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AD NUMBER
ADB362885
LIMITATION CHANGES

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AUTHORITY
CAFL ltr dtd 16 Aug 2011

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Center for Army Leadership

Technical Report 2010-2

**2009 CENTER FOR ARMY LEADERSHIP ANNUAL SURVEY OF
ARMY LEADERSHIP (CASAL):
ARMY EDUCATION**

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June 2010

The Center for Army Leadership

An Organization of Leader Development and Education, U.S. Army Combined Arms Center

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REPORT DOCUMENTATION PAGE

1. REPORT DATE *(DD-MM-YYYY)* 11-06-2010	2. REPORT TYPE Technical Report	3. DATES COVERED *(From - To)* October 2009 – June 2010

4. TITLE AND SUBTITLE
2009 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Army Education

5a. CONTRACT NUMBER
W91QF-09-F-0113

5b. GRANT NUMBER

5c. PROGRAM ELEMENT NUMBER

6. AUTHOR(S)
Joshua Hatfield (ICF), John P. Steele (CAL)

5d. PROJECT NUMBER

5e. TASK NUMBER

5f. WORK UNIT NUMBER

7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES)
ICF International
9300 Lee Highway
Fairfax, VA

8. PERFORMING ORGANIZATION REPORT NUMBER
2010-02

9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES)
Center for Army Leadership
Leadership Research, Assessment and Doctrine Division

250 Gibbon Avenue
Fort Leavenworth, KS 66027

10. SPONSOR/MONITOR'S ACRONYM(S)
CAL

11. SPONSOR/MONITOR'S REPORT NUMBER(S) 2010-02

12. DISTRIBUTION / AVAILABILITY STATEMENT
Distribution authorized to U.S. Government agencies only to prevent premature dissemination of findings and conclusions, July 30, 2010. Other requests for this document shall be referred to Center for Army Leadership.

13. SUPPLEMENTARY NOTES This report supplements CAL Technical Report 2010-1, 2009 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Main Findings.

14. ABSTRACT
This report supplements the main survey findings CAL Technical Report 2010-1, and provides an in-depth analysis of professional military education (PME) and civilian education system (CES) courses. The report starts with course strengths (setting objectives, providing useful and timely feedback, and course delivery time) and weaknesses (quality of leadership development received across cohorts, teaching subordinate development skills, and unit support for applying what was learned). In-depth reporting of course specific data and student recommendations for improvement is the largest area of the report. The report then drills-down to other factors influencing PME perceptions such as difference in resident versus distributed learner perceptions, trait versus state leadership development beliefs, and demographics on civilian education. Lastly, the report concludes with a summary and recommendations based on best practices, other research, and survey responses, which highlight the need for improved: strategic communicating, handling pre-education attitudes, developing gap-based curricula to counter short-comings and provide new capabilities, and engaging and motivating students to apply what they learn.

15. SUBJECT TERMS
Leadership; Leader Development; Education; Training; Performance Assessment; Institutional Learning; PME; Baseline

16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES	19a. NAME OF RESPONSIBLE PERSON John P. Steele
a. REPORT	b. ABSTRACT Unclassified	c. THIS PAGE Unclassified	Unlimited	31	19b. TELEPHONE NUMBER *(include area code)* 913-758-3240

2009 CENTER FOR ARMY LEADERSHIP
ANNUAL SURVEY OF ARMY LEADERSHIP (CASAL):
ARMY EDUCATION

Introduction

The Annual Survey of Army Leadership (CASAL) is an established effort by the Center for Army Leadership (CAL), Combined Arms Center (CAC) to assess and track trends in Army leader attitudes of leader development, the quality of leadership, and the contribution of leadership to mission accomplishment. During November – December 2009, new data related to professional military education (PME) courses and command preparation were collected from 5,136 active component (AC) leaders and 7,007 reserve component (RC) leaders. Survey data were also obtained from 9,414 civilians on topics related to civilian education system (CES) courses. This resulted in a small sampling error of approximately +/- 1%. For more in-depth description of the survey process, respondents, and other leadership and leader development issues see the CASAL Main Findings report (CAL Technical Report 2010-1; Keller-Glaze, Riley, Steele, Harvey, Hatfield, & Bryson, 2010).

This separate report was created because PME was the most concerning area of the main findings report, and the area that has received the most interest from senior leaders. PME became a focus this year because it stood out by: decreasing in favorability at the same time that the other domains (self and operational) increased, having the absolute lowest favorability of recent administration years, item-level negative trends, and the fact that most PME criteria failed to meet the previously established favorability threshold of 2/3. The data were also corroborated by qualitative data (within the same survey) and by other Army research. Therefore, the purpose of this document is to more specifically address what is working and where improvements are needed within the domain of institutional training and education.

This report builds off of the findings and trends reported in the 2009 CASAL technical report of Main Findings to examine strengths and weaknesses across specific officer, NCO, warrant officer, and civilian courses. In the following sections, the strengths and weaknesses of institutional training will be discussed as well as the implications effective education has on the Army as a whole. Course level ratings are presented to identify courses which are preparing future leaders and the overall quality of the content and instruction of each course. The report also identifies other possible factors which may impact students' attitudes and options about institutional training. This report concludes with a summary and ways forward.

Leader Development in the Army

Army guidance (AR 350-1) indicates that leader development should be leveraged across three key overlapping domains, namely operational experience, self development, and institutional training. Specifically, the operational domain includes training activities conducted at home station, during training events (e.g., CTCs), and while operationally deployed. Self development is a continuous, life-long process which should be used to supplement and enhance knowledge and skills gained through operational experiences and institutional training. Institutional training provides knowledge, skills and practice to leaders so that they can perform critical tasks to a predefined proficiency. In addition, institutional training instills key competencies, values, and skills needed by Soldiers to succeed in any circumstance (AR 350-1). To become proficient across the core leader competencies (FM 6-22, *Army Leadership*) leaders must utilize and balance these three domains.

The impact that each of the three leader domains has on the development of leaders has been assessed annually since 2006. In summary, over the past four years, leaders have consistently rated operational experiences as having the greatest impact on their development compared to the other two domains. Over the past two years, leaders more often rated operational experiences and self development as effective in preparing them for future leadership and responsibility when compared to institutional training. With recent inclusion of CASAL 2009 data, survey findings indicate a <u>downward trend in the overall effectiveness ratings for institutional training. This is occurring while ratings for the other two domains (operational and self development) have shown slight improvement.</u>

How effective was the following for preparing you for future leadership responsibilities?		
Domain	**2009**	**2008**
Operational	84%	81%
Self development	84%	82%
Institutional Training	51%	60%

Army leaders report that significantly more learning occurs by way of operational experiences and self development than through institutional training. This presents three simultaneous challenges. First, these types of development are not always purposeful, nor aligned with set standards. Capitalizing on operational experience requires feedback and careful planning, in order to have practice make perfect, instead of practice reinforcing negatives. Second, given that leaders are doing a relatively poor job of developing subordinate leaders, this calls into question the usage of out-dated (using FM 22-100 leadership concepts from 1999) OERs and NCOERs. Further, PME analyses indicate that leaders are not learning how to develop subordinates, so there needs to be a train-the-trainer type of mechanism before making leaders more accountable for subordinate leaders' development. Third, further exploration and increased understanding are required in order to backstop the negative slide of the utility of PME.

Institutional Training Strengths

Most leaders (80% AC; 84% RC; 72% Civilian) who have attended an institutional training course indicate that the course had clear and planned objectives and goals. Further, course graduates indicate that over 90% of the course goals and objectives are met before the course's conclusion.
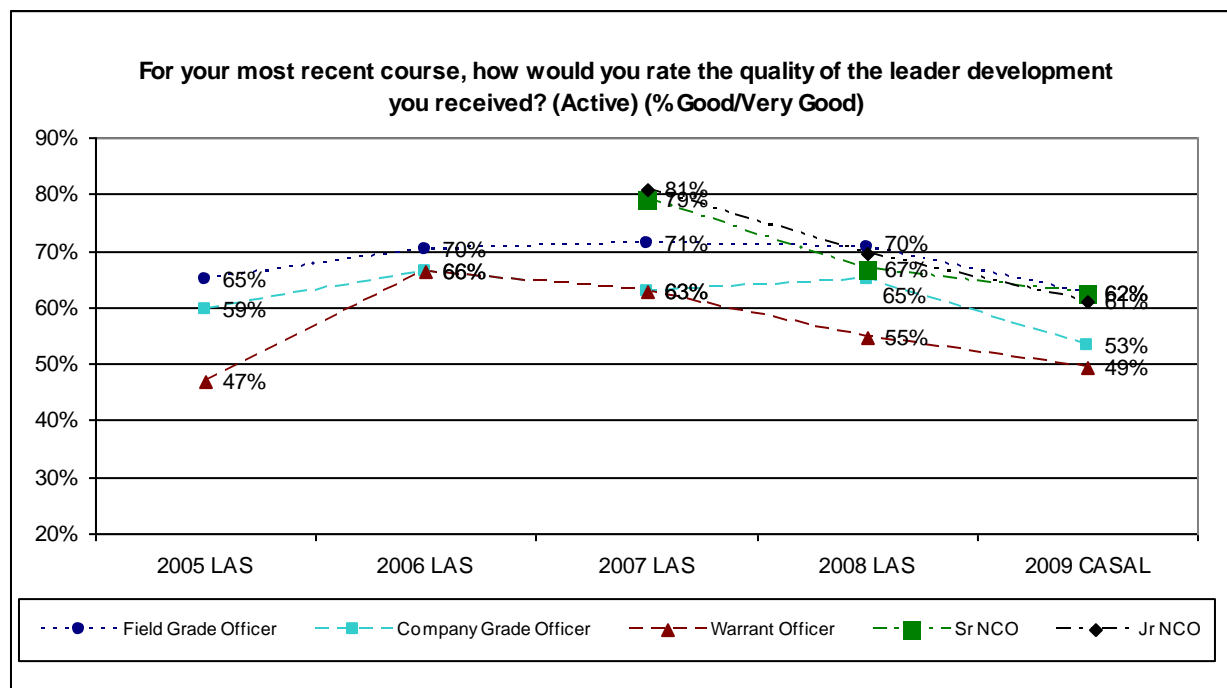
Most leaders (75% AC; 80% RC; 74% Civilian) also indicate that they received useful and timely feedback from their instructors.

