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~~INTERIM PROGRESS REPORT ON~~ DEVELOPMENT OF MATERIALS AND PROCEDURES TO ASSIST ARMY GROUND FORCES IN SELECTION, TRAINING, AND EVALUATION IN LEADERS' SCHOOLS ESTABLISHED AT REPLACEMENT TRAINING CENTERS.

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INTERIM PROGRESS REPORT ON DEVELOPMENT OF MATERIALS AND PROCEDURES TO ASSIST ARMY GROUND FORCES IN SELECTION, TRAINING, AND EVALUATION IN LEADERS' SCHOOLS ESTABLISHED AT REPLACEMENT TRAINING CENTERS

I. INTRODUCTION

Under authority of WD Disposition Form, File No. WDGPA 352, Subject: Potential Leaders' School(s), To: TAG, From: D/P&A, WDGS, Date: 7 April 1947, Attn: Personnel Research and Procedures Branch, a long-range research program on the newly instituted Potential Leaders' Schools was initiated by the Personnel Research Section. In the above cited Disposition Form it was directed that necessary steps to be taken to:

A. "Prepare, construct, adapt, or use existing instruments and write procedures for selection of men with no prior service from the replacement stream for these schools...."

B. "Prepare rating and grading forms and procedures for the evaluation of student performance in the Potential Leaders' course, in coordination with AGF."

C. "Advise and assist AGF on curriculum content and training methods of the course...."

Elsewhere in the same Disposition Form it was directed that:

1. An interim selection program be prepared "for use in the selection of the initial class of students to begin training on 5 May 1947."

2. Provision be made "for collection of criteria data from these schools and other army records, including use of a follow-up form similar to that now being developed for other school courses, for follow-up form similar to that now being developed for other school courses, for follow-up studies of EM who attend the schools...."

The following report is a summary of progress to date in complying with the objectives set forth above. Reference is made to a prior interim progress report, dated 28 May 1947, summarizing progress to that date. The present report is, however, inclusive of all work completed on this program to date.

Potential Leaders' Schools were initiated 5 May 1947 at Replacement Training Centers (Fort Jackson, Fort Dix, Fort Knox and Fort Ord) in accordance with AGF letter 352, GNGCT-11, 13 February 1947, Subject: Potential Leaders' Schools at Replacement Training Centers.

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The stated objective of the course is: "to select potential leaders early in their military careers and to develop their leadership potential by inspection and supervised guidance in the performance of duties as acting non-commissioned officers and instructors." Also recognized is the basic importance of a research program which goes beyond assistance to the Leaders' School. Thus: "It is desired that training division commanders conduct such research as they or higher headquarters may prescribe especially with the object of developing valid selection rating and training procedures for leaders leading ultimately to the development of mass selective instruments, particularly for the selection of combat leaders."

The Leaders' Schools curricula organized in compliance with the above-cited AGF directive are conducted in two phases:

Phase I consists primarily of "academic" instruction. A tentative curriculum for Phase I suggested but not made mandatory by Army Ground Forces headquarters is outlined below:

(1) Lectures and exercise on the nature of leadership with special reference to military characteristics, duties and responsibilities, customs of the service, etc.

(2) Conduct of physical training and athletics.

(3) Training methods, including educational principles and practice teaching under supervision.

(4) Conduct of military exercises.

By directive form AGF (GNGCT-11, 353/3171, 23 Dec 1947) the curriculum in substantially the above form was made mandatory for all four training centers. Even at this time, however, the curriculum was regarded as not "the final answer." After training of ten classes recommendations for revision are to be submitted early in May 1948. (See Annex A, Program of Instruction).

In Phase II the student is assigned to a training company as acting non-commissioned officer. The training company is attached to the replacement training center but is organizationally and geographically separate from the Leaders' School.

Initially, each phase was of two weeks duration. On 1 July 1947 the course was extended to two three-week periods. This was consistent with a recommendation included in the prior progress report mentioned above.

The technical assistance provided by the Personnel Research Section can be conveniently divided into at least two general aspects. First of all, instruments have been adapted or constructed for selection of students, for evaluation of progress during training, and for observation of performance in leadership situations. Research studies are underway for evaluation of these

and other variables important in the selection of potential leaders. The second aspect is concerned with technical advice offered in organizing all phases of the Leaders' Course through conferences, field trips, and surveys. Such advice, thus far, has necessarily been based on the PRS representatives' knowledge of the research literature and of general principles in the psycho-educational field rather than on results of research conducted at the Leaders' Schools. Many of the recommendations were based upon procedures already in use at one of the several Leaders' Schools. Some have already been put into effect in all schools. Such recommendations are repeated here in summary form as a record of activities in this research project. They do not necessarily apply to procedures and policies in effect after the close of 1947.

It is believed that results and recommendations based on research specifically directed toward solution of the given problem should be clearly differentiated from those based on expert opinion. It is expected that many of the recommendations made on the basis of expert opinion will be modified when results become available which bear upon the given problem.

II. RESEARCH PROJECTS

A. Development of selection instruments.

It will be recalled from the initial directive authorizing the general research program for Leaders' Schools that PRS was directed to prepare interim instruments and to conduct research leading to preparation of more thoroughly validated "final" instruments.

In planning the interim selection program, instruments developed in similar research programs were reviewed to determine those which gave the greatest promise of prediction of success in Leaders' Schools. It was decided that the selection objectives for officer candidate school closely resembled those of the Leaders' Schools in that selection of potential leaders was the principal concern of both. While differences were thought to exist in the intellectual level required for officer candidates, the personality characteristics desired appeared quite similar.

Consequently the Evaluation Report, the Biographical Information Blank, and the Interview employed in the officer candidate program, were incorporated with modifications in procedures into the selection program for Leaders' Schools. Since the last mentioned instrument was costly in terms of time and personnel, and was found to add little to predictive significance of the battery in the Officer Candidate Program, it was decided to limit its use to special cases to be discussed below.

Requirements for the Leaders' Course which must be met by the EM prior to screening by the selection instruments are set forth in AG Ltr, File AGAM-PM 220.63 (16 Sep 47) PP-P, Subject: Procedure for the selection of enlisted personnel to attend AGF Leaders' Course, dated 24 October 1947. These are listed below:

"a. No prior service except that men with prior service may be selected only to fill the balance of unfilled quotas after the selection of those without prior service."

"b. Army General Classification Score of 90 or higher, except that each training commander may nominate two outstanding men for basic training, without regard to AGCT score. Men so nominated will have to compete with enlisted men of AGCT score of 90 or above on all other selection factors."

"c. Must express an interest to participate in the course."

"d. Physical Profile A or B."

"e. Must have passed, or judged capable of passing, the physical fitness test."

"f. Completed, or judged capable of completing, basic military training."

"g. Must, if enlisted for 3 years in other than a combat arm, waive the same."

"h. Indication of potential leadership ability as evidenced by historical information recorded in items 11, 12, 13, 14, and 20, WDAGO Form 20."

In addition:

"a. Preference will be given 3-year enlistees who have enlisted for combat arms or airborne training....".

"b. Processed officer candidate applicants or airborne volunteers.... may be detailed...."

Assignment from applicants meeting the above stated requirements is then accomplished by use of the selection instruments.

In particular, applicants without prior service are administered:

1. Biographical Information Blank (Form OCB-3, B WD AGO PRT-735)

2. Enlisted Men's Evaluation Report (Form OCE-2, R* B WD AGO PRT-739)

Both instruments are accomplished during the sixth week of basic training. The ER is completed by the NCO designated by the Company Commander as best able to rate the trainee.

Applicants with prior service are evaluated by use of:

1. Biographical Information Blank (Form OCB-3, B WD AGO PRT-735)

2. Officer Candidate Applicant Interview Form OCI-3, R employed with conduct of the interview Form OCI-4, B.

*The instrument is requisitioned as indicated and the form designation changed from OCE-2, R to LPE-1x, R by the classification officer.

In administering the latter instrument the following changes were made:

1. Work Sheet D is omitted
(Work Sheet D requires rating of ability to deal with EM, with Jr. Off., and with Superior Officers)

2. In the first paragraph of Work Sheet E the rater is directed to indicate the applicant's potential ability as an officer. For purposes of the Leaders' School a change in directions is to be made so that the Leaders' School candidate is rated as a potential non-commissioned officer of the third grade.

After completion and scoring of the indicated instruments, a composite score is obtained for both men with prior service and men without prior service by combining or summing the scores on the two instruments with equal weights. Rosters are then set up for each group and men are selected in order from the top of the roster. The roster for men with prior service is employed only after that for men without prior service is exhausted.

Since the selection instruments now employed were constructed and scored as predictors of success in Officer Candidate School, it will be necessary to undertake validation studies to adapt the instruments and their scoring keys more precisely to the objective of predicting success in the Leaders' School. Data for such studies are being accumulated. Analysis of the data and appropriate revision of the selection instruments will be undertaken.

B. Evaluation of Leadership Performance at the School.

In all phases of the curriculum at the Leaders' School, the problem of evaluating performance is of considerable importance both as a means of estimating the improvement or progress in the acquisition of the techniques and characteristics of leaders and as a means of predicting performance in future assignments. It is believed that the most valid source of information regarding leadership performance is to be found in observations of behavior in leadership situations as recorded by teachers, classmates at the Leaders' School, and by the trainee's superior officers during assignment as acting NCO in the training company as well as in controlled observations of the trainee's behavior in situations involving leadership.

Two instruments have been devised by technicians of the Personnel Research Section to aid in evaluation of students during Phase I. These forms are provided for rating by fellow students and rating by a faculty board.

Accomplishment of the ratings by fellow students (buddy ratings) is described in Manual, Student Leadership Evaluation Report (DA AGO PRT-826). Rating groups of 8 to 15 men who have good opportunity to know each other are assembled to fill out the Rating Sheet (DA AGO PRT-827) and the Description Sheet (DA AGO PRT-828). In accomplishing the Rating Sheet each member of the assembled group simply indicates, in order, the three best and the three poorest leaders in the group. The Description Sheet consists of a list of 10

forced-choiced pairs of characteristics. Ratings are made by each member of the group for each member of the group he knows well enough to rate, by selecting the one element in each forced-choiced pair most characteristic of the ratee. Procedures for collating the rating information provided by these two forms are described in the Manual. (See Annex C-1)

Board ratings are accomplished by four officer instructors of the school. Three ratings are accomplished independently by members of the board on the Leaders' Course Rating and Report Form. While these ratings are obtained independently of each other, the raters may consult records and employ any other information at their disposal. The Board President - the fourth member - then collates the ratings and records their sum as the official final entry. In one Leaders' School the Board actually interviews each trainee and makes its evaluations in accordance with information obtained during the interview. While this latter procedure is not undesirable, if time is available, no evidence is available from the other three schools which indicates that the assembled interview is essential to the rating. (See Annex C-2)

A third evaluation of the trainee's leadership qualities is obtained by observation of his conduct as an acting NCO in the 3-week period of assignment to a training company - Phase II of the Leaders Course. A rating is accomplished by the Commander of the Company to which the trainee is assigned. No standard form has yet been developed by PRS for this purpose. The construction and validation of such a form should be undertaken.

An evaluation of the trainee's performance in Phase II is also obtained from a representative of the Leaders' School who visits the training companies for inspection purposes.

