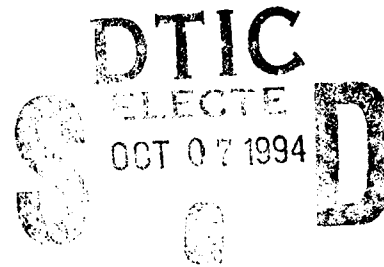AD-A285 306

The Officer's Advance Course: Prior Experience Survey

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U.S. ARMY RESEARCH INSTITUTE
FOR THE BEHAVIORAL AND SOCIAL SCIENCES

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13. ABSTRACT (Maximum 200 words)

Personnel in Infantry units have observed that battalion staffs have difficulty achieving staff synchronization. Research suggests that part of the problem is that frequently staff officers are placed in staff positions without sufficient training. This report presents results of six Officer Advance Course surveys in which officers were asked to describe their background experiences and any training they had prior to assuming staff positions. Both active and reserve component personnel were surveyed.

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THE OFFICER'S ADVANCE COURSE: PRIOR EXPERIENCE SURVEY

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THE OFFICER'S ADVANCE COURSE: PRIOR EXPERIENCE SURVEY

Background

The U.S. Army Research Institute (ARI), Fort Benning, Georgia, has been working on a multiyear project on performance of battalions rotating to the Joint Readiness Training Center (JRTC). A major finding (reported in Thompson, Thompson, Pleban, & Valentine, 1991) is a widespread lack of synchronization within the elements of the typical battalion staff and with slice elements (e.g., engineers, signal officer).

A partial solution was developed. The Commander's Battle Staff Handbook (Pleban, Thompson, & Valentine, 1993) defines the battalion commander's relationship to his principal staff and provides a brief description of the duties and responsibilities of the Command Sergeant Major, Executive Officer (XO), S1 (Personnel), S2/BICC (Intelligence/Battlefield Information Control Center), S3/S3 Air (Plans and Operations), S4/BMO (Logistics/Battalion Motor Officer), Fire Support Officer (FSO), Engineer, Air Defense Artillery (ADA) Officer, Signal Officer, Chemical Officer, and Chaplain. A quick overview for a new staff member, it provides, in checklist form, a ready reference of what is expected in interactions with the commander, and with each of the battalion staff officers. This handbook provides a starting point for the new officer and eases the transition to a new job in the absence of specific training.

Surveys

As part of the background for the handbook, surveys were administered to Officer Advance Course (OAC) students. Six additional surveys, reported herein, were administered to determine whether officer assignment patterns had changed after Desert Shield/Desert Storm. Not all students responded to the surveys but the feedback may be useful. (Questionnaires are reproduced in Appendix A.) Table 1 contains demographic and background data on each class. Five classes were Infantry Officer Advance Course (IOAC); one was Armor Officer Advance Course (AOAC). AC indicates an individual on Active Duty; RC indicates a member of the Reserve Component, usually National Guard.

Branch assignments of the respondents are presented in Table 2. In addition to the predominant Infantry (INF), Armor (AR), Field Artillery (FA), and Engineer (ENG) officers, several represented Special Forces (SF), the United States Marine Corps (MC), Aviation (AV), and Air Defense (AD). A small number of officers were Adjutant General, Chemical, Medical Corps, Military Intelligence, Military Police, Ordnance Disposal, Quartermaster, Signal, Transportation (together labelled Misc.); a few failed to provide their branch assignments.

Table 1

Demographic Information--Status

| | FY92 | | | FY93 | | | |
Class	IOAC	IOAC	IOAC	AOAC	IOAC	IOAC	Total
Respondents	79	77	125	117	63	86	547
AC	66	69	94	94	42	70	435
RC	13	6	26	13	17	13	88
?	0	2	5	10	4	3	24

Note. A ? indicates that no AC/RC status was provided.