The timing of institutional training courses is, for the most part, occurring at the appropriate time. A survey of officers in 2008 (Riley, Hatfield, Keller-Glaze, Fallesen, & Karrasch, 2008) found that a majority of leaders (82% AC; 76% RC) felt their most recent course occurred at the right time to prepare them for their responsibilities. However, about one-third of senior warrant officers indicated that their most recent course came too late. Thus, while the exact cause of the downward ratings in PME remains unknown; receiving the course too late can be ruled out as a potential cause.

Institutional Training Weaknesses

In comparison to findings from the 2006 administration (Keller-Glaze, Riley, & Hatfield), 12% fewer AC leaders and 11% fewer RC leaders rate the quality of leadership development they receive as being good or very good (see Exhibit 1). Trends reported in the exhibit below depict ratings across survey administration years, not ratings for the year courses were attended; however, analysis of quality by graduation year when examined across survey administration years produces the same pattern of results, meaning that either approach tells the same story. Ratings by course graduates across all cohorts from the 2009 CASAL data collection show a decline in positive ratings compared to ratings from prior years (see Exhibit 1).

Exhibit 1. Ratings for the Quality of Leader Development Received at Institutional Training Courses across Survey Administrations

For your most recent course, how would you rate the quality of the leader development you received? (Active) (% Good/Very Good)

* Trend analyses for Sr NCO and Jr NCO in years 2005 and 2006 are not included due to low sample size. Changes above 4% are statistically significant.

In 2009, fewer leaders rate the content of their most recent course as effective for improving their overall leadership capabilities. Less than one-half of leaders feel their most recent course was effective for preparing them to influence others in their unit or organization. Similarly, about 1 out of every 2 leaders believes that their most recent course was effective for preparing them to deal

How effective was the content of the course for preparing:		
Leadership Skill	**2009**	**2008**
Overall leadership skills	44%	47%
Influence others in unit	47%	47%
Developing subordinates	39%	N/A

with unfamiliar and uncertain situations. About 1 out of 3 leaders report that their most recent course was effective in preparing them to develop the leadership skills of their subordinates.

The extent to which course graduates are able to transfer learned leadership skills in their most recent course to the operational domain also shows room for improvement. <u>Less than one-half of course graduates rate their unit or organization as effective in utilizing or supporting leadership skills learned in their most recent course.</u> In addition, the number of leaders who rate their unit as effective at utilizing leadership skills learned shows a decline across all rank cohorts since 2008 (see Exhibit 2).

Exhibit 2. Ratings of Unit Effectiveness in Utilizing and Supporting Leadership Skills Learned in Institutional Training Courses across Survey Administrations

How effective is your unit or organization at utilizing or supporting leadership skills you learned in the course? (Active) (%Effective/Very Effective)

Legend: Field Grade Officer, Company Grade Officer, Warrant Officer, Sr NCO, Jr NCO

Importance of Course Content and Transfer

PME issues extend beyond and are influenced by other issues within the larger Army leader development system. Some aspects of PME problems may be improved by changing course structure and using improving capability as the new measuring stick. An improving capability focus could rely on critical thinking, student engagement, and problem-solving. Other aspects of PME problems are outside of individual instructor and commandant control such as civilian education and pre-course attitudes and motivations. Several relationships were explored to understand how ratings across institutional training can impact the Army as a whole. Ratings examining how well courses prepare students for leadership were compared to ratings of institutional training as were ratings for effectiveness of units and organizations in utilizing or supporting the leadership skills learned in courses.

Strong statistical relationships were found between ratings by recent graduates (2005-09) on course content and their overall belief in the effectiveness of institutional training for preparing them for future leadership responsibilities. The strength of a relationship is assessed through correlation values, which can range from -1.0 for a negative relationship, to 0.0 indicating no relationship, and 1.0 for a positive relationship; correlation values greater than +/- .30 are considered moderate to strong.

Ratings for the effectiveness of institutional training in preparing graduates for future leadership and responsibility were positively related (strongly) to ratings of effectiveness for specific leadership skills taught in courses:

- Improving leadership capabilities ($r = .64$ AC; .60 RC; .53 Civilian)
- Preparing to influence others in unit or organization ($r = .62$ AC; .57 RC; .54 Civilian)
- Preparing to deal with unfamiliar and uncertain situations ($r = .58$ AC; .53 RC; .51 Civilian)
- Preparing to develop the leadership skills of subordinates ($r = .60$ AC; .55 RC; .52 Civilian)

Leaders who rated their recent course as effective in preparing them for specific leadership skills also tend to rate institutional training for future responsibilities as effective. This is important because it serves as an internal validity check (i.e., important elements that should be assessed are, in fact, assessed). This is also important because it shows that generalized institutional education perceptions are similar to those of their most recent course, creating a carry-over, or spillage type of effect.

The effectiveness ratings leaders give to overall PME effectiveness correspond to the ratings they give their gaining units for utilizing or supporting what they learn in a PME course ($rs = .51$ AC, .42 RC, .41 civilian). It is unclear to the extent that leaders are either not gaining skills from PME that are valued in the field, or units are unsupportive of new knowledge and skills.

Command Preparation

Command preparation was examined through survey items on effectiveness of formal preparation (courses), operational experience, self-development, and specific course phases.

There were no statistical differences between the proportions of Brigade level commanders and battalion level commanders on effectiveness ratings of formal preparation, operational experience, and self development. Significantly fewer Company commanders reported course effectiveness across the three-domains compared to Brigade and Battalion commanders. The difference is most pronounced for the formal course. At all levels, self development was rated as more effective than formal courses in preparing the leader to command at their respective level.

Table 1. Effectiveness Ratings of Leadership Development Domains by Command Level (AC)

Domain	Company Command	Battalion Command	Brigade Command
Formal Preparation (courses)	51%	77%	78%
Operational Experience	86%	94%	96%
Self-development	80%	85%	84%

In-depth analysis of the most common self development activities to prepare for command included professional reading, deep self-study on a specific topic (e.g., military operations), seeking feedback or advice from superiors/mentors, seeking feedback or advice from peers, and observing other leaders and learning from their successes or setbacks. The three most commonly reported activities are provided in Table 2; the largest observed difference between the command levels is that 17% of company commanders reported seeking superior or mentor feedback and advice, compared with 7% of battalion commanders, and only 3% of brigade commanders.

Table 2. Percentage of Reported Self-Development Activities by Command Level (AC)

Activity	Brigade Command	Battalion Command	Company Command
Professional Readings	24%	34%	36%
Self-study Specific Topic	20%	28%	20%
Superior/Mentor Feedback/Advice	3%	7%	17%

As reported in the main technical report (Keller-Glaze et al., 2010), 80% of AC and 79% of RC leaders reported strong agreement that they had served in their prior assignment long enough to develop the appropriate skills needed to assume command. This ranged from a low of 78% agreement (brigade and company levels) to a high of 81% agreement at the battalion level.

The final command preparation question item examined the effectiveness of the various Pre Command Course Phases. Results are presented in Table 3; however, the reader is cautioned that due to the small number of responses on this set of items, <u>no meaningful contrasts can be made between the brigade and the battalion levels</u>. In other words, even the largest difference of 17% for Phase IV, is still not significantly different (it would have taken a difference of about 18.5% to be statistically significantly different).

Table 3. Percentage of Course Effectiveness by Command Level (AC)

Course	Brigade Command	Battalion Command
Phase I PCC/CSM Course	**78%** of 196	**73%** of 324
Phase II TCDP, GC PCC, IET PCC, Corps of Engineers, Recruiting, Acquisition Corps Course	**79%** of 71	**77%** of 143
Phase III Branch PCC Course	**79%** of 120	**67%** of 222
Phase IV Senior Officer Legal Orientation (SOLO) Course	**86%** of 89	**69%** of 81

In summary, the command preparation data indicate that:
- Operational experiences and self-development experiences are rated effective by more attendees than formal schooling.
- Formal schooling's effectiveness was 51% at the company command level.
- Professional readings and in-depth topic learning are the most common self-development activities, and upward feedback and advice was common at the company level, but less at battalion, and almost non-existent at the brigade level.
- Strong agreement that they had served in their prior assignment long enough to develop the appropriate skills needed to assume command.

Impact of Institutional Training on Army Outcomes

<u>Perceptions of the effectiveness of institutional training in preparing for future responsibilities and the effectiveness of their unit at utilizing the leadership skills they learned are positively related with career satisfaction and morale.</u> Thus, PME is important beyond development because it is related to morale, and subsequent career intentions.

Table 4. Correlations Institutional Training Impact on Army Outcomes

	Career Level of Satisfaction	Current Level of Morale
Effectiveness of institutional training for preparing for future leadership responsibilities	$r = .31$ AC; .29 RC	$r = .29$ AC; .26 RC
Effectiveness of unit or organization for utilizing leadership skills learned through their most recent course	$r = .37$ AC; .32 RC	$r = .44$ AC; .38 RC

The main findings technical report (Keller-Glaze, et al., 2010, p.28) indicated that,
> *"…leaders' current level of morale and their satisfaction with their Army career is related to their intentions to stay in the Army. Significant positive correlations exist between Army leaders' current level of morale and their intent to stay in the Army (AC r=.31; RC r=.27) and between leaders' satisfaction with their career up to this point and their intent to stay in the Army (AC r=.55; RC r=.52)."*

Said differently, leaders' perceptions about the value of institutional training and how effectively their unit utilizes the leadership skills they learned in a course can impact day-to-day attitudes (i.e., morale) and long-term decisions (i.e., career intentions). How leaders feel today about the quality of training they receive at institutional training courses and the extent to which those skills are used by units and organizations affects how leaders feel about the Army and how long they plan to stay in the Army.

Course-Level Findings

This section examines the effectiveness of course content for preparing leaders and the effectiveness of units for utilizing student's leadership skills across key PME courses. Specifically, key PME courses from the officer education system (OES) and noncommissioned officer education system (NCOES) are examined to determine the course effectiveness in developing and preparing leaders for specific leadership skills. In addition, graduates from these courses rate their unit or organization's effectiveness in utilizing or supporting the leadership skills they gained from the course.

