made by Work Unit NCO, NCOA, and 10th BG representatives, who will serve as resource persons during discussions.

SUBJECT	HOURS	SCOPE	COMMENT
21. Training Program Planning Projects	4	To provide opportunity for the committeeman trainees to examine the POI, and special training aids including the <u>Guide</u> ; to consider the problem of translation of Work Unit NCO materials and methods to Armor, Artillery, and Engineers ATC contexts; and to discuss and plan what they want the second increment (the "leadership NCOs" and committee instructors) to do when they arrive.	Building 110. Individual work areas. ATC teams will work as groups, with guidance provided by Work Unit NCO personnel.
22. Review	1	To provide a review of the first four days of the implementation training program and to provide opportunity for participants to raise questions.	Lecture-Conference
23. Special Training Problems	3	To identify for the committeeman trainees areas where unusual or unanticipated difficulties have been encountered in the conduct of the Work Unit NCO training effort. This discussion will cover: (1) the AIT training company, (2) the AIT committee, (3) resistance and social change, (4) quality control of training, and (5) "reversion" (tendency of the course to revert to technical and hardware training and to support immediate, short term requirements).	Lecture-Conference

SUBJECT	HOURS	SCOPE	COMMENT
24. Preparation of Next Week's Work	1	To provide a preview of the plan of work and method for organizing and training for next week. This will include discussion with the students regarding their needs and will restate the requirement that the first increment personnel will be held responsible for supervision of and will participate in the instruction of the second increment personnel.	Discussion
25. Visit NCOP	1	To provide opportunity for further visits with NCOA personnel and to observe preparation course out-processing on run #3 and preparation for in-processing of run #4.	At NCO Academy
26. Study and Planning	2	To provide time for study and planning.	Building #110
27. Observe NCOP	2	To observe the in-processing and shape-up of NCOP run #4 trainees at the NCOA.	Building #205 and NCOA Area
28. Informal Conferences	2	To provide opportunity for committeeman trainees to meet with Work Unit NCO and NCOA personnel.	Building #110 or NCOA Area

SECOND WEEK

29. Note: The general purpose of the second week is to provide the administrative element of the Leadership Preparation Training Committee with an opportunity to observe selected aspects of the first week of run #4 of the Leadership Preparation Course conducted at the NCOA, and to observe on-the-job training in the 10th BG AIT companies. During the week, work will also be accomplished in planning for the second increment personnel, which will arrive in the third week. Items 30 through 32 describe work in this second week.

SUBJECT	HOURS	SCOPE	COMMENT
30. Observe First Day NCOP	10	To observe the entire first day of the Leadership Preparation Course including: Leadership Orientation, History and Traditions, MOS Orientation, Preview of Leadership Functions, Know Your Men and Set the Example, Field Training Exercise #1, and Care and Cleaning of Unit and Individual Equipment.	At the NCOA Building #205, and PM field area. (Fatigue uniform required.)
31. Observation, Conferences, and Work Sessions	30	Work will include: (1) visits to NCOP and Fort Ord to observe selected segments of the Leadership Preparation Course and AIT OJT, (2) planning for specific "translation" work for Artillery, Engineers and Armor applications, (3) scheduled and informal conferences with research staff and military personnel on specific problems, and (4) preparation for assignments to be assumed by first increment personnel in orientation, instruction, and supervision of second increment personnel.	This block of training, extending over Tuesday, Wednesday, Thursday, and Friday of the second week will be organized on the basis of the outcome of conferences including item 24.
32. Observe NCOP Saturday	4	To include inspection of classroom work and drill and ceremonies training.	NCOA

THIRD WEEK

33. Note: The second increment of Leadership Preparation Committee trainees arrives Monday in the third week for four weeks of training at the USALHRU. During this third week there will be opportunity to observe the second week of the NCOP, run #4 at the NCOA. In the 10th BG, company B-10 will be in its sixth week of training,

SUBJECT	HOURS	SCOPE	COMMENT
<p>D-10 will be in its fourth week, and C-10 will be in its second week. H-10 will be in its second week as a control company, and A-10 will be in its eighth week as an E₀ (Integrated) company. During the first couple of days the second increment will be provided with a briefer coverage of the material presented to the first increment, will make visits to the NCOA and Fort Ord, and then will begin work and observation in areas according to their specified job designations. This work will be accomplished under the supervision of the officers and NCOs in charge of their respective ATC committees.</p>			
34. Orientation and Processing	8	See items 2-9.	The work for the second increment in the third week will parallel the material presented to the first increment on Monday of the first week.
35. First Increment Conference With Fort Ord G-3	4	To provide an opportunity for Fort Ord G-3 representatives to meet with representatives from the other training centers as per Fort Ord request, in order to exchange information regarding operations of the several training centers.	Conference to be scheduled Monday AM in Building #106, Presidio of Monterey.
36. First Increment OJT	4	To provide opportunity for first increment personnel to participate with research staff in accomplishing that part of the first day's orientation to be given to the second increment (see items 6-9 and 34).	Participants will be informed in advance of the specific responsibilities they are to assume.