Table 2

Branch

	INF	AR	FA	Eng	SF	MC	AV	AD	Misc	?	Total
AC	259	53	44	21	13	9	8	5	18	5	435
RC	54	15	4	0	7	1	2	2	2	1	88
Not given	9	0	5	0	2	1	1	0	1	5	24
Total	322	68	53	21	22	11	11	7	21	11	547

Prior Experience--Deployments

Other questions were asked to provide background data. The FY92 survey asked three separate questions about rotations to JRTC, the National Training Center (NTC), and the Combat Maneuver Training Center (CMTC), specifying a "within the last two years" time frame. The FY93 survey had one question phrased "Have you ever participated in a Combat Training Center (CTC) rotation?" (i.e., one question covering all three CTCs). Other questions asked about participation in the Battle Command Training Program (BCTP) (FY92 only); any kind of Joint Readiness Exercise (JRX), for example, REFORGER or Team Spirit (FY93 only); and deployments to Operation Desert Shield/Desert Storm or similar combat/combat support operations (FY92 and FY93). Responses are shown in Table 3. Data on duty positions were so varied --or missing--that they could not be tabulated. Most respondents appeared to have been platoon leaders and/or company XOs.

Preparation for a Staff Position

One question asked if respondents had felt adequately prepared to assume their positions on the battalion staff;

Table 3

Deployments

	AC	%	RC	%	Total	%
NTC (FY92 only)						
Yes	62	27	8	17	72	26
No	165	73	38	83	206	74
JRTC (FY92 only)						
Yes	65	28	2	4	68	24
No	164	72	44	96	212	76
CMTC (FY92 only)						
Yes	45	19	0	0	45	16
No	182	80	46	100	233	84
ANY CTC (FY92 - Combined)						
Yes	142	66	10	22	162	59
No	74	34	36	78	113	41
ANY CTC (FY93 only)						
Yes	157	77	19	42	185	70
No	48	23	26	58	80	30
DESERT SHIELD/STORM (FY92 and FY93)						
Yes	227	52	27	30	260	48
No	207	48	63	70	285	52
BCTP (FY92 only)						
Yes	20	9	1	2	21	8
No	208	91	45	98	258	92
JRX (FY93 only)						
Yes	119	59	12	27	138	53
No	83	41	32	73	124	47

Note. Total includes those who failed to indicate AC/RC status. Totals for Any CTC FY92 are smaller than separate FY92 totals. This reflects the fact that several persons had been to more than one CTC.

another asked about specific training. Responses were tallied only from those who had actually served in the positions. Only the S1, S2, S3/S3 Air and S4 had sufficient respondents to be tabulated across the six classes surveyed. Table 4 provides summary data.

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Table 4

Preparation and Training to Assume Staff Position

		Felt Prepared					Received Training				
		AC	%	RC	%	Total	%	AC	%	RC	%	Total	%
S1													
	Yes	20	39	3	50	23	40	17	32	1	16	18	31
	No	31	61	3	50	34	60	36	68	5	83	41	69
S2													
	Yes	4	57	1	33	5	45	2	29	2	67	5	45
	No	3	43	2	67	6	55	5	71	1	33	6	55
S3/S3 Air													
	Yes	62	51	7	58	75	54	34	27	5	42	42	30
	No	59	49	5	42	65	46	90	73	7	58	100	70
S4													
	Yes	19	39	5	63	27	44	10	20	1	13	13	21
	No	30	61	3	38	34	56	41	80	7	88	50	79

Note. Total includes those who failed to indicate AC/RC status.

If responses indicated inadequate preparation, they were asked "What do you think would have better prepared you?" Those who answered were remarkably consistent in their response. Most said that some type of course, school or instruction on battalion staff positions would have helped them ("Basic instruction in staff operations"). They requested more apprentice time, or at least a better continuity folder prepared by the previous staff cfficer. Overwhelmingly, the only training they had received was on the job: i.e., not prior to assignment and not in preparation for an assignment.

A sizeable number suggested that having attended the OAC prior to their assumption of these positions would have helped. Some also requested changes to basic courses if personnel are to be assigned to staff positions without further specific training. The S4 position was most frequently mentioned as difficult without specific training. One individual expressed frustration: "I knew my job well but my integration with the rest of the staff (long range planning, schedules, company maintenance team) was poor. I had to learn a lot quickly."

Asked to make specific comments about training prior to staff assignments, one officer responded that he felt the Basic Course needs to spend more time on staff duties, due to the numbers of lieutenants tasked to serve in these positions.