Other measures which have been employed to arrive at an overall evaluation of progress in the Leaders' School include academic grades in each element of the curriculum, records of merits and demerits assigned for disciplinary purposes, and the Leaders Reaction Test.

C. Leaders' Reaction Test.

To provide an objective evaluation of leadership behavior in a variety of situations, the Leaders' Reaction Test was devised by PRS technicians working in close cooperation with the staff of the Leaders' Schools. Previously, evaluations of leadership behavior had been accomplished in the Leaders' Course by obtaining ratings of an observer in situations calling for leadership behavior. In developing the Leaders' Reaction Test it was attempted to standardize the situations, the observation form and the procedures employed in evaluation as well as to provide some reorientation of the purpose and content.

The Leaders' Reaction Test obtains observations in 20 situations requiring a total of 12 hours of orientation and testing. Preparation preceding the critique following require additional time. Two or more observers record their observations simultaneously. The test is given to groups of 4 men each.

Observation Record, DA AGO PRT-847 and Manual, Leaders' Reaction Test, DA AGO PRT-1005 are the forms required for administering the test. (See Annex C-3)

The test is divided into three parts:

1. Small Job Management, e.g., putting up a pyramidal tent.

2. Designated Leader Situations, involving situations intended to resemble those encountered in battle.

3. Emergency Management, e.g., administering first aid to an injured man.

The various situations in the first and third of the above categories were designed to elicit behavior allowing evaluation of such qualities as initiative and ability to organize and follow through. The Designated Leader Situations involve four types of problems: aggressive following through in spite of obstacles, organized withdrawal from danger, dissipation of force, diversion or barrier calling for reorganization and improvisation.

Instructions to the observer emphasize the importance of recording how the man managed himself and the group with respect to various aspects of leadership, rather than what the man did or whether he had the right solution to the problems.

Part 1, Small Job Management involves two situations in which the four men are assigned a task. No leader is designated. The observer rates each of the men on motivation, initiative, cooperation, endurance and on an overall scale.

Part 2, Designated Leader Situations involves 16 problems. The four members of the group, A, B, C and D are designated leader in the balanced order AABBCCDDDDCCBBAA to minimize the effect of such factors as practice or fatigue. In each situation evaluations of the leader are obtained on scales entitled: Reaction Time, Comprehension, Effectiveness, Cohesion, Cooperation, Consideration and Overall. A general evaluation of the adequacy of the conduct of each member as a follower is also obtained.

Part 3, Emergency Management, involves two situations. Ratings of conduct are obtained on the same scales as are employed in Part I.

Since the elements of the test are tentative, provision has been made on the observation record for the evaluation of each situation according to its adequacy as a test element by indicating whether the leader and/or the follower could be adequately observed.

The test was installed in the Leaders' Courses in December 1947. As yet, no data are available on the test in its present form.

D. Other testing devices.

Some preliminary experimental work has been done in constructing original instruments for testing some of the qualities which enter into group leadership situations. One device was constructed for the observation of behavior on a task requiring cooperation but involving conflict between participants. The apparatus, similar to a pinball machine, consists of a disk, 3 feet in diameter, upon which is mounted a ramp rising to a height of 3 inches. A group of 4 men are instructed to roll a ball up the ramp by carefully coordinate tilting of the disk. The instructions are such that there is some incompatibility between each man's immediate objective of preventing the ball from rolling off the ramp in his segment, and the group goal of bringing the ball to the top of the ramp.

It is designed to afford an opportunity for observing degrees of cooperation, initiative, consideration for others, reaction to what appears to be interference by other participants and frustration when the task appears impossible of accomplishment.

Preliminary observation of performance of groups on this test, without formal analysis of the data, indicate sufficient differences to warrant further study. In a group in which one member shows spontaneous leadership group coordination is attained and the task is readily accomplished. Where no member takes the initiative to direct the others, frustration sets in and the problem is solved only after numerous trials.

E. Preliminary results.

The three areas of observation available to the company commander, the staff of the Leaders' School, and classmates provide a comprehensive and mutually supplementary basis for evaluating the leadership characteristics of trainees during the Leaders Course. With properly constructed evaluation forms and proper use of these forms it should be possible to derive a valid measure of leadership performance. The evaluation of the company commander is especially significant in this respect since an on-the-job evaluation of leadership performance is obtained external to the training situation. The collection and collation of these measures of leadership in objective form lays the ground-work for evaluation of the selection instruments, the validation of other experimental tests devised by PRS, elements of the curriculum, and methods of instruction. While the analysis has not progressed sufficiently to warrant definitive conclusions, records of 260 graduates at Ft. Knox, 259 at Ft. Ord, and 195 at Ft. Dix have been analyzed. The preliminary results may be summarized as follows:

1. The ratings by the Faculty Board, during phase I, and the rating by the Company Commander in Phase II show appreciable relationship to one another: .64 at Knox; .35 at Ord; and .30 at Dix.

2. Buddy ratings show a fairly substantial relation to faculty board ratings (.39 at Knox and .40 at Dix) but only slight relation to company commander ratings (.14 at Knox and .19 at Dix.) Comparable buddy ratings were not secured at Fort Ord during the period studied.

3. Average marks in all subjects of instruction (Phase 1) show no relation to company commander rating (.04 at Knox and .02 at Dix), but some relation to the other two criteria: board rating (.38 at Knox and .27 at Dix) and buddy rating (.42 at Knox and .09 at Dix).

4. Number of merits and demerits show no appreciable relation to either grades or ratings on leadership.

One of the most significant aspects of the statistics cited is the comparative magnitude of the correlations between the several evaluative measures obtained during the first three weeks of training and the company commanders rating. As stated previously, the company commanders ratings are regarded as significant since they are indications of leadership external to the formal training situation. Generalizing for all schools, the board rating appears to predict success best in the second phase of the Leaders' Course.

As indicated earlier, no standard form has been devised, to-date, for use by the company commander in the four Leaders' Schools. At Fort Knox, the board rating form was used also by the company commander to accomplish his ratings. It was thought that the high correlation between board rating and company commander rating at Fort Knox was due to the identify of the form used. However, in recent classes at Fort Knox a new form had been devised for use by the company commander, a form which bears no similarity to the board rating form. The correlation between the company commander rating (new form) and the board rating for 115 graduates was .55.

The Buddy Rating is another evaluative measure showing consistent relation to the Company Commanders Rating. But the correlations cited are not sufficiently high to be of practical predictive significance. Buddy ratings show a consistently higher relation to board ratings than to company commander ratings.

In the Ft. Ord cases, grades showed appreciable correlation with Company Commanders rating, a finding not consistent with the complete absence of relationship found at Ft. Knox and Ft. Dix. The additional finding at Ft. Ord of a very high correlation with the Board Rating suggests that grades at Ord involve more generalized ratings of leadership qualities than are included in grades in subject matter courses at other Leaders' Schools.

In general, these results emphasize the desirability of assigning a heavy weighting to Board Ratings in determining general class standing and suggest lowered weighting for grades. The elimination of merits and demerits as a factor in class standing seems indicated.

While the low correlations between buddy ratings and Company Commanders rating may suggest that buddy ratings should not be heavily weighted in determining class standing, results of other researches bearing upon similar problems suggest that buddy ratings are of considerable value in predicting subsequent behavior. It is possible that the short period of acquaintance prior to the execution of the buddy rating at the Leaders' Course as compared with ratings based on longer periods of acquaintance in other studies may account for the difference in findings

F. Recommendations regarding further research by PRS.

1. Statistical analysis of the BEB, ER and other criteria for initial selection should continue. Revised and improved forms and selection should be developed. The characteristics of re-enlistees and their progress in the Leaders' Course should be studied.

2. Statistical analysis of the board ratings, buddy rating, the company commanders rating and other methods of evaluating progress in attaining the objectives of the Leaders' Course should continue and lead to revision and improvement of the forms and procedures and more exact determination of their proper weighting in class standing.

3. Because of the importance of Phase II of the Leaders' Course, standard rating forms, and procedures for recording the company commanders rating should be devised by PRS. The possibility of obtaining evaluations by subordinates of the Acting NCO during Phase II should be investigated.

4. Analysis of the Leaders' Reaction Test should be undertaken leading to identification of valid elements and their eventual improvement.

5. The construction and evaluation of behavioral and apparatus tests measuring characteristics which are important to leadership should be undertaken.

6. A definitive plan for following graduates into future assignments to throw light upon the effectiveness of the Leaders' Course should be initiated.

7. Research studies should be undertaken to determine the relative value of the various elements of the curriculum and methods of instruction and their respective contributions toward the attainment of the primary objective of the Leaders' Course - the development of leadership skill in the performance of NCO duties in subsequent assignments.

III. EVALUATION OF THE CURRICULUM AND RELATED PROBLEMS

The effectiveness of any course in leadership depends on the skill and personal qualities of the teaching staff and the subject matter and methods of instruction. As suggested in Para. F-7 above, this effectiveness, in the last analysis, can be appraised only on the basis of the performance of those men who have passed through the course and who are now active in positions of leadership. In the present stage of the program, sufficient data of this nature are not available. When larger numbers of Leaders' Course graduates have been trained, further progress in this area is anticipated.

It is possible at present, however, to make suggestions regarding the curriculum and its administration which have in the past proved valuable. Many of these suggestions derive from observations made by PRS representatives during visits to the Leaders' Course schools at Forts Dix, Jackson, Knox, and Ord. These observations were made during visits to classes, exercises and demonstrations, discussion with staff members and representative students, visits to training companies where students served as acting NCO's, and in examinations of courses of instruction, grading systems, examinations, manuals and lesson plans. Discussions were also conducted with A.G.F. representatives at Fort Monroe. The following section summarizes the observations and technical advice of PRS representatives visiting the various Leaders' Course.

A. Methods of Instruction

Formal classroom instruction finds a vital use in imparting the principles involved in any course of study. In the Leaders' Course, full attention also should continue to be given to informal training methods and practice in day-to-day supervision on the part of the trainees. Seminar sessions on problems and opportunities for practice in leadership skill should be given additional emphasis; particularly in such areas as physical training, dismounted drill and troop information and education. The practice of having the clothing and equipment inspection conducted by the students under supervision is presented as an example of a practical application of training in leadership.

It is noted that two hours of the curriculum are devoted to solution of leaders' problems not involving battle leadership. Since many duty assignments will involve such problems, this time might be increased without decreasing the emphasis on combat leadership. The practice of having trainees act out the solutions to the problems fits current psycho-educational findings and the Army's practice of using applicatory exercises. In this approach it is recommended that students be assigned definite roles in acting out the problem and its solution without rehearsal. The rest of the class and the

instructor can then present criticisms. This method is believed superior to conference discussions, prepared demonstrations, or the acting out of rehearsed parts.

One of the most significant aspects of the Leaders' Course is the 3-week period of assignment as acting NCO. In this second phase the trainee is given an opportunity to apply and practice the leadership principles and skills developed in the first phase of the course. The full value of the practice period can be realized only if it is viewed as a continuation of the learning and training experience.

The staff of the Leaders' Course should exercise control over the assignment of students to training companies and should insist on such duty assignments as will expose the trainee to situations involving bona fide leadership experience. Assignment to routine non-leadership tasks merely for the benefit of the company should be avoided. As far as possible these duty assignments should be made with groups which are in the earliest part of basic training. The leading of men who have had almost no Army experience will contribute to trainee self-confidence.

