

DOCUMENT RESUME

ED 114 612

CE 005 476

AUTHOR Boyd, H. Alton; And Others
 TITLE Performance of First-Tour WAC Enlisted Women: Data Base for the Performance Orientation of Women's Basic Training. Final Report.
 INSTITUTION Human Resources Research Organization, Alexandria, Va.
 SPONS AGENCY Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
 REPORT NO HumRRO-FR-WD(CA)-75-10
 PUB DATE Aug 75
 NOTE 150p.

EDRS PRICE MF-\$0.76 HC-\$6.97 Plus Postage
 DESCRIPTORS *Females; Military Personnel; *Military Training; Participant Characteristics; *Participant Satisfaction; *Performance Based Education; Program Attitudes; Program Development; *Questionnaires; Research Methodology; Tables (Data); Teaching Methods

IDENTIFIERS WAC; *Womens Army Corp

ABSTRACT

The introduction of performance-oriented instructional procedures into Women's Basic Training (BT) at Fort McClellan and the revision of Army Training Program 21-121 to incorporate the philosophy and principles of performance-oriented training are described in the document. Results from a questionnaire regarding duties, activities, and attitudes of a representative worldwide sample of 1,573 first-tour enlisted women as reported by themselves and a representative sample of 156 of their supervisors provided data for the performance-oriented program development. The objectives and development of the questionnaire and program are discussed and questionnaire data is summarized. Major findings indicate that the majority of BT graduates have a high education level, find BT and subsequent assignments different from what they expected, and report a lack of correlation between BT-taught knowledge and assignment task requirements. Tables supplement the discussion. Appended materials takes up two-thirds of the document and include major briefings, locations surveyed, questionnaire and interview forms, questionnaire instructions, and results. This effort was undertaken as a part of the Army's current program to utilize increasing numbers of women in meeting its operational requirements, as well as an attempt to develop modern training technology in Women's BT. (LH)

HumRRO

Final Report

HumRRO-FR-WD(CA)-75-10

Performance of First-Tour WAC Enlisted Women: Data Base for the Performance Orientation of Women's Basic Training

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Approved for public release; distribution unlimited.

August 1975

Prepared for
U.S. Army Research Institute for the
Behavioral and Social Sciences
1300 Wilson Boulevard
Arlington, Virginia 22209

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REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER HumRRO FR-WD-CA 75-10	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) PERFORMANCE OF FIRST-TOUR WAC ENLISTED WOMEN: Data Base for the Performance Orientation of Women's Basic Training		5. TYPE OF REPORT & PERIOD COVERED Final Report July 1973 - March 1975
		6. PERFORMING ORG. REPORT NUMBER FR-WD-CA 75-10
7. AUTHOR(s) H. Alton Boyd, L. Paul Dufilho, Jacklyn E. Hungerland, John E. Taylor		8. CONTRACT OR GRANT NUMBER(s) DAHCl9-73-C-0004
9. PERFORMING ORGANIZATION NAME AND ADDRESS Human Resources Research Organization 300 N. Washington Street Alexandria, Virginia 22314		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS 2Q062107A745
11. CONTROLLING OFFICE NAME AND ADDRESS US Army Research Institute for the Behavioral and Social Sciences 1300 Wilson Boulevard Arlington, Virginia 22209		12. REPORT DATE August 1975
		13. NUMBER OF PAGES 158
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) US Army Research Institute for the Behavioral and Social Sciences 1300 Wilson Boulevard Arlington, Virginia 22209		15. SECURITY CLASS. (of this report) Unclassified
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number)		
WAC Attitudes	WAC Task survey	
WAC Expectations	WAC Military knowledge survey	
WAC Performance	WAC Training objectives	
WAC Basic Training	WAC Supervisors' ratings	
Enlisted women, first-tour	WAC Data Base	Continued
20. ABSTRACT (Continue on reverse side if necessary and identify by block number)		
<p>This report summarizes data on duties, activities, and attitudes of a representative worldwide sample of 1,573 first-tour enlisted women (EW) as reported by themselves and a representative sample of 156 of their supervisors. Data were gathered by questionnaire from first-tour EW, and by both questionnaire and interview from supervisors.</p> <p>The report describes the introduction of performance-oriented instructional</p> <p style="text-align: right;">Continued</p>		

19. *Continued*

Systems engineering/analysis
Individual training
Performance-oriented training

20. *Continued*

procedures into Women's Basic Training (BT) at Fort McClellan, and the revision of Army Training Program 21-121 to incorporate the philosophy and principles of performance-oriented training.

Major findings from the data indicated the majority of BT graduates (1) have high levels of education, (2) find both BT and their subsequent assignments different from what they expected, (3) express positive feelings regarding their own Army experience, (4) have confidence in their supervisors, (5) report low frequency of use of BT-taught knowledge and tasks in their first duty assignments (6) are not career oriented, and (7) perform well during their first tours. Supervisors reported that (1) the major characteristics distinguishing good from poor performers are job-related attitudes, (2) BT does not adequately develop these attitudes, and (3) EW and EM perform equally well.

SUMMARY AND CONCLUSIONS

PURPOSE

As part of the Army's current programs to utilize increasing numbers of women in meeting its operational requirements, and to apply modern training technology in its training base, this research and development effort was undertaken to systems engineer and performance-orient the Women's Army Corp Basic Training Program.

APPROACH

Initial plans called for the accomplishment of this work in two phases. The first phase was to collect data on the activities and job performance of first-tour enlisted women (EW) from (1) a large sample of women assigned to duty with units in the field and (2) from a sample of the supervisors of first-tour EW in field units. This information was to provide a computerized data base to be employed as the main source of field data for the subsequent systems engineering of women's basic training (BT). The second phase was to employ the Army's techniques for the systems engineering of training to develop and field test an experimental performance-oriented BT program empirically related to the activities and requirements of EW in the field.

The work actually accomplished was as follows:

Phase I

An extensive questionnaire was developed to conduct a world-wide survey of the activities and job performance of first-tour EW in the field. Questions were designed to provide information on their exercise of the knowledge, skills and attitudes taught in BT, the requirements of their present duty assignments and their opinions on a wide variety of aspects of Army life. Questionnaires were submitted to 3,350 first-tour EW on duty in 35 CONUS posts and nine overseas locations. The rate of return of completed questionnaires was unusually high (2,936, or 83%).

A structured interview schedule and short written questionnaire were developed for administration to a sample of supervisors of first-tour EW. Teams of interviewers interviewed, and administered questionnaires to, 156 supervisors serving at 17 CONUS installations.

Phase II

Following the completion of Phase I, the Army sponsor requested that the work be accelerated and that its objectives be modified.

In line with this guidance, the following activities were accomplished:

1. Preliminary analyses (frequency counts and summations, for the various categories of responses) were performed on a sub-sample of 1,573 of the EW questionnaires and the total sample of supervisor interview and questionnaire data. The results were presented in a series of briefings to commanders and training personnel involved in the conduct of BT.

2. ATP 21-121, "Basic Training Program for Female Military Personnel" was revised to incorporate the philosophy and principles of performance-oriented training. Instructional content and subject matter of the program were left unchanged.

2. A program was undertaken to convert the conventional BT program conducted at Fort McClellan to reflect the philosophy and principles of the revised ATP. Under this program key training personnel, to include managers, instructors and training company personnel, were assisted in applying and refining the techniques for the conduct of performance-oriented training and testing.

MAJOR FINDINGS FROM EW AND SUPERVISOR DATA

The preliminary analyses performed on the data collected from first-tour EW and their supervisors disclosed a number of patterns.

1. EW enter the Army with high levels of education.
2. Many EW reported entering BT with inaccurate expectations; expectations formed during BT about life in their first duty assignments also tend to be inaccurate.
3. Most EW reported positive feelings toward the Army in that their initial assignments meet a wide variety of important work benefits, they feel needed, they are being properly utilized, they can grow, and they are treated with equality. However, they report they are not well treated by the general public.
4. EW expressed confidence in their supervisors and agreed with their supervisors in the criteria for job evaluation.
5. EW generally reported low frequency of use of BT-taught knowledge and tasks in their first duty assignments.
6. The majority of first-tour EW indicated that they are not career oriented.

7. Supervisors reported that the large majority of first-tour EW are good performers. The major characteristics distinguishing good from poor performers are their job-related attitudes (discipline, respect for superiors, following orders, attitudes of responsibility toward their work, military courtesy,...).

8. Supervisors expressed the view that BT does not adequately develop these attitudes and certain job-related areas of knowledge.

9. Supervisors generally agreed that first-tour EW and EM perform equally well.

CONCLUSIONS

1. The revision of ATP 21-121 incorporating the philosophy and principles of performance-oriented training, and the introduction of performance training and testing techniques into the conduct of BT are significant steps toward increasing the effectiveness of BT for women.

2. Together, the supervisor data and the computerized EW data bank constitute a unique and relatively untapped resource for revising the content and subject matter of BT so as to reflect field needs.

3. Detailed analyses of these data, and completion of the systems engineering of BT would permit the determination of (a) what knowledge and task areas are most appropriate for inclusion in BT, (b) what attitude areas require emphasis in BT, and (c) how much time is required in BT for the efficient development of the attributes required of the Army's enlisted women.

PREFACE

HumRRO Work Unit ATC-PERFORM was initiated in 1972 to assist the Army in a continuing review, evaluation, refinement, and implementation of performance-based training at training centers. As part of ATC-PERFORM, a study was conducted to review Women's Basic Training to incorporate the principles of performance-oriented training. Work was conducted from July 1973 to March 1975.

ATC-PERFORM was part of the work program of HumRRO's Western Division at the Presidio of Monterey, California, with Dr. Howard H. McFann as Director. Principle Investigator for the overall effort was Dr. John E. Taylor, HumRRO Western Division; that portion of the work reported herein was conducted by Mr. H. Alton Boyd and Mr. L. Paul Dufilho, HumRRO Central Division. Others contributing to the WAC sub-effort of ATC-PERFORM were Mr. Mark F. Brennan and Dr. William H. Melching, HumRRO Western Division.

Acknowledgement is made of the cooperation and assistance of Army personnel at all organizational levels, particularly LTC Ralph Drake, DPTSEC, Fort McClellan; MAJ Charlie Coleman, Assistant DPTSEC, Fort McClellan; Dr. U. J. Jones, Education Advisor, USWACCS; Mr. Fred Casey, Education Specialist, USWACCS; Mr. Norman Cole and Mr. Wally Norton, Management Information Systems Office, Fort McClellan; COL Mary Clarke, Commandant, USWACCS; COL Kitt Macmichael, COL Edith Hinton, and LTC Lenore Roberts, successive Directors of Training, USWACCS; MAJ Roberta A. B. Yoder and CPT Nancy Eggleston, Working Group, and the former members of the Working Group: CPT Karen Frey, DPT, Fort Jackson, MAJ James Tedrick, ATC Division, TRADOC; COL Ann Fisher, Professional Development Division, TRADOC, and SP6 Mike Langhart, MILPERCEN.

Military support for the work was provided by the US Army Research Institute Field Unit, Fort Rucker, Alabama. LTC Donald E. Youngpeter was Chief of the Unit during that period.

This research was conducted under Department of the Army, US Army Research Institute for the Behavioral and Social Sciences Contract DAHCl9-73-C-0004. Dr. Otto Kahn served as technical contract monitor. Training research is conducted under Army Project 2Q062107A745.

Meredith P. Crawford
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INTRODUCTION

BACKGROUND

The US Army is undergoing a variety of changes in its composition, its size, and the operational requirements it must meet. Many of the changes stem from increasing budget pressures, while others stem from the move to an all-volunteer force. Army response to these problems takes many forms. One major aspect of that response is related to improved personnel training and utilization programs. Two important features of such programs are the increasing utilization and importance of female personnel in meeting operational requirements, and the Army's very active program of developing and implementing improved and innovative training technology. This report describes an application of modern training technology, principally systems engineering and performance-oriented training, to the Women's Army Corps (WAC) Basic Training (BT) Program.

Previous research findings indicate that BT for women recruits produces pervasive and long-term influences on enlisted women (EW) soldiers.¹ Army basic training is intended to serve as a transition from civilian life into military life, producing appropriate military behaviors and pro-Army attitudes. Unfortunately, this transition process may also produce undesirable behaviors and attitudes (such as feelings of alienation toward the Army and rejection of Army careers) on the parts of some women whose subsequent service records indicate they would probably have been assets as career soldiers had they found reasons to stay in the Army.

As part of HumRRO Work Unit ATC-PERFORM, a program of applied research and development designed to assist the Army in the review, evaluation, and refinement of performance-oriented training, a

¹Plog, Stanley C., and Otto I. Kahn. *Re-Enlistment and Retention of Effective Women in the Women's Army Corps: An Exploratory Research Investigation*. US Army Research Institute for the Behavioral and Social Sciences, Research Memorandum 74-3, February 1974.

A Study of Young Women's Attitudes Toward Enlistment in the US Army. Chicago: Market Facts, Incorporated, May 1974.

sub-effort was formed to systems-engineer and performance-orient the Basic Training Program for women.¹

The technology of performance-oriented training requires the detailed specification of behaviors of trainees, provides for the systematic development of these behaviors in training and, through objective demonstration and testing, assures a guaranteed training program product.

The Army had recognized several problem areas in women's BT related to the general changes taking place in the Army and the assumption of duties by women in a wide variety of new Military Occupational Specialties (MOS). Women's BT had not been altered systematically to reflect these changes, and it had not received the full benefit of some of the innovative training ideas developed elsewhere in the Army.

The basic problems of concern to the Army in women's BT at the time this study was undertaken were: (1) BT content had not been validated through any systematic effort such as systems engineering; and (2) the stated training objectives of BT were so general that they could not be tested adequately to determine whether they were being met.

Exact performance requirements of BT graduates had not been specified in most subject areas and, consequently, often were unknown to instructor personnel. To a large extent, this lack of specificity of training goals was recognized by the instructional staff. As a consequence, the traditional program overtrained each individual--in the hope that vaguely defined training objectives would more likely be achieved--and took into training an excess number of recruits to assure delivery to the field of the required number of graduates. Cost considerations no longer allow overtraining or the training of more recruits than are really needed. Decisions had to be made regarding precisely what the women's BT program was intended to accomplish and, to achieve this, statements of training objectives had to be in behavioral terms--which allow highly targeted instruction and unequivocal testing to assure that those objectives are being met (*i.e.*, that the graduate can actually

¹Taylor, John E. and Staff, ATC-PERFORM, *Establishing the Concepts and Techniques of Performance-Oriented Training in Army Training Centers: A Summary Report*. HumRRO Technical Report 75-21, June 1975.

US Army. *Guidelines for the Conduct of Performance Oriented Training*. TRADOC Pamphlet 600-11.

perform). Such an approach tends to solve the problems of over-training individuals, of training them in skills they never will need, and of training more individuals than are needed. While detailed specification of essential training objectives is difficult, it is the single most important aspect of systems engineering and performance-oriented training. When required graduate behaviors are specified, those behaviors may be taught to trainees, and trainees may be tested to assure that they can actually perform the specified behaviors. The purpose of the reported research was to apply systems engineering techniques to Women's BT in order to reorient BT toward more readily measurable performance standards.

APPROACH

OBJECTIVES

When begun, the objective of the work described here was to develop a systems engineered, performance-oriented BT program for the WAC. The work was to be accomplished in two phases. Phase I was intended to produce data from a number of sources to answer the question, "What should WAC BT contribute to its graduates to assure that they will be good soldiers during their first tours of duty?" Based on information obtained in Phase I, Phase II was intended, through systems engineering methods, to develop and field-test a revised (experimental) BT program empirically related to the field duties, activities, and needs of first-tour EW. Emphasis during both phases was to be on performance-oriented training.

PHASE I

In 1973, HumRRO personnel visited the US Women's Army Corps Center and School (USWACCS) at Fort McClellan to discuss with military leaders how the research objectives could be accomplished. A working group composed of experienced WAC officer and enlisted training personnel was established by the Commander of USWACCS to work with HumRRO personnel in the conduct of the project.

Development of Data Collection Instruments

A principal requirement of the Army's systems engineering approach is the development of a broad and reliable data base describing criterion behaviors, *i.e.*, the specification of required job behaviors.¹ To provide a data base which would supply information regarding the contribution of women's BT to their job performance, two questionnaires were constructed, one to be administered to a representative sample of first-tour EW, the other for administration, along with a structured interview, to a representative sample of their supervisors. These questionnaires were developed by the HumRRO project staff with extensive input related to questionnaire content provided by WAC working group personnel.

¹US Army. *Systems Engineering of Training*. TRADOC Regulation 350-100-1, 6 July 1973.

Additional questions were added as a result of many unstructured, in-depth interviews with first-tour EW, their supervisors, and other personnel who interact with first-tour EW. Questions to allow subgroup categorization of respondents for comparison of their data also were included. The Director of the Women's Army Corps expressed interest in the project, and several items were added to the first-tour EW questionnaire at her request. Preliminary forms of the questionnaire were submitted for review and comment to USWACCS and Fort McClellan personnel.

The first-tour EW questionnaire, which was to be administered both in the Continental United States (CONUS) and overseas, was pretested with three representative samples of first-tour EW. It was modified on the basis of responses obtained during each pretest to improve questionnaire readability and relevance. The third and final pretest was administered by a surrogate Project Officer which also allowed the testing of the administrative instructions intended for use in the collection of the actual data. Average time to complete the questionnaire was one hour, 28 minutes. Post-questionnaire interviews with individuals from each of the three samples of respondents revealed positive attitudes toward filling out the questionnaire and also indicated that the respondents interpreted the questions correctly as to their intended meaning.

The other major source of information was a group of supervisors of first-tour EW. A structured interview and short written questionnaire for supervisors, developed concurrently with the EW questionnaire, were pretested and revised for field use. Pre-visit arrangements were made to send data collectors to various CONUS installations to interview and question a representative sample of supervisors of first-tour EW. Two military personnel, a WAC Lieutenant and a WAC First Sergeant, and two HumRRO researchers interviewed and administered questionnaires to 156 supervisors of first-tour EW at 17 CONUS installations.

Preparation for Questionnaire Administration

Previous HumRRO military questionnaire rates of completion and return had been high when their use was endorsed to the proposed respondents by a well-known military leader. A letter of endorsement bearing the signature of the Director, Women's Army Corps, served as the cover letter on the first-tour EW questionnaire.

Complete instructions for the administration of the questionnaire to first-tour EW, by MOS, were developed, pretested, and addressed by name to selected Project Officers at 44 geographically representative Army installations. (These instructions are included in Appendix B4, pg 61.) Pre-mailout coordination was accomplished by telephone and letter with these personnel who were responsible for the administration of the questionnaires.