SUBJECT	HOURS	SCOPE	COMMENT
37. Examination of POI	1	To review the program of instruction for Leadership Preparation Course.	Material will condense the 2 hours of item 11. Presentation by designated first increment personnel.
38. Major Concepts	1	To provide a condensed review of the major training concepts which were developed for the first increment in items 14-18.	Responsibility for this instruction will be assigned first increment personnel.
39. The Organization of the Leadership Training Committee	1	To enumerate and describe the job duties of (1) administrative element, (2) the leadership NCOs and their assistants, (3) the committee instructors, (4) the AIT OJT instructor, and (5) the support element.	Presentation to be made by assigned first increment personnel.
40. Training Problems	1	A condensation of the three hours of material developed in item 23.	Responsibility of presentation will be assigned to first increment personnel.
41. Visit NCOA	4	To accomplish the same objectives listed in item 13 and to include meeting with Fort Ord NCOP training counterparts ("leadership NCOs" and instructors).	NCO Academy Area
42. Visit Fort Ord	4	To accomplish same objectives listed in item 19.	At Fort Ord

Appendix B

SCOPE OF HOURS FOR BASIC LEADER ORIENTATION COURSE, WOMEN'S ARMY CORPS¹

<u>HOURS</u>	<u>SUBJECT</u>	<u>RESPONSIBILITY</u>
1	Orientation	Committee
1	Basic Training Preview	Committee
8	Military Courtesies and Customs, Drill and Ceremonies	Unit
2	Company SOPs	Committee, originally; to Unit later
2	Review and Assumption of Command, Practical Examination, Commence- ment Statement	Committee
12-18	Leadership Subjects	Automated, with Committee for Conference

Communication of Program Requirements to Cadre:

- a. Demonstration of Movies, Part II and III.
- b. Discussion of:
 - (1) "BROCAS"
 - (2) Selection
 - (3) Assignment and retention
 - (4) Training - LOC
 - (5) Training - OJT and "Integrated"
 - (6) AIT with CTC at WAC Center
 - (7) Review of what program can do for WAC and NCO Corps
and what it means to cadre
 - (8) "Command Emphasis"

¹This schedule is the one originally developed and followed by the WAC in implementation of its Leader Orientation Course, which is derived from the Leader Preparation Program.

Appendix C

OUTLINE OF THE PROGRAM OF INSTRUCTION, BASIC COMBAT TRAINING LEADER ORIENTATION PROGRAM

	<u>MINOR TOTALS</u>	<u>HOURS</u>
I. Leadership Principles and Techniques		12
Block A		
1 Introduction and Preview	1	
2 Set Example, Know Your Men	1	
3 Get Information, Planning and Organizing	1	
4 Practical Exercise #1, group discussion	1	
Block B		
5 Giving Information, Supervising and Inspecting	1	
6 Methods of Informal Instruction, Motivating	1	
7 Rewards/Corrective Actions, Handling Problems/Complaints	1	
8 Practical Exercise #2, group discussion	1	
Block C		
9 Counseling Techniques	1	
10 Representing Your Men, Leader's Duties-Evening	1	
11 Leader's Duties-Morning, Practical Exercise #3	1	
12 Examination	1	
II. BCT Subjects		12
A. Orientation to BCT	1	
B. The M-1 and M-14 Rifles	<u>5</u>	
1 Characteristics, nomenclature, operation of M-1 rifle	1	
2 Disassembly of the M-1 rifle	1	
3 Nomenclature of major sub-assemblies and assembly of M-1	1	
4 Functioning of the M-1; familiarization with the M-14	1	
5 Stoppages/immediate action; care and cleaning; review	1	
C. Housekeeping and Personal Appearance	1	
D. Drill and Ceremonies	<u>5</u>	
1 Definition of terms pertinent to Drill and Ceremonies; developing command voice	1	
2 Position of attention; squad and platoon formations; duties and position of squad leaders	1	
3 Facing movements; rest positions; fall out; dismissed	1	
4 Marching-squad and platoon (all movements)	1	
5 Manual of Arms	1	

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Preliminary Assessment of Three NCO Leadership Preparation Training Systems

by

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Edward C. Stewart, and Jacklyn Boyd*

HumRRO Division No. 3 (Recruit Training)

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DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF RESEARCH AND DEVELOPMENT
WASHINGTON, D.C. 20310

CRDBES


June 30,

SUBJECT: Preliminary Assessment of Three NCO Leadership Preparation
Training Systems

TO: CHIEF OF MILITARY HISTORY
DEPARTMENT OF THE ARMY
WASHINGTON, D C 20315
ATTN GENERAL REFERENCE BRANCH

1. Preliminary assessment of three different methods of administering leadership preparation training was undertaken as part of the NCO research program to determine feasible methods for identifying and training potential junior NCOs as early as possible in their Army careers.
2. Training materials and assessment devices were developed and refined for application in the three methods. The method of training that proved most feasible was that featuring formal leadership training in a separate two week course conducted between Basic Combat Training and Advanced Individual Training (AIT) followed by supervised practical leadership experience during their AIT training.
3. The findings in this report should be of interest to those involved in training methods research and in leadership training and selection.

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