As a further aid to the morale of men assigned to training divisions, it is suggested that they be assigned in groups of three or four so that they derive support and confidence from one another. This will also facilitate supervision of the practice work by a representative of the Leaders' Course.

Representatives of the Leaders' Course staff should maintain closer contact with the activities of students in the training companies. This should include discussions with company commanders, continuous personal contact with the students and direct and careful evaluative observation of their performance on assigned duties.

B. The Curriculum

A large degree of the effectiveness of any training program depends on the quality of instruction.

Careful selection of the teaching staff with special training and in-service refresher courses for instructors is recommended and should continue. An adequate ratio of instructors to students is essential. Whenever the curriculum or the testing program is expanded, appropriate additions to the staff should be made.

The level of academic sophistication of trainees should always be given full consideration. Material being taught must not be of such nature as to confuse or discourage the student. A case in point is the content of the lecture on testing. It is felt that a fully adequate presentation of the topic would involve more technical material than the men are prepared to handle.

Limiting the lecture to a clear discussion of the nature of tests and how they are used appears the most desirable approach in this situation.

The curriculum and methods of instruction should be reviewed with the purpose of providing greater emphasis on problem solving and demonstrations and exercises in leadership. Provision should be made for integrating such exercises with the formal instruction of the classroom.

The technique of having students solve leadership problems by taking definite roles and acting the problems out spontaneously, i.e., without rehearsal, is felt to merit consideration by the staff of the Leaders' Course.

Employment of visual and other educational aids, including charts, films, and recordings for the use of teachers and students is commendable. The use of recording equipment as an aid in voice training in one of the schools has been particularly effective. Initiation of interchange of experience regarding equipment among the four schools should prove a valuable extension of present policy with respect to training aids.

At the request of AGF Headquarters, a selected bibliography of recent books and articles having particular reference to military leadership was compiled and should prove useful in this connection.

In addition to acquiring these publications for their libraries, some of the schools have also assembled other recent books and articles on leadership. Here, too, an interchange among the schools would be of practical value.

C. Related Problems

1. Morale

All effort should be continued to create and maintain a high standard of morale among students in the Leaders' Course.

Attention should be paid to the trainee's interests and ambitions. Through interview with the commandant and the staff, the trainee should be made to feel valuable in his Army role.

Public relations measures such as letters to the trainee's family or news releases to local newspapers on his enrollment in the course will prove satisfying and encouraging to the trainee.

Special insignia indicating attendance in the Leaders' Course and appropriate name plates add to morale and facilitate social contact with the student body.

Impressive graduation exercises and an attractive graduation certificate that will enhance the student's regard for the training he has received should be extended to all schools.

The current practice of impressing the student with the fact that he is considered an individual of potential leader caliber and that if he lives up to expectations he will have a real chance for advancement is endorsed.

2. Attracting Candidates for Leaders' Schools

The Leaders' Course should have a high prestige value among enlisted men. The larger the number that apply for leadership training, the more opportunity there will be to select those of highest potential quality.

In orientation talks given to enlisted men by representatives of the Leaders' Schools the value of the Leaders' Course to those who have interest and ability in dealing with people should be stressed. It must be remembered that other schools which offer technical training in the Signal Corps, Quartermaster, Transportation, Ordnance, and Medical Department are, in a sense, competing for candidates. This does not mean that enlisted men are to be indiscriminately solicited. Orientation talks should be realistic. It is of as much concern to discourage those who are likely to fail as it is to attract potentially capable trainees.

The desirability of the Leaders' Course from the standpoint of the enlisted men would be enhanced if the graduates were given the rank of Corporal in addition to being assigned an MOS.

3. The Problem of Grading

The system of grading individual students must be predicated on the principle that the course objective is not primarily to impart book learning but rather to develop leadership ability. Tests should not unduly emphasize academic information, retention of statements from books or lectures, or the memorizing of isolated facts and figures. The comprehension of basic principles and even more particularly the ability to apply them should determine the nature of tests in all units of the course.

There is at present considerable variation among the various Leaders' Schools in regard to the standards and methods used in grading trainees. Even within the schools

themselves, departments vary in this respect. Some of the differences are the results of variation in the attitudes and practices of the teaching personnel. Others are caused by variations in administrative procedures and requirements. As the course objectives are clarified, as the assignment duties of graduates become crystallized, and as the selection and training of teachers is further improved, these practices may be studied to judge their desirability. It is recommended that standardization of grading procedures await the determination of which are most desirable.

4. The Problem of Attrition

The four centers have differed markedly in the proportion of entering trainees who graduate.

The differences are due in part to differences in administrative policy. One center has maintained a rather fixed percentage of attrition, on the assumption that a high attrition rate serves as an incentive to the trainees and as a source of prestige for the Leaders' Course in the group from which such students are drawn. In other centers the passing grade has been set for each department and students with a composite final score below the required minimum (usually 70%) are not permitted to graduate.

High standards should be maintained not at expense of the trainees but rather through rigorous selection and intensive training.

It has been found that the rate of attrition in the four schools active at this time is particularly marked at the end of the first week of training. The instructional material during this first week is preponderantly academic, mainly consisting of lectures. Grades in this period are based upon examinations which place a premium on verbal ability. Practical leadership skills are not brought into play to any great extent. The value of such grades as a secondary screening factor at this stage appears dubious since they lead to the elimination of trainees who may very well have potential leadership ability. Rather than discontinue training for those who show poor work at the end of the first week, the practice of interviewing such students to discover sources of difficulty with a subsequent probational return to classes is encouraged. In Leaders' Schools where this procedure has been followed fully one-half of those warned showed sufficient improvement in the rest of the course to warrant their graduation.

The practice of using demerits for minor infractions of required practices as a basis for failing trainees is questioned. It is particularly unfortunate when such demerits accumulate and

cause the failure of otherwise good students. The insistence upon strict discipline in a Leaders' Course should be extended only to important regulations involving security or affecting the welfare of the group and the prestige of the Army. The potential leader is not necessarily the one who readily conforms to a multiplicity of regulations. This is borne out by the previously cited lack of correlation between the number of merits or demerits and the board, buddy or company commander ratings.

When penalties must be imposed for isolated infractions of a minor nature, they should consist in deprivations of privileges such as passes or leaves rather than be noted in a cumulative record, particularly in the early part of the course.

The ages of the trainees appear to be related to attrition rate. Rate of attrition is significantly higher in 17 year olds but shows no relation to age among those 18 and over. There is reason to believe that the high attrition for 17 year olds is due to their lack of general experience, since most of them entered the Army directly after leaving school. The factor of being away from home, perhaps for the first time, the newness of the Army experience, and social immaturity quite probably combine to interfere with the adjustment of these youngsters in the Leaders' Course. This supposition is supported by the fact that 17-year olds who did have work experience prior to army service showed a lower attrition rate than those who had no such intermediate experience.

Technicians

Dr. Charles I. Mosier
Dr. Hubert E. Brogden
Miss May Sherman

Preparation of Report

Dr. Julius B. Maller

ANNEX A

PROGRAM OF INSTRUCTION FOR LEADERS COURSE

TOPICS, SCOPE AND HOURS*

a. Orientation Lecture (1 hour).--

Talk by the Commandant, Leaders' Course on the purpose of the course. What is expected of Army leaders. How to develop attributes of leadership. Discussion of the rating system of leaders.

b. Final Instructions and Graduation (1 hour).--

--Farewell talk by Training Division Commander or his representative.

--To stress particularly that the students have received a good foundation in leadership, that they are potential leaders, and that their future success and advancement depends on their own efforts in competing with all other men in the units to which they will be assigned, and not to expect advancement merely from the fact that they have graduated from this course. That they have proven themselves, so far, deserving of the classification Duty NCO, SSN 566, but that they must further prove themselves in their new unit.

c. Customs of the Service (1 hour).--

--Review of Honors, the Salute, everyday relations between officers and men and between noncommissioned officers and privates. Customs in the barracks and mess halls. How to live with and respect the rights of fellow soldiers.

d. Military Courtesy (1 hour).--

--General rules and definitions in regard to saluting, in reporting to an officer, on other courtesies to individuals, and on use of titles.

e. Administration of Military Justice and Courts-Martial (2 hours).--

--Military Justice and Articles of War; Crimes and offenses; The nature of Courts-Martial; Disciplinary punishment under the 104th Article of War. Brief explanation of how charges are preferred and conduct of trial. The first hour is conference and student problem, solving a typical problem. The second hour is the showing of the film, with discussion...

*Based on AGF Bulletin "Revised, Standard Program of Instruction for Leaders Course," GNGCT-11 353/3171 (23 Dec. 47)

To acquaint the student with the role of a leader in administration of military justice. To emphasize that punitive measures must be considered as a last resort after all other objective means have failed.

f. Physical Training (10 hours).--

--How to conduct it,-practical application. Participation in and practical instruction on how to conduct conditioning exercises, combatives, and athletics, How to organize, instruct, and supervise physical training and athletics.

g. Dismounted Drill (8 hours).--

--How to conduct it,-practical application. Particular stress will be given to voice and command. Review of school of the soldier and drill for foot troops, including mass and extended formations, inspections, and methods of conducting drill.

h. Interior Guard Duty (1 hour).--

--How to conduct it,-practical application. Review of Interior Guard Duty, particularly the duties of non-commissioned officer of the guard.

i. Troop Information and Education (4 hours).--

--First hour includes the purpose, mission and benefits of the Troop I&E Program; and the purpose, mission, and benefits of education courses and services, and how to obtain them. The second hour is devoted to mental training of the soldier; his access to information; his access to free discussion; the methods and conduct of discussion; and use of Army talks. In the last two hours the students practice discussion leading, taking turns leading portions of a discussion group period, followed by a critique.

j. Inspection of Clothing and Equipment (2 hour).--

--Standards and procedures for leaders' inspection of clothing and equipment. Instruction in the duties and responsibilities of small unit leaders in the standards and procedures of inspections of clothing and equipment.

k. Estimate of the Situation, Elementary. (2 hours).--

--Basic procedure in making an estimate of the situation. Practical work in solving problems requiring squad leaders' estimate...to train the leader in following a uniform, logical, train of thought in estimating any situation, to lead to a decision. Both combat and non-combat situations should be included.

l. Practical Work as Acting NCO's and Assistant Instructors with Troops. (116 hours).--

--Students to be attached to training companies in cycle that are actively engaged in training. They will be given and made to carry the responsibilities of instructors and noncommissioned officers, as full-fledged members of the cadre. The maximum duties consistent with their abilities will be imposed upon them. During this instruction, they should also take part as noncommissioned officers in parades, interior guard duty, and other ceremonies.

--To give the leaders' course students the maximum opportunities to lead and to instruct basic trainees. To this end the overseer-apprentice ("guardian angel") system can be used whereby members of the regular cadre watch over them at all times while still making them do their own independent thinking and all the work. This is also good training for the regular cadremen themselves.

m. (28 hours).--

(1) Introduction to Leadership. (1 hour).--

--Definition and Analysis of Leadership. What factors are essential in analyzing leadership. Various types of leaders. How leaders are selected. Qualities of a leader. Leaders must be able to evaluate subordinates.

--Student analysis of his own characteristics and personality to improve his leadership qualities.