In the initial phase of selecting a sample, two basic criteria were employed: (1) a woman must be in her first enlistment, and (2) she must be a graduate of Basic Training (BT). Information on this population of EW was received in the form of two data printouts from the Military Personnel Center (MILPERCEN), Alexandria, Virginia in September 1973. One of these listings was arranged by MOS and outlined the number of women in each, while the other was arranged by Army posts in the Continental United States and indicated the number of EW assigned to a given location. It was found from these listings that approximately 20,765 women were in their first enlistment. Further, it was estimated that 1,432 EW were in BT, leaving a population of some 19,333 women from which to draw a sample.¹

In addition to the above criteria, an attempt was made to select a sample in which each MOS in the population was proportionally represented. This was not completely possible, however, since many of the MOS in the population were occupied by so few women that the corresponding sample MOS would have been zero. Therefore, prior to selecting a sample it was decided to omit from consideration any population MOS which contained fewer than five women. This decision, along with errors in the data printouts, further reduced the available population to 17,710 EW. It was from these women that the reported sample was selected (see Appendix B1, pg. 55).

In addition to selecting women by MOS, representation of as many CONUS posts as possible and adequate coverage of the United States by geographical location were also considered in the sample selection. To satisfy these requirements, 3,046 of the 3,530 women surveyed were drawn from 35 different CONUS posts (see Appendix B2, pg. 57). The 484 women who were selected from nine overseas locations were chosen by a similar geographical selection process (see Appendix B3, pg. 59).

Following review of the MILPERCEN listings, a proportionate sample was selected and the total number of EW surveyed was 3,530.

Questionnaire Administration

In April 1974, the questionnaires were mailed to the Project Officers. Project Officers were instructed to select first-tour EW in specified MOS at their installations to fill out the questionnaires.

¹One thousand four hundred thirty two was the annual average BT input figure at this time and since these women have an 09E MOS, the same as women in AIT, this was the most parsimonious way to estimate the BT segment of the population.

The questionnaires were administered to groups of those EW by Project Officers who used standardized instructions. Each respondent placed her completed questionnaire in an envelope marked "Administratively Confidential," sealed it, and returned it to the Project Officer. The sealed envelopes were returned in batches by the Project Officers for processing at Fort McClellan.

Questionnaires were returned from 34 of the 35 CONUS installations, and from five of the nine overseas installations. Respondents completed 83% (2,936) of the 3,530 questionnaires sent out. An additional 13% were returned uncompleted, due principally to the inability of the Project Officers to identify at their installations enough first-tour EW with the MOS specified in the sample instructions. Four percent of the questionnaires were not returned.

At this time the basic task became one of selecting from the returned questionnaires those which could be used for building a data bank. The completed questionnaires were returned to the working group at Fort McClellan where each was inspected for its completeness. The first criterion for selection was that both Items 86 and 87 be filled out properly by a respondent. Since these two items were more concerned with tasks and knowledge learned in BT, more emphasis was placed on them in the selection process. If, upon inspection, these items on a given questionnaire appeared to be completed according to the item instructions, the questionnaire was tentatively accepted for inclusion in the data bank. Next, the questionnaire was examined in its entirety and if more than 75% of the items were completed, it was coded for keypunching. Using the above criteria, the number of questionnaires was reduced to 2,818. After these 2,818 questionnaires were edited they were sorted by MOS clusters (Career Management Fields) and arranged in order of completeness so that the most complete ones would be keypunched first.

Initially, it was planned to include all of the data from these 2,818 questionnaires in the data bank, since they were available. However, at the time it was necessary to begin the data analysis, only 1,573 questionnaires had been keypunched. These 1,573 questionnaires did provide an adequate representation of the various MOS and were used to construct a computerized data bank. After editing, this master file was completed in September 1974. This data file represents one of the major sources of information about the field performance of first-tour EW.

The Commanding General of Fort McClellan and the Commander of USWACCS, along with members of their staffs, were briefed in September 1974 on Phase I, which was complete except for data print-outs from the computerized first-tour EW questionnaires; and proposed plans for Phase II were outlined.

PHASE II

Phase II was intended to produce a systems-engineered women's BT program built around the job survey findings and other inputs and requirements for BT content, with a focus on performance-oriented instruction. However, in November 1974, TRADOC shortened the time available on the project from 30 June 1975 to 31 March 1975 and terminated the systems engineering effort. Consequently, revision of BT program content on the basis of the survey was postponed. Subsequent HumRRO efforts were redirected by the sponsor, allowing some preliminary analysis of the survey data, but principally aiming at acquainting cognizant Army personnel with the contents of the data file, its organization, certain of its implications, and methods for accessing and utilizing it.

The primary aspect of this accelerated completion schedule was the sponsor's decision to concentrate HumRRO and Army training development efforts on adapting the content of the current ATP for women's BT to performance-oriented instruction. Therefore, the revised training program would be performance-oriented, but would not be based on the Phase I data, and the originally planned test and evaluation of a completely revised, performance-oriented BT program for women was dropped.

Phase II activities involved some survey data analyses, transfer to Army personnel of the data base (along with the information necessary for its subsequent use), data briefings by HumRRO personnel delivered to large groups of BT trainer personnel at Forts McClellan and Jackson, and performance-orientation of the existing ATP. Detailed description of the ATP revision activities follows.

ATP Revision

Performance-oriented revision of the existing ATP's general Purpose, Scope, and Training Objectives in Section I (General), and specific Training Objectives for each Block of Instruction in Section III (Scope of Instruction) was assigned to the WAC working group, with all necessary assistance available from HumRRO personnel. Interactions between HumRRO personnel and the Education Advisor of USWACCS were intensified to determine how performance-oriented instruction could be more speedily implemented. Concurrently, HumRRO personnel continued data analysis of the supervisor and first-tour EW data.

Revisions of ATP Sections I and III were made by HumRRO personnel when the WAC working group (two WAC officers) were required to spend their time preparing references, Army Subject Schedules, etc. for the new ATP. In addition, two short new sections of material were

written and offered for inclusion in Section I relating to: (1) how the ATP should be used by training personnel to assure that doctrine and training objectives specified in the ATP would be executed in BT; and (2) testing.

In March 1975, representatives of the Deputy for Plans, Training and Security (DPTSEC) at Fort McClellan, USWACCS, and HumRRO met to draft an ATP incorporating inputs from all sources, including TRADOC and Fort Jackson.¹ The draft ATP represented the consensus of the various agencies. Some of the revised material submitted by HumRRO was adapted to Section III, Scope of Instruction. The HumRRO revised Section I and its proposed additions were not used. The current draft ATP in use at the time of this revision was *ATP 21-121, Draft: June 1974, Basic Training Program for Female Military Personnel*. The revised ATP, in which Section III, "Training Guideline," is relatively more performance-oriented, is "Draft ATP 21-121, Women's Basic Training Program, 15 April 1975." This draft was submitted to TRADOC for approval.

The development of a revised ATP, one that is relatively more performance-oriented than the former ATP, is a substantial move in the direction of making women's BT an effective, field-responsive program. The infusion into women's BT of a performance-oriented training philosophy--a process begun, but by no means completed--will produce a much greater degree of specificity in identifying instructional content, teaching methods, and evaluation procedures than has been the case in the past. By specifying more precisely than in previous ATPs what it is trainees are required to do, as the result of instruction, training managers are able to pinpoint what behaviors actually are needed by BT graduates. In addition, those responsible for conducting training are provided specified BT graduate behaviors which they can train toward and assess to achieve an effective training program.

Introduction of Performance-Oriented Training

Starting in February 1974, a great deal of time was devoted to setting up full-scale understanding and acceptance of the need for introduction of performance-oriented training at Fort McClellan. Representatives of USWACCS, members of the WAC working group, the USWACCS Education Advisor's staff, and HumRRO staff met with Curriculum Committee Chiefs, instructors and company training

¹Women's Basic Training is also given at Fort Jackson.

personnel on many occasions to encourage the transition to performance orientation by key training personnel. In addition, members of the Education Advisor's and HumRRO's staff visited virtually all instructional blocks to determine the degree to which performance-oriented instruction was in use and how the six principles might most appropriately be implemented in each block of instruction.¹ An evaluation form was developed by the Education Advisor's staff and HumRRO to be used in determining the degree to which blocks of instruction met performance-orientation criteria. Data collected on these forms in February and March of 1975 by the Education Advisor's staff indicated accelerating progress by training personnel in the process of implementing and refining the use of performance training and testing principles.

Briefings

Every effort was made to keep all interested agencies and individuals well-informed and up-to-date on the progress of the project. There were frequent interactions between HumRRO personnel and personnel at TRADOC, at Fort McClellan and USWACCS, at Fort Jackson, and ARI. A listing of major briefings and contacts on the project is given in Appendix A, pg. 53.

This sub-effort of ATC-PERFORM has not only resulted in a revised ATP and the institution of procedures for performance-orienting training for women recruits, it has also resulted in widespread dissemination among BT training personnel at Forts McClellan and Jackson of the data concerning field performance requirements for first-tour EW. Briefings on Phase I data were presented by HumRRO staff to Fort McClellan and Fort Jackson training personnel. In these briefings supervisor and first-tour EW data were selected to provide examples of the duties and activities of first-tour EW, their evaluations of the importance of these activities to their success as soldiers, their evaluations of BT and subsequent Army life, and demographic descriptions of the respondents.

¹The six principles of performance-oriented instruction are: performance-based ("hands-on") instruction; absolute (go/no-go) criterion; functional (job-related) context; individualization; rapid and detailed feedback; and use of quality control (system checks).

FIRST-TOUR EW AND SUPERVISOR DATA

Detailed presentations of completed analyses of the first-tour EW job data and of the supervisor data have been given at both Fort Jackson and Fort McClellan, and the data have previously been supplied to TRADOC in written form: an Interim Report (October 1974) and a Final Report (March 1975). Therefore, this section will present selected highlights of the first-tour EW job performance data¹ and of the supervisor data,²

Three basically descriptive analyses of the first-tour EW data were completed, showing response frequency distributions for: (1) the total sample; (2) subgroups of the total sample based on respondents' MOS Career Management Field; and (3) subgroups of the total sample based on six-month intervals of respondents' time in the Army. First-tour EW data reported here are total sample data, unless otherwise specified.

In addition, a descriptive analysis of the data from the total sample of supervisors was completed.

The questionnaire for graduates of WAC BT is included as Appendix B4 (pg. 79). The questionnaire and structured interviews for supervisors are included as Appendix C1 and C2 (pgs. 147 & 155). Response frequency data for most items are indicated on the questionnaires for reader reference. The following discussion is based on these data; first, from the first-tour EW questionnaire, then, as appropriate, data from both the first-tour and supervisor groups are presented together.

These preliminary analyses of the data have yielded an enormous amount of data from which to select for reporting in this section.

¹Information presented is based on computer analyses of the returns from 1,573 questionnaires of first-tour EW at 34 CONUS and five overseas installations. The number of first-tour EW who responded to any given questionnaire item was less than the number in the total sample. The first-tour EW data are stored on magnetic computer tape at the Management Information Systems Office (MISO), Fort McClellan.

²Supervisor data are based on interviews and questionnaires administered to approximately 156 supervisors of first-tour EW at 17 CONUS installations.

The data presented here were selected on the basis of their relevance to the original major thrusts of the project--to make BT maximally relevant to field needs and to performance-orient BT. "Field needs" includes areas identified by supervisors as well as first-tour EW respondents.

In addition, this section is intended to familiarize the reader generally with the picture of first-tour EW developed by their own and supervisors' reports of their activities. The frequency data contained in the appended questionnaires allow the interested reader to develop additional details concerning these respondent groups.

QUESTIONNAIRE DATA

The first segment of information is descriptive of the EW population recruited, trained in BT, trained in Advanced Individual Training (AIT), and serving in their first tours of active duty in mid-1974 when they responded to the questionnaire. Succeeding sections report related data from first-tour EW respondents and supervisors.

Description of Recruit Population

Four percent of the first-tour EW respondents had fewer than 12 years' schooling (but had GED equivalents), 70% had 12 years' schooling, and 26% had more than a high school education (#8).¹ Seventy-four percent were white, 16% were black, 10% were members of smaller minorities (American Indians, Spanish Americans, etc.) (#16). Eighty-one percent reported their families had military experience (#25), and 46% said their families were favorable to their joining the Army, while 33% were unfavorable (#24). Ten percent reported having held unskilled jobs before joining the Army, 78% held semi-skilled, 11% held skilled, and approximately 1% indicated they had been in professional jobs (#17).

Main reasons listed for joining the Army (#21) included: travel and educational opportunities, including the GI Bill (39%), to get into something different (10%), to get away from home (8%) and to learn a trade (8%). Thirty-five percent listed various reasons such as: to enjoy military career benefits, to serve country, to give themselves a chance to settle down, for the challenge, couldn't get a job, to prove self, curiosity, and nothing else to do.

¹Data from the first-tour EW questionnaire reported here will be accompanied by notations indicating the number of the questionnaire item from which the data are taken, e.g., (#8).

Recruiters were reported to be most influential source of respondents' opinions about what BT would be like (50% named recruiters as the biggest source of BT expectation); 15% reported their families were the main source of their expectations about BT, and 10% reported it was Army advertising (#50).

Five percent reported their recruiters gave them answers on their entrance tests (#49).

Respondents averaged just over 16 months in the Army: 41% had 2-12 months, 42% had 13-24 months, and 17% had more than 24 months (#9). Twenty-four percent were either in Pay Grades E-1 or E-2, 69% were either E-3 or E-4, and 7% were E-5. Four respondents were Grade E-6 (#5). The average age of the respondents was 21.4 years; the mode being 20 years (#6). Seventy percent were single, 20% were married, and 10% were divorced, widowed, or separated (#19). Sixteen percent reported they were engaged to be married (#18).

Respondents' Perceptions of Basic Training

Enlisted women were asked what they expected BT to be like in 15 specified areas (#51). These aspects of BT and the distribution of responses are presented in Table 1. Reported as "better" or "much better than expected" were Company personnel: the Platoon Sergeant (59%), the Platoon Officer (52%), and the Company Commander (47%). Reported as "worse" or "much worse than expected" were: opportunities to take care of personal affairs (54%), opportunity to get enough sleep at night (51%), "hassling" (42%), and the "respect with which I was treated" (41%).

EW responses to item #48 indicated that 61% felt they were well-prepared by BT for their first field assignments; 22% felt barely adequately prepared; and 17% felt less than adequately prepared. Supervisors¹ responses to item S#3 indicated that 71% felt BT had prepared their graduates well; 19% barely adequately, and 11% less than adequately.

Actually being an EW was seen by 64% of first-tour EW as better than BT led them to believe (42% of the total said much better); 16% said worse than BT had led them to believe (#58).

Forty-eight percent of the supervisors (S#8) said they thought the quality of EW coming out of training was going up, while 40% of the first-tour EW thought so (#64).

¹See annotated Supervisors' Questionnaire, Appendix C1. Items from the Supervisors' Questionnaire will be indicated by (S#___).

TABLE 1. EW EXPECTATIONS OF BASIC TRAINING (#51)

Aspects of Basic Training	Number of First Tour EW Responding (N =)	Percent of Respondents Selecting each Alternative				
		Much Better than Expected	Better than Expected	About as Expected	Worse than Expected	Much Worse than Expected
1. Overall Quality of Instruction	1487	10%	22%	42%	20%	06%
2. Quality of Classroom Material	1490	07	19	41	26	07
3. Quality of Classroom Instructors	1487	08	25	45	17	05
4. Quality of Meals	1499	18	27	28	16	11
5. Respect with Which I was Treated	1493	08	16	35	21	20
6. Quality of Other Recruits	1504	06	18	47	19	10
7. Opportunity to Take Care of My Personal Affairs	1496	04	09	33	32	22
8. Opportunity to Get Enough Sleep	1505	05	11	33	27	24
9. The Company Commander Was	1483	18	29	40	07	06
10. The Platoon Officer Was	1485	22	30	34	08	06
11. The Platoon Sergeant Was	1485	33	26	26	08	07
12. Management of my Training Time	1495	06	18	43	23	10
13. Opportunity to Get Help From Company Personnel When Needed for Personal Problems	1405	13	23	41	14	09
14. The Opportunity to Get Help From Other Recruits When Needed	1452	13	28	44	10	05
15. Hassling Was.....	1409	05	10	43	20	22

Field Assignment Activities of First-Tour EW

The expectations formed in BT by the respondents about what their first field assignments would be like (#65) were confirmed about 35% of the time (see Table 2 "As I Expected" column). General military life was seen as better or much better than expected by more than twice as many respondents (46%) as those who found it worse or much worse than expected (20%). Living in barracks was judged to be worse or much worse than expected by 51% and 21% found it to be better or much better than expected.

Seventy percent of first-tour EW reported working in their Primary MOS (*i.e.*, their Duty MOS and Primary MOS were the same); 30% were not working in their Primary MOS (#11, #12). Two-thirds of first-tour respondents (66%) felt properly utilized in their present assignments 60-100% of the time (#34). However, first-tour EW reported an average of 10.4 weeks on the job before they felt proficient (#33). Supervisors gave a similar estimate as to how long they thought it usually took first-tour EW to become proficient--an average of 9.8 weeks (SI#15).¹

Eighty-seven percent of the first-tour EW reported they knew what the Army expected of them in their present assignments 60-100% of the time (#29). Eighty-four percent said they thought their raters/supervisors had a clear idea of what they (the respondents) were supposed to do in their present duty positions 60-100% of the time (#30).

Enlisted Evaluation Reports

First-tour EW and supervisors were asked to rank the importance of various personal qualities on the Enlisted Evaluation Reports (EERs) of first-tour EW (#32) (S#11). Table 3 presents the rank order assigned these qualities by the two groups.

Qualities 1-6 appear on actual EERs. "Friendship with rater/supervisor" was added to determine its general relevance as a result of a number of interviews with EW when the data collection instruments were being constructed.

The close coincidence of these rankings indicates that first-tour EW are aware of the relative importance of various qualities

¹The structured interviews used with supervisors appears as Appendix C2. Where data from that document are referred to in this section, the following symbol is used: (SI#).

TABLE 2. EM EXPECTATIONS OF FIRST FIELD ASSIGNMENTS (#65)

Aspects of First Field Assignment	Number of First-Tour EM Responding to Each Area (N =)	Percent of Respondents Selecting Each Alternative					N/A
		Much Better than Expected	Better than Expected	As I Expected	Worse than Expected	Much Worse than Expected	
1. General Military Life	1545	16%	30%	34%	15%	05%	00%
2. Assigned MOS Duties	1543	12	26	39	16	05	02
3. Quality of Duty Supervision	1466	10	24	43	16	06	01
4. Living in Barracks	1502	07	14	23	25	26	05
5. Living in BEQ	1346	03	08	15	05	04	65
6. Living Off Post	1413	24	13	15	03	01	44
7. Recreation Activities	1533	11	21	38	18	10	02
8. Social Life	1531	16	22	39	13	08	02
9. Part of Country Where Post is Located	1534	16	24	32	16	11	01
10. The Post Itself	1532	11	18	34	22	14	01
11. The WACs in My Barracks /BEQ	1514	06	14	45	18	11	06
12. The Extra Duty Details	1528	03	10	52	17	10	08
13. Quality of Co-Workers	1537	11	25	49	10	04	01

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TABLE 3. ENLISTED EVALUATION REPORT (EER)
 QUALITIES RANKED BY FIRST-TOUR EW (#32) AND
 SUPERVISOR RESPONDENTS (S#11)

EER "Qualities"	Supervisors' Rank of Importance	First-Tour EW's Rank of Importance
Duty performance	1	1
Attitude	2	3
Responsibility	3	2
Initiative	4	4
Adaptability	5	5
Leadership	6	6
Friendship with rater/ supervisor ¹	7	7

¹This is not one of the "qualities" listed on EERs for formal consideration. It was added to this list to determine its perceived relevance.

in the preparation of their EERs by their supervisors. Of the 642 first-tour respondents who had received EERs (#31), 70% felt their EERs had been 80-100% accurate, 18% said 60-80% accurate, and 12% said 60% accurate or less.