Senior level officers more often rate the effectiveness of their most recent course for preparing them for leadership higher than junior level officers (see Exhibit 3). It is worth noting that this is a common pattern observed across ratings of other leader development activities as well (Keller-Glaze, et al., 2010). In addition, reserve component leaders tend to rate their experiences at institutional training more positively than do their active component counterparts. The following course level examination includes ratings by AC leaders who attended/graduated from a course from 2005 to 2009. Notably, graduates across all officer courses rate the effectiveness of their course for preparing them to develop their subordinates' leadership skills the lowest. These low ratings are particularly salient among junior level officer courses (i.e., BOLC III & CCC). In addition, graduates from junior level officer courses less often rate their gaining unit or organization as effective in utilizing or supporting the leadership skills they learned in their most recent course (in comparison to senior level officers). This reinforces the importance of increasing the *developing others* competency, since the supporting skills are not being improved in PME instruction for most course graduates.
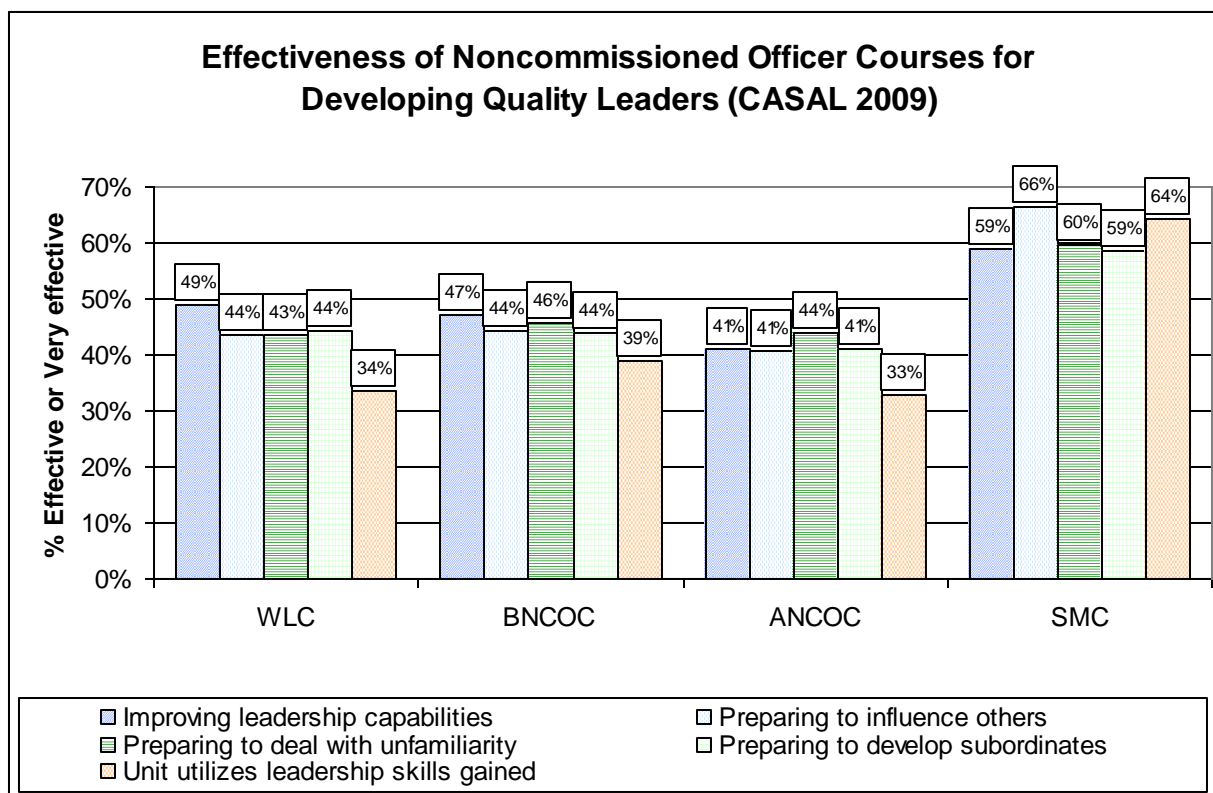
Exhibit 3. Effectiveness Ratings by Officer PME Course

Effectiveness of Officer Courses for Developing Quality Leaders (CASAL 2009)

Course	Improving leadership capabilities	Preparing to influence others	Preparing to deal with unfamiliarity	Preparing to develop subordinates	Unit utilizes leadership skills gained
BOLC III	43%	38%	46%	29%	34%
CCC	34%	41%	45%	30%	33%
ILE common core	57%	56%	60%	44%	45%
AWC or other SSC	70%	80%	76%	57%	64%

Y-axis: % Effective or Very effective

Legend:
- Improving leadership capabilities
- Preparing to influence others
- Preparing to deal with unfamiliarity
- Preparing to develop subordinates
- Unit utilizes leadership skills gained

- Officer course graduates rate effectiveness for preparing them to develop the leadership skills of their subordinates weakest. This is especially important because *develops others* is consistently the weakest competency when considering the performance of active leaders.
- Recent graduates of AWC and ILE rate their course as effective across all four leadership skills much more frequently than do recent graduates of CCC and BOLC III.
- Of these courses, CCC graduates less often rate their course effective for improving their leadership capabilities (than do graduates of other courses).
- <u>About 33% of recent graduates of BOLC III and CCC rate their unit as effective for utilizing or supporting the leadership skills they learned in the course.</u>

Ratings of effectiveness for NCO courses in preparing leaders are similar to those of officer courses, with the exception of the Sergeants Major Course (SMC). More graduates of SMC rate the course as effective in preparing them for leadership (than do graduates of other NCO courses). More SMC graduates also rate their unit or organization as effective in utilizing or supporting the leadership skills they learned in the course. Ratings of effectiveness for other NCO courses (ANCOC, BNCOC, and WLC) in preparing graduates for leadership show similarity (see Exhibit 4).

Exhibit 4. Effectiveness Ratings of NCO PME Course

Effectiveness of Noncommissioned Officer Courses for Developing Quality Leaders (CASAL 2009)
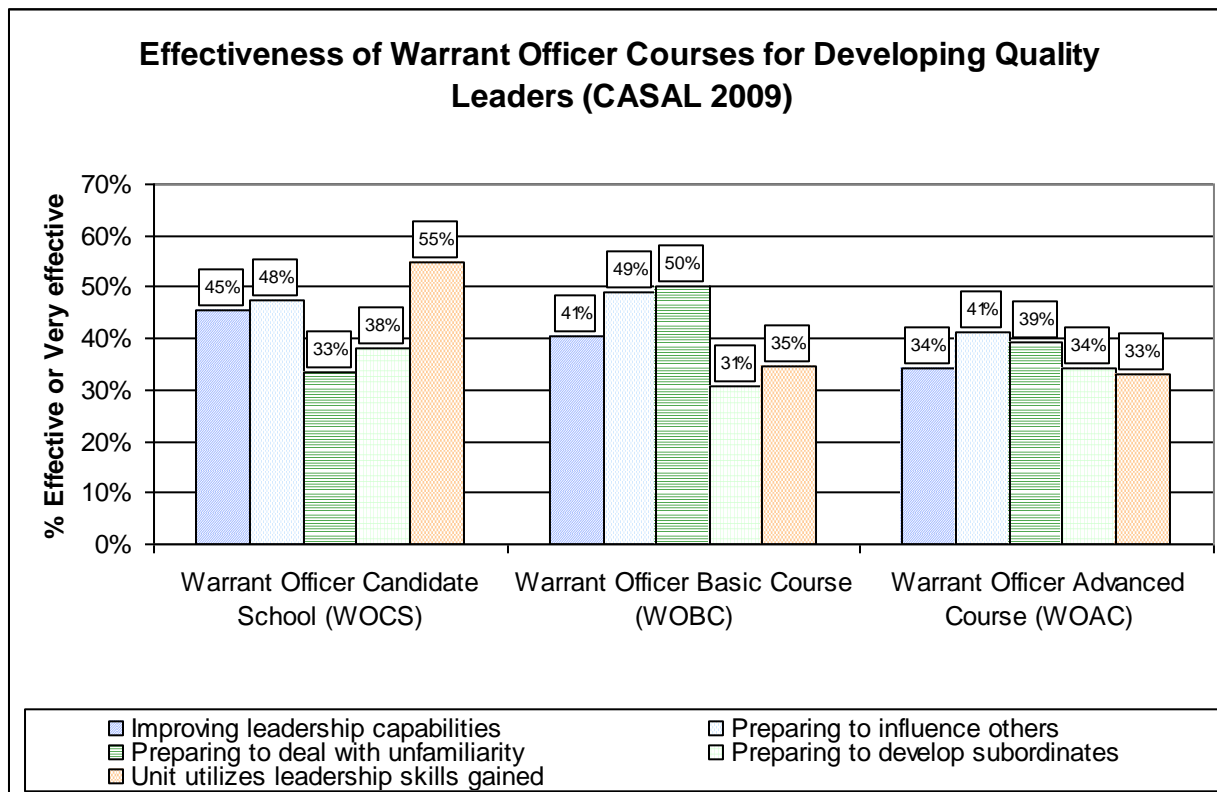
- More Sergeants Major Course (SMC) graduates rate that course as effective in preparing them for leadership then do graduates of ANCOC, BNCOC, and WLC. Similarly, unit utilization of SMC new knowledge and skills is highest.
- No one leadership area (i.e., improving leadership capabilities, influencing others, dealing with uncertainty and unfamiliarity, and develop subordinates leadership skills) is rated noticeably lower or higher than the others across NCO courses.
- With the exception of SMC, unit effectiveness in utilizing or supporting leadership skills NCOs learn in courses shows room for improvement. Transfer of skills to practical application in units is consistently rated lower than all other course ratings for ANCOC, BNCOC, and WLC, as <u>about 33% of graduates rate their unit or organization as effective.</u>

Recent graduates (2005-09) from warrant officer courses tend to show an opposite pattern compared to officers and NCOs (see Exhibit 5). Note that there were not enough respondents who reported that WOSSC was their most recent course to allow for comparative analysis, therefore, due to the small number of participants this course was not included in analysis. Junior level warrant officers tend to rate their courses more positively than senior level warrant officers. Junior warrant officers also more often rate their unit or organization as effective in utilizing or supporting leadership skills learned in a course compared to senior warrant officers. This may be due to the specialized nature of this particular cohort. By nature of specialization, leadership instruction may need to be more customized to their particular situation to be

perceived as valuable and relevant. Therefore, units may need to improve at their integration of senior warrant officers into positions of leadership responsibility.