(2) Psychological Aspects of Leadership (1 hour).--

--A summary of the basic elements of psychology and its principles as applied to leadership. The scientific approach to improvement of leadership. Recent advances the Army has made to improve leadership...an understanding of the basic functions of the leader in terms of group goals.

(3) Personal Adjustment (1 hour).--

--Factors that confront man's adjustment to military life. Factors that influence personnel behavior. Assignment, training, and recreation.

(4) Round Table Discussion. (1 hour).--

--Review of three previous leadership subjects.

(5) Roles of the Army Leader. (2 hours).--

--Duties and responsibilities of leaders of small units, in training, administration, maintenance and supply. Human qualities necessary in a leader. The leader as a model, commander, instructor, personnel technician, counselor and custodian of his men's welfare. Accomplishment of mission assigned.

(6) Objectives of the Leader. (2 hours).--

--Building and measuring efficiency and discipline. Why is efficiency needed? Importance of knowledge of military subjects and technique.

(7) Leader--Subordinate Relations. (1 hour).--

--Attitudes and traits of the leader. The leader as a subordinate. Methods of improving relations between the leader and his subordinates. Leaders' formal and informal problems and relations with his men. Practical problems for interpretation.

(8) Round Table Discussion. (1 hour).--

--A thorough review of the three previous leadership subjects.

(9) Combat Leadership. (2 hours).--

--"The Battle is the Pay-Off", Maximum teamwork, endurance and leadership. Importance of leadership in battle. Common failings of combat leaders in World War II. (See particularly "Men Against Fire," by S. L. A. Marshall). The critical functions in achieving and maintaining combat discipline. Special problems of the leader. Stress detailed instructions in training divisions as it applies to battlefield. Combat discipline; maintenance of weapons and equipment; care of body and feet, physical fitness, how to get food and water, use of food and water, ammunition, -general information.

(10) Solution of Leaders' Problems not Involving Battle Leadership. (2 hours).--

--The problem solving method of dealing with problems in leadership. A series of problems are presented and/or enacted. The different solutions and methods of handling these particular situations will be given by the trainee. Followed by critique and comments.

(11) Round Table Discussion. (1 hour).--

--A thorough review of the two preceding leadership subjects.

(12) Selection, Evaluation and Promotion of the Army Leader. (1 hour).--

--Recent techniques for selecting and evaluating leaders. The desirable qualities sought. The "New Career Plan." Methods of training leaders. Importance of good leaders. Leadership can be developed as a skill...to teach the leader what he must be and must do for his own advancement in the Army.

(13) Leaders' Reaction Test. (12 hours).--
See Section II-C of this Report and Annex C

n. Methods of Instruction. (29 hours).--

(1) Military Training. (2 hours).--

--As found in Training Film 7-295. Introduction to film. Showing of the film and discussion and quiz on the five stages of instruction. At this point the fact will be stressed that military training is conducted not only in classrooms but ANYWHERE under many varied situations, conditions, and locations. The students must keep this concept in mind when studying "Methods of Instruction." They must prepare themselves to adapt themselves to teaching during any kind of weather in the field or in classrooms, under the most ideal or the most difficult conditions, with an abundance or a scarcity of training aids and facilities. The best conditions must always be sought. They must be ready to extemporize and to use their ingenuity in using field expedients to provide training aids.

(2) Principles of Learning. (1 hour).--

--Psychological aspects of learning. Sense stimulation. Feelings which people experience. Early success. Competition, knowledge, purpose, use and application as stimulants in the learning process. Recognition and credit, repetition, and logical relationship. Learning ability of different age groups...to give the student the basic principles in acquiring knowledge or in passing it to others as an instructor.

(3) The Lecture Method. (1 hour).--

--Use of a lecture or short talk. Accepted techniques of speech. Advantages and disadvantages of teaching by this method. Lecture to include objective, reasons, standards, procedure, and review. Classification of material into major points.

(4) The Conference Method. (1 hour).--

--What the conference method is and when to use it. Technique of conducting a conference, with emphasis on the proper use of questions. Guiding discussion. Types of conferences. Responsibilities of the instructor.

(5) The Demonstration Method. (1 hour).--

--What the demonstration is, and when to use it. Technique of using the demonstration. The demonstration as a combination of other methods. The demonstration as a means of setting a standard. Selection of assistants and aids used.

(6) Use of Reference Material. (1 hour).--

--Purpose, types and proper usage of reference material. Aids to instruction. Types of reference materials...to teach students how to refer to manuals and other texts in the preparation of instruction.

(7) Preparation and Use of Training Aids. (1 hour).--

--Purpose, types, and proper usage of training aids. Supply and procurement of training aids. The learning process through the use of the senses.

(8) The Lesson Plan. (2 hours).--

--Purpose of the lesson plan. Preparation and use of the lesson plan. Selection of material and elimination of unimportant details. Practical work in filling in a work sheet on a sample lesson plan.

(9) Class Management. (1 hour).--

--Accepted practices of class management. Beginning the class. Taking care of class routine. Conducting the class. Instructor student relationship. Physical aspects of the places of instruction.

(10) Methods of Testing. (1 hour).--

--Reasons for evaluation, means used to measure achievement. Oral, written, performance, and observation tests. Selecting the best type of measurement. Administration of tests.

(11) Student Practical Application of Methods of Instruction. (17 hours).--

--Short talks, committee instruction, long lessons. Students make short talks and presentations before other student groups. During their presentations, recording devices are used to record their voices for further analysis and improvement. Long lectures will be avoided. The practice presentations should consist of the normal explanation, demonstration, practical application and critique. The importance of mastering the technique of the subject taught will be stressed. The importance of detection and correction of errors in performance during the practical application will also be stressed.

o. Training of Small Units. (4 hours).--

(1) --Informal training methods used in day to day instruction of small units as teams. The previous subjects under "Methods of Instruction" cover mainly the formal training of individuals, where all the individuals receive the same training. This subject covers how to organize, coach, train, and superivse performances in a small team where the individuals are made to fit the different positions on the team. Suggest several crew-served weapons be used in the instruction. The leader first analyzes the various positions on the team; each member of the team is developed to fit his position through individual training in technique. His mental and physical coordination, footwork, and balance is developed to fit the position. Lost motion is eliminated. Each subordinate portion of the team is then trained to work together. Then these portions are welded into an effective team. There is first, individual practice, then "skull practice," then "backfield" or "line" practice, then full team practice, as in football.

p. Small Job Management. (8 hours).--

--This is a sequel to the subjects "Estimate of the Situation, Elementary," and "Solution of Leaders" Problems not Involving Battle Leadership." In this instruction, many practical problems in foremanship are given to and solved by the students. The practice of having students enact the solutions to the problems is in keeping with current psycho-educational findings. In this approach it is suggested that students be assigned definite roles in acting out the problem and its solution spontaneously, i.e., without rehearsal. Each participant is told to act just as he would if the situation were real. The rest of the class and the instructor then can critique the solution presented.

--This method has proved far more effective than conference discussion of what would be best to do in various hypothetical situations presented orally or by rehearsed enactment of the problem. For the students to carry through the solution in the unrehearsed situation is more effective than seeing a rehearsed demonstration or of acting out a rehearsed part. This instruction will be given prior to the Leaders Reaction Test. The situations found in the latter will NOT BE USED nor divulged in this instruction...

--To train the student to solve foremen's problems in a uniform, logical, thought sequence in considering how to estimate, organize, layout, control, and manage a small job.

q. Methods of Instruction in Marksmanship in Basic Weapons.

--This subject is a sequel to, and is intended as practical application of, the main subject. "Methods of Instruction" above. Two hours each are devoted to instructional methods in mechanical training and marksmanship in the rifle, the carbine, and the light machine gun.

r. Leading Small Units in Combat. (10 hours).--

--This is a sequel to the subjects: "Estimate of the Situation, Elementary," "Combat Leadership," "Small Job Management." The book "Men Against Fire" is particularly pertinent. This instruction will consist of several practical problems to be solved by the students, stressing especially the duties of leaders of patrols or other small units on small tactical missions. Suggest this subject be presented by useof sand tables, terrain boards or plots; or by use of an actual course on the ground; or both. This instruction will be given prior to the Leaders' Reaction Test. DO NOT USE nor divulge the situations in the Leaders' Reaction Test Course.

--To teach the student a clear, uniform, logical thought sequence in making an estimate, a decision, and a plan of action in accomplishing small combat missions.

s. Leadership and Health. (3 hours).--

(a) Conservation of Manpower. (1 hour).--Importance of conservation of manpower and the effect of loss of manpower on the mission. Responsibilities of the leader in prevention and control of communicable diseases, enforcement of sanitary regulations, and provision of sanitary facilities.

(b) Control Measures in the Prevention of Disease. (2 hours).--Preventive control measures for diseases of military importance (emphasize the role of the leaders) to include venereal diseases; trench foot, malaria, typhus, the dysenteries, and the respiratory diseases. Water discipline.

t. Final General Class Critique. (2 hours).--

--Critique will cover all phases of the whole course, including off-duty activities. This will be presented by student committees, each committee assigned particular portions of the course, with one hour allotted to committee work and one hour to presentation.

--To permit all members of each class to offer free constructive criticism on ways and means of improving the Leaders' Course, particularly the instruction.

ANNEX B

DIRECTIVES REGARDING ADMINISTRATION OF RATING AND TESTING FORMS

1. Evaluation Records Used in AGF Leaders' Courses.

2. Leaders' Reaction Tests in Leaders' Courses of Training Divisions.

1. USE OF EVALUATION RECORDS

HEADQUARTERS
ARMY GROUND FORCES
FORT MONROE, VIRGINIA

GNGCT-11,Roy/kg/8108 26 November 1947

SUBJECT: Evaluation Records Used in Army Ground Forces Leaders' Courses

TO: Commanding Generals, First Army, Governor's Island, N. Y.
Second Army, Ft. Meade, Md.
Third Army, Atlanta, Ga.
Sixth Army, Presidio of San Francisco, Calif.

1. The Personnel Research and Procedures Branch, Adjutant General's Office, Department of the Army, is currently engaged in research aimed at selection and evaluation of enlisted men applying for and attending Leaders' Courses in the Training Divisions.

2. In order that above agency may make statistical analysis, evaluate properly work accomplished to date, and make specific recommendations to Headquarters, Army Ground Forces, it is desired that all the old, accomplished records pertaining to selection, grading, and evaluation of Leaders Course students be mailed by training division commanders direct to the Personnel Research and Procedures Branch, Attn: Personnel Research Section, Department of the Army, Room 1E924, Pentagon, Washington 25, D. C. These include:

a. Answer sheets for Evaluation Report, LPE-X-1, DA AGO PRT-649 as accumulated for all enlisted men processed, whether or not they were selected to attend the Leaders' Course.

b. Answer sheets for Biographical Information Blank, DA AGO PRT-647 as above.

c. Records of disposition of men considered for the Leaders' Course.

d. Course records or transcripts showing disposition of enlisted men entered in courses including indications of passing or failing and

reasons therefor, e.g., whether academic, disciplinary, or lack of leadership qualities. These records should show course grades in each department as reported, weekly if available. They should also show the results of any Buddy Rating (Student Leaders Evaluation Report) not previously made available to TAG, scores on the Leaders' Combat Reaction Course, grades on the practical work in the training regiments, records of merits and demerits, and final class standings. Care should be taken to include the incomplete records of those dropped out, showing the stage of training at which dropped.

e. All copies of Leaders' Course Rating Forms and Leaders' Course Final Board Rating as directed for use in AGF letter 352.11, 6 June 1947, Subject: "Tentative Rating System for Leaders' Course."

f. The materials described above for each subsequent class in the future. For the first such class the records will be mailed two weeks after graduation; subsequent reports one week after graduation. Future records to be mailed will also include Summary Tables, Student Leadership Evaluation Reports (PRT 829), completed Student Leadership Evaluation Report Description Sheets (PRT 828), and Rating Sheets (PRT 827).