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Several had overall comments on sequencing of training and assignments and suggested that some or most of the content of the Combined Arms and Services Staff School (CAS³) Course be incorporated into the Advance Course.

Open ended questions also elicited information on specific positions. Responses for the S1 position echo the statements about inadequate preparation and lack of formal training. Several indicated that they would have benefited from a battalion or brigade S1 orientation course much like the one formerly offered at Fort Benjamin Harrison; a few had tried to read the manuals. Several mentioned heavy reliance on non-commissioned officers (NCOs) who provided good continuity and helpful on-the-job training (OJT) for those without formal training.

For the S2 position there were only 11 responses and no particular kind of training was noted. Apparently few were school trained as intelligence officers although one specifically requested it.

OJT was mentioned in connection with the S3 Air position; several indicated that it had been a "sink-or-swim" event, where they were thrown into the job and told to succeed. One said "I served as a battalion S3 Air as a lieutenant and had no formal staff oriented training. This lack of training caused some problems." Several respondents indicated that if they had been to the OAC prior to assignment to the Assistant S3 position, they would have felt much better prepared.

Those without prior S4 training felt very unprepared. They indicated not only that they had not received any training, but admitted also to great difficulty in initial attempts to perform the job. The few who expressed little difficulty cited their time as company executive officer as having provided their only foundation. They needed help with logistics estimates and maintenance, acquisition and supply procedures. Training reported for the S4 position was likely to be for the BMO job. Some had attended the Junior Motor Officers Course (JMOC); others requested this course.

Military Qualification Standards System

Another question focused on the Military Qualification Standards II (MQS) System. Most said they had heard of, or were "familiar with," it. Asked if they had ever used MQS II, or specifically whether MQS II had helped them at company (CO) or battalion (BN) level, fewer agreed. MQS II is new, and personnel may be unfamiliar with its benefits, or although they are aware of MQS II, it may not be perceived as helpful. Additionally, those who had not yet served on battalion staffs may have omitted the question. It is also impossible to verify that respondents

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made the visual or cognitive distinction between "MQS I" and "MQS II". Table 5 shows MQS II data.

Table 5

Reported Use of MQS II System

	AC	%	RC	%	Total	%
Are you familiar with MQS II?						
Yes	383	89	69	79	470	87
No	49	11	18	21	70	13
Have you ever used it?						
Yes	211	56	43	63	262	56
No	169	44	25	37	204	44
Was it helpful at company level?						
Yes	162	80	38	88	206	81
No	41	20	5	12	48	19
Was it helpful at battalion level?						
Yes	72	50	17	74	90	52
No	71	50	6	26	83	48

Note. Only those who indicated that they were familiar with MQS II and had used it were included in the usage data. Totals include those who failed to indicate AC/RC status.

Advance Course Content

Another question asked how well the OAC improved students' understanding of information relating to battalion staff responsibilities and to certain of the battlefield operating systems (BOS). This question was designed to assess the amount of time spent on each of the areas, and to determine general coverage. Respondents were asked to use the following scale:

1 = "Provided a great deal of specific information and understanding"
2 = "Provided a some specific information and understanding"
3 = "Provided general information and understanding"
4 = "Provided little general information and understanding"
5 = "Provided very little/no information and understanding"

Table 6 shows frequencies of responses. For example, two AC officers rated OAC as providing a great deal of specific information on the S1 job; 37 rated OAC as providing some specific information ∧nd understanding; 143 said it provided general informatior.. There are missing data as some personnel did not answer a..y questions, and others answered only some.