Exhibit 5. Effectiveness Ratings of Warrant Officer Courses

Effectiveness of Warrant Officer Courses for Developing Quality Leaders (CASAL 2009)

Chart: % Effective or Very effective (y-axis, 0% to 70%)

Warrant Officer Candidate School (WOCS): Improving leadership capabilities 45%, Preparing to influence others 48%, Preparing to deal with unfamiliarity 33%, Preparing to develop subordinates 38%, Unit utilizes leadership skills gained 55%

Warrant Officer Basic Course (WOBC): Improving leadership capabilities 41%, Preparing to influence others 49%, Preparing to deal with unfamiliarity 50%, Preparing to develop subordinates 31%, Unit utilizes leadership skills gained 35%

Warrant Officer Advanced Course (WOAC): Improving leadership capabilities 34%, Preparing to influence others 41%, Preparing to deal with unfamiliarity 39%, Preparing to develop subordinates 34%, Unit utilizes leadership skills gained 33%

Legend:
- Improving leadership capabilities
- Preparing to deal with unfamiliarity
- Unit utilizes leadership skills gained
- Preparing to influence others
- Preparing to develop subordinates

- None of the three warrant officer courses meets 66% favorability for any course characteristic.
- Recent graduates of WOAC less often rate the course as effective for improving their leadership capabilities (compared to graduates of other WO courses).
- One in three recent graduates from WOCS, WOBC and WOAC rate the course as effective in preparing them to develop the leadership skills of their subordinates.
- One in three recent WOCS graduates report the course was effective for preparing them to deal with uncertainty and unfamiliarity.
- 55% of WOCS graduates rate their gaining unit as effective in utilizing or supporting the leadership skills they learned (compared to one-third of WOBC and WOAC graduates).
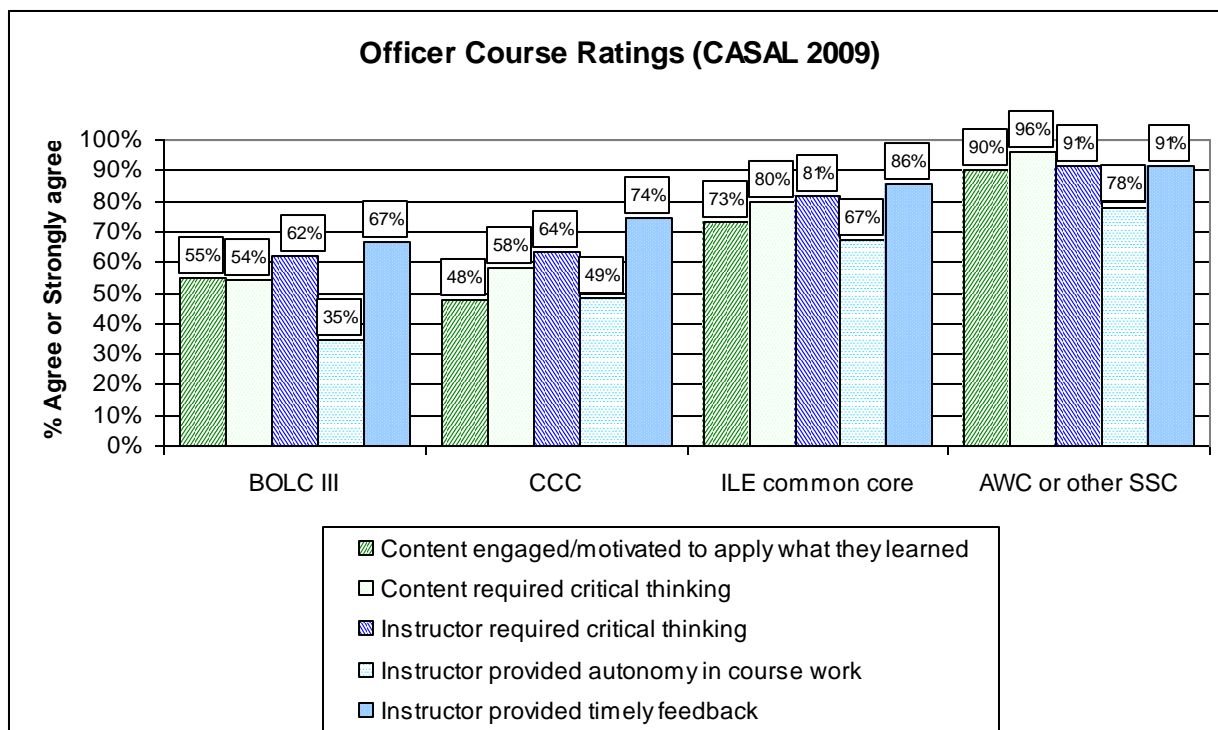
Quality of Course Content and Instruction for Key PME Courses

PME quality was assessed through ratings of each leader's most recent course content and the characteristics of the instructor. Specifically, graduates rated how effectively the course content motivated and engaged them to apply what they learned and how effectively the content required them to think critically. Graduates also indicated their agreement that instructors required them to think critically, that instructors provided autonomy by allowing choices and options for course work and activities, and instructors provided useful feedback in a timely manner.

In the prior section, course ratings were evaluated for specific aspects of leadership skill development (i.e., overall leadership ability, influencing others, developing leadership skills of subordinates, and dealing with uncertainty or unfamiliarity). This section examines items which asked leaders to evaluate more holistic aspects of the course – the content and the instruction. These holistic views of the course content and the quality of instruction can be used to provide a general examination of the course as a whole. Through these ratings, a general picture can be determined for how well the course content and instruction are setting the stage for developing key leadership skills.

Recent graduates were also asked to comment on potential improvements that could be made to the course that would better prepare students for leadership. More than half of these comments included suggestions for course improvements relating to the specific content of the course, increased hands-on training, increased coverage of leadership topics, and situational-based exercises. Other comments indicated that some students who attended a course through distributed learning (dL) report that the content would be better delivered through resident schoolhouse and face-to-face interaction. Only 10% of graduates indicated no improvements were needed. Specific recommendations for course improvement are discussed with course ratings in the following section.

Exhibit 6. Evaluation of Officer PME Courses

Officer Course Ratings (CASAL 2009)

Legend:
- Content engaged/motivated to apply what they learned
- Content required critical thinking
- Instructor required critical thinking
- Instructor provided autonomy in course work
- Instructor provided timely feedback

Course	Content engaged/motivated	Content required critical thinking	Instructor required critical thinking	Instructor provided autonomy	Instructor provided timely feedback
BOLC III	55%	54%	62%	35%	67%
CCC	48%	58%	64%	49%	74%
ILE common core	73%	80%	81%	67%	86%
AWC or other SSC	90%	96%	91%	78%	91%

Basic Officer Leader Course (BOLC) III

Ratings for BOLC were among the least favorable for officer courses (see Exhibit 6). More BOLC III <u>graduates rate their instructors favorable for challenging them to think critically than they rate the content of the course favorable</u>. BOLC III graduates less often agree (than graduates of other courses) that course instructors provided autonomy by allowing choices and options for course work and activities. These lower proportions of favorable ratings may be due to a larger instructor to student ratio (1 instructor to every 30 students) compared to other OES courses.

- <u>About 50% of BOLC III graduates agree the course content engaged and motivated them to apply what they learned and that it required them to think critically.</u>
- Less than 66% of BOLC III graduates indicate the course instructor required them to think critically about the material.
- Just over 66% of graduates agree that their instructor provided timely and useful feedback.
- Graduates agree far less (35%) that instructors provided autonomy by allowing choices and options for course work (compared to all other officer courses – next closest ratings were by CCC graduates who were 14% higher).

Overall, the low ratings for BOLC III course content and instruction indicate improvement is needed. Comments by about 20% of recent BOLC graduates indicated students should have increased opportunities to hold leadership positions or that positions should be rotated among class members. In addition, BOLC graduates indicated a need for more experience working with peers and subordinates while at the course. Slightly fewer graduates (19%) suggested an increased focus on specific content or topics in the course, including: counseling soldiers; preparing orders and reports; preparing OERs/NCOERs; and dealing with enlisted Soldier issues. A small number of graduates (5%) indicated no improvements are needed.

As BOLC III is the final phase of instruction for new Lieutenants and consists of branch-specific technical training, the most useful level of analysis for examining these issues is at the branch or functional category level. However, the sample sizes of recent graduates at these levels were not sufficient to conduct or report representative findings worthy of consideration.

Captains Career Course (CCC)

Graduates from CCC rate course content and quality of instruction less favorably than ILE and AWC graduates (see Exhibit 6). Recent graduates less often agree that the course content and level of instruction require students to think critically about the material. Graduates more often agree that the course instructor required them to think critically compared to the course material. However, the amount of critical thinking both content and instruction require from CCC students could be improved. In addition, graduates report low agreement the course content engaged and motivated them to apply what they learned.

- Over 50% of CCC graduates agree that the course content required them to think critically.
- About 66% of graduates agree that instructors required students to think critically about subject matter.
- Less than one-half of graduates report that the course content engaged them or motivated them to apply what they learned.
- Less than one-half of CCC graduates agree that instructors provided enough autonomy by allowing choices and options for course and work activities.
- About 75% of CCC graduates agree that instructors provided timely and useful feedback.
- CCC graduates also indicate on average, a ratio of 1 instructor to every 16 students.