BY COMMAND OF GENERAL DEVERS:

C
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2. USE OF LEADERS' REACTION TEST

HEADQUARTERS
ARMY GROUND FORCES
Fort Monroe, Virginia

GNGCT-11 353/3169(12 Dec 47) 12 December 1947

SUBJECT: Leaders' Reaction Tests in Leaders' Courses of Training Divisions

TO: Commanding Generals,
First Army, Governors Island, New York
Second Army, Fort George G. Meade, Maryland
Third Army, Fort McPherson, Georgia
Sixth Army, Presidio of San Francisco, California

1. The inclosed Manual and Observation Record for Leaders' Reaction Tests have been adopted as standard for the Leaders' Courses in the four training divisions. The revised tests will be included in the new, revised, standard Program of Instruction for Leaders' Courses in the process of preparation. A total of twelve hours for Leaders' Reaction Tests are provided in the new program. These tests replace the old Leaders' Combat Reaction Test courses.

2. It is desired that action be taken to establish the necessary test courses in each training division.

3. The situations outlined in the Manual should be followed wherever practicable in order to facilitate research and future use of the test as a standard instrument. Wherever necessary, however, full deviation from the prescribed situations is permissible provided the situations are comparable so that the main objectives of the tests are achieved. To do this, the alternate situations:

a. Must be subject to rationalization under the four general categories found under Section III, page 2 of the Manual, so each leader is tested under each of these categories.

b. Must provide adquate opportunities for the observation of leadership behavior so the observer may be enabled to rate the participants in accordance with the impression made by the student as outlined under Section IV of the Manual.

c. Must elicit responses subject to the seven aspects of group leadership observation found on Page 4 of the Manual.

d. In connection with deviations from the prescribed situations, it will be noted that in Parts I and III of PRT 847 the words TENT, BRIDGE, ACCIDENT and FOOD may be changed and the same form used.

4. Critiques held following the tests should emphasize the general qualities of leadership inherent in all the situations rather than pointing out approved solutions to each of the situations that might impair their effectiveness when given to succeeding classes. The situations are intended to test leadership behavior rather than knowledge of standard procedures.

5. One of the major by-products of these tests is the development and validation of objective instruments for guaging leadership qualities for the future mass selection of potential leaders.

6. An initial supply of manuals and records is being mailed direct to the training divisions with an information copy of this letter.

BY COMMAND OF GENERAL DEVERS:

/s/ John E. Pederson
/t/ JOHN E. PEDERSON
Lt. Col, AGD
Asst Adjutant General

ANNEX C

RATING FORMS AND LEADERS' REACTION TEST

1. Student Leadership Evaluation Report

   Summary Table

   Description Sheet

   Rating Sheet

   Manual - Student Leadership Evaluation Report

2. Leaders' Course Board Rating and Report Form

3. Leaders' Reaction Test

   Observation Record

   Manual for Leaders' Reaction Test

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STUDENT LEADERSHIP EVALUATION REPORT

← SUMMARY TABLE →

This table summarizes the data obtained for each rating group on the Rating Sheet (DA AGO PRT-827) and the Description Sheet (DA AGO PRT-828). The two parts of the table are filled out in accordance with instructions in the Manual for the Student Leadership Evaluation Report (DA AGO PRT-826).

DEPARTMENT OF THE ARMY OFFICE OF THE ADJUTANT GENERAL

DA AGO PRT-829

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PART I DATA FROM RATING SHEETS

NAME	RATING							WEIGHTED SUM (SUM OF TALLIES TIMES WEIGHTS)	RATING SCORE (FROM TABLE I)
	VERY BEST	SECOND BEST	THIRD BEST	NOT RATED	VERY POOREST	SECOND POOREST	THIRD POOREST		
WEIGHTS	6	5	4	3	0	1	2		
	A	B	C	D	E	F	G	H	I
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									

	1	2	3
	J	K	L
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

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PART II DATA FROM DESCRIPTION SHEETS

TING ORE FROM BLE I)		DESCRIPTION SHEETS															SUM (SUM OF SCORES IN COLUMNS J-X)	DESCRIPTION SCORE (FROM TABLE II)	TOTAL (COLUMN I PLUS COLUMN Z)	STUDENT LEADERSHIP EVALUATION (TOTAL DIVIDED BY 2)	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15					
I		J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z			
	1.																				1.
	2.																				2.
	3.																				3.
	4.																				4.
	5.																				5.
	6.																				6.
	7.																				7.
	8.																				8.
	9.																				9.
	10.																				10.
	11.																				11.
	12.																				12.
	13.																				13.
	14.																				14.
	15.																				15.

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STUDENT LEADERSHIP EVALUATION REPORT

DESCRIPTION SHEET

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DIRECTIONS: At the right are listed the names of the men in your group. Cross out your own name. Cross out names of men you don't know.

Below are ten pairs of statements. From each pair, select the one statement, either A or B, which best describes the first man on the list. Under that man's name, mark an X in the box which corresponds to the statement you have chosen. Mark one choice and only one choice for each pair. Mark your choice for all ten pairs for the first man; then do the same for the second man, and so on until you have marked one statement in each pair for every man on the list. Be sure to answer every pair in one column before you go to the next column. Do not work across rows.

1	A	Type of man you would like as a personal friend.	A																		A
	B	Likeable, good-natured, easy to meet and get along with.	B																		B
2	A	Dependable when kept busy.	A																		A
	B	Inspires confidence, example to men working with him.	B																		B
3	A	Excellent in duties he likes.	A																		A
	B	Gets men to work hard willingly.	B																		B
4	A	Understands and appreciates his job.	A																		A
	B	Cultured, well-read, good-mannered.	B																		B
5	A	Does more than required of him.	A																		A
	B	Courteous to superiors, obeys orders.	B																		B
6	A	Fine appearance, pleasant voice.	A																		A
	B	Conscientious, attentive to duties.	B																		B
7	A	Calm, emotionally stable, reserved.	A																		A
	B	Considerate, helpful, shares work.	B																		B
8	A	Gets job done efficiently.	A																		A
	B	Looks for efficient short cuts.	B																		B
9	A	Joins any and all activities.	A																		A
	B	Enthusiastic, interested in his work.	B																		B
10	A	Able to meet unforseen difficulties.	A																		A
	B	Good sense of humor, cheerful at all times.	B																		B

5	10	15
4	9	14
3	8	13
2	7	12
1	6	11

INSTALLATION _____

CLASS AND GROUP _____ DATE _____

DEPARTMENT OF THE ARMY OFFICE OF THE ADJUTANT GENERAL

DA AGO PRT-828

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RESTRICTED

INSTALLATION _____

CLASS AND GROUP _____

DATE _____

1	2	8
4	5	6

STUDENT LEADERSHIP EVALUATION REPORT

RATING SHEET

DIRECTIONS

On this form you are to evaluate the leadership qualities of the men in your group whose names are on this sheet. First cross out your own name and the names of any other men you do not know well enough to rate. Then consider situations which call for a man whom other men will follow. You are to choose which men of your group are the best leaders, that is, the ones you would most like to take orders from, and which men are the poorest leaders. Look at the names below and select the one who would make the very best leader and write his name in the space marked VERY BEST. Now select the one man of the group listed who would make the very poorest leader, and write his name in the space marked VERY POOREST. Now select the man who is next to the best as a leader and write his name in the space marked SECOND BEST. Write the name of the second poorest leader in the space marked SECOND POOREST. In the same way find the man who is third from the top as a leader and write his name in the space marked THIRD BEST. Write the name of the one who is third from the bottom as a leader in the space marked THIRD POOREST. The names on the roster are listed alphabetically. Do not be influenced by that order in making your choice. The remaining names, which are not among the three best or the three poorest are average. Do not do anything with the names which are neither among the three best nor the three worst leaders.

BEST LEADERS	POOREST LEADERS
Very best _____	Very poorest _____
Second best _____	Second poorest _____
Third best _____	Third poorest _____

ROSTER

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DA AGO PRT-827

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EXPERIMENTAL

MANUAL

STUDENT LEADERSHIP EVALUATION REPORT

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DEPARTMENT OF THE ARMY

OFFICE OF THE ADJUTANT GENERAL

1947

DA AGO PRT-826

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MANUAL

STUDENT LEADERSHIP EVALUATION REPORT

DA AGO PRT-826

I. PURPOSE AND SCOPE.--The Student Leadership Evaluation Report is a means of obtaining ratings on leadership abilities for all men enrolled in the Leaders' Course. The results obtained will be included as a weighted part of the students' final course standing. The following materials are used:

1. Rating Sheet (DA AGO PRT-827)
2. Description Sheet (DA AGO PRT-828)
3. Scoring Stencil for Description Sheet (DA AGO PRT-830)
4. Summary Table (DA AGO PRT-829)

The Rating Sheet will be filled out for all students about the middle of the third week of training; the Description Sheet will be administered at the close of the third week. In no case will both forms be given on the same day. The results obtained on both the Rating and Description Sheets for each group will be tabulated on the Summary Table.

II. FORMATION OF RATING GROUPS.--On both the Description and Rating sheets all men will be judged by the rating groups of which they are members. The same rating groups will be used for filling out both sheets. Each rating group will consist of 8 to 15 men who have had a good opportunity to get to know each other in the Leaders' Course. Normally these groups will consist of men who are quartered together and who form units for control and/or instructional purposes. If these groups include 16 or more men, subgroups of 8 to 15 men should be formed for rating purposes. Groups of less than 8 men will not be used unless appropriate modifications in scoring procedures are made.

III. RATING SHEET (DA AGO PRT-827)

1. Preliminary preparation.--Before the men are assembled for the rating session, prepare as many copies of the Rating Sheet as there are men in the rating group. Under the heading ROSTER in the center of the sheet, list the names of all the men in the group in alphabetical order. Write the name of the installation, class number and group identification, and date on the appropriate lines in the upper left-hand corner of the sheet.