Treatment of Enlisted Women vs That of Enlisted Men

Both the supervisors and first-tour EW were asked for their evaluations of how EW are treated compared to enlisted men (EM). Fifty-seven percent of those EW in units that had both EM and EW reported that EW and EM usually were assigned equally desirable tasks; 15% felt EW usually got the most desirable tasks; 11% felt EW got the least desirable tasks (#47). Forty-three percent of the first-tour EW (#61) and 41% of the supervisors (S#4) felt that EW generally got better treatment than EM; 40% of the EW and 52% of the supervisors reported the same treatment for both EW and EM; while 17% of the EW and 7% of the supervisors reported worse treatment for the EW. A majority of first-tour EW (62%) felt that promotion policies were the same for EW and EM; 25% felt that promotion policies favored EM; 13% felt they favored EW (#74).

Opinions of Army Life

Item #84 presented a series of statements with which the respondents were to indicate their degree of agreement or disagreement. Provision was also made for them to indicate that they had no opinion, or the statement was not applicable. Percentages were calculated to determine the relative degree of Agreement (Strongly agree plus Agree) as compared to Disagreement (Strongly disagree plus Disagree) reported by the respondents. Table 4 shows percent Agreement or Disagreement for those statements on which the respondents indicated a definite positive or negative opinion. Data are presented for only those statements on which at least 60% of the respondents indicated agreement or disagreement.

The statements with which high percentages of the respondents agreed appear to present a coherent positive picture. The respondents feel women are needed in the Army, they see opportunity for growth, and they feel the Army is seeking equality for women. If they had it to do over, they would still join the Army.

They appear to be concerned with how they are perceived by their male counterparts. Apparently "hassling" by their supervisors is not a problem.

Among five alternatives offered to first-tour EW living in barracks, the change most desired (by 36%) was getting more privacy for themselves (#82B).

TABLE 4. DEGREE OF AGREEMENT WITH STATEMENTS
ABOUT MILITARY EXPERIENCE (#84)

Paraphrased Statements From Item #84	% Agree (Strongly Agree + Agree)	% Disagree (Strongly Disagree + Disagree)
1. EW filling critical need in Army	77	
6. Opportunity for personal growth	73	
9. Army is for equality for women	64	
11. "Hassled" too much by supervisor		63
12. Want men I work with to consider me feminine	71	
13. Want men I work with to consider me just another soldier		60
16. If I do not, still would join the Army	63	

Only 17% of the first-tour EW respondents reported feeling that the general public treats EW well; 47% reported thinking EW are treated badly by the general public; 37% thought EW are treated "like anybody else" (#72).

Work Benefits

First-tour respondents were given a list of 33 work benefits to rate in importance to themselves and to indicate their degree of satisfaction with the amount of each benefit they felt was present in their current assignments (#83). Frequency distributions are presented in Appendix B4.

Table 5 presents the percentages of respondents rating each work benefit above average in importance ("Important") or below average in importance ("Unimportant"). The ten highest ranked work benefits were benefits numbered 17, 25, 2, 31, 1, 13, 23, 12, 3, and 8.

Table 6 presents the percentages of respondents expressing above average satisfaction ("Satisfaction") or below average satisfaction ("Dissatisfaction") with the amount of each work benefit found in their present assignments. The ten work benefits with which most satisfaction was expressed in regard to their presence were benefits numbered 1, 13, 6, 7, 29, 21, 12, 23, 31, and 32. Respondent expressions of dissatisfaction exceeded expressions of satisfaction regarding only three work benefits--benefits numbered 16, 17 and 28. It should be noted that benefit number 17 was ranked first in importance and that 30% expressed satisfaction with its presence, while 32% reported dissatisfaction. Overall, greater degrees of satisfaction (range = 22-61%) were expressed than dissatisfaction (range = 6-34%).

Supervision and Responsibility

Thirty-nine percent of the first-tour EW stated that they felt the quality of supervision they were getting in their present assignments was above average; 45% felt they were getting average quality supervision; and 15% felt their supervision was below average (#63).

Forty-nine percent of the first-tour EW indicated they wished to supervise the work of other EW; 51% did not wish to supervise other EW. Forty-five percent wished to supervise the work of EM; 55% did not wish to supervise EM (#35).

Thirty-three percent felt they should be given more responsibility than they had been given in their present assignments; 67% felt they had about the right balance of responsibility (#37). Seventy percent of the supervisors felt their first-tour EW would do well if they were given more responsibility (S#1).

TABLE 5. IMPORTANCE OF WORK BENEFITS (#83)

Benefit	% rating benefit Important	% rating benefit Unimportant
1. Steady employment	84.75	1.92
2. Full use of my abilities	86.66	1.26
3. Variety in job activities	78.69	2.91
4. Keep very busy	66.31	3.83
5. Social prestige	39.74	22.28
6. Do work my family can be proud of	66.80	10.36
7. Personally respected superiors	75.88	4.04
8. Be given credit for work well done	78.42	2.07
9. High quality of co-workers	71.37	2.68
10. Make a lot of money	43.26	14.76
11. Chance to meet men	23.71	37.19
12. Have technically qualified superiors	81.90	1.47
13. Receive equal pay for equal work with men	82.27	2.67
14. Retirement at an early age	41.59	22.14
15. Advance at a fairly rapid rate	74.01	3.15
16. Spend a lot of time with my family	54.68	12.50
17. Promotion on the basis of my ability	87.89	1.20
18. Settle down in a certain area	43.86	22.57
19. Have a definite work schedule	62.24	8.61
20. Good pay	69.64	3.46
21. Meeting interesting people	75.34	3.89
22. Be in a competitive situation	49.66	14.31
23. Chance to learn a trade or skill useful in civilian life	82.55	3.39
24. Travel to interesting places	70.35	7.18
25. Feelings of accomplishment	86.26	1.48
26. Steady advancement	76.67	2.15
27. Opportunity to do work my way	58.58	7.13
28. Consistent and intelligent personnel policies	70.49	2.68
29. Job security	75.51	3.42
30. Chance to make a worthwhile contribution to the U.S.	59.92	9.82
31. Interesting work	85.13	1.53
32. Financial security	75.48	2.93
33. Active social life	54.05	12.17

TABLE 6. DEGREE OF SATISFACTION WITH WORK
BENEFITS IN PRESENT ASSIGNMENT (#83)

<u>Benefit</u>	<u>% Expressing Satisfaction</u>	<u>% Expressing Dissatisfaction</u>
1. Steady employment	60.91	7.67
2. Full use of my abilities	34.83	30.76
3. Variety in job activities	32.22	27.88
4. Keep very busy	35.66	21.63
5. Social prestige	28.70	16.36
6. Do work my family can be proud of	48.42	12.91
7. Personally respected superiors	45.01	16.54
8. Be given credit for work well done	37.78	23.68
9. High quality of co-workers	35.59	21.77
10. Make a lot of money	22.30	22.02
11. Chance to meet men	28.22	12.50
12. Have technically qualified superiors	43.26	15.86
13. Receive equal pay for equal work with men	53.88	5.66
14. Retirement at an early age	31.81	6.86
15. Advance at a fairly rapid rate	31.48	24.55
16. Spend a lot of time with my family	18.49	33.92
17. Promotion on the basis of my ability	30.14	31.74
18. Settle down in a certain area	21.75	21.61
19. Have a definite work schedule	32.49	19.18
20. Good pay	30.35	16.11
21. Meeting interesting people	43.50	10.42
22. Be in a competitive situation	27.70	14.45
23. Chance to learn a trade or skill useful in civilian life	42.52	23.73
24. Travel to interesting places	35.48	24.86
25. Feelings of accomplishment	39.62	24.62
26. Steady advancement	27.87	26.18
27. Opportunity to do work my way	25.95	21.74
28. Consistent and intelligent personnel policies	25.05	27.36
29. Job security	44.38	9.09
30. Chance to make a worthwhile contribution to the U.S.	35.48	12.36
31. Interesting work	42.06	22.35
32. Financial security	40.85	9.47
33. Active social life	34.89	14.86

Knowledge Areas

Thirty-eight "knowledge areas" currently taught in BT were listed for both the supervisors and first-tour EW. Supervisors were asked to check those which are critical to the mission performance of their first-tour EW (S#9). The first-tour EW were asked to mark the ones they actually use in their duty performance (#86). Frequency distributions for the EW responses on Item #86 are presented in Appendix B4. Frequency distributions for supervisor responses on Item S#9 are presented in Appendix C1. The two groups agreed on five areas as being important to first-tour EW, based on a rank ordering of the items receiving the most supervisor check marks and a rank ordering of the items checked most often as actually being used in their current duties by first-tour EW. These rankings are presented in Table 7.

Examination of the frequency data for Item #86 discloses that for all but five of the 38 knowledge areas listed, the frequency of non-use exceeded the frequency of use in duty MOS performance. For these five areas frequency of use exceeded frequency of non-use. For the 10 areas indicated by EW as being used most frequently, the ratio of use to non-use ranged from approximately 2 to 1 (the area ranked first in use) to approximately 1 to 2 (the area ranked 10th in use). Apparently only a few of these knowledge areas are used to a significant degree in duty MOS performance by all EW. It can be seen that the same general pattern is also true for the performance of non-MOS duties. Further, though the general frequency of use is low across most areas, those who indicated that they did use the knowledge in either MOS or non-MOS duty performance, also indicated that the knowledge was very important.

Analysis of these data by MOS/Career Management Field indicated that this observed low frequency of use did not hold uniformly across all MOS. For example: those working in administrative MOS reported using the knowledge areas related to personnel actions; those working in headquarters assignments reported using the knowledge areas related to mission, structure and functions of the Army; those working in JAG-related MOS reported using the knowledge areas related to legal and judicial actions.

Even though knowledge area number 2 ("Individual's role in accomplishing Army's mission") was used most often in the performance of MOS duties, it was only used by 66% of the respondents. Other knowledge areas were reportedly used in decreasing degrees, down to knowledge area number 3 ("Function of Secretary of Army"), which was used by only 13% of the respondents. Supervisor ratings of criticality agreed with these "most" and "least" often used areas as being the most and least critical to EW mission performance.

TABLE 7. RANK ORDER OF IMPORTANCE AND USE
OF KNOWLEDGE AREAS (#86) and (S#9)

Use by First-Tour Respondents	Importance Rated By Supervisors	Knowledge Areas
1	1	Individual's role in accomplishing Army's mission
2	5	Chain of Command
3	2	Personal rights as a soldier
4	9.5	Eligibility for various types of leaves
5		Personal knowledge of current events/news
6		Code of Conduct
7		Eligibility for various types of allotments
8	3	Rights under UCMJ
9		Line of Duty Determination
10		Eligibility for special pays
	4	Financial liabilities as soldiers
	6	Rights for assistance from Office of Inspector General
	7	Difference(s) between judicial and nonjudicial discharges
	8	Difference(s) between the two types of punitive discharges
	9.5	Difference(s) between different kinds of administrative discharges

BT-Taught Tasks Performed by First-Tour EW

A list of 195 tasks taught in BT was presented to first-tour EW. They were asked to indicate the frequency of their performance of each task in their present assignments and to indicate how important the performance of each task was to their success as soldiers.¹

The frequency data were combined and printed out in terms of a common-base--times per week. This manipulation was part of the reduction of the data for use in the systems engineering effort, subsequently cancelled by the sponsor. Therefore, the frequency data presented in Appendix B4 reflect the numbers of respondents who indicated they performed each task by times-per-week. The first five frequency intervals each show one occurrence (performance) of the task per week, after which the intervals are in terms of five occurrences of the task per week. This display was elected because of a large buildup of frequencies in the 0-5 times per week category. The display used in the Appendix distributes the frequencies more clearly in the low frequency-of-performance range. Printouts show these data for the total sample, the time-in-the-Army sample, and the MOS sample.

In general, the task list data show widespread performance of some BT-taught tasks and much more limited performance of others. As may be expected, performance of some of the tasks is MOS-related, as they are performed far more frequently by EW in some MOS than in others. First-aid treatment of actual injuries, for example, is performed much more often by women in the medical MOS than those in other MOS. To facilitate examination of the data presented in the Appendix for Item #87, they will be summarized by section or category of task activity.

Section I - Personal appearance, wear and care of the uniform (tasks 1-10). Of the four most frequently performed tasks in this category (#2, 4, 9, and 10), one was a specified job requirement (#2) and two were general regulation requirements (#9 and 10). Tasks #8, 9, 10 were reported to be the most important. Task #8 ("Launder clothes") is commonly a less-often performed activity, illustrating the need to recognize the relationships in these data among the nature of the task, its importance to success and its relative frequency of performance.

¹These data have been printed by computer for the total sample, the MOS Career Management Field sample, and the time-in-the-Army sample, and are on file at USWACCS, Fort McClellan.

Section II - Interpersonal activities (tasks 14-20). Tasks #18 and 19 are the only clearly related-to-duty tasks and exhibit high frequency and the greatest importance. Another high frequency task (#15) is possibly duty-related, but assumes low importance to success.

Section III - Body care (tasks 25-36). The most important--and very frequently performed--task was #36 (oral hygiene). Wearing a clean uniform (#29) was also an important task frequently done. Personal hygiene, health care and personal appearance receive attention as important items.

Section IV - Inspections (tasks 40-48). Inspections reportedly do not occur frequently for first-tour EW, with the exception of room or barracks inspection (task #43), which was also of above-average importance. The most important (but infrequent) task was #48, marking personal identification on required items.

Section V - Military customs and courtesies (tasks 52-55). Rendering military courtesies (#55) and honors (#54) were frequent and important activities.

Section VI - Drill and ceremonies (tasks 59-64). Task #59 ("Come to/stand at attention") was the most frequently performed and the most important task. "Falling in and marching" were important tasks when they were done, but their frequency was low.

Section VII - Physical exercise/development (tasks 68-70). Engaging in exercise, calisthenics and sports activities (#70) was reported as extremely important and frequently done.

Section VIII - Field training (tasks 74-97); Section IX - First aid treatment of actual injuries (tasks 101-123); and Section X - Map reading (land navigation) (tasks 127-139). These three task categories reflect a very low frequency of occurrence. The recognized importance of these tasks varies, with first-aid-related tasks reflecting the greatest recognition of importance.

Section XI - Organizational procedures (tasks 143-188). The reported frequencies indicate that EW most often read duty and/or Army-related publications (#143, 144, 145, 156), do clerical work (#154 and 155), "do housekeeping" (#163, 164, 180), use the chain of command (#176), safeguard defense information (#177), work with civilians on duty (#187) and make the coffee or tea on duty (#188). The reported degree of importance of tasks in this category reflects recognized importance of all tasks and does not appear to be related to frequency of occurrence.

Section XII - Personal study practices (tasks 192-196). The most important and most frequent activities in this category were

reading civilian publications (#196) and using a dictionary (#194). Education was reported as being an important activity (#192 and 193).

Section XIII - Miscellaneous (tasks 200-211). The most frequently performed and important tasks in this category were those related to safeguarding personal belongings (#211), those related to conservation (#207, 208, 209 and 210), and bodily function changes (#201). A task of importance but not frequent in occurrence was "Explain role of women in the Army to others" (#202).

Family Attitudes Toward Staying in the Army

More than half (56%) of the married respondents reported their husbands want them to get out of the Army; 29% reported their husbands wanted them to stay in (#68). Their relatives/family (other than their husbands) were reported to be more in favor of the respondents' staying in the Army (35%) than getting out (21%) (#69).

Career Intentions

Twenty-eight percent of the respondents indicated they had intended to make the Army a career at the time they joined; 72% had not (#59).

Two questions (#46 and 60) and one statement (#84-3) sampled respondents' intentions to re-enlist at the end of their present tours. Responses favorable to re-enlisting were consistent across the three items: 19.5% (#46), 21% (#60), and 19.2% (#84-3).

Responses to Item #84-3 were compared for the total sample and the time-in-the-Army sub samples. Examination of the responses of subgroups of first-tour EW in each of the six-month segments of the time-in-the-Army sub samples showed a trend of fewer and fewer re-enlistment intentions across the first 24 months of service. The data suggest that respondents tended to shift their re-enlistment intentions in a negative direction during their first two years in the Army. Positive career intentions dropped from 28% for the 0-6 months group to 15% for the 18-24 months group. Similarly, negative career intentions increased from 36% for the 0-6 months group to 50% for the 18-24 months group.

THE SUPERVISOR SAMPLE

Because narrative responses were made to the structured interviews used with supervisors, Appendix C2 has not been filled in to show frequency data. Instead, data found to be most representative of the supervisors' responses have been selected for presentation here.

Supervisors in the sample ranged in rank from one E-2 to one colonel, and there were five civilians. The most frequently represented ranks of supervisors were E-6 and E-7 (N=48). There were smaller numbers of supervisors of other ranks. Seventy-two percent of the supervisor sample was male and 80% of the sample was white.

Supervisors' Structured Interview Data

Interviewers asked supervisors "What skills, knowledge, and attitudes taught in BT need the most improvement in first-tour WACs-- what would make them better soldiers?" (SI#16). Throughout the interviews, supervisors typically expressed far more concern about the deficiencies of their first-tour EW's attitudes toward job performance than about their ability to perform the general military skills taught in BT. In their discussions of these deficiencies, the most frequently specified areas needing improvement included: discipline, respect for authority and rank, military courtesy, and accepting the responsibility to do a professional job of performing their duties according to the Army's (and the supervisors') expectations. The areas specified above accounted for approximately 50% of all responses to the question.

Other areas related to attitude deficiencies which accounted for an additional 20% of the responses to the question were: personal appearance and hygiene, working with others, working with and for men, and abuse of drugs/alcohol.

Approximately 30% of all of the deficiencies named were a combination of knowledge and skills, with knowledge being mentioned more frequently than skills. These deficiencies included knowledge of Army organization (including unit), use of chain of command, management of personal problems (especially finances), where to go for needed information and services, general military subjects, and weapons training. Lack of familiarity with military terminology was mentioned frequently. Supervisors pointed out that male recruits typically have had more experience with terminology related to military subjects. This tends to put women trainees and first-tour women at a disadvantage, particularly in situations where they are in classes with EM, and in which the instructor (usually male) uses terminology traditionally associated more with men than women. Similar situations occur in field assignments in which supervisors (often male) use military terms with which EM are more familiar than are EW.