Low ratings on the course content of CCC are supported by comments by recent graduates. About 20% of recent CCC graduates indicated that the course could benefit from increased instruction on leadership topics. About the same number of graduates also commented that specific topics should be added or addressed during the course including: an increased focus on command tasks and responsibilities, how to mentor and develop subordinates, a focus on garrison environments, and working with challenging superiors. CCC graduates also recommended that all students in the course have an opportunity to lead others, and that students be rotated through class leadership positions to accomplish this. A small number of graduates suggested that the course include more situational-based training, host guest lecturers or leaders to share lessons learned, and consist of updated content in general. Very few graduates (4%) indicated that no changes are needed to improve the course.

Intermediate Level Education (ILE)

Like AWC and SSC ratings, ratings for both the content and quality of instructors for ILE demonstrate no serious issues (see Exhibit 6). Ratings indicate that both the course material and instruction required students to think critically. Effective courses should provide both challenging content and instruction to properly develop students for the next phases in their career.

- About 80% of recent ILE graduates indicate the course content and instruction required them to think critically.
- Nearly all ILE graduates agree the instructor provided useful feedback in a timely manner.
- About 75% of graduates agree the course engaged and motivated them to apply what they learned.
- Only 67% of graduates agree that the instructor provided autonomy by allowing choices and options for course work and activities.
- Appropriate ratio of 1 instructor to every 16 students.

While both course content and instruction received favorable ratings, ILE graduates also provided comments on improvements that could be made. Graduates suggested that ILE could be improved by increasing situational training to demonstrate how course content applies to future roles. Other graduates suggested focusing on specific issues and topics, including: working with and leading civilians, effectively leading and counseling subordinates, and increased exposure to working in a joint environment. Leaders also indicated the course should provide students with increased opportunities to lead others or to rotate leadership positions throughout the course. Comments also suggested improving ILE by bringing in guests for lectures, especially those with recent deployment experience. A small number of graduates (12%) indicated that no improvements are needed for ILE.
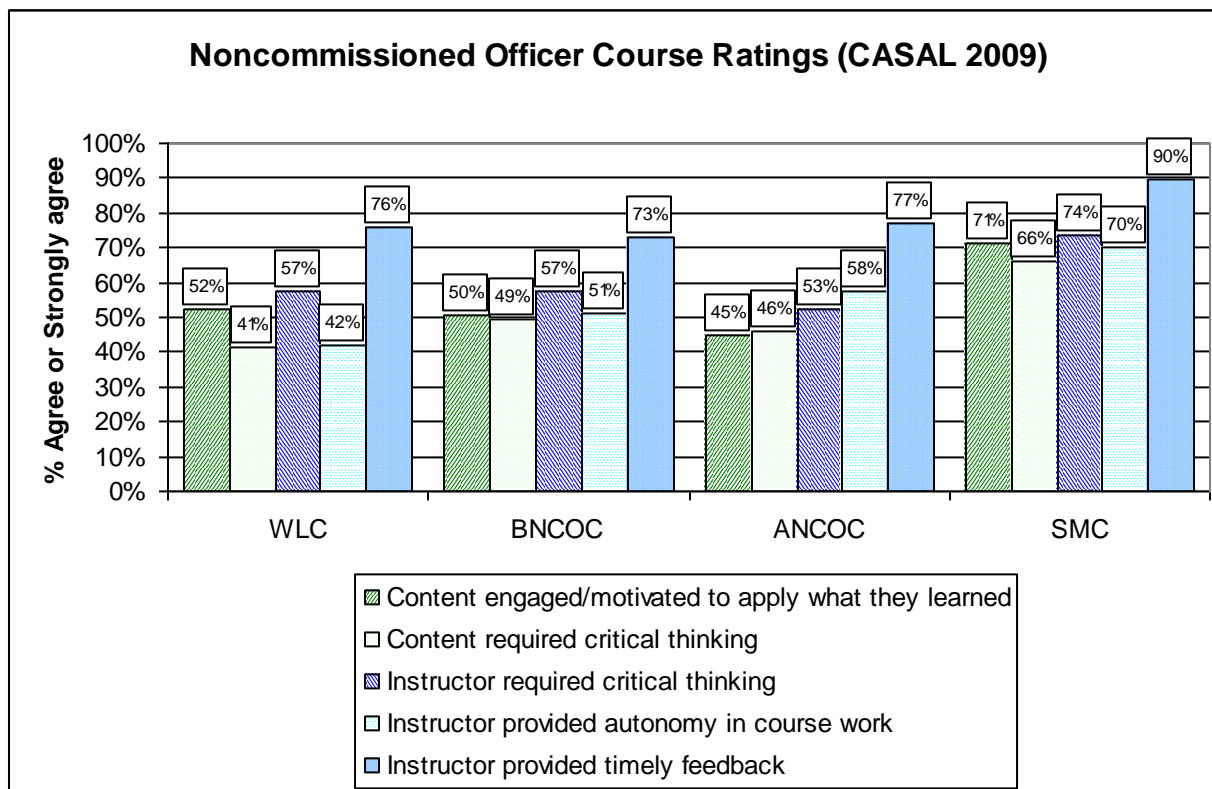
Army War College (AWC) or other Senior Service College Program (SSC)

Recent graduates of AWC and other SSC programs rate the school as effective in preparing them as leaders, and the course's content and instruction show no serious issues (see Exhibit 6).

- Nearly all recent graduates indicate that the material was engaging and required them to think critically.
- Nearly all of recent graduates indicate instructors required students to think critically about the content and provided timely and useful feedback throughout the course.
- Graduates most frequently indicate their course ratio was about 1 instructor for every 15 students, which aligns with AR 350-1.
- Graduates less often agree that instructors provided autonomy by allowing choices in course work activities compared to other course and instructor ratings.

Graduates of AWC and other SSC programs most frequently commented that no improvements are needed. However, those who provided other comments indicated they would like to see increased discussion on topics such as joint leadership, strategic leadership, and policy development.

Exhibit 7. Evaluation of NCO PME Courses

Noncommissioned Officer Course Ratings (CASAL 2009)

Legend:
- Content engaged/motivated to apply what they learned
- Content required critical thinking
- Instructor required critical thinking
- Instructor provided autonomy in course work
- Instructor provided timely feedback

Basic Noncommissioned Officers Course (BNCOC) & Warrior Leader Course (WLC)

Recent graduates of BNCOC and WLC rate their respective courses with similar favorability compared to ANCOC graduates (see Exhibit 7). <u>Both courses show room for improvement with regard to course content, specifically in making the content more engaging and requiring more critical thinking</u>. Graduates of BNCOC and WLC less often indicate the course content required them to think critically than did the course instructors. This difference is especially evident among WLC graduates. Despite this, instructors could do a better job promoting students to think critically about course content while providing more autonomy in choosing course work activities. However, instructors generally do a good job providing useful feedback to their students. Graduates from BNCOC and WLC report slightly larger student to instructor ratios compared to other NCO courses.

- 16% fewer graduates of WLC agreed that course content required critical thinking than those agreeing that critical thinking was required by course instructors.
- <u>Less than one-half of WLC graduates agree that the course content challenged them to think critically about the material.</u>
- BNCOC graduates indicate an 8% difference in the degree critical thinking was required from instructors versus the course content.
- About 50% of BNCOC graduates agree that the course engaged and motivated them to apply what they learned and that the content challenged them to think critically.
- The reported instructor to student ratio for BNCOC and WLC is 1 instructor to every 20 students.

Recent graduates from either BNCOC or WLC provided comments that indicate improvement to course content is needed. BNCOC graduates suggest that the course would be improved if additional focus was placed on basic soldiering skills, how to be effective leaders, and how to develop and counsel subordinates. WLC graduates also indicated the course content should focus on basic Soldier skills, how to counsel and mentor subordinates, and how to be effective leaders in their respective positions. Graduates from both BNCOC and WLC suggested that the content of their course needs to be updated to match current operational demands. Similarly, students in both courses would benefit from increased situational and hands-on learning opportunities. A small number of BNCOC (10%) and WLC (6%) graduates indicated that no improvement to the course is necessary.

Advanced Noncommissioned Officers Course (ANCOC)

While recent graduates of ANCOC are critical of the course content, they generally provide favorable ratings for the instructors (see Exhibit 7). Eight percent of <u>graduates rate the content of the course less favorable than they rate their instructors</u>. Instructors are viewed as providing timely and useful feedback to their students.

- <u>About 45% of ANCOC graduates indicate that the course content was motivating and engaged them to apply what they learned.</u>
- <u>About 45% of ANCOC graduates report that the course content required them to think critically about the material.</u>
- Just over 50% of graduates agree that instructors required them to think critically about the course material.

Comments by recent ANCOC graduates indicate that the course would benefit if the content was more focused and up-to-date to reflect current operational demands. ANCOC graduates suggested increasing the focus on topics such as: teaching soldier skills, developing and counseling subordinates, and the decision making process in order to improve course content. Other graduates suggested that the content of the course be updated to reflect the current operational demands, include more situational and hands-on learning opportunities, and an increase in the amount of leadership instruction in general. A small number (9%) of graduates suggested that no improvements are needed.

Sergeants Major Course (SMC)

Of the NCOES courses, recent graduates of SMC provide the most favorable ratings for course content and course instruction (see Exhibit 7). Nearly all SMC graduates indicate instructors provide useful feedback in a timely manner.

- Nearly 75% of SMC graduates indicate the course content motivated and engaged them to apply what they learned.
- About 66% of graduates agree the content required them to think critically, while about 75% of graduates agree their instructors required them to think critically.
- Graduates of SMC report a ratio of 1 instructor to every 15 students.