Table 6

Freqⁱeiici€s of Response--Advance Course Coverage

	S1			S3			S4			Intelligence		
Rating	AC	RC	Total	AC	RC	Total	AC	RC	Total	AC	RC	Total
1	2	8	11	163	7	196	9	10	21	298	49	361
2	37	7	47	162	30	199	68	20	92	208	30	147
3	143	32	180	76	20	101	122	37	163	22	7	27
4	137	24	167	21	5	28	91	9	103	1	1	2
5	68	10	82	1	2	3	28	3	35	1	0	1
Average	3.6	3.3	3.5	1.9	2.1	1.9	3.2	2.7	4.0	1.4	1.5	1.4

	Personnel			Maneuver			Operations			Logistics		
Rating	AC	RC	Total	AC	RC	Total	AC	RC	Total	AC	RC	Total
1	15	9	25	325	51	391	342	70	425	25	14	42
2	131	32	168	88	31	123	76	17	99	243	49	300
3	204	36	250	14	6	22	10	1	13	115	21	144
4	54	8	66	2	0	2	1	0	1	40	4	46
5	25	3	29	7	0	1	1	0	1	7	0	7
Average	2.8	2.6	2.8	1.4	1.5	1.3	1.3	1.2	1.3	2.4	2.2	2.4

Note. Totals include those who failed tᵒ indicate AC/RC status. The lower the number, the greater the OAC coverage.

Effectiveness Question

Another question asked about the effectiveness of different activities and courses in preparing and/or training officers to serve in various staff positions. All respondents were asked to address the following activities: the Officers Basic Course (OBC), Officer Professional Development (OPD) Classes, Boss Mentoring (BOSS), Field or Unit Training (FIELD), the OAC, and Command Post Exercises and Situational Training Exercises (CPX/STXs). The FY93 survey also included interactions with NCOs, peers (PEER), and use of simulators/simulations (SIMNET, JANUS, et al.) in their assessments.

Respondents were asked to rank order the activities in terms of their relative effectiveness. The FY92 personnel used a scale ranging from 1-6; the FY 93 from 1-9. A rank order position #1 was considered to be the most effective and 6 (or 9) the least effective. Some personnel rated only a few of the possible selections and some recorded ties. The two surveys cannot be readily compared, although there are commonalities in the data.

Tables 7 and 8 give the relative values (rankings) the respondents placed on each of the events. For example, in the FY92 survey group, four AC soldiers rated their basic course (OBC) as being the most effective event or course (rated #1) in preparing them for staff positions; one individual rated OBC second, 153 individuals rated it last, or sixth in effectiveness. Bolded figures represent the most frequent response within a category.

Table 7

Effectiveness in Preparation for Staff Positions--FY92

Rank	OBC			OPD			BOSS		
	AC	RC	Total	AC	RC	Total	AC	RC	Total
1	4	0	4	2	2	4	22	2	29
2	1	0	1	5	3	8	53	2	57
3	24	2	7	18	1	19	46	8	54
4	14	4	18	35	10	47	**54**	9	**63**
5	37	7	42	**117**	**17**	**136**	28	**13**	42
6	**153**	**29**	**186**	35	8	44	10	3	13

Rank	FIELD			OAC			CPX/STX		
	AC	RC	Total	AC	RC	Total	AC	RC	Total
1	47	4	53	**114**	**25**	**139**	26	6	33
2	54	9	**64**	34	12	47	**68**	**15**	**84**
3	**56**	**13**	52	27	4	32	62	13	77
4	39	**13**	52	28	0	29	43	5	49
5	15	2	17	12	0	13	6	1	7
6	2	0	2	0	11	15	6	0	6

Note. The lower the number, the higher the rank order assigned. Total includes those who failed to indicate AC/RC status.

In both FY92 and FY93, the OAC was clearly rated as the most influential and effective event, and the OBC (followed very closely by OPD) was the least effective. Neither the OAC nor the OBC rating is surprising as these courses represent the most and least recent courses for the respondents. The position of OPD, however, may be indicative of a problem, or at the very least may show an area which could readily be improved.

Table 8

Effectiveness in Preparation for Staff Positions--FY93

Rank	OBC AC	RC	Total	OPD AC	RC	Total	BOSS AC	RC	Total
1	1	1	4	1	0	2	**51**	**7**	**64**
2	4	3	7	10	4	16	49	2	52
3	3	3	6	20	3	23	27	3	33
4	4	3	9	14	4	19	16	5	23
5	5	3	10	18	5	24	14	6	22
6	14	2	16	28	**10**	39	10	6	16
7	15	7	24	35	6	44	7	4	1
8	32	7	39	**40**	5	**47**	4	1	5
9	**89**	**10**	**106**	6	2	8	1	4	5