Ratio of Good/Poor Performers

Supervisors were asked to approximate the number of first-tour EW they were referring to in their discussions of performances needing

improvement (SI#27). While estimates ranged from 15% to 80%, the most often mentioned estimates clustered around 30%. That is, approximately 30% of the first-tour EW were seen as being responsible for most of the performance deficiencies listed. While some women in the remaining 70% of the EW population were seen to be deficient in some respects, they generally fell into the group which the supervisors considered adequate or better performers. A small proportion of the first-tour EW population, variously estimated at 5-10%, was reported as causing supervisors a high proportion of their disciplinary problems.

First-Tour EWs' Strongest Attributes

Supervisors were asked to list the BT-taught skills, knowledge, and attitudes in which first-tour EW are "the strongest" (SI#17). About 40-45% of their responses included the areas of: discipline, military courtesy and respect for rank, good attitude and morale, following regulations and orders, and generally doing a good job of what they are expected to do, while about 35-40% of the responses cited the areas of appearance and military bearing as the strongest attributes. Approximately 15% of the comments included drill and ceremonies, housekeeping duties, leadership, academic performance, and willingness to learn.

Most Frequent First-Tour EW Deficiency - Attitudes Toward Work

When supervisors were asked to cite the most frequent problems they have with first-tour EW (SI#18), more than 80% of the problems named were involved directly or peripherally with attitudes toward work. They included such areas as: putting personal desires above Army duties, slacking off on the job, refusal to accept responsibility, needing constant supervision, taking too much time off for personal activities, misuse of sick call, failure to report for duty, being AWOL, tardiness, over-emotional reactions with their peers and supervisors, trouble with supervisors, and a general lack of discipline.

General Attitudes Toward Army

Supervisors were asked to "describe the attitudes of first-tour EW toward the Army" and how they "change" over time, if at all (SI#20). About half the supervisors' responses indicated that first-tour EW have favorable attitudes and about half indicated they have unfavorable attitudes. First-tour EW with favorable attitudes were described as liking Army life, enjoying the opportunities for self-fulfillment, and finding most of their expectations being met. Some first-tour EW with unfavorable attitudes were described as individuals who had liked the Army at first but had changed, shifting to unfavorable

attitudes when they found Army life not to be what they expected, or when they associated with soldiers who had been in the Army longer than they had.¹ Other first-tour EW with unfavorable attitudes were described as having a general dislike for the Army from the beginning, not wanting to be treated or referred to as soldiers, resenting having to earn their Army benefits, and preferring to get what they can from the Army without giving any responsible work in return. According to the supervisors, many first-tour EW don't change their general attitudes toward the Army over time, but retain the attitudes first displayed, whether favorable or unfavorable. Some EW with initially unfavorable attitudes clearly change for the better--maturing, deciding to do what is expected of them, accepting responsibility.

Areas of Inadequate BT Preparation

Supervisors were asked to list the areas in which they felt BT failed to adequately prepare first-tour EW for military/Army life (SI#21). Areas stressed by respondents were: working with and for males, understanding the role of women in the Army, knowledge of Army organization and chain of command, failure to realize the seriousness of disciplinary actions, inaccurate expectations related to service in field units, lack of discipline and respect for authority, and putting personal desires ahead of Army needs.

Differences in EW/EM Performance

Supervisors were asked to specify differences, if any, between the military and technical performances of first-tour EW and EM (SI#23). The most frequent supervisor comment comparing EW and EM on military performance indicated no difference. EW were said to have more pride in their appearance, and several supervisors said women pay more attention to detail than do men. Supervisors generally agreed that first-tour EM know more about the Army than first-tour EW. A few said males respond more appropriately to threats of punishment than women do, with women being more likely to disregard such threats.

Compared on technical (MOS) performance, responses again tended to indicate no difference. Generally, EW showed up as well in the supervisor comparisons as EM, sometimes leading EM in the areas of dependability and concern, learning the job faster, and attention to detail. There were very few comments that cited differences in EW/EM MOS performance.

¹Supervisors described first-tour EW association with "older soldiers" as sometimes being detrimental to first-tour EW when the more experienced soldiers taught them cynicism, "soldiering" (getting by from day to day without doing any useful Army work), and how to manipulate their military situations to their own benefit.

There was an approximately two-thirds/one-third split among supervisors when asked whether EW and EM respond to orders differently. About one-third of those questioned said EW and EM respond alike to orders. More supervisors said that EW are more likely to carry out orders given by another female, and EM are more likely to follow them if given by a male. Male supervisors reported having to use a different technique when giving orders to EW, principally to avoid emotional responses EW are said to be more likely to make.

Personal Appearance

The respondents were asked whether personal appearance is a problem in their EW population, and, if so, what aspects need improvement (SI#24). About one-half of the supervisors said their first-tour EW had no problems of this sort. Of the problems mentioned by the other half of the supervisors, appearance and fit of the uniform were most frequent, badly kept hair and not wearing the hat were next, and a few comments were made citing makeup, body cleanliness, brass, shoes, and the wearing of unauthorized jewelry.

Frequency of Drill/Ceremonies

Respondents were asked how often their first-tour EW were required to participate in drill and/or ceremonies (SI#25). About 5% indicated one or more times per day (including instances of marching to and from AIT classes), about 10% one or more times per week, about 21% one or more times per month, about 10% once every three months, about 3% once in six months, and about 26% one or more times per year. About 25% said their first-tour EW were never required to participate in drill and ceremonies.

Problem Areas in AIT

Supervisors associated with EW attending AIT were asked to describe difficulties experienced by new BT graduates in studying and spending their time wisely in AIT (SI#26). Problems most frequently associated with EW in AIT were listed as: not knowing how to study or allocate their time wisely, being disorganized, sleeping in class, and not wanting to perform military duties while attending AIT. Very few specific study-related problems were listed, due in part to the high proportion of academic work which takes place under supervision in class. However, a few respondents mentioned lack of privacy and too much noise in barracks as interfering with study. Also, some AIT students respond to the increased freedom following graduation from BT by staying out too much and too late to study.

DISCUSSION

Examination of the data presented in the preceding section discloses a number of clear patterns that have relevance for the preparation of EW for Army duty. Some reflect the positive effect of current practice; others point toward the need for change. Such patterns are discernible in both the EW and Supervisor data, and in many important instances are mutually reinforcing. This section will discuss the data so as to highlight these findings.

EW DATA

Characteristics of EW

The average age of the EW studied was slightly above 21 years, with the large majority of them (80%) being unmarried. Their educational level was high, with 96% reporting 12 or more years of schooling. Racially, they appeared to reflect the general population, with 16% being black, and another 10% being from smaller minorities. All reported having had some job experience before joining the Army, with 88% of them working in jobs below the skilled or professional levels. They reported a wide variety of reasons for joining the Army, with 39% indicating that educational opportunities, including the GI Bill, were an important consideration in their decision. They averaged approximately 16 months Army service, with only 17% having had more than 24 months. Over two-thirds (69%) were in pay grades E-3 or E-4.

EW Perceptions of Their Army Experiences

The Army in general

Expectations of BT: Fifty percent of the EW queried indicated that Army recruiters had been the most influential source of information as to what they could expect in BT. All other sources of information (family, friends, advertising,...) were of much lesser influence. Their expectations for BT tended to not coincide with what they found to be actually the case, with the most extreme discrepancies being in: company leadership, time for personal needs, and personal treatment. Approximately half the EW reported finding their company officers and NCOs to be better or much better than expected; approximately half reported that opportunities for personal affairs and sleeping were worse or much worse than expected; approximately 40% reported that the respect with which they were treated, and "hassling" were worse or much worse than expected. On no one of the items did the number of EW indicating that their expectations had been met reach 50%. It appears that Army recruiters are not

influencing their recruits to form realistic expectations of BT.

Expectations of first field assignment: A similar pattern emerges from examination of their responses about the degree to which their expectations of their first field assignments had been met. On only two items (#12 - extra duty details and #13 - quality of co-workers) did approximately 50% of the respondents indicate that their expectations had been met. The area in which the most extreme positive discrepancy was observed was general military life which 46% found to be better or much better than expected. The most extreme negative discrepancy was observed in barracks living which 51% reported to be worse or much worse than expected. It appears that the expectations formed by EW during BT, concerning what life will be like during their first duty assignments, are accurate for only about one-third of them.

Work benefits: Examination of the data in Table 5 discloses that the respondents showed considerable discrimination among the listed work benefits as to their degree of importance, that all items listed but one (#12 - the chance to meet men) were rated as being important more frequently than they were rated unimportant, and that no items were rated as being equally important and unimportant. Comparison of the data of Tables 5 and 6 discloses that of the 10 work benefits rated highest in importance, five of them were also among the 10 rated highest in degree of being satisfied by the respondents' present assignments. Four of the 10 most important, though not included among the 10 rated highest in degree of present satisfaction, were given above average satisfaction ratings more frequently than they were given ratings of dissatisfaction. On the work benefit which received the highest rating of importance (#17 - promotion on the basis of my ability) approximately one-third of the respondents expressed an above average degree of present satisfaction and approximately one-third expressed dissatisfaction. Only one of the work benefits rated among the 10 least important (#6 - do work my family can be proud of) was included among the 10 rated highest in degree of present satisfaction. Considering that the degree of expressed dissatisfaction did not exceed 34% for any of the work benefits listed, that five of the work benefits were rated both among the 10 most important and the 10 presently being most satisfied, and that expressions of dissatisfaction exceeded expressions of above average satisfaction on only three of the 33 items, it appears the majority (approximately two-thirds) of the Army's EW queried found their initial Army assignments to be providing a wide variety of work benefits that are important to them in satisfactory, or more than satisfactory, fashion.

Treatment of EW compared to that of EM: Examination of the data for those items in the EW questionnaire which requested their

perceptions of how EW are treated compared to EM, how they fare in task assignments, and how they view promotion policies discloses a consistent pattern. Only 17% of the EW reported that they were treated worse than EM; 11% felt that EW were assigned the least desirable tasks; and 25% felt that promotion policies favored EM. The responses of the other EW on these same items indicated that they felt EW were at least on an equal footing with EM, or, somewhat favored. It appears that the majority of these first-tour EW did not feel that they were discriminated against *vis a vis* their male associates.

Utilization in first-tour assignments: The data indicate that the majority of these first-tour EW felt satisfied with their duty assignments. Seventy percent reported that they were serving in their Primary MOS, and two-thirds felt they were being properly utilized in their assignments most of the time. A high proportion (87%) stated that they knew what was expected of them in their present assignments most of the time. An interesting finding was the close agreement between the EW and their supervisors on how long it took an EW to become proficient on the job. The EW estimated 10.4 weeks; their supervisors estimated 9.8 weeks.

Opinions of Army life: The data of Table 4 generally agree with the foregoing findings in showing that these first-tour EW view the Army positively. They feel needed, they see opportunity for growth, they are experiencing equality, and they would still join the Army. A discordant note sounds, however, in their responses to a separate item in which they stated their views of how they are treated by the general public. Almost half (47%) reported that the general public treats WAC EW badly or very badly.

Their Supervisors

A large majority (84%) of the EW indicated that they thought their supervisors had a clear idea of what they (the EW being supervised) were supposed to be doing in their jobs most of the time. The same proportion stated that they thought they were receiving average or better than average supervision; only approximately 15% felt their supervision to be below average. Consistent with these data were the views of the EW on the accuracy of their EERs. About two-fifths of the EW queried had received EERs, and of these 70% felt their EERs had been 80-100% accurate, 18% felt they had been 60-80% accurate, and only 12% felt they had been 60% accurate or less. The data of Table 3, EW's and Supervisors' rankings of EER "qualities," present an interesting finding consistent with the foregoing. They show an almost complete agreement on the relative importance of each quality. Apparently, there is good communication among supervisors and their

EW as to what the supervisors expect and how they evaluate, with the EW expressing confidence in their supervisors, and the accuracy of their evaluations.

Job Relevance of BT

Knowledge Areas: The data showing frequency of use of the 38 knowledge areas in EW job performance indicate that most of the knowledge areas taught in BT are not generally used by most EW in their first duty assignments. With the exception of some five or six of the areas which are reported as being used more frequently than they are reported as being not used, the need for such knowledge appears to be MOS-specific. EW did indicate that where they did use a knowledge area, they found it to be of high importance.

EW and their supervisors agreed on only five knowledge areas as being important to first-tour EW duty performance.

These findings imply that much of the knowledge taught in BT does not have high general use for most EW in their subsequent job performance. Instead, the data indicate that most of the BT-taught knowledge areas have low general utility and are, instead, MOS-specific. In the interest of increasing training efficiency, extensive cutting of BT might be undertaken of the knowledge areas now included in BT, eliminating all areas except those which have high general utility for most or all EW in their subsequent duty assignments. The areas eliminated from BT could then be added, as appropriate, to the Programs of Instruction for the MOS/Career Management Fields where they are required for duty performance.

Tasks: The data on frequency of performance of BT-taught tasks by first-tour EW (Item #87) are not as clear-cut as are the data for use of knowledge. Whereas most of the knowledge areas were not used by most of the EW, the task data are considerably more variable and difficult to interpret. The task frequency data disclose a trend toward infrequent performance in seven of the categories of tasks (Inspections, Field training, First aid, Map reading, Interpersonal activities, Drill and ceremonies, and Personal study practices) in that low frequencies of performance were reported for more of these individual tasks than were high frequencies of performance. Two of the task categories presented a mixed pattern of performance frequency (Organizational procedures and Miscellaneous) in that high frequencies of performance were reported for some of the individual tasks while low frequencies were reported for others. Four of the task categories (Customs and courtesies, Personal appearance and uniform, Body care, and Physical development) disclose a trend toward frequent performance with most of these individual tasks being reported as frequently performed.

When these frequency data were examined by MOS/Career Management Field, the same pattern was found as in the knowledge data. Low frequency of performance was not found to generally hold across all MOS. Many of these tasks are MOS-specific, having utility and being important for the performance of particular kinds of jobs and not in others.

These findings imply that large numbers of the tasks taught in BT are not frequently performed by many EW in their subsequent duty assignments. Consideration should be given to including only those tasks in BT that have general utility, providing training in those tasks that are MOS-specific as part of MOS entry level preparation.

Implications of the Knowledge and Task Data: If WAC BT is to be made maximally effective in its contribution to the preparation of EW for subsequent job performance, the systems engineering of its training content should be completed. These data indicate that most areas of knowledge and many categories of tasks currently taught in BT, rather than being common to most MOS and having a general utility for the EW population, are MOS-related and thus contribute to the performance of only the sub-populations of EW serving in those MOS.

Career Intentions

The data reflecting the plans of the EW sample to make the Army a career consistently indicate that the majority are not career oriented. Approximately one-fourth said that when they enlisted they had intended to make the Army a career, whereas approximately three-fourths had not. At the time they responded to this questionnaire, approximately 20% indicated on three separate items that they were favorably disposed toward re-enlisting after their first tour. The data for one item indicated that a shift in career intention occurs over their first two years in the Army: positive intentions decreased from 28% to 15%, and negative intentions increased from 36% to 50% over the two-year period.

SUPERVISOR INTERVIEW DATA

Characteristics of Supervisors

The supervisors of EW who were interviewed for their assessment of first-tour EW represented a mixture of NCOs, officers, and a few civilians. Most heavily represented were NCOs at the ranks of E-6 and E-7. The supervisors were predominantly white males.

EW's Strengths and Weaknesses

When asked what BT-taught skills, knowledge and attitudes were most in need of improvement in their first-tour EW, the supervisors expressed the most concern about EW attitudes toward job performance. Approximately 50% of their responses specified deficiencies needing improvement in such areas as: discipline, respect for superiors, accepting responsibility, and military courtesy. Approximately 20% of the attitude deficiencies cited dealt with matters of personal appearance, working relationships, and the use of drugs and alcohol. Approximately 30% of the deficiencies cited were a combination of knowledge and skills with knowledge deficiencies (e.g., Army organization, chain of command, management of finances, military terminology,...) mentioned most frequently.

Similar responses were obtained when the supervisors were asked to cite the most frequent problems they experience with their first-tour EW. The majority of the problems named (80%) dealt with attitudes toward work.

When asked to approximate the number of first-tour EW they were including in their discussion of performances needing improvement, their estimates ranged widely (from 15% to 80%), clustering around 30%. That is, they saw the ratio of poor to good performers to be approximately 30/70. While the 70% were not without some deficiencies, they were generally viewed as adequate or better than adequate performers. Supervisors stated that a small proportion of their first-tour EW, estimated at about 5-10%, were responsible for a large proportion of their disciplinary problems.

It is interesting to observe that when asked to list the BT-taught skills, knowledge and attitudes in which their first-tour EW were the strongest, some 40-45% of their responses included the areas of: doing a good job, discipline, good attitudes, military courtesy and respect for superiors, and following orders. Appearance and military bearing comprised some 35-40% of the responses. Attitudes of EW in their first-tour assignments appear to be of pivotal importance for their supervisors. We find supervisors citing discipline, respect for superiors, military courtesy, and attitudes toward job performance when they are designating deficiencies and also when they are listing strengths. Apparently these are the major weaknesses of their poor performers and they are the major strengths of their good performers.

These same attitude-reflecting attributes were stressed by the supervisors when they were asked to list the areas in which they felt that BT failed to adequately prepare first-tour EW for military/Army life. Also mentioned were the knowledge areas having to do with Army organization, women's role in the Army, and what to expect while serving in units.

The pattern which emerges from the supervisors' assessments of their first-tour EW is that the large majority of them are good performers on the job. The major characteristics that distinguish the good from the poor performers are their job-related attitudes (discipline, respect for superiors, following orders, attitudes of responsibility toward their work, military courtesy,...). The supervisors feel that BT does not adequately develop these attitudes and certain job related knowledge areas, necessary for good first-tour job performance.

Differences in EW/EM Performance

When asked to specify what differences, if any, they discerned in military performance of EW and EM, some of the supervisors indicated that women have more pride in appearance and pay more attention to detail than men. There was general agreement that men know more about the Army. Some felt that men are more responsive to threats of punishment, and the majority indicated that EW are more likely to respond emotionally to orders. The most frequent supervisor comments, however, indicated that EW and EM do not differ in their military performance. In their assessment of EW and EM technical job performance, EW were sometimes favored over EM in areas such as dependability, learning the job and attention to detail. Overall, supervisors' responses again tended to indicate no differences in performance.

EW Attitudes Toward Army

Supervisors' observations of the attitudes of first-tour EW toward the Army did not present a clear-cut picture in that approximately half the supervisors' comments indicated EW have positive attitudes and half indicated they have unfavorable attitudes. Nor was there consistency in differentiating among those who were favorable and those who were unfavorable. Some of the EW who had been positive at first had shifted negatively when they found Army life not to be as expected, or when they were influenced by the cynicism of more experienced soldiers. Others found Army life to their liking and remained positive. Some of the EW with initially negative attitudes remained negative, maintaining a general dislike for Army life. Others clearly changed in a positive direction.