Despite the generally positive ratings for SMC, comments indicate room for improvement to course content. About 20% of recent graduates commented that the course could be improved by focusing on specific topics, including: strategic leadership, specific roles and responsibilities required to do their job, increased critical thinking and decision making, and joint leadership. About half as many graduates (9%) commented that the content needed to be updated to reflect the current operational demands and to incorporate more situational and hands-on learning experiences. A small number of graduates (10%) indicated that no changes are needed.
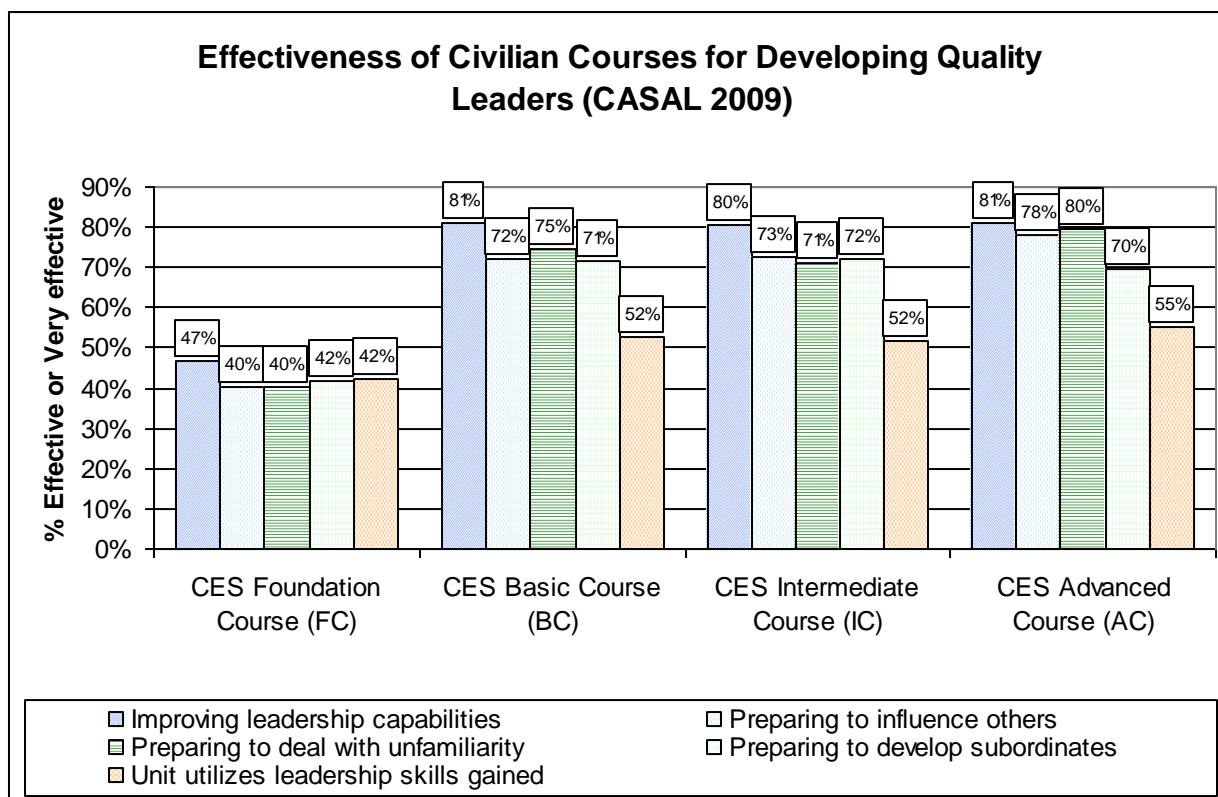
Civilian Education System

Recent graduates of courses within the Civilian Education System (CES) generally rate their educational experiences more positively than do active component uniformed leaders (see Exhibit 8). Course ratings by graduates of the Advanced Course (AC), Intermediate Course (IC) and Basic Course (BC) tend to show similar response patterns. <u>Ratings for the Foundation Course (FC) are the least favorable (of these courses) for preparing graduates for leadership</u>. Civilian Education System course graduates also more often rate their unit or organization as effective in utilizing or supporting leadership skills learned in their most recent course when compared to ratings of uniformed leaders.

- Less than 50% of recent graduates rate FC effective for improving their leadership capabilities (compared to 80% of graduates of the other CES courses).
- About 40% of FC graduates rate the course effective for preparing them to influence others in their organization, to deal with unfamiliar and uncertain situations, and to develop the leadership skills of their subordinates (compared to more than 70% of graduates from the other CES courses).
- About 50% of recent graduates for each of these courses believe their unit or organization is effective in utilizing or supporting leadership skills learned in the course.
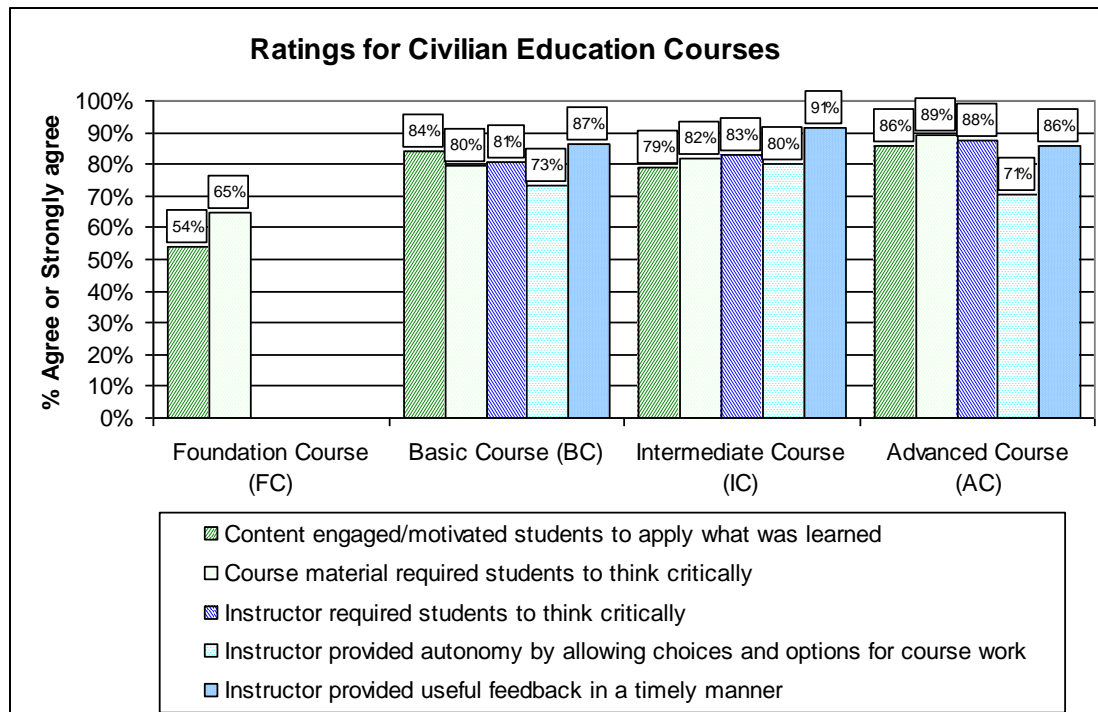
Consistently low ratings for the effectiveness of the FC may be due to the method in which the course content is delivered. While other CES courses utilize a blended learning method (both dL and resident instruction), the Foundation Course is delivered entirely through distributed learning.

Exhibit 8. Effectiveness ratings for CES courses

Effectiveness of Civilian Courses for Developing Quality Leaders (CASAL 2009)

About 80% of recent graduates (2007 – 2010) of the Advanced, Intermediate, and Basic Courses report that the course content engaged them and motivated them to apply what they learned and challenged them to think critically about the content (see Exhibit 9). Similarly, recent graduates agree the instructors for each of these courses challenged students to think critically, provided autonomy by allowing choices and options for course work and activities, and provided useful feedback in a timely manner. Recent graduates of the Foundation Course less often rate the course content and material as favorable; more than one-half believe the course content engaged them and motivated them to apply what they learned, and almost two-thirds believe the course material required them to think critically.

Exhibit 9. Course Ratings by Recent Graduates of Civilian Education System (CES) Courses

Ratings for Civilian Education Courses

Legend:
- Content engaged/motivated students to apply what was learned
- Course material required students to think critically
- Instructor required students to think critically
- Instructor provided autonomy by allowing choices and options for course work
- Instructor provided useful feedback in a timely manner

* Items assessing instructors are not included for the Foundation Course as the method of course delivery is distributed learning (dL).

OTHER FACTORS INFLUENCING PERCEPTIONS OF INSTITUTIONAL TRAINING

Preference in Method of Course Attendance

Both uniformed leaders and Army civilian leaders favor resident courses over non-resident and distributed learning (dL) as a method of course attendance. This is evidenced in the percent of leaders that indicate the positive impact that each method has had on their development (% large or great impact):

- Resident Courses- 38% AC; 49% RC; 42% civilian leaders
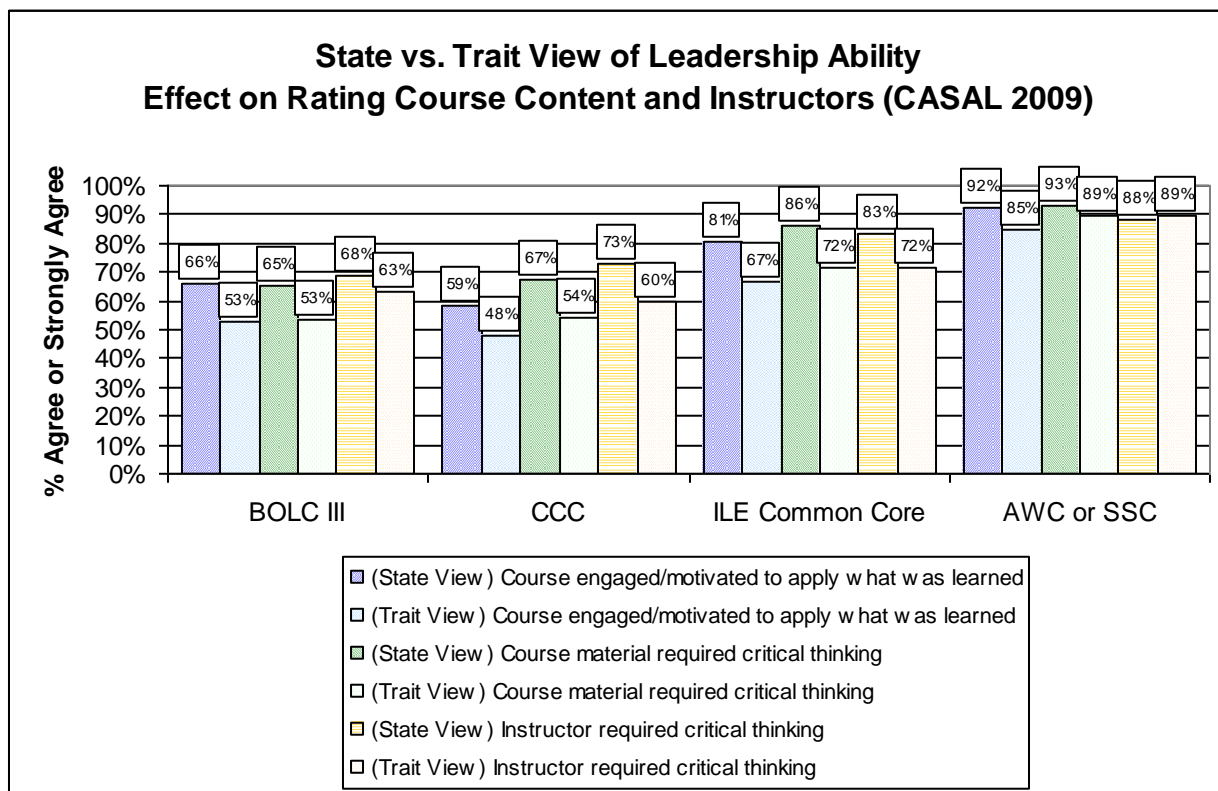- Distance or Distributed Learning (dL)- 22% AC; 31% RC; 26% civilian leaders