Rank	FIELD AC	RC	Total	OAC AC	RC	Total	CPX/STX AC	RC	Total
1	19	2	22	**80**	**29**	**113**	8	1	11
2	26	**12**	40	20	6	27	24	**8**	32
3	21	5	26	14	2	20	20	5	27
4	31	5	**43**	19	1	21	24	5	29
5	**34**	6	**43**	16	2	19	**28**	7	**35**
6	22	2	25	0	1	7	16	3	21
7	18	3	24	10	0	10	7	0	22
8	5	2	7	8	1	9	14	3	19
9	1	0	1	0	0	0	7	3	12

Rank	NCO AC	RC	Total	PEER AC	RC	Total	SIMULATION AC	RC	Total
1	9	1	10	18	**8**	22	2	0	2
2	28	2	34	20	6	29	8	3	13
3	**31**	**8**	**41**	30	6	39	17	**10**	27
4	23	7	32	**34**	6	**41**	17	6	23
5	25	3	29	24	4	31	20	2	23
6	19	2	23	19	7	26	**27**	4	**35**
7	16	2	21	21	5	29	25	5	31
8	12	5	19	10	3	13	23	3	29
9	5	5	10	4	2	6	11	1	13

Note. The lower the number, the higher the rank order assigned to the event/training. Total includes those who failed to indicate AC/RC status.

One said "It takes the combination of at least the top three choices to make you proficient." Another asked for "more emphasis on development of junior officers to learn and understand their organization, equipment, and training

resources." Several noted that CAS^3 would have provided good preparation for staff positions; some stressed better battle hand over from the incumbent predecessor, as well as specific schools.

Comments and Observations

Several observations can be made on the basis of the six OAC questionnaires. Officers are indeed being assigned to battalion staff positions prior to attendance at the OAC, and in retrospect, they frequently admit to having felt unprepared to assume those positions. The lack of specific training is documented; this seems particularly prevalent for those in S4 positions. The MQS II system is not used to assist in training young officers on staff duties and it does not address the staff training problem. The primary source of training in the responsibilities of a battalion staff officer comes on the job, and not prior to the assignment.

The Active and the Reserve Components, ostensibly undergoing the same training and expected to perform to the same standards are not, by the report of attendance at the premium training events, experiencing equality. The disproportional attendance at the CTCs indicates that the officers from the Reserve Components are not reaping the benefits of these major training events.

Although the Advance Course is clearly perceived as a most valuable resource in professional development, the content and sequencing of OBC, OAC, and CAS^3 may need to be reexamined with a view toward ensuring adequate training before staff positions are undertaken. Incorporation of some CAS^3 staff training content into post-OBC unit training might be beneficial. In the atmosphere of the overall downsizing of the Force, we can no longer afford the luxury of providing training after the need has passed, nor can incompletely trained soldiers be sent to perform critical assignments.

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APPENDIX A: QUESTIONNAIRES
U. S. ARMY RESEARCH INSTITUTE
FOR THE BEHAVIORAL AND SOCIAL SCIENCES

LIGHT FORCES READINESS

This is an experimental personnel data collection form developed by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission, as prescribed in AR 10-7. When identifiers are requested they are to be used for administrative and statistical controol purposes only. Full confidentiality will be maintained in the processing of these data.

INFANTRY OFFICERS ADVANCED CLASS (IOAC) SURVEY

Officer Staff Training and Experience

The Light Forces Readiness Team of the Army Research Institute Fort Benning Field Unit is conducting a longitudinal research effort on Battle Staff Training and Synchronization. The attached survey is designed to elicit information on your background and to get your opinions on training which prepares you to assume company and battalion staff positions.

We appreciate your help. Please feel free to write in comments for any questions. Thank you.

PRIVACY ACT STATEMENT

Public Law 93-573, called the Privacy Act of 1974, requires that you be informed of the purpose and uses to be made of the information collected.

The Department of the Army may collect the information requested in this questionnaire under the authority of United States Code 137. Providing information in this questionnaire is voluntary. Failure to respond to any particular questions will not result in penalty.