APPENDICES

APPENDIX A

CHRONOLOGICAL LIST OF MAJOR BRIEFINGS

1. Commanding General, Fort McClellan; Commander, USWACCS; and staff members, 11 January 1974.
2. Director, Women's Army Corps, 19 February 1974.
3. Director of Training, USWACCS, 6 March 1974.
4. Army Research Institute research personnel, 5 July 1974.
5. Chief, Army Training Center Division, TRADOC; Chief, Professional Development Division, TRADOC, 19 July 1974.
6. Commanding General, Fort McClellan; Commander, and Director of Training, USWACCS, and staff members, 13 September 1974.
7. Fort McClellan training personnel, 25 March 1975.
8. Commanding General, Fort Jackson, and Fort Jackson training personnel, 26 March 1975.

APPENDIX B1

SELECTED SAMPLE BY CAREER MANAGEMENT SUBFIELD

<u>CMSF Number</u>	<u>CMSF Name</u>	<u>Number of EW to be Surveyed in Each CMSF</u>
650	Movements Control	20
652	Motor Transport	10
655	Air Operations	30
711	General Administration	493
712	Personnel	418
713	Finance	83
714	Legal	18
715	Information	24
716	Special Services	2
721	Communications Operations	350
722	Audio Visual	9
741	Data Processing Equipment Operation	131
76	Supply Career Management Field	204
811	Drafting	8
911	Prosthetic Appliances	2
912	Patient Care	753
913	Physical Medicine	10
914	Medical Services	138
94	Food Service Career Management Field	39
95	Law Enforcement Career Management Field	21
96	Military Intelligence Career Management Field	43
971	Brass	10
972	Woodwind	18
973	Percussion	3
98	Signal Intelligence Career Management Field	110
09	Reporting Code	553

APPENDIX B2

CONUS POSTS SURVEYED

<u>Post Name</u>	<u>Number of Questionnaires sent to this Location</u>
Ft. Carson, Colorado	86
Ft. Sheridan, Illinois	39
Ft. Sill, Oklahoma	71
Ft. Sam Houston, Texas	206
Aberdeen Proving Ground, Md.	81
Ft. Benjamin Harrison, Indiana	132
Ft. Gordon, Georgia	176
Ft. Hood, Texas	103
Ft. Huachuca, Arizona	107
Ft. Belvoir, Virginia	59
Ft. Campbell, Kentucky	50
Brooke Army Medical Center San Antonio, Texas	87
Ft. Benning, Georgia	67
Ft. Bragg, North Carolina	153
Ft. McClellan, Alabama	48
Ft. McPherson, Georgia	56
Ft. Meade, Maryland	85
Ft. Ord, California	67
Ft. Riley, Kansas	96
Ft. Lewis, Washington	91
Ft. Devens, Massachusetts	104
Ft. Dix, New Jersey	125
Ft. Knox, Kentucky	53
Walter Reed Army Medical Center Washington, D. C.	99
Ft. Eustis, Virginia	73
Ft. Jackson, South Carolina	243
Letterman General Hospital San Francisco, California	70
Madigan General Hospital Tacoma, Washington	71
Fitzsimmons General Hospital Denver, Colorado	77
White Sands Missile Range New Mexico	19
Ft. MacArthur, California	33
Ft. Rucker, Alabama	40
Presidio of Monterey, California	64
Fort Lee, Virginia	73
Fort Leavenworth, Kansas	42

APPENDIX B3

OVERSEAS LOCATIONS SURVEYED

<u>Location Name</u>	<u>Number of Questionnaires sent to this Location</u>
Supreme Headquarters, Allied Powers, Europe	22
Camp Zama, Japan	38
Yongson, Korea	5
Ft. Buckner, Okinawa	25
Ryuku Sukiran, Okinawa	19
Rkytorii, Okinawa	30
Augsburg, Germany	131
Frankfurt, Germany	122
Heidlbürg, Germany	92

APPENDIX B4

INSTRUCTIONS TO QUESTIONNAIRE ADMINISTRATORS

AND

FIRST-TOUR EW QUESTIONNAIRE WITH RESPONSE FREQUENCIES

The Human Resources Research Organization
(HumRRO)
Post Office Box 428
Fort Rucker, Alabama 36360

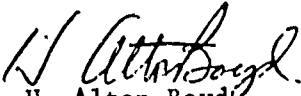
10 April 1974


Dear Sir:

It is requested that you appoint a Project Officer to administer the enclosed questionnaires to first-tour Wacs at your installation. This is part of a TRADOC effort to gather data, world-wide, to be used in revising and upgrading WAC Basic Training. Questionnaires were prepared by The Human Resources Research Organization (HumRRO), under contract with the Department of the Army, Office of the Chief of Research and Development.

A full set of directions for the Project Officer follows this cover letter. The specific Duty MOS's to be surveyed are listed, originator points of contact are listed, and it is requested that the completed questionnaires be returned to Fort McClellan, Alabama, by 15 May 1974.

Thank you.


H. Alton Boyd
Research Scientist


L. Paul Dufilho
Research Associate

Enclosures

HumRRO
Autovon: 558-2712
558-2709

Survey of First-Tour Graduates of WAC Basic Training

Instructions to Project Officer

This is a TRADOC directed effort. Its purpose is to collect data to be used in the revision and upgrading of WAC Basic Training.

Data from this world-wide effort is scheduled to be compiled by 1 June 1974; therefore, it is requested that you return the completed questionnaires no later than 15 May 1974.

Please administer the questionnaires in strict accordance with the instructions below. Thank you.

1. Upon their appointment to this project, Project Officers at CONUS locations should call Autovon 558-2712/2709 at Fort Rucker, Alabama, to identify themselves as the point of contact at that location. Project Officer's name and duty telephone number should be given to Mr. Alton Boyd or Mr. Paul Dufilho or Mrs. Juanita Spezia.

Project Officers at overseas locations may report either by telephone or by mail. Address correspondence to:

WAC-BT
HumRRO
P. O. Box 428
Fort Rucker, Alabama 36360

2. Questionnaires are to be administered to Wacs selected on the basis of (A) specified Duty MOS and (B) first enlistment tour.

(A) Duty MOS: The accompanying Sample Worksheet and its instructions tell you which Duty MOS's to select the Wacs from at your installation.

(B) First Tour: Insure that every respondent is in her first tour of duty (even if her ETS is the next day after she fills out the questionnaire--that's O.K.).

3. For ease of questionnaire administration, get as many as possible of the respondents together in a classroom or auditorium to fill out their questionnaires in a group. Reschedule questionnaire sessions for those who do not show up the first time. They should be given the questionnaires as quickly as possible after the first group--preferably no more than one or two days later. (Better results can be obtained if a respondent doesn't discuss the questionnaire with someone who has already filled it out.)

4. Check the accompanying Worksheets to determine how many first tour Wacs in each Duty MOS you are supposed to survey.

Then, if your installation has a Wac Co. or Detachment, it is probably your best bet to check with its Commander to see if she/he can locate the appropriate Wacs for you.

There may be more than one Wac Co. or Detachment. If so, the Commander of any of them is likely to be able to tell you where to find the Wacs you need.

At some installations, it will be more efficient to screen the records at Enlisted Personnel to locate the appropriate Wacs.

5. Where possible, it will expedite the effort to get Wac Co. Commanders (or other appropriate Commanders) to post a list of Wacs who are to fill out the questionnaire--showing time and place.

6. Try to be very sure you get randomly selected Wacs from among those eligible to take the questionnaire, e.g., if possible, select from a roster--not on any aspect of how well they do their jobs.

7. Allow about three hours for questionnaire administration. Some respondents will finish in about one hour--others may take three hours or even a little longer. You should stay with the group the entire time to insure that each Wac fills out her own questionnaire, to help interpret questions (if any), and to indicate by your presence and manner that the questionnaire is to be filled out completely by each respondent.

Quality of questionnaire responses has been shown to be affected by the mood set by the Project Officer. Therefore, you should try to create an atmosphere which indicates you feel the effort is very worth-while and of genuine importance to the training of future Wacs.

8. A copy of instructions for you to read to the assembled group(s) follows (Page 4) this set of general instructions. When all are assembled, read the instructions, being sure every respondent can hear and understand what you say. If some respondents come in late, read the instructions to them individually.

Then get them started on the questionnaires.

It would probably expedite matters if you bring along some extra pencils.

9. The questionnaire is not timed and should not be rushed. Those who take longer to fill it out may need to take a break before they finish. This is O.K., but their responses should not be discussed with anybody before they complete it.

10. Discourage discussion among the respondents while they are working on the questionnaire.

11. Step-by-step administration of questionnaire:

- (1) After Wacs are assembled and seated and you are sure they all have something to write with, read instructions to the group.
- (2) After answering questions, if any, hand out the questionnaires in their unsealed envelopes.
- (3) See that they begin filling out the questionnaires.
- (4) Remain present to answer questions or otherwise assist. (Do not suggest any answers to any questions--only explain what terms mean or where to place responses on the paper.)
- (5) Be sure each respondent puts her own completed questionnaire in its envelope and seals it before handing it to you as they finish. Insure that no one other than the respondent looks at any responses made on a questionnaire after it is completed and before it is mailed back to the researchers.
- (6) Package or box the questionnaires in their sealed envelopes and return to:

Director of Training
U. S. Army WAC Center and School
ATTN: HumRRO Working Group
Fort McClellan, Alabama 36201

12. Please contact individuals named in Paragraph 1 for information or further directions if problems arise.

Thank you very much for your time and effort.

HumRRO Working Group

INSTRUCTIONS FOR QUESTIONNAIRE ADMINISTRATION SESSION

1. Call to order.
2. Insure that each person has a pencil or pen.
3. Introduce self.
4. Read the following to the assembled Wacs:

"THE U. S. ARMY TRAINING AND DOCTRINE COMMAND HAS DIRECTED THAT WAC BASIC TRAINING BE REVISED TO IMPROVE THE GENERAL MILITARY SKILLS OF BASIC GRADUATES GOING TO A.I.T. AND TO FIELD ASSIGNMENTS. THE QUESTIONNAIRE YOU WILL FILL OUT TODAY IS BEING ADMINISTERED TO A SELECTED GROUP OF Wacs, WORLD-WIDE. THIS SURVEY HAS THE FULL SUPPORT AND COOPERATION OF BG MILDRED C. BAILEY, DIRECTOR OF THE WOMEN'S ARMY CORPS.

PLEASE GIVE THIS QUESTIONNAIRE YOUR BEST EFFORTS AND ANSWER ALL QUESTIONS AS ACCURATELY AS YOU CAN. YOUR ANSWERS SHOULD BE BASED ON YOUR OWN EXPERIENCE, NOT ANYONE ELSE'S. THE INFORMATION YOU PROVIDE WILL BE USED TO IMPROVE WAC BASIC TRAINING SO FUTURE TRAINEES GET THE MOST USEFUL, UP-TO-DATE TRAINING POSSIBLE.

IT USUALLY TAKES ABOUT TWO HOURS TO COMPLETE THE QUESTIONNAIRE. WHEN YOU COMPLETELY FINISH YOUR QUESTIONNAIRE, PUT IT IN ITS ACCOMPANYING ENVELOPE AND BE SURE TO SEAL IT--YOUR ANSWERS WILL BE SEEN ONLY BY THE RESEARCHERS WORKING TO IMPROVE BASIC TRAINING, NO ONE ELSE.

YOU MAY LEAVE WHEN YOU HAVE COMPLETED YOUR QUESTIONNAIRE, SEALED IT IN ITS ENVELOPE, AND RETURN IT TO ME.

THANK YOU.

THE NEAREST RESTROOM IS: (give directions)."

5. Hand out unsealed envelopes containing the questionnaires and direct the respondents to begin filling them out.

Instructions for the WAC QUESTIONNAIRE SAMPLE WORKSHEET

These instructions explain how the Project Officer is to use the attached 9-page WAC QUESTIONNAIRE SAMPLE WORKSHEET for selecting women who are to be surveyed. On the first page of the Worksheet the total number of women to be given the questionnaire has been entered in the blank labeled "Sample Size."

The Worksheet is in outline form and shows selected MOS's grouped by their appropriate Career Management Field and Career Management Sub-Field and for each group of MOS's a total has been entered on the "Total" line. The sum of all the "Total" lines will equal the total "Sample Size." Each Total line entry is the number of women to be selected from the various Duty MOS's grouped above it. The distribution of women within these MOS's will be left to the discretion of the Project Officer based upon the availability of Wacs within the MOS's specific to that group. The total number of Wacs surveyed within a given MOS should be entered by the Project Officer on the dotted line adjacent to that MOS and the sum of these entries should equal the number posted on the "Total" line for that MOS group. In some cases, it may not be possible to locate women in every MOS listed within a given group. It is likely that women in their first enlistment will not be able to hold some MOS's (e.g., 00Z - command sergeant major) and in cases like these it will be necessary to leave the MOS unfilled. However, when possible, all MOS's within a given group should be represented. In the event that this is not possible, feel free to administer the questionnaire to any Wac in her first enlistment as long as her Duty MOS is listed anywhere on the Worksheet. It is important that the women selected at this location be in the MOS's requested, but more important, is that all of the questionnaires sent to this location be completed by women meeting the above criteria and returned to this research group.

A sample from the WAC QUESTIONNAIRE SAMPLE WORKSHEET is attached to these instructions and will be used as an example for the above instructions. This example shows that 30 Wacs are needed from the General Administration Sub-Field, 10 from Personnel, and none (0) from Finance. Assuming that the Project Officer has already administered questionnaires to these women from the specified areas, we see that he/she was able to locate all 30 women in the General Administration Sub-Field and that they were distributed over the 9 MOS's listed (hand written entries). However, for the Personnel Sub-Field only 9 Wacs could be located in three of the five MOS's listed (75B = 5, 75C = 3, 75E = 1), leaving this MOS group one short of the number requested. Note that in the Finance Sub-Field there was no request for women with these MOS's. The one short from the Personnel group was added to this Sub-Field by the Project Officer.

If your location has been selected to survey women in the 09E (WAC Trainee) Reporting Code select women from one of the following conditions: (1) woman has completed WAC BT and is attending an A.I.T. or is receiving OJT, or (2) woman has completed WAC BT and is in hold status waiting to attend an A.I.T. or receive OJT.

It is requested that the Project Officer fill in his/her name and Autcvon telephone number (USA only) and return the WAC QUESTIONNAIRE SAMPLE WORKSHEET separately from the completed questionnaires. The Worksheet should be mailed to the Human Resources Research Organization (HumRRO), Post Office Box 428, Fort Rucker, Alabama, 36360, ATTN: Mr. L. P. Dufilho.

71 Administration Career Management Field

711 General Administration

71B	.....	10
71C	.....	10
71F	.....	3
71G	.....	2
71L	.....	1
71M	.....	1
71S	.....	1
71T	.....	1
76L	.....	1
TOTAL	.....	<u>30</u>

712 Personnel

75B	.....	5
75C	.....	3
75D	.....	0
75E	.....	1
75Z	.....	0
TOTAL	.....	<u>10</u> (-1)

713 Finance

73C	.....
73D	.....
73Z	.....
TOTAL	.....	<u>1</u>

EXAMPLE



WAC QUESTIONNAIRE SAMPLE

WORKSHEET

Installation No. _____ Project Officer Name _____

Sample Size _____ Autovon Duty Phone (USA Only) _____

65	Transportation Career Management Field		
	650	Movements Control	
			71N
			TOTAL _____
	652	Motor Transport	
			64C
			TOTAL _____
	655	Air Operations	
			71P
			93D
			93H
			93J
			93K
			TOTAL _____

71 Administration Career Management Field

711 General Administration

71B	.....
71C	.....
71F	.....
71G	.....
71L	.....
71M	.....
71S	.....
71T	.....
76L	.....
TOTAL	_____

712 Personnel

75B	.....
75C	.....
75D	.....
75E	.....
75Z	.....
TOTAL	_____

713 Finance

73C	.....
73D	.....
73Z	.....
TOTAL	_____

714	Legal		
		71D	.....
		71E	.....
		TOTAL	_____

715	Information		
		71Q	.....
		71R	.....
		TOTAL	_____

716	Special Services		
		03B	.....
		03C	.....
		03D	.....
		03Z	.....
		TOTAL	_____

72 Communications & Audio Visual Career Management Field

721	Communications Operations		
		72B	.....
		72C	.....
		72D	.....
		72F	.....
		72G	.....
		72H	.....
		05B	.....
		05C	.....
		05E	.....
		05F	.....
		TOTAL	_____

722 Audio Visual

84B
84C
84D
84E
84F
84G
26T
TOTAL _____

74 Automatic Data Processing Career Management Field

741 Data Processing Equipment Operation

74C
74D
74E
74F
74G
71U
74Z
TOTAL _____

76 Supply Career Management Field

76A	.....
76J	.....
76N	.....
76P	.....
76Q	.....
76R	.....
76S	.....
76T	.....
76U	.....
76V	.....
76X	.....
76Y	.....
76Z	.....
TOTAL	_____

81 Topographic Engineering & Map Reproduction Career Management Field

811 Drafting

81A	.....
81C	.....
81D	.....
81E	.....
81F	.....
81Q	.....
TOTAL	_____

91 Medical Career Management Field

911 Prosthetic Appliances

42C
42D
42E
42F
TOTAL _____

912 Patient Care

91A
91B
91C
91D
91E
91F
91H
91T
91U
91V
91Z
TOTAL _____

913 Physical Medicine

91J
91K
91L
TOTAL _____

914 Medical Services

91G	.....
91M	.....
91N	.....
91P	.....
91Q	.....
91R	.....
91S	.....
92B	.....
TOTAL	_____

94 Food Service Career Management Field

94A	.....
94B	.....
94D	.....
94F	.....
00H	.....
94Z	.....
TOTAL	_____

95 Law Enforcement Career Management Field

95B	.....
95C	.....
95D	.....
TOTAL	_____

96 Military Intelligence Career Management Field

96B
96C
96D
97B
97C
97D
04B
04C
TOTAL _____

97 Band Career Management Field

971 Brass

02B
02C
02D
02E
02F
02P
TOTAL _____

972 Woodwind

02G
02H
02J
02K
02L
02Q
TOTAL _____

973

Percussion

02M
02N
02T
02R
TOTAL _____

98

Signal Intelligence Career Management Field

98B
98C
98G
98J
98Z
05D
05G
05H
05K
TOTAL _____

09

Reporting Code

09E
TOTAL _____



DEPARTMENT OF THE ARMY
OFFICE OF DIRECTOR, U.S. WOMEN'S ARMY CORPS
WASHINGTON, D.C. 20310

DAPE-DW

SUBJECT: World-Wide Survey to Revise WAC Basic Training

TO: Selected Graduates of WAC Basic Training and Supervisory Personnel

1. The Women's Army Corps is justifiably proud of the quality of training which has enabled our women to support the Army's mission with distinction. The Army's changing requirements, however, now make it necessary to examine critically, and to revise as necessary, the WAC Basic Training Program to make it maximally responsive to Army needs.
2. This questionnaire is intended to gather information directly about your personal field experience. Researchers will use the information in their effort to insure that the Army has the most appropriate and effective Women's Basic Training Program in the American Armed Forces.
3. In order for your responses to have their maximum impact on this important effort, I am requesting that you read the questions carefully and give your most sincere and accurate answers.