The level of impact resident courses has on leader development shows a slight decline over the last 3 years. Since 2007, the number of leaders reporting a large or great impact has dropped 6%. The impact of distance or distributed learning on development has remained mostly stable over the past 3 years. In addition, leaders who indicate that their course attendance was through non-resident or distributed learning methods rate their courses' effectiveness about 30% lower compared to leaders who attended the course at the schoolhouse. These findings are supported by a 2008 study on officer education preferences (Riley, et al., 2008), which found that officers prefer resident courses through PCS attendance because it affords opportunities for sharing and collaborating with peers and allows for the sustainment of family connections. However, leaders also recognize and appreciate the flexibility afforded through dL and TDY courses.

Foundational Beliefs about Leadership

Leaders were asked about their agreement with the statement, "Most of the leadership ability a person has they were born with, and training is unlikely to change that." There are considerable implications regarding leaders' perceptions of leadership ability. Leaders who believe leadership ability is something someone is born with are less likely to believe training can be used to promote or improve leadership skills. It is possible that these leaders may only value training and development opportunities as "check-the-box" activities toward career progression or promotion. However, leaders who believe leadership can be learned or developed would be more likely to believe training can improve their leadership abilities. It should be noted that the research supports the idea that the vast majority (i.e., over 70%) of leadership effectiveness is not genetic factors and that leadership behaviors are poorly predicted by traits (DeRue, Nahrgang, Wellman, & Humphrey, in press). These leaders would value and seek out opportunities for development, knowing that these experiences should improve their leadership abilities. In essence, the data were re-examined by sorting on these two opposing beliefs, in order to produce "unbiased" estimates. Senior leaders (70% of field grade officers & 64% of Sr NCOs) more often indicate leadership ability is not something with which a person is born compared to company grade officers (59%) and junior NCOs (51%). About 2 out of 3 Army civilians disagree that leadership ability is something a person is born with and training is unlikely to change it (i.e., majority agree that leadership abilities can be developed).
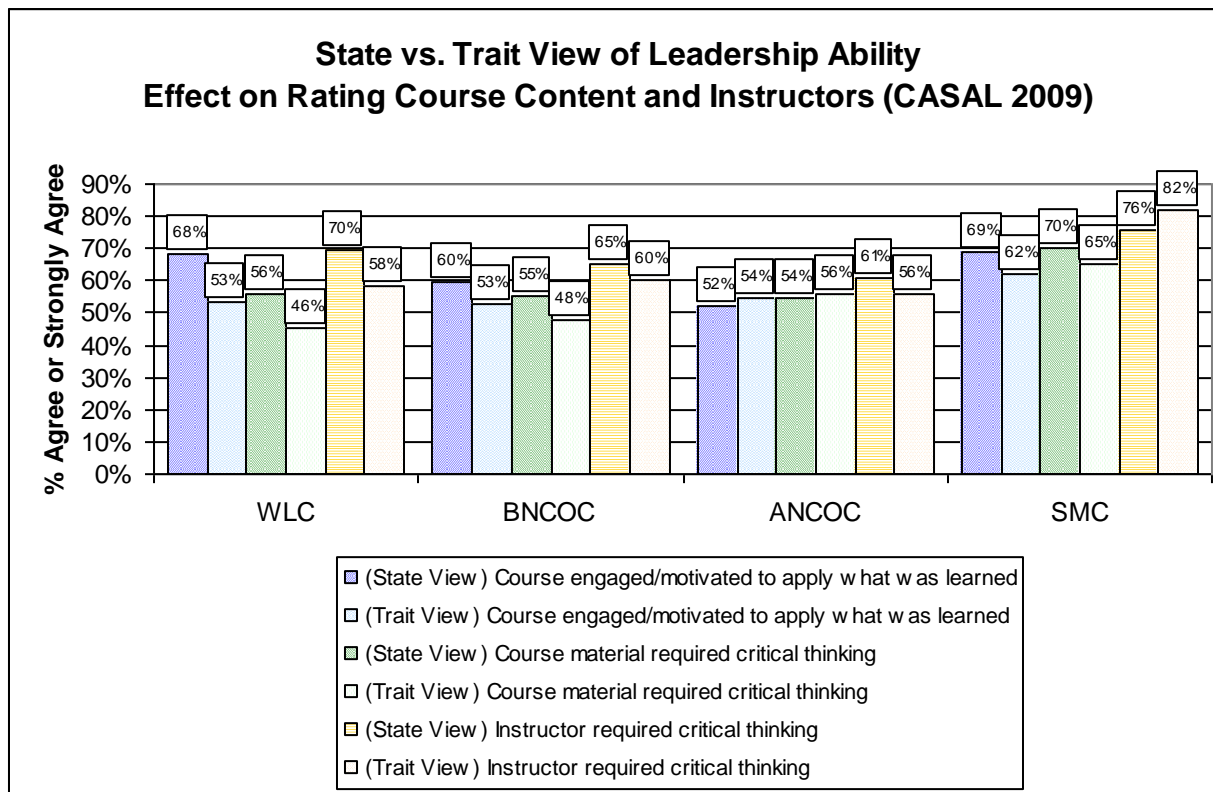
Leaders' beliefs about the foundation of leadership ability impact how they rated their most recent course. Leaders who believe leadership ability is state (something that can be learned) agreed more frequently that the content of their most recent course and instructors challenged them to think critically and that the content engaged and motivated them to apply what they learned than did leaders who believe leadership is a trait (something one is born with). Those who believe leadership ability is a trait rated the value of their courses 10% higher than those leaders who believe leadership is an innate characteristic differences (range from 1% to 15%). Discrepancies are most apparent between junior level officer courses (see Exhibit 10) and junior NCO courses (see Exhibit 11).

Exhibit 10. OES Course Ratings by Foundational Views of Leadership Ability

State vs. Trait View of Leadership Ability
Effect on Rating Course Content and Instructors (CASAL 2009)

Legend:
- ■ (State View) Course engaged/motivated to apply what was learned
- □ (Trait View) Course engaged/motivated to apply what was learned
- ■ (State View) Course material required critical thinking
- □ (Trait View) Course material required critical thinking
- ■ (State View) Instructor required critical thinking
- □ (Trait View) Instructor required critical thinking

- Officers who believe leadership is trait-based, agree about 10% lower that course content and instructors required them to think critically, and that the content engaged and motivated them to apply what they leaned compared to leaders who believe leadership is something that can be learned and improved through training.
- Noticeable exception – ratings by graduates of AWC or SSC on the course and instructors are favorable regardless of leadership beliefs.

Exhibit 11. NCOES Course Ratings by State or Trait Views of Leadership Ability

State vs. Trait View of Leadership Ability
Effect on Rating Course Content and Instructors (CASAL 2009)

- Ratings by graduates of ANCOC show nearly no difference in course ratings based on leaders' belief about the nature of leadership ability.
- Ratings by graduates of WLC show the greatest difference between groups based on leadership trait and state beliefs (compared to other NCO courses).
- Graduates from WLC who view leadership ability as a trait rate the course about 10% lower than graduates who view leadership ability as something that can be learned and trained.

These results illustrate that pre-training beliefs about leadership can impact the perceived value of education. Recent research (Blume, Ford, Baldwin, & Huang, 2009) indicates that trainees' attitudes and beliefs prior to the training impacts the transfer of the training. Thus, leaders' attitudes prior to training should be considered because attitudes impact the degree to which they take and apply the training once in their operational environment. These findings suggest that trainers may need to promote a learning environment which can enhance leaders' opinions and beliefs about the materials they need to learn in order to maximize the effects of the course across all leaders. The current United States Army Learning Concept (Version 0.5, 2010) acknowledges the role that generational and learner differences will have on the learning environment. This is the right message, and should be expanded and applied more broadly in terms of education and leadership attitudes, and pre-course expectations. It should not be assumed that students have the same attitudes as those espoused by doctrine or instructors;

instead attitudes and expectations should be deliberately explored, and the instructor should adjust accordingly.

Level of Civilian Education

A review of leaders' current civilian education level does not identify any meaningful differences in the ratings of PME and CES. An examination of relationship strength between leader's civilian education level and ratings of institutional training failed to demonstrate meaningful relationships. As would be expected, graduates from higher level PME courses tend to report having a higher civilian level education (see Exhibit 12). This pattern holds true across officers, NCOs and Army civilians. As would be expected, difference in lowest level of civilian education earned is dependent on the leader's cohort membership.