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2. Administration.--

a. During the middle of the third week of the Leaders' Course, assemble the men by rating groups. If more than one group is assembled in the testing room, make sure that the groups are far enough apart so as not to disturb each other.

b. When the group has been assembled, distribute the Rating Sheets, making sure that each member of the group has a sheet with the alphabetical roster of his own group. Then say,

> You will recall that the lectures on leadership, which you have heard during the past few weeks, have stressed the importance and the method of judging men. Today you will have an opportunity to apply what you have learned in these lectures by filling out the form which you have just received, the Student Leadership Evaluation Report-Rating Sheet.
>
> Read the directions at the top of the page to yourself while I read them aloud.
>
> On this form you are to evaluate the leadership qualities of the men in your group whose names are on this sheet. First cross out your own name and the names of any other man you do not know well enough to rate. Then consider situations which call for a man whom other men will follow. You are to choose which men of your group are the best leaders, that is, the ones you would most like to take orders from, and which men are the poorest leaders. Look at the names below and select the one who would make the very best leader and write his name in the space marked VERY BEST. Now select the one man of the group listed who would make the very poorest leader, and write his name in the space marked VERY POOREST. Now select the man who is next to the best as a leader and write his name in the space marked SECOND BEST. Write the name of the second poorest leader in the space marked SECOND POOREST. In the same way find the man who is third from the top as a leader and write his name in the space marked THIRD BEST. Write the name of the one who is third from the bottom as a leader in the space marked THIRD POOREST. The names on the roster are listed alphabetically. Do not be influenced by that order in making your choice. The remaining names, which are not among the three best or the three poorest are average. Do not do anything with the names which are neither among the three best nor the three worst leaders.

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As soon as the students have completed the Rating Sheets, usually in 5 to 10 minutes, collect all of the papers.

3. Scoring.--

a. For each group, fill out Part I of a Summary Table as shown in Figure 1 below. On the line opposite each man's name, make a check for each of the ratings he received by the other men in his group. Make sure that each man has one less check mark than the number of men in his group.

b. Obtain the Weighted Sum for each man by crediting each check mark according to weights given at the top of columns A through G.

c. The Weighted Sum is converted into the Rating Score in accordance with Table I on pages 4 and 5. In the first column, find the number corresponding to the man's Weighted Sum. Then look across the row to the column which is labeled the same number as the number of raters in the group. Note that the number of raters in a group is one less than the number of men making the ratings. In Figure 1, for example, John C. Adams with a Weighted Sum of 36 and 11 ratings would have a Rating Score of 82.

Name	Ratings							Wtd. Sum (Sum of Tallies X Wts.)	Rating Score (from Table I)
	Very Best	2nd Best	3rd Best	Not Rated	Very Poor-est	2nd Poor-est	3rd Poor-est		
Wts.	6	5	4	3	0	1	2		
	A	B	C	D	E	F	G	H	I
1. John C. Adams			////	///			//	36	82
2. William Buell			///	////			//	34	81
3. James Cardull	////	//		///				54	91
8. Morgan Palmer	//	///	///					54	91
12. Johnson Winter				///	/	/	/////	22	74

Figure 1. Sample of Part I of Summary Table filled out.

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TABLE I

Conversion Table for Rating Sheet

Weighted Sum	Rating Score — Number of Raters: 8	9	10	11	12	13	14
84							100
83							99
82							98
81							98
80							97
79							96
78						100	96
77						99	95
76						98	94
75						97	93
74						96	93
73						96	92
72					100	95	92
71					99	94	92
70					98	93	91
69					98	93	91
68					97	92	90
67					96	92	90
66				100	95	92	90
65				99	94	91	89
64				98	93	91	89
63				97	93	90	88
62				96	92	90	88
61				95	92	89	88
60			100	94	91	89	87
59			99	93	91	89	87
58			98	93	90	88	86
57			96	92	90	88	86
56			95	92	89	87	86
55			94	91	89	87	85
54		100	93	91	88	86	85
53		99	93	90	88	86	84
52		98	92	90	87	86	84
51		97	92	89	87	85	84
50		96	91	89	87	85	83
49		94	91	88	86	84	83
48	100	93	90	88	86	84	82
47	99	92	84	87	85	83	82
46	98	92	89	87	85	83	82

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TABLE I

Conversion Table for Rating Sheet (contd)

Weighted Sum	Rating Score — Number of Raters: 8	9	10	11	12	13	14
45	96	91	88	86	84	83	81
44	94	91	88	86	84	82	81
43	93	90	87	85	83	82	80
42	93	89	87	85	83	81	80
41	92	89	86	84	82	81	80
40	91	88	86	84	82	80	79
39	90	87	85	83	81	80	79
38	90	87	84	83	81	80	78
37	89	86	84	82	80	79	78
36	88	86	83	82	80	79	78
35	88	85	83	81	80	78	77
34	87	84	82	81	79	78	77
33	86	84	82	80	79	77	76
32	86	83	81	80	78	77	76
31	85	82	81	79	78	77	76
30	84	82	80	78	77	76	75
29	83	81	79	78	77	76	75
28	83	81	79	77	76	75	74
27	82	80	78	77	76	75	74
26	81	79	78	76	75	74	74
25	81	79	77	76	75	74	73
24	80	78	77	75	74	74	73
23	79	78	76	75	74	73	72
22	79	77	76	74	74	73	72
21	78	76	75	74	73	72	72
20	77	76	74	73	73	72	71
19	77	75	74	73	72	71	71
18	76	74	73	72	72	71	70
17	75	74	73	72	71	71	70
16	74	73	72	71	71	70	70
15	74	73	72	71	70	70	69
14	73	72	71	70	70	69	69
13	72	71	71	70	69	69	68
12	72	71	70	69	69	68	68
11	71	70	69	69	68	68	68
10	70	69	69	68	68	68	67
9	70	69	68	68	67	67	67
8	69	68	68	67	67	67	66
7	68	68	67	67	67	66	66
6	67	67	67	66	66	66	66
5	66	66	65	65	64	64	64
4	64	64	63	63	62	62	62
3	63	63	63	62	62	61	61
2	62	62	62	61	60	60	60
1	61	61	61	60	60	60	60
0	60	60	60	60	60	60	60

33	86	84	82	80	79	77	76
32	86	83	81	80	78	77	76
31	85	82	81	79	78	77	76
30	84	82	80	78	77	76	75
29	83	81	79	78	77	76	75
28	83	81	79	77	76	75	74
27	82	80	78	77	76	75	74
26	81	79	78	76	75	74	74
25	81	79	77	76	75	74	73
24	80	78	77	75	74	74	73
23	79	78	76	75	74	73	72
22	79	77	76	74	74	73	72
21	78	76	75	74	73	72	72
20	77	76	74	73	73	72	71
19	77	75	74	73	72	71	71
18	76	74	73	72	72	71	70
17	75	74	73	72	71	71	70
16	74	73	72	71	71	70	70
15	74	73	72	71	70	70	69
14	73	72	71	70	70	69	69
13	72	71	71	70	69	69	68
12	72	71	70	69	69	68	68
11	71	70	69	69	68	68	68
10	70	69	69	68	68	68	67
9	70	69	68	68	67	67	67
8	69	68	68	67	67	67	66
7	68	68	67	67	67	66	66
6	67	67	67	66	66	66	66
5	66	66	65	65	64	64	64
4	64	64	63	63	62	62	62
3	63	63	63	62	62	61	61
2	62	62	62	61	60	60	60
1	61	61	61	60	60	60	60
0	60	60	60	60	60	60	60

IV. DESCRIPTION SHEET (DA AGO PRT-828)

1. Preliminary Preparation.--The same groups are to be used in filling out the Description Sheet as were used with the Rating Sheet Before the men are assembled for this rating session, prepare as many copies of the Description Sheet as there are men in the rating group. On the upper right-hand side of the sheet, under GROUP MEMBERS, write the alphabetical list of the men in the rating group. On the lower left-hand side of the sheet, fill out the required identification data; name of the installation, class number and group identification, and date.

2. Administration.--

a. At the end of the third week of the Leaders' Course, assemble the men by rating groups. If more than one group is assembled in the testing room, make sure that the groups are far enough apart so as not to disturb each other.

b. When the group has been assembled, distribute the Description Sheets, making sure that each member of the group has a sheet with the alphabetical roster of his own group. Then say,

> The other day you were asked to express your opinions of the men in your group. Today you are asked to fill out another rating form, the Student Leadership Evaluation Report - Description Sheet.
>
> Read the directions on the upper left-hand corner to yourself while I read them aloud.
>
> At the right are listed the names of the men in your group. Cross out names of men you don't know.
>
> Below are ten pairs of statements. From each pair, select the one statement, either A or B, which best describes the first man on the list. Under that man's name, mark an X in the box which corresponds to the statement you have chosen. Mark one choice and only one choice for each pair. Mark your choice for all ten pairs for the first man; then do the same for the second man, and so on until you have marked one statement in each pair for every man on the list. Be sure to answer every pair in one column before you go to the next column. Do not work across rows.

As soon as all of the men have completed the Description Sheet, usually after 10 to 15 minutes, collect all of the papers.

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3. Scoring.--

a. Using scoring stencil , DA AGO PRT-830 , count the number of exposed boxes in each column. Write this number in the uppermost box of each column, directly under the heading GROUP MEMBERS (These will range from 0 to 10)

b. For each group, fill out Part II of a Summary Table as shown in Figure 2, recording the results (0 to 10) for each man by each rater in his group. Then add these scores to obtain the Sum. As in the sample shown in Figure 2, for a group of 12, where each person is rated by 11 classmates, the Sum will range from 0 to 110.

c. The Sum is converted into a Description Score in accordance with Table II on pages 8 through 12. In the first column, find the number corresponding to the man's Sum. Then look across the row to the column which is labeled the same number as the number of raters in the group. Note that the number of raters in a group is one less than the number of men making the ratings. In Figure 2, for example, John C. Adams with a Sum of 64 and 11 ratings, would have a Description Score of 84.

Name	Description Sheets															Sum	Description Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1. John C. Adams	-	6	6	6	4	6	5	6			6	5				64	84
2. William Buell	5	-	5	5	5	4	5	5	5	5	5	5				54	80
3. James Cardull	8	7	-	7	7	8	8	7	7	6	7	7				81	90
8. Morgan Palmer	7	8	8	9	9	7	7	-	7	7	8	8				86	93
12. John Winter	4	5	6	-	5	3	4	4	5		4	-				50	78

Figure 2. Sample of Part II of Summary Table filled out.