1 Incl
Questionnaire

Mildred C. Bailey
MILDRED C. BAILEY
Brigadier General, GS
Director, Women's Army Corps

QUESTIONNAIRE FOR GRADUATES OF WAC BASIC TRAINING

The United States Army Training and Doctrine Command (TRADOC) has directed that Women's Army Corps (WAC) Basic Training *be revised* (1) to include the latest and best training methods available and (2) to be made as responsive as possible to Wacs' and the Army's field needs. In following this TRADOC directive, WAC Basic Training will produce graduates who can actually perform a higher proportion of the "military living skills" they need to be successful in field assignments. In addition, BT graduates will have more realistic expectations of what their future field assignments will be like. Consequently, these WAC recruits will be better trained to realize their full potential--both from the Army's point of view and from their own personal points of view.

This questionnaire was prepared by the Human Resources Research Organization (HumRRO), a nonprofit research organization, and a select committee of Wacs with extensive experience. Recommended changes in Basic Training will be based largely on the information Wacs place on this questionnaire.

THIS IS A QUESTIONNAIRE, NOT A TEST.

The information you give on this questionnaire will be used only for RESEARCH AND TRAINING purposes to improve Wac recruit training and utilization. It will NOT be placed in your records or be available to your supervisors or commanders. It will NOT affect your military service in any way. Once your questionnaire is filled out, it will be seen only by the research staff and will be treated 100% confidentially and respectfully.

Most of the questions are about your "military living skills" or "general soldiering skills" taught in Basic Training.

GENERAL INSTRUCTIONS

Please answer all questions to the best of your ability. Give your own opinions and not what you think the Army or anyone else might want you to say. Your answers are supposed to be an accurate picture of what YOU think about the questions as YOU understand them.

1. PLEASE READ EACH QUESTION CAREFULLY. Answer the way it tells you to. When you are supposed to choose from among several alternatives (multiple choices), mark (✓) the one which best describes your own situation or opinion, even though it may not be expressed exactly the way you would express it. (A few questions ask you to check (✓) several answers. They are clearly marked.)
2. Answer every question and write or print legibly so we can easily read what you write.
3. Put any comments you may have in the right margin close to the question on which you are commenting--or on the blank page reserved for your comments at the end of the questionnaire.
4. Put your initials in the space provided at the bottom of each page to show that you are certain you have answered every question on that page.
5. When you have completed the entire questionnaire, seal it in its envelope and return it to the Project Officer who will mail the sealed envelopes back to the training research group. Your answers will be treated entirely confidentially.

It has taken several months to construct this questionnaire. It is the first step in the most comprehensive effort ever made to really upgrade WAC Basic Training. By giving your honest and accurate answers on this questionnaire, you will be helping to shape the future of enlisted women in the Army.

WAC BASIC TRAINING GRADUATE QUESTIONNAIRE

* 1. NAME (Please print) _____
Last
First
Middle

* 2. Military mailing address: _____

* 3. Duty phone(s): _____, _____, _____

** 4. Social Security Account Number: _____

** 5. Pay grade (circle one): E-1, E-2, E-3, E-4, E-5, E-6, E-7, E-8, E-9 (See frequency distribution on page 84)

6. Age: _____ (See frequency distribution on page 84.)

7. Height: _____ | _____ (See frequency distribution on page 85)
feet | inches

8. A. How many years of civilian schooling did you complete before your present enlistment? (Circle one) (See frequency distribution on page 85)
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

B. Put a check (✓) by your highest degree. $N_T = 1541$

- 1. 150 High school equivalent (GED)
- 2. 1234 High school graduate
- 3. 97 Two years of college (Associate Degree), Major field **
- 4. 59 Four years of college (Bachelor's Degree), Major field **
- 5. 1 Master's Degree, Major field **
- 6. 0 Doctorate, Major field **

9. How long have you been in the Army?

_____ | _____ (See frequency distribution on page 86)
 years | months

** 10. Total Active Federal Service, including annual Active Duty for training:

_____ | _____
 years | months

*** 11. A. Primary MOS _____ (See frequency distribution on page 86)

B. If you are in AIT, put MOS you expect to be awarded _____

C. If you are in OJT, put MOS you expect to be awarded _____

*** 12. Duty MOS _____ (Put N/A if you are in AIT) (See frequency distribution on page 86)

** 13. If you hold other MOS's, list them here. _____, _____, _____
 (Put N/A if you have not yet been awarded any other MOS's)

_____ Initial here when you have completed every item on this page.

*This information is only on the source document and was not transferred to the tape master file.

**This information is on the tape master file but was not used in preparation of this report.

***These data are on the master file. However, for this report the only use of Items 11A and 12 was to determine if Primary MOS and Duty MOS were the same for a given WAC (See Frequency Distribution on Page 86).

- ** 14. List in order, from first to present, all duty positions you have held, the approximate dates of each one, and the name of the unit and station.
(Put N/A if you are still in AIT)

	<u>Job Title</u>	APPROXIMATE DATES					<u>Name of Unit/Station</u>
		DUTY MOS	FROM		TILL		
			Mo.	Yr.	Mo.	Yr.	
1st.							
2nd.							
3rd.							
4th.							
5th.							

- ** 15. Use the spaces below to describe your first 18 years; where did you live, and during what years of your life in each place?

1. On a farm, in _____,
(Name of state or country)
from about age _____ to about age _____
2. In the country, but not on a farm, in _____,
(Name of state or country)
from about age _____ to about age _____
3. In a small town (less than 5,000 pop.) in _____,
(Name of state or country)
from about age _____ to about age _____
4. In a town (5,000 to 50,000) in _____,
(Name of state or country)
from about age _____ to about age _____
5. In a city (more than 50,000) _____,
(Name of state or country)
from about age _____ to about age _____

16. Which of the following do you consider yourself? (N_T = 1552)

1. American Indian 33
2. White/Caucasian 1147
3. Black/Negro 243
4. Spanish American 50
5. Asian American 6
6. Other (specify) 73

- ** 17. List any jobs you held before you joined the Army (and briefly describe what your duties were).

1. Check (✓) here if you held none.
2. _____
3. _____
4. _____
5. _____

_____ Initial here when you have completed every item on this page.

Q. 5.	<u>Pay Grade</u>	<u>N</u>	(N _T = 1559)
	E1	83	
	E2	293	
	E3	481	
	E4	588	
	E5	110	
	E6	4	
	E7	0	
	E8	0	
	E9	0	

Q. 6.	<u>Age</u>	<u>N</u>	(N _T = 1561)
	18	109	
	19	329	
	20	347	
	21	237	
	22	142	
	23	109	
	24	82	
	25	45	
	26	41	
	27	34	
	28	9	
	29	17	
	30	15	
	31	20	
	32	7	
	33	6	
	34	6	
	35	5	
	36	1	

Q. 7.

Height (Total Inches)

N

($N_T = 1553$)

58	17
59	29
60	55
61	117
62	164
63	193
64	238
65	186
66	203
67	147
68	105
69	43
70	24
71	18
72	12
73	1
74	0
75	0
76	1

Q. 8.

Schooling

N

Schooling

N

($N_T = 1547$)

1	3	11	32
2	1	12	1079
3	0	13	205
4	0	14	102
5	0	15	35
6	0	16	61
7	0	17	5
8	1	18	1
9	4	19	0
10	17	20	1

Q. 9.

Length of Service

($N_T = 1548$)

<u>Months</u>	<u>N</u>	<u>Months</u>	<u>N</u>	<u>Months</u>	<u>N</u>
2	26	25	24	48	0
3	62	26	19	49	0
4	68	27	21	50	3
5	34	28	15	51	0
6	53	29	19	52	2
7	85	30	22	53	3
8	69	31	24	54	2
9	65	32	28	55	1
10	62	33	12	56	1
11	57	34	18	57	0
12	54	35	11	58	0
13	52	36	1	59	0
14	80	37	6	60	1
15	52	38	2		
16	62	39	5		
17	42	40	5		
18	66	41	2		
19	59	42	5		
20	60	43	6		
21	51	44	4		
22	50	45	0		
23	39	46	3		
24	34	47	0		

Q. 11.A. - 12

P MOS Same As D MOS

N ($N_T = 1503$)

Yes	1045
No	458

18. Are you engaged to be married? ($N_T = 1517$)

1. 236 Yes
2. 1281 No

19. Your present marital status: $N_T = 1552$

1. 1089 single, never married
2. 316 married
3. 119 divorced
4. 5 widowed
5. 23 separated

20. Weight: _____ pounds (See frequency distribution on page 89)

21. What was the main reason you joined the Army? Please give this some thought and answer as accurately and honestly as you can.

(See frequency distribution on page 90)

** 22. Rank all of the following services in the order in which you would have liked to serve at the time you joined the Army. Give your first choice a "1," your second choice a "2," third choice "3," and so on till you have ranked all five.

1. _____ Army
2. _____ Navy
3. _____ Marines
4. _____ Air Force
5. _____ Coast Guard

** 23. If you actually tried to join another branch of the service before you tried the Army, put down the order in which you tried to join. 1 = tried first, 2 = tried second, 3 = tried third, and so on. (If you tried only the Army, put a "1" there.)

1. _____ Army
2. _____ Navy
3. _____ Marines
4. _____ Air Force
5. _____ Coast Guard

24. How did your relatives/family feel about your joining the Army? $N_T = 1542$

1. 11 N/A, I have no relatives/family.
2. 113 strongly urged me to join
3. 596 wanted me to join, but left it up to me
4. 319 neutral--really had no opinion one way or the other
5. 387 wanted me not to join, but left it up to me
6. 116 strongly urged me not to join

25. Did your relatives/family have military experience? $N_T = 1553$

1. 14 N/A, I have no relatives/family.
2. 1249 Yes
3. 290 No

_____ Initial here when you have completed every item on this page.

** 26. In what Basic Training class did you graduate, and on what date?

Plt _____ Co _____ Bn _____ Date of graduation _____
 Day | Mo | Year

27. Were you reassigned during Basic Training? $N_T = 1523$

1. 63 Yes; if yes, was it for: 1. 5 physical illness
 2. 1460 No 2. 0 emergency leave
 3. 58 other

** 28. List, in order, every military school/course you have attended after Basic Training (including AIT).

	<u>Name of School/Course</u>	<u>Did you Successfully Complete/Graduate</u>	
		Yes	No
1.	_____		
2.	_____		
3.	_____		
4.	_____		

29. How much of the time do you know exactly what the Army expects of you (expects you to do) in your:

	About 80-100% of the time	About 60-80% of the time	About 40-60% of the time	About 20-40% of the time	About 0-20% of the time
1. Present assignment (overall) $N_T = 1525$	996	335	136	34	24
2. On-duty activities $N_T = 1496$	910	381	128	39	38
3. Off-duty activities $N_T = 1472$	694	271	192	120	195

30. How much of the time do you think your rater/supervisor has a clear idea of what you are supposed to do in your present duty position/duty MOS? $N_T = 1536$

1. 890 about 80-100% of the time
 2. 398 about 60-80% of the time
 3. 149 about 40-60% of the time
 4. 48 about 20-40% of the time
 5. 51 about 0-20% of the time

31. How accurately have your Enlisted Evaluation Report(s) (EER) evaluated your actual performance? $N_T = 1538$

1. 896 I have not yet received an EER.
 2. 446 80-100% accurate
 3. 118 60-80% accurate
 4. 39 40-60% accurate
 5. 15 20-40% accurate
 6. 24 0-20% accurate

_____ Initial here when you have completed every item on this page.

Q. 20.

Weight (5-pound intervals)

($N_T = 1532$)

<u>Pounds</u>	<u>N</u>
91 - 95	10
96 - 100	33
101 - 105	49
106 - 110	118
111 - 115	121
116 - 120	165
121 - 125	181
126 - 130	222
131 - 135	168
136 - 140	149
141 - 145	91
146 - 150	104
151 - 155	39
156 - 160	36
161 - 165	12
166 - 170	14
171 - 175	10
176 - 180	6
181 - 185	0
186 - 190	2
191 - 195	0
196 - 200	2

Q. 21.	Reason for Joining Army	(N _T = 1515)
		N
	To further my education/qualify for the GI Bill	206
	Travel/Educational opportunities	367
	To improve/change my situation/do something different	153
	Get away from home/be independent	125
	To learn/get into a specific career/trade field	134
	For the challenges	21
	To serve my country	48
	To grow up/find myself/settle down	41
	To enjoy the benefits advertised by the Army	59
	Couldn't find a job/only thing available to me	50
	To get the experience/meet people	53
	Didn't have the money to go to/finish college	34
	Couldn't get a decent paying job	15
	To learn self discipline/accept responsibility	7
	To become an officer	3
	To prove myself	8
	For a military career/job security	42
	Curiosity/I wanted to	20
	General self improvement	10
	Opportunity for advancement	6
	To be with my husband	15
	To provide security for my child/children/family	13
	Wasn't ready for/didn't want to go to college	17
	Nothing better to do	23
	Temporary insanity/impulse	4
	VA benefits	17
	Good pay	21
	Told to enlist	3

32. Rank all the following on their importance to your EER's even if you have not yet received an EER. Give the most important one a "1," second most important a "2," third most important a "3," and so on till you have ranked them all.

1. My adaptability
2. My attitude (See frequency distribution on page 93)
3. My initiative
4. My leadership
5. My responsibility
6. My duty performance
7. My friendship with rater/supervisor
8. ** Other (specify) _____
9. ** Other (specify) _____

33. After you began your first field MOS assignment, how long did it take you to feel you were performing your assigned duties proficiently (skillfully, competently)?

1. month(s) and week(s) (See frequency distribution on page 94)
2. I do not yet feel proficient.
3. I am in AIT.

34. How much of the time do you feel you are being properly utilized in your present MOS assignment? $N_T=1488$

1. 606 80-100% of the time
2. 377 60-80% of the time
3. 206 40-60% of the time
4. 111 20-40% of the time
5. 188 0-20% of the time

35. Do you want to supervise the work of:

A. Other enlisted women? $N_T=1525$

1. 744 Yes
2. 781 No

B. Enlisted men? $N_T=1441$

1. 645 Yes
2. 796 No

** 36. Use checks (✓) to indicate how much leadership you have actually exercised in your present assignment.

	Much more than average	More than average	An average amount	Less than average	Much less than average
1. <u>During duty hours</u>					
2. <u>During off-duty hours</u>					

37. Check the following statement which best describes your feelings about your present assignment:

	$N_T=1396$	ON DUTY	OFF DUTY	$N_T=1024$	
1. <u>467</u> | <u>151</u> I feel I should be given more responsibility than I have been.					
2. <u>929</u> | <u>873</u> I feel my duties have had about the right balance of responsibility.					
3. <u>0</u> | <u>0</u> I feel I have been required to exercise too much responsibility.					

_____ Initial here when you have completed every item on this page.

38. About what percentage of your on-duty, assigned MOS duties are of the following types? (Total should equal 100%)

% (Percentage)

1. Essential to unit mission _____
2. Useful but not essential to unit mission _____
3. Barely useful to unit mission _____
4. Neither useful nor harmful to unit mission _____
5. Actually hurts unit mission _____

(See frequency distribution on page 95)

Total = 100%

39. Wacs' stress on military discipline and customs and courtesies should be: $N_T=1540$

1. 303 greatly increased
2. 379 increased a little
3. 578 maintained at present levels
4. 203 decreased a little
5. 77 greatly decreased

40. A. In your present MOS assignment, what is the largest number of personnel whose MOS related work you have ever supervised at any one time?

Total (See frequency distribution on page 95)

1. _____ Of this total, how many are/were: A. EW _____
B. EM _____

B. How many do you supervise now? (See frequency distribution on page 96)

Total

1. _____ Of this total, how many are: A. EW _____
B. EM _____

41. Put a check by each leadership course you attended. $N_T=1341$

1. 1096 I did not attend any leadership course.
2. 240 Leadership Orientation Course (LOC) (taught during BT)
3. 4 Special Leadership Preparation Program (SLPP) (taught during BT)
4. 1 NCO Leadership Course (taught after BT)
5. 0 Other (specify) _____

42. What was the effect of your leadership course(s) on your present assignment? $N_T=1158$

1. 1034 I did not attend any leadership course.
2. 124 made me much more effective
3. 0 made me a little more effective
4. 0 I don't think it (they) made any difference.
5. 0 made me a little less effective
6. 0 made me much less effective

43. How often do you march/participate in drill with someone else in charge? Enter the approximate number in the most appropriate category. If none, put "0."

Times per:

--	--	--	--

 day | week | month | year (See frequency distribution on page 96)

_____ Initial here when you have completed every item on this page.

Q. 32.

Importance of EER

	R A N K S							
	1	2	3	4	5	6	7	N _T
Adaptability	115	161	237	309	352	295	38	1507
Attitude	308	296	297	259	227	123	11	1521
Initiative	110	242	371	318	300	147	19	1507
Leadership	52	97	126	221	278	638	85	1497
Responsibility	255	497	299	230	168	58	7	1514
Duty performance	776	245	150	117	99	115	19	1521
Friendship with Rater/Supervisor	49	29	25	19	32	75	1123	1352

Q. 33.

Performing Duties Proficiently

($N_T = 1481$)

Response	
Area	N
I'm not proficient	258
I'm in AIT	203
Time to Proficiency	1020

<u>Weeks</u>	<u>Freq.</u>	<u>Weeks</u>	<u>Freq.</u>
1	40	18	1
2	63	19	7
3	37	20	1
4	229	21	0
5	14	22	19
6	55	23	2
7	10	24	0
8	3	25	0
9	178	26	65
10	16	27-28	5
11	13	29-30	6
12	14	33-34	13
13	129	35-36	4
14	4	39-40	1
15	15	43-44	4
16	4	51-52	7
17	53	53+	8

Q. 38.

MOS Duties

	0 to 10%	10 to 20%	20 to 30%	30 to 40%	40 to 50%	50 to 60%	60 to 70%	70 to 80%	80 to 90%	90 to 100%
Essential to unit mission	440	94	48	50	136	77	52	201	98	377
Useful/not essential	953	272	143	46	56	24	9	28	6	36
Barely useful to unit	1323	139	52	16	16	6	2	7	3	9
Neither useful nor harmful	1305	136	48	26	30	2	6	9	1	10
Hurts unit mission	1485	62	11	4	4	2	0	3	1	1

Q. 40a. Largest Number of Personnel Whose MOS Related Work You Have Ever Supervised at Any One Time.

Number of People Supervised	EW	EM
0	1103	1103
1	159	118
2	83	86
3	42	50
4	17	42
5	19	13
6	15	12
7	2	8
8	2	4
9	1	3
10	11	6
11 or more	27	33
	$N_T = 1481$	$N_T = 1478$

Q. 40b.

Supervise Now

Number of People Supervised	Response	
	For EW	For EM
	Freq.	Freq.
0	1303	1302
1	71	66
2	34	40
3	17	9
4	7	13
5	6	6
6	2	4
7	1	1
8	4	5
9	0	2
10	4	3
11 or more	20	14
	$N_T = 1469$	$N_T = 1465$

Q. 43.

March/Drill with Someone Else in Charge

($N_T = 502$)

Times/week	N
.01 - .50	225
.51 - 1.00	60
1.01 - 1.50	2
1.51 - 2.00	24
2.01 - 2.50	5
2.51 - 3.00	21
3.01 - 3.50	3
3.51 - 4.00	4
4.01 - 4.50	0
4.51 - 5.00	15
Over 5.00	143

44. Since you graduated from Basic Training, about how many times have you voluntarily gone for checkups or treatment from the following:

1. Military medical doctor (See frequency distribution on page 99)
2. Civilian medical doctor
3. Military dentist
4. Civilian dentist
5. Military eye doctor
6. Civilian eye doctor
7. Other kinds of doctors; please specify what kind _____

45. How often are you in charge of marching/drilling others? If none, put "0."

(See frequency distribution on page 101)

	Times per day	Times per week	Times per month	Times per year
1. In charge of squads:				
2. In charge of platoons:				
3. In charge of companies:				

46. Which of the following best describes your Army career intentions? $N_T=1537$

1. 96 Definitely intend to make the Army a career
2. 205 Most likely will make the Army a career
3. 417 Even chance of making the Army a career
4. 368 Most likely will not make the Army a career
5. 431 Definitely do not intend to make the Army a career

47. Considering only those tasks performed by both EM and EW in your present unit, which do you feel the EW usually receive? $N_T=1502$

1. 274 Not applicable; there are no EM in my unit or/there are no tasks performed by both EM and EW.
2. 56 The most desirable tasks, always
3. 162 The most desirable tasks, usually
4. 848 The same types of tasks the EM receive
5. 137 The least desirable tasks, usually
6. 25 The least desirable tasks, always

48. How well did your Basic Training (not AIT) program prepare you for your first field assignment? (If you are now in AIT, consider that your first assignment.)