Exhibit 12. Civilian Education Level across PME Courses – Highest Level Completed

	H.S. Diploma or GED	Associates Degree	Bachelor's Degree	Master's Degree	PhD or Professional Degree
OES					
AWC or SSC	0%	0%	0%	90%	9%
ILE common core	0%	0%	22%	58%	8%
CCC	0%	1%	43%	31%	8%
BOLC III	0%	3%	69%	10%	2%
NCOES					
SMC	3%	18%	27%	18%	0%
ANCOC	8%	16%	15%	5%	0%
BNCOC	15%	13%	13%	2%	0%
WLC	19%	8%	13%	2%	0%
CES					
Advanced Course	1%	6%	19%	43%	3%
Intermediate Course	5%	8%	22%	33%	3%
Basic Course	9%	6%	20%	26%	6%
Foundation Course	3%	4%	30%	33%	2%

- Nearly all officers hold at least a bachelor's degree.
- About one-half of ILE graduates and 90% of AWC graduates have a master's degree.
- Civilian education earned by NCOs is much more mixed across NCO courses. More NCOs report having less than a bachelor's degree than those who report having a bachelor degree or greater.
- Most Army civilians have at least a bachelor's degree.
- About one-third of Army civilians have a master's degree.

SUMMARY

Conclusions

A common finding in the CASAL data is that junior leaders (officers, NCOs, and civilians) rate institutional training worse than senior leaders. Leader perceptions of the effectiveness of the most recent course they attended in preparing them for specific leadership skills (i.e., improving leadership capabilities, influencing others in their unit, preparing them to deal with uncertainty, and preparing them to develop the leadership skills of their subordinates) is strongly related with overall evaluation that institutional training has been effective in preparing leaders for future leadership responsibilities. This confirms that these characteristics are important and valid as evaluation criteria, and suggests that junior leaders perceive course delivery to be weak in these areas.

These ratings were also shown to impact leaders' morale and their career intentions. This indicates that the importance of course characteristics is not just limited to PME, but rather is also related to broader personnel and organizational issues. Course ratings indicate that most junior leaders do not perceive that their instructor or course materials required critical thinking. Ratings by recent graduates of CCC and the Foundation Course were the lowest for content preparing graduates to be quality leaders (in comparison to other courses).

Recent graduates rate their instructors low for allowing appropriate autonomy in course and work activities. This is important because other data analyses indicate that timely feedback and proper autonomy were closely related with critical thinking, and ultimately improving leadership capabilities. In fact, in terms of remedial steps, autonomy should be the next focused area, given that there were relatively strong ratings for establishing clear course goals/objectives. Autonomy, in this sense, does not mean abandoning structure and standards, nor does it mean giving the same latitude to all individuals in all courses. Rather, it refers to an intentional design that allows for the unique contribution and insights of the students in a course, and engaging them by allowing for and utilizing their input.

Only a small number of junior and mid-level leaders (i.e., officers and NCOs) rate their unit or organization effective in utilizing or supporting leadership skills learned in the course. It is important to disentangle if new useful skills and knowledge are not being supported and reinforced in the field, or if the field is not receiving new useful skills and knowledge from recent graduates. The systematically low ratings that units are effective in utilizing or supporting the students' leadership skills learned from their most recent course warrant further investigation and research. Perhaps the generally low ratings of institutional education in preparing leaders for the next level of responsibility is an indication that overall courses are not adequately training students the skills they need for the next level. A recent study of the Captains Career Course (Raymond, 2010) found the majority of students believe that Captains Career Course lessons and branch lessons do not adequately prepare them to lead company sized units. The Army's change to a Brigade Combat Team (BCT) organizational planning and mission execution structure may also not yet be fully recognized in institutional training. The

Army must capitalize on the leadership skills graduates learn in courses and bring them to their gaining unit or organization, and ensure these skills are properly utilized and supported.

Findings from the 2009 CASAL suggest greater attention is needed to explore and understand why ratings for institutional training have declined or remained low over the past year. In 2008, a study was conducted to determine the attitudes, opinions and preferences of Army officers (particularly captains, majors and lieutenant colonels) with regard to the Officer Education System (Riley et al., 2008). The objective of the study was to identify preferred options and possible trade-offs officers would be willing to accept with regard to leader development and education as they progress through their career. Results found that not all officers want the same thing when it comes to such choices on method of course attendance, assignments, time with family, and opportunities outside traditional career paths. While the 2008 study helped inform planning for the redesign of OES, recent findings and trend comparisons of CASAL data indicate many questions still exist about Army leader perceptions of institutional training and education. Recent study of the Captains Career Course found that course satisfaction correlated with branch investment in the selecting, certifying, and developing of instructors (Raymond, 2010).

Ways Ahead

Of particular importance is the effectiveness of courses in preparing leaders for the challenges they will face. Further research should first focus on commissioned officer courses, particularly at the lower levels. Recent changes to officer courses include revisions to the Captain's Career Course (2009) and a transition from three phases of the Basic Officer Leader Course (BOLC) to the two phased BOLC A and BOLC B. Further investigation into the effectiveness of noncommissioned officer courses is also warranted, and should also target the lower levels. While transition to the Warrior Leader Course occurred a few years ago, the NCO Academy is in the midst of rolling out the Advanced Leader Course (ALC) and Senior Leader Course (SLC), along with a structured self development (dL) component to each of its courses. The Army must ensure that its leaders are receiving effective and high quality leader development training through each of its institutions, that the leadership skills gained through instruction are relevant and thus utilized and supported by units, and that leaders are prepared for the challenges they face in the operational domain.

Subject matter experts (Goldstein & Ford, 2002) in the field of action-learning (i.e., training) and training transfer discuss key steps to ensure learning (institutional or unit-based) is effectively acquired by students and then applied in their operational setting. Their work can be reduced to two core questions:
1. Are Army educational institutions taking a role in ensuring that organizations are supporting behaviors to be gained through the course?

2. Do sufficient opportunities exist to practice with new knowledge and skills in their next assignments post-course?

Other experts offer additional suggestions for improving the effectiveness of training. Colquitt, LePine, and Noe (2000) discussed the role social influence can have on the perceived value of the training. They indicated that social influences (e.g., from superiors) who demonstrate negative attitude for training can negatively impact the trainee's perception of the value and utility of the training they will receive. Other social influences which may negatively affect training are peers who have recently attended the training or are currently in the same training as the leader, or even the instructors of the training. Such attitudes and perceptions should not be left out of consideration, are assumed to be aligned with PME objectives, rather they should be explicitly considered as one of several key factors that affect perceptions of PME, and according to other research, affect utility of training and education. In other words, <u>strategic communication is important here, and should be updated accordingly.</u>

These suggestions are supported by the latest research (Blume et al., 2009) which advocates that the support trainees/students receive from their superiors has a stronger effect on their willingness to apply what is learned than support received from peers. A study on officers' preferences and options about officer education provides some information to assess superiors' attitudes about education. However, this study only asked LTCs and COLs their opinions on the value of OES. Two-thirds of COLs and LTCs (69%) believe that OES is effective in providing quality leaders to their units (Riley, et al., 2008). While these findings suggest some support from senior leadership, the overall picture is incomplete. The ratings in the 2008 study did not ask senior leader to identify whether specific OES courses were more or less effective for delivering quality students. In addition, opinions on the value of OES were only collected from a small cohort within the Army as a whole. Further investigation should be conducted to evaluate a full-spectrum of social influences (e.g., immediate superior, peers, classmates, and instructors) on the perceived value of institutional training.

A thorough review of institutional training in the Army will not only help identify where shortages are occurring, it could serve as a benchmark from which future evaluations could be compared. In order for this approach to be useful long-term there would need to be a tracking mechanism that allows for changes in PME (course, school, students) to be tracked. Such a researched and documented baseline would prove valuable for evaluating current and future changes to Army institutional training courses and to ensure that leaders are properly prepared for current and future operational demands.

Understanding student perceptions is only the first step. Now that the data indicate negative perceptions regarding PME, there is a more urgent need to implement feedback from the field, and adult education and training best practices including:

- ✓ Setting the right learning environment; pre-schooling, during schooling, and post-schooling.
- ✓ Selecting the right individuals for schooling at the right time, handling pre-education attitudes, and tracking performance gains and career advantages related to academics.
- ✓ Developing current, relevant, hands-on, and rigorous curricula with a purpose to fill gaps in current capabilities, and create enhanced or new capabilities in the force.
- ✓ Selecting and developing high quality small group instructors and leaders who can increase coverage of leadership topics and design and implement effective situational-based exercises.
- ✓ Fostering peer learning and networking.
- ✓ Engaging and motivating students to apply what was learned.
- ✓ Continuing evaluation of what schoolhouse strengths, weaknesses, opportunities, and threats.
- ✓ Creating balance and time to reset.

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REPLY TO
ATTENTION OF:

Dr. John Steele, Studies Team Leader
Center for Army Leadership, LRADD
913-758-3240   DSN 585-3240

Information Security and Database Maintenance,

Please change the distribution limitation on this year's technical reports of: ADB371012, ADB371013, ADB371439, and ADA545383 to public release unlimited distribution. Also, please change previous technical reports: ADA541315, ADB362459, and ADB362885 to public release unlimited distribution.

This year's reports have now been examined by the Chief of Staff of the Army, have been picked up by national (e.g., *Washington Post*) and Army (e.g., *Army News*, *Army Times*, and *Military Review*) press, have been actively disseminated by the Army research community, and are available on the Combined Arms Center (CAC) repository at: http://usacac.army.mil/CAC2/digitalpublications.asp in the "Current CASAL Reports" section.

Some of the content of last year's reports have been added into this year's reports, and they have also been examined by the Chief of Staff of the Army, and have been widely disseminated.

The purpose for changing the distribution statement is to ensure the widest dissemination and to make this database consistent with our online repository. Future submissions from us to DTIC will carry the public release unlimited distribution statement

Thank you,

Dr. John Steele, Studies Team Leader
Center for Army Leadership, Leadership Research Assessment Doctrine Division
DTIC ID: SteeleJ5436

ADB371012—July 2011 Title: 2010 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Volume 1, Executive Summary

ADB371013—July 2011 Title: 2010 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Volume 2, Main Findings

ADB371439—July 2011 Title: 2010 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Army Civilians

ADA545383—July 2011 Title: Antecedents and consequences of toxic leadership in the U.S. Army: A two year review and recommended solutions

ADA541315—May 2011 Title: 2010 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Army Education

ADB362459—April 2010 Title: 2009 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Main Findings

ADB362885—April 2010 Title: 2009 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Army Education