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TABLE II

Conversion Table for Description Sheet

Sum	Description Score						
	Number of Raters						
	8	9	10	11	12	13	14
140							100
139							99
138							99
137							99
136							99
135							99
134							99
133							98
132							98
131							98
130						100	98
129						99	98
128						99	98
127						99	98
126						99	98
125						99	97
124						98	97
123						98	97
122						98	97
121						98	96
120					100	98	96
119					99	98	96
118					99	97	95
117					99	97	95
116					99	97	95
115					98	97	94
114					98	97	94
113					98	96	94
112					98	96	93
111					98	96	93
110				100	97	95	93
109				99	97	95	92
108				99	97	95	92
107				99	97	94	92
106				99	97	94	91

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RECLASSIFIED

TABLE II

Conversion Table for Description Sheet (contd)

Sum	Description Score						
	Number of Raters						
	8	9	10	11	12	13	14
105				98	97	94	91
104				98	96	93	91
103				98	96	93	91
102				98	96	93	90
101				98	95	92	90
100			100	98	95	92	90
99			99	97	94	92	89
98			99	97	94	91	89
97			99	97	94	91	89
96			99	97	93	91	88
95			98	96	93	90	88
94			98	96	93	90	88
93			98	95	92	90	87
92			98	95	92	89	87
91			98	95	91	89	87
90		100	97	94	91	89	86
89		99	97	94	91	88	86
88		99	97	93	90	88	86
87		99	96	93	90	88	85
86		98	96	93	90	87	85
85		98	96	92	89	87	85
84		98	95	92	89	87	84
83		98	95	91	88	86	84
82		98	94	91	88	86	84
81		97	94	90	88	85	84
80	100	97	93	90	87	85	83
79	99	97	93	90	87	85	83
78	99	96	92	89	87	84	83
77	99	96	92	89	86	84	82
76	98	95	92	88	86	84	82
75	98	95	91	88	86	83	82
74	98	94	91	88	85	83	81
73	98	94	90	87	85	83	81
72	97	93	90	87	84	82	81
71	97	93	89	86	84	82	80

RECLASSIFIED

RESTRICTED

TABLE II

Conversion Table for Description Sheet (contd)

Sum	Description Score						
	Number of Raters						
	8	9	10	11	12	13	14
70	97	92	89	86	84	82	80
69	96	92	88	86	83	81	80
68	96	91	88	85	83	81	79
67	95	91	88	85	83	81	79
66	94	90	87	84	82	80	79
65	94	90	87	84	82	80	78
64	93	89	86	84	81	80	78
63	93	89	86	83	81	79	78
62	92	88	85	83	81	79	77
61	92	88	85	82	80	79	77
60	91	87	84	82	80	78	77
59	91	87	84	82	80	78	77
58	90	86	84	81	79	78	76
57	89	86	83	81	79	77	76
56	89	85	83	80	78	77	76
55	88	85	82	80	78	77	75
54	88	84	82	80	78	76	75
53	87	84	81	79	77	76	75
52	87	83	81	79	77	76	74
51	86	83	80	78	77	75	74
50	86	82	80	78	76	75	74
49	85	82	80	78	76	75	73
48	84	81	79	77	76	74	73
47	84	81	79	77	75	74	73
46	83	80	78	76	75	74	72
45	83	80	78	76	74	73	72
44	82	80	77	76	74	73	72
43	82	79	77	75	74	72	71
42	81	79	76	75	73	72	71
41	81	78	76	74	73	72	71
40	80	78	76	74	73	71	70
39	79	77	75	74	72	71	70
38	79	77	75	73	72	71	70
37	78	76	74	73	71	70	70
36	78	76	74	72	71	70	69

RESTRICTED

DECLASSIFIED

TABLE II

Conversion Table for Description Sheet (contd)

	Description Score						
	Number of Raters						
Sum	8	9	10	11	12	13	14
35	77	75	73	72	71	70	69
34	77	75	73	72	70	69	69
33	76	74	72	71	70	69	68
32	76	74	72	71	70	69	68
31	75	73	72	70	69	68	68
30	74	73	71	70	69	68	67
29	74	72	71	69	69	68	67
28	73	72	70	69	68	67	67
27	73	71	70	69	68	67	66
26	72	71	69	68	67	67	66
25	72	70	69	68	67	66	66
24	71	70	69	67	67	66	65
23	71	69	68	67	66	66	65
22	70	69	68	67	66	65	65
21	69	68	67	66	66	65	64
20	69	68	67	66	65	65	64
19	68	67	66	65	65	64	64
18	68	67	66	65	64	64	63
17	67	66	65	65	64	64	63
16	67	66	65	64	64	63	63
15	66	65	64	64	63	63	63
14	66	65	64	63	63	63	62
13	65	64	64	63	63	62	62
12	64	64	63	63	62	62	62
11	64	63	63	62	62	62	61
10	63	63	62	62	61	61	61
9	63	62	62	61	61	61	61
8	62	62	61	61	61	61	60
7	62	61	61	61	60	60	60
6	61	61	60	60	60	60	60
5	61	60	60	60	60	60	60
4	60	60	60	60	60	60	60
3	60	60	60	60	60	60	60
2	60	60	60	60	60	60	60
1	60	60	60	60	60	60	60
0	60	60	60	60	60	60	60

DECLASSIFIED

V. SUMMARY TABLE (DA AGO PRT-829)

For each group, the results obtained by each man on both the Rating and Description Sheets are transferred by the examiner to the Student Evaluation Leadership Report - Summary Table, as explained in the scoring sections on the Rating and Description Sheets (Section III, paragraph 3 and Section IV, paragraph 3.) When this has been done, the Rating Score and the Description Score for each man is added, thus obtaining the Total, which is divided by 2 to obtain the Student Leadership Evaluation.

2. LEADERS' COURSE BOARD RATING AND REPORT FORM

THIS FORM IS NOT TO BE SHOWN TO TRAINEES, TRAINEE INSTRUCTORS, OR OTHER CADREMEN. IT IS FOR THE EXCLUSIVE USE OF RATING BOARD MEMBERS.

In accomplishing this form the rating officer will first inspect each of the twenty (20) adjectives or descriptive phrases listed below and determine whether the trainee being rated is in the upper third, middle third, or lower third of all such trainees. He will so indicate by placing an X in the proper space ( ) on the blank. Next he will reconsider the twenty items and determine which five (5) items best characterize the trainee and so mark in the column headed BEST. Then he will determine which five least characterize the trainee and so mark in the column headed LEAST.

LEAST	BEST	ITEM	LOWER THIRD	MIDDLE THIRD	UPPER THIRD
(1)	(1)	Ambitious	(1)	(1)	(1)
(0)	(2)	Attends to duties	(0)	(1)	(2)
(0)	(2)	Does more than is required	(0)	(1)	(2)
(1)	(1)	Easy to get along with	(1)	(1)	(1)
(1)	(1)	Emotionally stable	(1)	(1)	(1)
(1)	(1)	Has sense of humor	(1)	(1)	(1)
(0)	(2)	Has initiative	(0)	(1)	(2)
(0)	(2)	Inspires confidence	(0)	(1)	(2)
(0)	(2)	Interested in his job	(0)	(1)	(2)
(1)	(1)	Likes responsibilities	(1)	(1)	(1)
(0)	(2)	Neat in appearance	(0)	(1)	(2)
(0)	(2)	Prompt and punctual	(0)	(1)	(2)
(0)	(2)	Qualified for the job	(0)	(1)	(2)
(1)	(1)	Quiet and reserved	(1)	(1)	(1)
(0)	(2)	Reliable and dependable	(0)	(1)	(2)
(0)	(2)	Requires little supervision	(0)	(1)	(2)
(1)	(1)	Respects superiors	(1)	(1)	(1)
(1)	(1)	Straightforward	(1)	(1)	(1)
(1)	(1)	Willing to admit mistakes	(1)	(1)	(1)
(1)	(1)	Willing to obey orders	(1)	(1)	(1)
TOTAL	TOTAL		TOTAL	TOTAL	TOTAL

The rating officer will now consider the overall potentialities of the trainee and indicate the degree to which the trainee would be successful in situations involving leadership jobs. Such situations may include supervising a detail, leading a squad, making decisions, organizing a job, etc.

Would be a top notcher	(20)
Would be better than average	(15)
Would do a good job	(10)
Would have difficulty doing the job	(5)
Would not be able to do the job	(0)
	TOTAL

Name, grade and serial number of rater

GRAND TOTAL _____

RESTRICTED

LEADERS REACTION TEST

OBSERVATION RECORD

PART I — SMALL JOB MANAGEMENT

PART II — DESIGNATED LEADER SITUATIONS

PART III — EMERGENCY MANAGEMENT

19 47

DEPARTMENT OF THE ARMY

OFFICE OF THE ADJUTANT GENERAL

DA AGO PRT - 847

PART I - SMALL JOB MANAGEMENT

Situations	Members of Patrol				Evaluation of Situations
	A_____	B_____	C_____	D_____	
1. TENT a Motivation					
b Initiative					
c Cooperation					
d Endurance					
e Overall					
2. BRIDGE a Motivation					
b Initiative					
c Cooperation					
d Endurance					
e Overall					

COMMENTS:

_____

_____

_____

_____

_____

_____

_____

PART II - DESIGNATED LEADER SITUATIONS

MEMBERS OF PATROL

A_____ B_____ C_____ D_____

Situation	Qualities of Leaders' Conduct							Adequacy of Members' Conduct			Evaluation of Situation	Situation
	Reaction Time	Compre-hension	Effect-iveness	Cohesion	Coop-eration	Consid-eration	Overall					
	Leader A_____							B	C	D		
3												
4												
	Leader B_____							A	C	D		
5												
6												
	Leader C_____							A	B	D		
7												
8												
	Leader D_____							A	B	C		
9												
10												
11												
12												
	Leader C_____							A	B	D		
13												
14												
	Leader B_____							A	C	D		
15												
16												
	Leader A_____							B	C	D		
17												
18												

PART III - EMERGENCY MANAGEMENT

Situations	Members of Patrol				Evaluation of Situations
	A _____	B _____	C _____	D _____	
19. ACCIDENT a Motivation					
b Initiative					
c Cooperation					
d Endurance					
e Overall					
20. FOOD a Motivation					
b Initiative					
c Cooperation					
d Endurance					
e Overall					

COMMENTS:

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PRELIMINARY

LEADERS REACTION TEST

MANUAL

1948

DEPARTMENT OF THE ARMY

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MANUAL

LEADERS REACTION TEST

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MANUAL of LEADERS REACTION TEST

I. Purpose.

1. The general purpose of the Leaders Reaction Test is to test a man's competence in the handling of a small group charged with accomplishing a mission under conditions of stress. Each situation affords an opportunity for observing the leader's behavior in getting a job done through the cooperation of subordinates, doing it expeditiously and with due consideration for the men in the group.

2. The Leaders Reaction Test will aid in gauging the attainment of the objectives of the Leaders' Course. The immediate objectives of the Leaders' Course are:

a. To impart basic information in the military field and related areas with special reference to principles of leadership.

b. To improve the physical fitness of the men enrolled in the Course.

c. To develop skill of instructorship as a means to an end: Leadership.

d. To develop skill in managing a group as designated leader, in accomplishing a task requiring cooperation.

e. To develop initiative and resourcefulness as a spontaneous leader of a group in solving problems and meeting unforeseen difficulties.

3. Achievement in the first three objectives is tested in the respective Departments: Leadership, Physical Training and Teaching Methods. The LRT is designed to test ability and achievement in the last two objectives by exposing each student to several situations as designated leader and as member of a leaderless group. The results of the LRT combined with the record of field work as acting NCO indicate the man's performance as a potential leader.

II. Basic Considerations.

4. The situations in the LRT afford an opportunity for the observation of behavior indicative of leadership qualities. It is assumed that such qualities are best revealed under conditions of stress, created by such conditions as fatigue, monotony, hunger and thirst, anxiety, worry, unfamiliar surroundings, fear of failure, and fear of bodily harm. Such conditions usually prevail in battle experience and can hardly be duplicated otherwise. The situations in the Leaders Reaction Test are arranged to involve some of these stress factors to the extent that conditions permit.

5. The situations are of a military setting, but are not intended for the measurement of tactical or technical knowledge. The orientation period preceding the testing situations should cover all the necessary knowledge and information required. Thus the test will measure not what the men know about leadership, nor what they say they would do, but how they actually behave in situations requiring team work and leadership.

6. For the purpose of observation and recording, each situation calls for observable conduct, and each element of conduct is indicative of the presence or absence of one important element in the complex of leadership. As an objective performance test, it measures one variable at a time.

7. Each man in the group is afforded an opportunity to serve as leader and as follower in four types of situations. The situations require no further explanation beyond the initial statement. There should be no coaching during the test period. The situations do not call for specialized technique not covered either in Basic Training or in the Leaders' Course.