The information collected will be used solely for research purposes and your responses will be held in strict confidence. No names or identifying information are required.

OFFICER STAFF TRAINING AND EXPERIENCE SURVEY

1.   <u>BRANCH</u> _____   **Active Army** __   **Reserve Component** __

2.   <u>EXPERIENCE</u> (Number of months you have served in each position)

   <u>COMPANY/TROOP/BATTERY</u>

   a._____ Platoon Leader
   b._____ XO
   c._____ Commander

   <u>BATTALION/SQUADRON STAFF</u>

   a._____ S1
   b._____ Asst S3/S3 Air
   c._____ S4
   d._____ FSO
   e._____ Others, _____

   <u>BRIGADE/REGIMENTAL STAFF</u>

   a._____ S1/Asst S1
   b._____ S2/Asst S2
   c._____ S3/Asst S3/S3 Air
   d._____ S4/Asst S4
   e._____ FSO
   f._____ Bde Eng
   g._____ Others, _____

3.   Had you received training to prepare you to work in a staff position?
     Yes_____   **No**_____ If yes, specify the position, and the training.

4.   Do you feel that you were adequately prepared when you assumed your
     position on the staff? **Yes**_____   **No**_____

     If **No**, what do you think would have better prepared you?

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5. <u>COMBAT/COMBAT TRAINING CENTER EXPERIENCE</u> (Within last 24 months)

    a. How many rotations were you in at:
                NTC_____   JRTC_____   CMTC_____   BCTP_____

    b. What was (were) your duty position(s) at:
                NTC_____   JRTC_____   CMTC_____   BCTP_____

    c. Were you deployed to Desert Shield/Storm?   **Yes**____ **No**____
        If **Yes**, what were your duty positions?_____

6. <u>OFFICER TRAINING</u>

    a.   How effective are the following in preparing and training
         officers to serve at the **company** level? Rank in order, with **1**
         the most effective and **5** the least effective. **Do not use any**
         number more than once.

        _____ Officer Basic Course
        _____ Unit OPD
        _____ Unit Field Training
        _____ Boss' Mentoring
        _____ Officer Advanced Course

    b.   How effective are the following in preparing and training
         officers to serve on a **battalion staff**? Rank in order, with **1**
         the most effective and **6** the least effective. **Do not use any**
         number more than once.

        _____ Officer Basic Course
        _____ Unit OPD
        _____ Unit Field Training
        _____ Boss' Mentoring
        _____ Officer Advanced Course
        _____ Staff CPX

    c. Is your number one choice good enough? **Yes**_____ **No**_____

    d. If **No**, what changes are needed?

7. MILITARY QUALIFICATION STANDARDS

    a. Are you familiar with MQS II? **Yes**_____ **No**_____

    b. Have you used MQS II in previous assignments? **Yes**_____ **No**_____

        If **Yes**, did you feel that MQS II helped your performance at:

    c. Company level? **Yes**_____ **No**_____ **N/A**_____

    d. Battalion staff? **Yes**_____ **No**_____ **N/A**_____

8. ADVANCED CLASS INSTRUCTION

    a.   How well did the advanced class instruction you received improve your understanding of the following areas? Use the scale below for this question.

        1 = Provided detailed/specific understanding of the area
        2 = Provided general understanding of the area
        3 = Provided very little/no understanding of the area

    _____ Personnel
    _____ Intelligence
    _____ Maneuver
    _____ Operations
    _____ Logistics

    b.   How effective was the advanced class instruction you received in preparing you for the following positions? Use the scale below for this questions.

        1 = Extremely effective 4 = Somewhat ineffective
        2 = Very effective   5 = Very ineffective
        3 = Fairly effective   6 = Completely ineffective
        7 = Don't know

    _____   CO CDR
    _____   BN S1
    _____   S3 Air/Asst S3
    _____   BN S4

**U. S. ARMY RESEARCH INSTITUTE
FOR THE BEHAVIORAL AND SOCIAL SCIENCES**

OFFICER ADVANCED COURSE

Officer Experience and Training Survey

The Army Research Institute is conducting longitudinal research on Battle Staff Training and Synchronization. The attached survey is designed to elicit useful background information and to get your opinions on your prior training and assignment experience.