$N_T=1474$

	ON DUTY	OFF DUTY
--	---------	----------

$N_T=1217$

1. 302 | 226 I feel/felt extremely well prepared.
2. 500 | 515 I feel/felt well prepared.
3. 318 | 227 I feel/felt barely adequately prepared.
4. 105 | 106 I feel/felt a little less than adequately prepared.
5. 149 | 143 I feel/felt much less than adequately prepared.

49. Did your recruiter give you any of the answers on your entrance tests? $N_T=1533$

1. 82 Yes
2. 1411 No
3. 40 I don't know.

_____ Initial here when you have completed every item on this page.

50. Before you started Basic Training, you probably had formed some opinions about what it would be like. Where did you get your opinions--what (or who) was the main source of your opinions (expectations) about what your Basic Training would be like?

$N_T = 1112$

1. 102 My family
2. 90 My friends
3. 16 My sister(s) who was (were) in the service at the time
4. 55 My brother(s) who was (were) in the service at the time
5. 558 My recruiter
6. 109 Army advertising (TV, radio, magazines, movies, etc.)
7. 85 Wac(s) (or former Wac(s)) other than my recruiter
8. 97 Other (please specify) **

51. Put checks in the appropriate boxes to describe how you found your Basic Training to be, compared to what you expected it to be.

Compared to what I expected
in Basic Training:

	Much better than I had expected	Better than I had expected	About as I had expected	Worse than I had expected	Much worse than I had expected	N/A	$N_T =$
1. the overall quality of instruction was	154	323	618	304	88		1487
2. the quality of classroom material (lectures, handouts, training aids, etc.) was	101	281	620	383	105		1490
3. the quality of classroom instructors was	118	366	670	255	78		1487
4. the quality of meals I was served was	270	408	423	236	162		1499
5. the respect with which I was treated was	117	236	533	315	292		1493
6. the quality of the other recruits in Basic was	97	272	713	278	144		1504
7. the opportunity I had to take care of my personal affairs was	57	136	498	476	329		1496
8. the opportunity to get enough sleep at night was	75	159	494	408	369		1505
9. the Company Commander was	269	430	583	109	92		1483
10. the Platoon Officer was	330	451	511	111	82		1485
11. the Platoon Sergeant was	498	382	380	120	105		1485
12. the way my training time was managed was	86	273	648	341	147		1495
13. the opportunity to get help from Company personnel when I needed help with personal problems was	179	319	579	202	126		1405
14. the opportunity to get help from other recruits when I needed it was	192	407	632	151	70		1452
15. the "hassling" was	67	144	605	286	307		1409
* 16. Other (please specify)							

Initial here when you have completed every item on this page.

44. Voluntarily Gone for Checkup/Treatment Since Graduation from BT

(1) Military Medical Doctor ($N_T = 1515$)

Times Visited	N
0	371
1 - 5	756
6 - 10	255
11 - 15	49
16 - 20	43
21 - 25	8
26+	33

(2) Civilian Medical Doctor ($N_T = 1479$)

Times Visited	N
0	1294
1 - 5	165
6 - 10	8
11 - 15	2
16 - 20	5
21 - 25	3
26+	2

(3) Military Dentist ($N_T = 1502$)

Times Visited	N
0	669
1 - 5	654
6 - 10	117
11 - 15	25
16 - 20	16
21 - 25	9
26+	12

Q. 44. Voluntarily Gone for Checkup/Treatment Since Graduation from BT

(4) Civilian Dentist ($N_T = 1470$)

Times Visited	N
0	1402
1 - 5	60
6 - 10	5
11 - 15	2
16 - 20	0
21 - 25	1
26+	0

(5) Military Eye Doctor ($N_T = 1486$)

Times Visited	N
0	917
1 - 5	554
6 - 10	11
11 - 15	1
16 - 20	1
21 - 25	1
26+	1

(6) Civilian Eye Doctor ($N_T = 1470$)

Times Visited	N
0	1381
1 - 5	84
6 - 10	4
11 - 15	0
16 - 20	0
21 - 25	1
26+	0

Q. 44. Voluntarily Gone for Checkup/Treatment Since Graduation from BT

(7) Other Type Doctor (Civilian and Military) ($N_T = 1462$)

Times Visited	N
0	1358
1 - 5	80
6 - 10	17
11 - 15	1
16 - 20	3
21 - 25	1
26+	2

Q. 45. In Charge of Marching/Drill Others

Times/week	Squad	Platoon	Company
.01 - .50	8	5	4
.51 - 1.00	7	1	3
1.01 - 1.50	0	0	0
1.51 - 2.00	2	0	0
2.01 - 2.50	1	0	0
2.51 - 3.00	0	1	1
3.01 - 3.50	1	0	0
3.51 - 4.00	0	0	0
4.01 - 4.50	0	0	0
4.51 - 5.00	3	0	0
5.01+	23	13	6
	$N_T = 45$	$N_T = 20$	$N_T = 14$

52. If the rest of Basic Training had remained the same, but voluntary weapons training (extensive training and firing) or weapons familiarization (a little training and firing) with the M-16 rifle had been available to you during Basic Training, which one of the following would you have done?

$N_T=1544$

Check one.

1. 979 I would have volunteered for weapons training with the M-16 rifle.
2. 232 I would have volunteered for weapons familiarization with the M-16 rifle.
3. 333 I would not have volunteered for either of the above.

53. Would you still have joined the Army:

$N_T=1539$

1. If you had been required to take weapons training (extensive training and firing) with the M-16 rifle?

- A. 1326 Yes
- B. 213 No

2. If you had been required to take weapons familiarization (a little training and firing) with the M-16 rifle?

- A. 1364 Yes
- B. 151 No

$N_T=1515$

54. How would your family/relatives have felt about your Army training program if weapons training or familiarization had been required (mandatory) in your Basic Training?

$N_T=1539$

1. 137 They would have objected very much.
2. 238 They would have objected some.
3. 826 It would not have made any difference to them.
4. 222 They would have been in favor of it.
5. 116 They would have been very much in favor of it.

55. Check one.

$N_T=1548$

1. 277 I always wear fatigues while on duty.
2. 320 I sometimes wear fatigues while on duty.
3. 951 I never wear fatigues while on duty.

56. Check either Yes or No for each statement below.
I am in favor of wearing WAC fatigues while I perform:

	Yes	No	$N_T =$
1. Some of my assigned duties	973	401	1374
2. All of my assigned duties	329	961	1290
3. Some of my other military duties	895	368	1263
4. All of my other military duties	243	954	1197

_____ Initial here when you have completed every item on this page.

57. While I was in Basic Training: $N_T=1548$
1. 228 I enjoyed it all.
 2. 612 I enjoyed most of it.
 3. 449 I enjoyed it about as much as I disliked it.
 4. 197 I disliked most of it.
 5. 62 I disliked it all.
58. So far, actually being an enlisted woman is: $N_T= 1542$
1. 650 Much better than Basic Training led me to believe
 2. 343 A little better than Basic Training led me to believe
 3. 297 About the same as Basic Training led me to believe
 4. 168 A little worse than Basic Training led me to believe
 5. 84 Much worse than Basic Training led me to believe
59. When you joined the Army, did you intend to make it your career? $N_T=1524$
1. 421 Yes
 2. 1103 No
60. Do you intend to re-enlist at the end of your present enlistment tour? $N_T=1550$
1. 325 Yes
 2. 558 No
 3. 667 Maybe
61. I think EW usually get: $N_T=1531$
1. 162 much better treatment than EM
 2. 498 better treatment than EM
 3. 608 the same treatment as EM
 4. 232 worse treatment than EM
 5. 31 much worse treatment than EM
62. Right now, my first choice is to be in: $N_T=1530$
1. 875 the Army
 2. 64 the Navy
 3. 128 the Air Force
 4. 17 the Marines
 5. 14 the Coast Guard
 6. 432 Civilian life
63. The quality of supervision I get in my present assignment is: $N_T=1543$
1. 80 much below average
 2. 154 below average
 3. 700 average
 4. 407 above average
 5. 202 much above average
64. The overall quality of WAC trainees coming to field assignments is: $N_T=1525$
1. 270 increasing greatly
 2. 338 increasing a little
 3. 498 remaining about the same
 4. 266 decreasing a little
 5. 153 decreasing greatly

Initial here when you have completed every item on this page.

65. While you were attending Basic Training, you may have formed some opinions about what your first field assignment would be like. Based on the opinions you formed in Basic Training, put checks in the boxes below to describe how you found your first field assignment to be. If you are in AIT, answer as though that is your first field assignment.

	Much better than I had expected	Better than I had expected	About as I had expected	Worse than I had expected	Much worse than I had expected	N/A	N _T =
1. General military life is/was	251	469	525	225	72	3	1545
2. Assigned MOS duties are/were	177	408	601	242	82	33	1543
3. Quality of duty supervision is/was	151	350	635	235	85	10	1466
4. Living in barracks is/was	107	207	346	373	394	75	1502
5. Living in BEQ is/was	43	108	204	70	50	871	1346
6. Living off post is/was	337	185	213	44	12	622	1413
7. Recreation activities are/were	165	317	591	274	149	37	1533
8. Social life is/was	243	338	601	203	124	22	1531
9. Part of the country where the post is located is/was	249	360	486	251	172	16	1534
10. The post itself is/was	173	282	519	331	209	18	1532
11. The Wacs in my barracks/BEQ are/were	90	214	675	277	171	87	1514
12. The extra duty details are/were	40	146	804	258	157	123	1528
13. The quality of my co-workers is/was	161	380	750	160	64	22	1537

** 66. Please list below a few of the things you really do like, if any, about being in the Army. After you have listed them, put a "1" by the thing you like the most, a "2" by the thing you like second most, and so on, till you have ranked all the things you listed.

RANK

Things I Like about Being in the Army

Initial here when you have completed every item on this page.

- ** 67. Please list below a few of the things you really don't like, if any, about being in the Army. After you have listed them, put a "1" by the thing you dislike the most, a "2" by the thing you dislike second most, and so on, till you have ranked all the things you listed.

<u>RANK</u>	<u>Things I Dislike about Being in the Army</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

68. Which of the following best describes your husband's attitude? $N_T=1499$

1. 1156 Not applicable; I am not married.
2. 31 He strongly urges me to stay in.
3. 68 He wants me to stay in but leaves the decision to me.
4. 52 Neutral; really has no opinion one way or the other.
5. 106 He wants me to get out but leaves the decision to me.
6. 86 He strongly urges me to get out.

69. How do your relatives/family (other than your husband, if married) feel about your being in the Army? $N_T=1543$

1. 18 Not applicable; I have no relatives/family.
2. 112 They strongly urge me to stay in.
3. 433 They want me to stay in but leave the decision to me.
4. 652 Neutral; really have no opinion one way or the other.
5. 273 They want me out but leave the decision to me.
6. 55 They strongly urge me to get out.

70. Do men and women officers and NCO's generally have an accurate picture of you regarding your military proficiency/competence? Put checks to describe how accurately they estimate your military proficiency.

	Over-estimate my proficiency a lot	Over-estimate my proficiency a little	Estimate my proficiency pretty accurately	Under-estimate my proficiency a little	Under-estimate my proficiency a lot	N/A, I don't have any experience with this group yet	$N_T =$
1. Men officers usually	60	130	728	278	113	198	1507
2. Women officers usually	31	88	816	254	87	216	1492
3. Men NCO's usually	52	146	808	261	117	122	1506
4. Women NCO's usually	26	70	825	222	85	265	1493

_____ Initial here when you have completed every item on this page.

71. Since you graduated from Basic Training, how many times have you actually used, in real life situations:

1. Techniques of self-defense to protect yourself in an actual emergency situation?

- A. 1388 0 times
 B. 64 1 time
 C. 38 2 - 3 times
 D. 28 more than 3 times
- $N_T = 1518$

2. First aid on actual injuries?

- A. 1167 0 times
 B. 131 1 time
 C. 94 2 - 3 times
 D. 114 more than 3 times
- $N_T = 1506$

3. If you have used first aid, how many times did you use it on actual injuries that:

- $N_T = 397$
- A. 156 could probably have gone without treatment?
 B. 142 were minor but needed to be seen by a doctor?
 C. 99 were serious enough to require a doctor's treatment?

72. In your opinion, how does the general public treat Wacs?

1. 52 treats Wacs especially well
 2. 204 treats Wacs well
 3. 557 treats Wacs like anybody else
 4. 563 treats Wacs badly
 5. 150 treats Wacs very badly
- $N_T = 1526$

73. Put checks to describe the kind of treatment you think the Army gives each of the following groups.

	Gets far above average treatment	Gets above average treatment	Gets average treatment	Gets below average treatment	Gets far below average treatment	$N_T =$
1. American Indian	28	95	1123	193	42	1481
2. White/Caucasian	149	287	1027	34	8	1505
3. Black/Negro	136	229	873	234	39	1511
4. Spanish American	39	129	1030	260	38	1496
5. Asian American	36	111	1124	169	26	1466
6. Other (specify)	9	13	113	18	14	167

74. Promotion policies for EW are: $N_T = 1527$

1. 47 much better than for EM
 2. 148 a little better than for EM
 3. 952 the same as for EM
 4. 300 a little worse than for EM
 5. 80 much worse than for EM

_____ Initial here when you have completed every item on this page.

75. Please put a check in each of the three columns to best describe your own situation.

SERVICES	(1) I have actually used this service.		(2) I know an adequate amount about this service.		(3) I know where to get more information about this service.	
	YES	NO	YES	NO	YES	NO
	1. JAG (legal services)	400	939	760	488	1062
2. Soldier's & Sailor's Relief Act	244	1219	238	997	511	870
3. Active duty benefits of GI Bill	156	1089	698	579	946	385
4. Group Life Insurance	408	829	684	581	819	490
5. Army Emergency Relief	84	1153	669	610	876	469
6. Chaplains' Program	267	998	740	535	1033	290
7. Army Drug Exemption Program	41	1192	767	535	965	364
8. American Red Cross	253	1020	972	326	1120	178
9. Human Relations Office	180	1069	737	539	937	394
10. Post Exchange	14	1432	1179	51	1112	83
11. Post Commissary	130	1132	1158	76	1101	97
12. Army Community Services Agency	364	922	622	639	823	460
13. CHAMPUS (Civilian Health & Medical Program of the Uniformed Services)	137	1108	509	746	703	643
14. Thrift Shop	456	824	790	477	869	395
15. Army pay services:						
A. partial pay	725	554	941	281	1074	148
B. advance pay	402	786	876	341	1044	160
C. casual pay	652	588	842	366	1018	183
D. pay inquiry	523	680	810	381	1006	187
16. Medical services	1323	114	1108	120	1111	80
17. Dental services	1021	380	1106	145	1108	91
18. Mental health services	248	1030	881	390	1041	245

_____ Initial here when you have completed every item on this page.

$N_T = 1462$

76. Please check one.

1. 389 I would be much more satisfied if I could change my duty MOS to ** .
2. 80 I would be a little more satisfied if I could change my duty MOS to ** .
3. 135 It doesn't matter whether I keep my present MOS or get a new one.
4. 497 I am satisfied with my present duty MOS.
5. 361 I am very satisfied with my present duty MOS.

77. In general, how do you feel about associating/spending time with other Wacs?

1. 551 I enjoy it very much. $N_T=1541$
2. 278 I enjoy it a little.
3. 552 It doesn't matter whether I do or not.
4. 93 I dislike it a little.
5. 67 I dislike it a lot.

78. Entrance requirements/qualifications for Wac recruits should be:

$N_T=1537$

1. 39 lowered a lot
2. 108 lowered a little
3. 581 kept the same as now
4. 542 raised a little
5. 267 raised a lot

79. Check only the one you agree with most.
Most of all, I think the WAC uniform:

$N_T=1429$

Check one.

1. 94 should be left as it is now
2. 25 should be made more military looking
3. 48 should be made cooler for summer wear
4. 217 should be made of perma-press fabrics
5. 425 should be made more feminine looking
6. 579 should include a pants suit for general use ******
7. 41 other (specify) _____

80. Do you have a car?

$N_T=1530$

- A. 1. 833 Yes
2. 697 No

B. If "Yes," did you buy it since you joined the Army?

1. 543 Yes
2. 423 No

$N_T=966$

81. Are you making payments on anything which you bought on a time payment plan?

$N_T=1427$

1. 723 Yes
2. 749 No

_____ Initial here when you have completed every item on this page.

82. Where do you live? $N_T=1483$

A. 1. In barracks:

- A. 109 open bay
- B. 549 room with others
- C. 307 private room

2. 40 In BEQ

3. 478 Off post

B. Answer this part only if you live in barracks. Check the one you agree with most. If you could change one thing about your life in the barracks, it would be:

$N_T=919$

Check one.

- 1. 110 to get better bathroom facilities
- 2. 165 to never have to serve on clean-up/police details at the barracks
- 3. 91 to get away from Wacs who have unacceptable sexual behavior
- 4. 327 to get more privacy for myself
- 5. 127 to have less noise in the barracks
- 6. 99 other (specify) _____ *

_____ Initial here when you have completed every item on this page.

PLEASE TURN TO THE NEXT PAGE.