III. Leaders Reaction Test.

8. The Test is divided in three parts:

a. Small Job Management (Part I)

b. Designated Leader Situations (Part II)

c. Emergency Management (Part III)

9. In the Designated Leader Situations test, each man serves as leader in four (4) situations rationalized as follows:

a. Situations involving aggressiveness --following through in spite of obstacles.

b. Situations calling for security and avoiding trouble when it is appropriate to do so for the accomplishment of a mission.

c. Situations involving control and cohesion.

d. Situations calling for reorganization and improvisation.

10. In the Small Job Management test and Emergency Management test, the situations provide opportunities for display of initiative, ability to organize and carry through.

IV. Designated Leader Situations

11. The Designated Leader test consists of 16 situations grouped into 4 comparable sets. A patrol group consisting of 4 men passes through the 16 situations. Each member of the patrol serves as leader in 4 situations and as follower in the remaining 12 situations.

12. To reduce the practice effect of repeated situations as well as effect of fatigue, the designation of the four men as leaders is rotated as follows: The four men are labeled A, B, C, and D at the outset --names and corresponding letters are indicated at the top of the Observation Record*; "A" serves as leader in the first two situations; "B" in the next two, and "C" in the next two situations; "D" in the next four situations, "C" in the next two, "B" in the next two, and "A" in the last two situations. This rotation tends to equalize the factors of practice and fatigue and renders the observations fairly comparable.

13. To facilitate the physical observation of each member of the patrol it is recommended that the men wear conspicuous labels A, B, C, and D. When the test is given at night, those labels should be processed with luminous paint.

* See Leaders Reaction Test, Observation Record DA AGO PRT-847, Part II.

14. The items of observation are the same for all sixteen (16) situations. If possible, there should be two or more observers, each one recording his observations independently. The record of each observation is expressed as follows:

+ if the impression of the man's behavior is favorable, appropriate, and indicative of leadership quality

O if the observer gains no impression or if the impression is neither positive nor negative

− if the impression seems unfavorable or inappropriate with regard to each respective quality

+ + in situations where a man makes a strong impression showing outstanding leadership ability

− − where the impression is definitely unfavorable.

In other words, the emphasis in the rating is not on what the man did or whether he had the right solution to the problem, but rather on how he handled himself and the group with respect to each aspect of leadership. For example, in rating on effectiveness, the man's command may be too soft or too loud, depending upon tactical conditions, distance, and other elements in the situation. A rating of plus (+) indicates that the leader's actions were appropriate in the given situation. It's the impression that counts.

15. In each situation, the observations of the impression, favorable or unfavorable, are to be recorded with respect to the following seven (7) aspects of group leadership. Rating personnel must have a full comprehension of these aspects before starting out.

a. Reaction time. Did the leader respond quickly to the situation? This is based in part on the time interval between being faced with the situation and issuing initial orders, and on the speed of subsequent reactions throughout the situations.

b. Comprehension. Does his reaction or command indicate adequate perception (estimate of the situation), and foresight?

c. Effectiveness. Were his orders to subordinates given clearly and forcefully (free from hesitation and confusion)? Were his orders and actions directed to produce results?

d. Cohesion. Did he maintain control over his men throughout? Did his men respond to his command (free from wasteful movement and scatter)? Did he bring about coordinated teamwork?

e. Cooperation. Did his men cooperate in carrying out his command? Did each contribute to accomplishment of mission (free from conflict and cross purposes)?

f. Consideration. Did he show consideration for his men? Did he divide the work and risks fairly among his men? Did he show awareness of each of his subordinates (speed of reaction if one of his men were injured or lost)?

g. Over-all. What was the general over-all impression of the man as a leader in this particular situation? (This is not merely a summary of the preceding ratings, but rather a general impression which may or may not be consistent with the preceding specific observations.)

16. After rating the conduct of the leader on the above seven (7) items, observations are to be recorded on the conduct of each of the three members of the patrol. Rate + if the conduct as a follower impresses you as adequate, rate 0 if there is no definite impression, rate – if the impression is unfavorable.

17. On the Observation Record, the members of the patrol are indicated by letters in accordance with the listing of their names on the top of the sheet. Thus in the first two situations person A serves as leader and the other numbers are listed as B, C, and D. In the next two situations B is the leader and the followers are listed as A, C, and D, etc.

18. In the last column the Observer is to evaluate the situation itself. Mark LF if the situation afforded an excellent opportunity for the observation of leader and followers; mark L if only the leader could be observed adequately; F if only the followers could be observed adequately; mark 0 if the situation failed to afford an opportunity for the evaluation of the conduct of leader and followers. If possible, the observer should indicate briefly on a separate sheet his critical comments about any situation which should be revised in future testing.

V. Small Job Management and Emergency Management.

19. Following are definitions of the items of observation for Parts I and III:

a. Initiative: Takes the lead when occasion demands spontaneous organization. Originates, improvises, devises, plans and carries them through. Acts on own responsibility when there are no orders. Resourceful.

b. Motivation: Interest, zeal, morale, sincerity of purpose. Serious mindedness.

c. Cooperation: Secures cooperation of others and cooperates with others, steps in and helps even when it is not required of him.

d. Endurance and persistence: Can stand physical and mental strain, does not seem exhausted or flustered.

e. Over-all: What was the general over-all impression of each man in this particular situation? (This is not merely a summary of the preceding ratings, but a general impression which may or may not be consistent with the preceding specific observation.)

VI. Order of Parts.

20. The following order of the test situation should be obtained:

a. Start with the Small Job Management test calling for the erection of a tent, followed by the situation requiring the construction of a makeshift bridge. Use Part I of Observation Record.

b. Designated Leader Situations, sixteen situations, rotating the leader position as indicated in Paragraph 12 of this manual. Use Part II of Observation Record.

c. Emergency Management Test involving jeep accident, concluding test with the situation involving man in deep pit. Use Part III of Observation Record.

VII. Description of Situations.

21. Part I. Small Job Management

a. Situation 1: The men will be assembled in the group of four and instructed to erect a tent. This should be type of tent on which they have not had instruction in pitching. No questions will be answered by the instructor. Necessary materials will be provided at the site.

b. Situation 2: The group will be told to construct "at this site" a footbridge that men can cross. A deep ravine or stream is suggested. The materials for construction should be in the vicinity of the site in the form of what nature has provided or old materials scattered about in such manner that they are not too readily recognizable as materials intended for such construction.

22. Part II. Designated Leader Situations

a. STATION 1 - Leader A.

Situation 3: Reconnaissance patrol is proceeding on a daylight mission to obtain location of enemy prepared positions preparatory to an attack the following night. The patrol receives ineffective small arms fire from an undisclosed enemy position, but apparently several hundred yards off to the flank of its selected route of advance.

Situation 4: Patrol continues on mission. As it proceeds, one man is "wounded" in arm by small arms fire sufficiently to require evacuation. Wounded man is ambulatory. Another man has been "wounded" in the leg but it is a superficial wound and does not impede movement.

b. STATION 2 - Leader B.

Situation 5: Small enemy patrol is observed to the left front of the patrol. The enemy patrol apparently has no knowledge of our presence. The enemy offer good targets and are not more than 200 yards away.

Situation 6: Unarmed enemy soldier appears from clump of bushes with hands raised in apparent attempt to surrender.

c. STATION 3 - Leader C.

Situation 7: The patrol suddenly encounters at a distance of 100 yards or less, 2 enemy soldiers who are emplacing a light machine gun. They attempt to mount the gun and open fire.

Situation 8: Patrol proceeds on mission. One man discovers that he has lost his cartridge belt (removed by instructor) and calls leader's attention to it.

d. STATION 4 - Leader D.

Situation 9: A small enemy combat outpost is encountered to the left front by the patrol. Fire is received from one automatic weapon of machine rifle type.

Situation 10: Patrol continues on mission. Point man discovers a wounded enemy soldier.

Situation 11: The patrol proceeds on its mission. One member of the patrol discovers that a previously received wound in the leg (Situation 4) is more serious than originally considered and it is becoming increasingly difficult for him to walk. (Prompting by instructor).

Situation 12: As the patrol proceeds, one member of the patrol stumbles over a trip wire. The trip wire activates a mechanism which releases dense clouds of some type of gas which may be either poisonous or a warning signal to enemy outposts.

e. STATION 5 - Leader C.

Situation 13: A dispatch case slightly opened to show papers and maps projecting from it is discovered by the patrol. A light explosive charge to simulate a booby trap is placed at a safe distance from the patrol and will be activated if the brief case is picked up.

Situation 14: As the patrol approaches a main road, a considerable number of foreign voices are heard. Investigation by a member of the patrol discloses that there are two or three enemy command vehicles on the side of the road around which about twenty enemy personnel are grouped.

f. STATION 6 - Leader B.

Situation 15: An enemy sniper fires on the patrol. He is discovered high in a tree near the axis of movement of the patrol.

Situation 16: While searching an abandoned enemy CP location, a member of the patrol discovers a marked map and a document which appears to be the major portion of an enemy operations order dated that day.

g. STATION 7 - Leader A.

Situation 17: The patrol encounters a civilian who attempts to convey some information to it about the enemy, in an unintelligible language.

Situation 18: As patrol proceeds, an ambush is attempted by a small enemy band of five men, three of whom proceed to envelop a flank of the patrol.

23. Part III. Emergency Management

a. Situation 19: While the men are assembled during a break, a man will run up to them with a message stating that his jeep has overturned and that one of the men is injured. (Note: The injured will be found lying on the ground with an exposed leg wound. His right arm, with an arm injury "Moulage," will be concealed by his body.)

Situation 20: While the men are assembled during a break they hear someone nearby yelling for help. They find a man who has fallen in a pit 8 feet deep and has injured his leg. (Note: No equipment is available to get the injured man out of the hole.)

24. CRITIQUES: Following each series of these tests for each Leaders' Course class, two critiques will be held:

a. For students: To emphasize the general qualities of leadership inherent in all situations without divulging an approved solution that might impair the effectiveness of the tests when given to succeeding classes.

b. For those operating the tests: To discuss improvements in the test course and in the situations.

VIII. Scoring Procedure.

The Leaders Reaction Test provides opportunities for observation of behavior in 20 situations. In most situations several observations are to be recorded, the total number of possible observations being 60. To obtain a numerical score, the plus and minus marks on the Observation Record are assigned the following points:

Observation Mark	Unconverted Points
+ + (Double-plus)	5
+ (Single-plus)	4
0 (Zero)	2
− (Single-minus)	1
− − (Double-minus)	0

The total score on the Leaders Reaction Test is obtained by the following formula:

$$\text{Score} = \frac{200\ S}{5\ N}$$

where S = the sum of unconverted points obtained in recorded observations,
and N = the number of recorded observations or marks.

The maximum score, obtained when a trainee is marked + + on each observation, is 200. In such cases S would equal 5 N or 5 times the number of recorded observations and would cancel the 5 N of the denominator, leaving a score of 200. This maximum score of 200 corresponds to the designated "weight" of the Leaders Reaction Test in the Over-all Rating.

It should be noted that the scoring is so arranged that if one or more situations are left out of the Test, the student is not penalized since his score will remain comparable to those obtained when the whole Test is given.

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