We appreciate your help. Please feel free to write in additional comments for any questions. Thank you.

PRIVACY ACT STATEMENT

Public Law 93-573, called the Privacy Act of 1974, requires that you be informed of the purpose and uses to be made of the information collected.

The Department of the Army may collect the information requested in this questionnaire under the authority of United States Codes. Providing information in this questionnaire is voluntary. Failure to respond to any particular questions will not result in penalty.

The information collected will be used solely for research purposes and your responses will be held in strict confidence.

1. General Information:

Student ID number _____ Branch _____
Component _____ Basic Course attended _____ Year ___

2. Experience time line: Begin on line 1 and write in your first duty assignment and continue to the last duty assignment prior to OAC. In addition to your assignments include military schools in the time line. In the spaces provided indicate the number of months you spent in this assignment. Use a new line for each assignment. **DO NOT IDENTIFY THE UNIT.**

<u>**EXAMPLE**</u>

ASSIGNMENT/DUTY POSITION	# MONTHS
1. <u>Armor Officer Basic</u>	<u>6 months</u>
2. <u>Tank Platoon Leader</u>	<u>18 months</u>
3. <u>Battalion Motor Officer</u>	<u>9 months</u>
4. <u>Company Executive Officer</u>	<u>10 months</u>

ASSIGNMENT/DUTY POSITION   **# MONTHS**

1) _____   _____

2) _____   _____

3) _____   _____

4) _____   _____

5) _____   _____

6) _____   _____

7) _____   _____

8) _____   _____

(continue on back if necessary)

3. Have you ever participated in any of the following deployments?

a. Combat or support operation (e.g., Desert Shield/Storm, Just Cause, L.A. Riots, etc.).
YES____ NO____ If YES, specify which operation, and duty position(s) held.

b. Combat Training Center (NTC, JRTC, CMTC) rotation.
YES____ NO____ If YES, specify which CTC and the duty position(s) held.

c. JRX (e.g., Gallant Eagle, REFORGER, Team Spirit, etc.).
YES____ NO____ If YES, specify which exercise, and duty position(s) held.

4. Are you familiar with MQS II ?   YES____ NO____

Have you used MQS II in previous assignments?   YES____ NO____

If YES, did you feel that MQS II helped you perform at:

Company Level?   YES____ NO____

Battalion Staff? YES____ NO____

COMPLETE QUESTION 5 ONLY IF YOU HAVE SERVED IN A STAFF POSITION
5. Did you feel adequately prepared to assume your position on the staff? YES____ NO____

If NO, which position and what do you think would have better prepared you?

COMPLETE QUESTION 6 ONLY IF YOU HAVE SERVED IN A STAFF POSITION
6. Did you receive any training prior to OAC to prepare you to serve on the staff? YES____ NO____

If YES, What training did you receive?

In preparation for what staff position?_____

Do you feel that the training you received was adequate? YES____ NO____

7. Rank the following in order of **EFFECTIVENESS** for preparing and/or training officers to serve in staff positions. Rank in order with **#1** being the **MOST** effective. Use **N/A** to designate those not applicable to you.

____ Officer Basic Course
____ Unit Officer Professional Development (OPD) Programs
____ Boss's Mentoring
____ Unit Field Training
____ Officer Advanced Course
____ Coaching from Staff NCOs
____ Peer Interaction
____ Battle Simulations (JANUS, ARTBASS, SIMNET, etc.)
____ Staff CPX/MAPEX

8. Do you feel that your #1 choice (above) was adequate?

YES____ NO____

9. Did the Officer Advanced Course improve your understanding of the following areas? Use the scale below for this question.

1 = Provided a great deal of specific information and understanding
2 = Provided some specific information and understanding
3 = Provided general information and understanding
4 = Provided little general information and understanding
5 = Provided very little/no information and understanding

___ Responsibilities of BN S1
___ Responsibilities of BN S3 Air/Asst S3
___ Responsibilities of BN S4
___ Intelligence BOS
___ Personnel
___ Maneuver BOS
___ Operations
___ Logistics

10. After the OAC, what is your next assignment/duty position? (Do not identify the unit.)