(See frequency distribution on page 112)

83. STEP 1. For each of the WORK BENEFITS listed, circle a number in the IMPORTANCE TO ME column that shows how important that one is to you personally.

STEP 2. Circle a number in the second column to indicate how satisfied you are with the amount of each WORK BENEFIT there is in your present assignment.

WORK BENEFITS	IMPORTANCE TO ME					AMOUNT PRESENT IN MY PRESENT ASSIGNMENT				
	It is:					I am:				
	1.	2.	3.	4.	5.	1.	2.	3.	4.	5.
	Extremely important	Above average importance	Of average importance	Below average importance	Not important at all	Extremely satisfied	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
	Important		Unimportant			Satisfied		Dissatisfied		
	1	2	3	4	5	1	2	3	4	5
1. Steady employment	1	2	3	4	5	1	2	3	4	5
2. Full use of my abilities	1	2	3	4	5	1	2	3	4	5
3. Variety in job activities	1	2	3	4	5	1	2	3	4	5
4. Keep very busy	1	2	3	4	5	1	2	3	4	5
5. Social prestige	1	2	3	4	5	1	2	3	4	5
6. No work my family can be proud of	1	2	3	4	5	1	2	3	4	5
7. Personally respected superiors	1	2	3	4	5	1	2	3	4	5
8. Be given credit for work well done	1	2	3	4	5	1	2	3	4	5
9. High quality of co-workers	1	2	3	4	5	1	2	3	4	5
10. Make a lot of money	1	2	3	4	5	1	2	3	4	5
11. Chance to meet men	1	2	3	4	5	1	2	3	4	5
12. Have technically qualified superiors	1	2	3	4	5	1	2	3	4	5
13. Receive equal pay for equal work with men	1	2	3	4	5	1	2	3	4	5
14. Retirement at an early age	1	2	3	4	5	1	2	3	4	5
15. Advance at a fairly rapid rate	1	2	3	4	5	1	2	3	4	5
16. Spend a lot of time with my family	1	2	3	4	5	1	2	3	4	5
17. Promotion on the basis of my ability	1	2	3	4	5	1	2	3	4	5
18. Settle down in a certain area	1	2	3	4	5	1	2	3	4	5
19. Have a definite work schedule	1	2	3	4	5	1	2	3	4	5
20. Good pay	1	2	3	4	5	1	2	3	4	5
21. Meeting interesting people	1	2	3	4	5	1	2	3	4	5
22. Be in a competitive situation	1	2	3	4	5	1	2	3	4	5
23. Chance to learn a trade or skill useful in civilian life	1	2	3	4	5	1	2	3	4	5
24. Travel to interesting places	1	2	3	4	5	1	2	3	4	5
25. Feelings of accomplishment	1	2	3	4	5	1	2	3	4	5
26. Steady advancement	1	2	3	4	5	1	2	3	4	5
27. Opportunity to do work my way	1	2	3	4	5	1	2	3	4	5
28. Consistent and intelligent personnel policies	1	2	3	4	5	1	2	3	4	5
29. Job security	1	2	3	4	5	1	2	3	4	5
30. Chance to make a worthwhile contribution to the U. S.	1	2	3	4	5	1	2	3	4	5
31. Interesting work	1	2	3	4	5	1	2	3	4	5
32. Financial security	1	2	3	4	5	1	2	3	4	5
33. Active social life	1	2	3	4	5	1	2	3	4	5

Initial here when you have completed every item on this page.

84. At this point in your military experience, please indicate your real opinions about the following. Put a check for each statement to indicate your agreement, disagreement, or that you have no opinion. Add more statements if you want to.

(See frequency distribution on page 114)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N/A
1. EW really are fulfilling a critical need in today's Army.						
2. I feel my Basic Training was completely adequate preparation for my field assignment(s).						
3. I intend to make my career in the WAC.						
4. I would recommend the WAC to a friend who was considering the service.						
5. The newer Wacs coming out of training now seem to have plenty of pride in the Women's Army Corps.						
6. Being a Wac has given me considerable opportunity for personal growth.						
7. The overall quality of Wac trainees seems to be going up.						
8. The overall quality of Wac trainees seems to be going down.						
9. I think the Army is fighting for equality for women.						
10. On my job, I have many trivial, unnecessary duties.						
11. I'm "hassled" too much by my supervisor at work.						
12. I want the men I work with to consider me feminine.						
13. I want the men I work with to consider me just another soldier.						
14. The men I work with usually consider me a sex object.						
15. I'm "hassled" too much by WAC Co. personnel.						
16. If I had it to do all over again, I still would have joined the Army.						
17. Other (specify)						
18. Other (specify)						

_____ Initial here when you have completed every item on this page.

Q. 83.

Work Benefits

Frequency of Response

	Importance to Me					Amount Present In my Present Assignment				
	1	2	3	4	5	1	2	3	4	5
	1	1010	268	201	13	16	559	323	455	79	32
2	950	356	182	12	7	238	267	499	286	160
3	713	450	272	22	21	208	253	571	255	144
4	533	455	445	39	18	244	267	612	203	107
5	302	283	559	176	152	189	218	779	143	89
6	675	331	344	77	79	393	297	551	119	65
7	699	427	298	34	26	333	312	551	156	81
8	755	422	293	21	10	261	283	555	224	117
9	550	517	388	28	12	220	290	611	213	99
10	334	311	626	127	93	134	184	794	213	101
11	149	199	574	230	316	219	176	830	97	78
12	817	409	249	12	10	298	324	588	152	76
13	997	237	226	20	20	547	224	579	59	22
14	351	267	539	169	160	242	203	858	59	37
15	558	524	334	30	16	179	262	616	221	123
16	466	352	491	107	80	119	146	682	280	206
17	938	383	164	9	9	215	219	549	280	177
18	373	280	500	182	154	146	165	810	170	139
19	582	351	437	81	48	238	225	692	163	111
20	686	362	405	34	18	199	238	771	160	72
21	657	467	310	39	19	304	318	659	102	47
22	372	364	534	133	79	178	215	821	129	76
23	896	348	212	26	25	342	269	485	188	153
24	669	389	338	65	43	238	270	568	192	164
25	918	369	183	13	9	271	294	510	221	130

Q. 83. Cont'd)

Work Benefits

Frequency of Response

	Importance to Me					Amount Present In my Present Assignment				
	1	2	3	4	5	1	2	3	4	5
26	690	450	315	19	13	174	222	653	248	124
27	460	411	510	72	34	171	199	746	189	121
28	629	422	400	31	9	162	196	680	245	146
29	754	350	308	27	23	370	250	650	77	50
30	557	346	456	74	74	286	222	747	100	77
31	850	427	200	13	10	305	299	511	183	138
32	763	370	324	29	15	302	285	714	101	35
33	475	333	505	94	88	242	258	720	120	93

Q. 84.

"Real" Opinions
Frequency of Response

	<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>NA</u>
1	465	729	210	108	24	8
2	137	464	214	510	198	19
3	129	166	502	237	385	116
4	281	571	288	178	180	33
5	66	249	446	467	284	30
6	402	708	203	123	75	11
7	111	367	449	388	208	23
8	197	365	502	332	97	45
9	237	751	324	156	52	19
10	217	327	271	517	143	62
11	104	160	242	668	307	59
12	437	660	259	89	21	73
13	60	242	242	538	391	69
14	84	193	299	560	304	101
15	198	231	302	545	197	64
16	394	560	207	164	173	25
17	**					
18	**					

85. This question is about the treatment you and other EW get from Army personnel. In the boxes below, please put checks to indicate how you feel you and other EW are treated on the basis of your race, sex, and training--by the personnel listed along the top.

The way I am treated in my present assignment on the basis of my:		By Supervisors	By men NCO's	By women NCO's	By men officers	By women officers	By EM	By EW
1. RACE	Fairly	1451	1420	1394	1421	1397	1408	1413
	Unfairly	56	71	58	60	58	80	71
2. SEX	Fairly	1321	1201	1345	1256	1350	1145	1417
	Unfairly	178	286	97	216	98	336	56
3. TRAINING	Fairly	1357	1321	1348	1332	1339	1349	1412
	Unfairly	147	160	96	138	108	128	55
** 4. OTHER (specify)	Fairly							
	Unfairly							

Treatment of Army EW in general on the basis of their:

1. RACE	Fairly	1321	1222	1244	1232	1240	1215	1247
	Unfairly	154	142	103	128	114	147	110
2. SEX	Fairly	1194	964	1224	1084	1208	954	1241
	Unfairly	280	400	129	277	145	403	113
3. TRAINING	Fairly	1323	1194	1264	1211	1254	1195	1294
	Unfairly	148	171	87	147	101	163	61
** 4. OTHER (specify)	Fairly							
	Unfairly							

Initial here when you have completed every item on this page.

85. This question asks whether you actually use the KNOWLEDGE AREAS listed below. For each KNOWLEDGE AREA, check the answer in each section which best describes what you actually do in your present assignment. If you do not understand what one of the KNOWLEDGE AREAS means, put "?" in the first column and go on to the next KNOWLEDGE AREA.

(See frequency distribution on page 119)

KNOWLEDGE AREAS	PERFORMANCE OF DUTY MOS		NON MOS-DUTIES BOTH ON AND OFF DUTY					
	YES	NO	If "YES," how important is it to your duty MOS?			If "YES, how important is it to your non-MOS duties and activities (both on duty and off duty)?		
			Very Important	Moderately Important	Unimportant	Very Important	Moderately Important	Unimportant
1. Army's role in U. S. Foreign Policy								
2. Individual's role in accomplishing Army's mission								
3. Function of Secretary of Army								
4. Source of authority of Secretary of the Army								
5. Responsibilities of Headquarters, Department of the Army								
6. Responsibilities of Headquarters, Department of Defense								
7. Names of Army field commanders								
8. Names of installation commanders								
9. Tables of Distribution								
10. Tables of Organization and Equipment								
11. Chain of Command								
12. The Hague and Geneva Conventions								
13. Soldier's responsibility regarding suspected war crimes								
14. Your personal rights as a soldier								

Initial here when you have completed every item on this page.

86.

KNOWLEDGE AREAS	PERFORMANCE OF DUTY MOS		NON MOS-DUTIES BOTH ON AND OFF DUTY			
	YES	NO	Very Important	Moderately Important	Unimportant	
15. Rights/treatment of military captives						
16. The Code of Conduct						
17. How and why Code of Conduct was established						
18. Kind's of war crimes						
19. Relationship between Article V, Code of Conduct, (disloyal statements while a POW) and Art. 104, UCMS (punishment for above)						
20. Difference(s) between judicial and nonjudicial discharges						
21. Difference(s) between the two types of punitive discharges						
22. Difference(s) between different kinds of administrative discharges						
23. Your rights under UCMJ						
24. Consequences of Administrative Board Action						
25. Range of possible punishment of Summary Courts martial						
26. Range of possible punishment of Special Courts martial						
27. Range of possible punishment of General Courts martial						
28. Factors leading to Court/ Board action						
29. Your financial liability as a soldier						
30. Your rights for assistance from Office of Inspector General						

Initial here when you have completed every item on this page.

86.

KNOWLEDGE AREAS	PERFORMANCE OF DUTY MOS			NON MOS-DUTIES BOTH ON AND OFF DUTY			
	I actually use what I know about this subject in performing my duty MOS.		If "YES," how important is it to your duty MOS?	I actually use what I know about this subject in performing my non-MOS duties and activities (both on duty and off duty).		If "YES," how important is it to your non-MOS duties and activities (both on duty and off duty)?	
	YES	NO	Very Important Moderately Important Unimportant	YES	NO	Very Important Moderately Important Unimportant	Very Important Moderately Important Unimportant
31. Your eligibility for special pays							
32. Your eligibility for various types of allotments							
33. Your eligibility for various types of leaves							
34. The relative benefits of stocks and bonds							
35. Services provided by bank/credit union							
36. Line of Duty determination							
37. Qualitative Management Program							
38. Your personal knowledge of current events/news							

_____ Initial here when you have completed every item on this page.

Q. 86.

Actual Use of Knowledge Areas Listed

Number of Respondents

	PERFORMANCE OF DUTY MOS					NON MOS-DUTIES BOTH ON AND OFF DUTY				
	I actually use knowledge in MOS Duties		If Yes How Important			I actually use knowledge in non-MOS Duties		If Yes How Important		
	Yes	No	Very Important	Moderately Important	Unimportant	Yes	No	Very Important	Moderately Important	Unimportant
1.	258	1014	146	100	12	244	921	104	116	24
2.	896	434	517	351	28	581	591	295	264	22
3.	159	1023	75	71	13	113	964	54	48	11
4.	169	1007	86	70	13	115	949	55	48	12
5.	386	856	212	153	21	227	877	124	88	15
6.	278	941	166	99	13	184	917	108	68	8
7.	236	957	110	101	25	164	919	72	79	13
8.	429	790	198	196	35	290	817	126	135	29
9.	315	845	172	137	6	155	884	81	62	12
10.	343	815	196	130	17	179	861	103	62	14
11.	887	431	501	339	47	680	519	399	257	24
12.	281	939	166	97	18	222	891	130	80	12
13.	270	952	166	89	15	226	889	133	84	9
14.	859	451	625	207	27	775	429	582	178	15
15.	245	1040	150	73	22	187	968	120	49	18
16.	599	713	361	212	26	488	702	305	169	14

Q. 86. (Cont'd)

Actual Use of Knowledge Areas Listed

Number of Respondents

	PERFORMANCE OF DUTY MOS					NON MOS-DUTIES BOTH ON AND OFF DUTY				
	I actually use knowledge in MOS Duties		If Yes How Important			I actually use knowledge in non-MOS Duties		If Yes How Important		
	Yes	No	Very Important	Moderately Important	Unimportant	Yes	No	Very Important	Moderately Important	Unimportant
17.	298	954	176	97	25	236	903	149	74	13
18.	177	1066	89	63	25	129	983	79	35	15
19.	192	1017	116	59	17	162	942	99	52	11
20.	337	923	197	115	25	258	879	159	89	10
21.	320	939	197	108	15	257	876	161	87	9
22.	397	867	233	144	20	298	843	178	108	12
23.	524	737	359	150	15	438	698	307	121	10
24.	305	898	201	93	11	244	845	158	81	5
25.	292	939	188	98	6	238	881	149	80	9
26.	289	939	187	89	13	232	877	150	71	11
27.	297	936	186	100	11	237	877	152	74	11
28.	293	926	188	91	14	243	871	155	75	13
29.	442	817	284	139	19	437	708	282	144	11
30.	434	826	297	121	16	396	759	283	103	10
31.	465	816	278	173	14	403	740	242	152	9
32.	542	738	308	205	29	532	611	317	203	12

Q. 86. (Cont'd) Actual Use of Knowledge Areas Listed

Number of Respondents

	PERFORMANCE OF DUTY MOS					NON MOS-DUTIES BOTH ON AND OFF DUTY				
	I actually use knowledge in MOS Duties		If Yes How Important			I actually use knowledge in non-MOS Duties		If Yes How Important		
	Yes	No	Very Important	Moderately Important	Unimportant	Yes	No	Very Important	Moderately Important	Unimportant
33.	754	546	462	253	39	727	442	482	235	10
34.	290	960	181	86	23	319	813	188	118	13
35.	458	818	259	165	34	546	607	313	217	16
36.	518	713	325	176	17	401	699	254	139	8
37.	253	931	146	90	17	189	862	119	62	8
38.	676	639	405	237	34	699	483	436	246	17

Your answers to this last item will provide most of the information the researchers need to improve WAC Basic Training. It is important that you do an especially accurate job on this TASK LIST section.

You may want to take a break before beginning this last section. If so, please do not let anyone else see the answers you have already given or discuss them with anyone.

When you begin question #87, the last part of the questionnaire, please read the directions and follow them exactly. Thank you, in advance.

DIRECTIONS FOR ANSWERING QUESTIONS ABOUT THE "TASKS" YOU PERFORM

1. A. Read each TASK listed, and decide whether or not you perform that task in your present assignment, On Duty or Off Duty, or both.
- B. If you never perform that task in your present assignment, put a "0" in the "Times per day" column and go on to the next TASK listed.
- C. If you do perform the task, decide about how many times (per day or per week or per month or per year) you perform the task and put that number (of times) in the appropriate box (day, week, month, or year).

If you perform the task one or more times per day, put the number of times you perform it in the "Times per day" box.

If you perform the task less than once a day, but once or more per week, put the number in the "Times per week" box.

If less than once a week, but once or more per month, put the number in the "Times per month" box.

If less than once a month, but once or more per year, put the number in the "Times per year" box.

- D. If you do not understand what the TASK means, put "?" in the "Times per day" box and go on to the next TASK.

EXAMPLE SHOWN BELOW:

If you usually "Read bulletin board" about 1 time a day, enter "1" in the "Times per day" box to the right of that task--as shown in the example below. If you usually "Post regulation changes" about 2 times a month, put "2" in the "Times per month" box--as shown below.

2. After you have entered the number of times you perform each task, then in the column headed IMPORTANCE OF TASK TO YOUR SUCCESS AS A SOLDIER, put a check (✓) in the box below the statement which describes how important your performance of that task is to your success as a soldier in your present assignment.

EXAMPLE:

In the example below, "Read bulletin board" once a day is marked "slightly important" and "Post regulation changes" twice a month is marked "important."

<u>TASKS</u> Answer on the basis of your present assignment only.	<u>EXAMPLE</u> APPROXIMATE NUMBER OF TIMES TASK IS PERFORMED Put the number of times you perform each task in the appropriate box below. (If never, put "0" in "Times per day" box.				<u>EXAMPLE</u> IMPORTANCE OF TASK TO YOUR SUCCESS AS A SOLDIER How important to your success as a soldier is each task you perform?				
	Times per day	Times per week	Times per month	Times per year	Very Important	Important	Moderately Important	Slightly Important	Unimportant
176. Read bulletin board	1							✓	
184. Post regulation changes			2			✓			

(See frequency distribution on Supplemental Pages)

87.

TASKS	APPROXIMATE NUMBER OF TIMES TASK IS PERFORMED				IMPORTANCE OF TASK TO YOUR SUCCESS AS A SOLDIER					N _T =
	Put the number of times you perform each task in the appropriate box below. (If never, put "0" in "Times per day" box.)				How important to your success as a soldier is each task you perform?					
	Times per day	Times per week	Times per month	Times per year	Very Important	Important	Moderately Important	Slightly Important	Unimportant	
SECTION I. PERSONAL APPEARANCE, WEAR AND CARE OF THE UNIFORM	////	////	////	////	////	////	////	////	////	
1. Wear civilian clothes on duty					51	49	36	41	91	268
2. Wear non-Class A uniform on duty (e.g., fatigues, hospital whites, etc.)					306	224	145	74	125	874
3. Wear semi-formal or formal clothes while off duty					74	116	168	115	258	731
4. Wear casual clothes while off duty					417	259	191	105	301	1273
5. Shop for civilian clothes					231	260	316	171	323	1301
6. Mend military clothes					302	400	225	101	52	1080
7. Mend civilian clothes					241	309	251	109	219	1129
8. Launder clothes					771	355	117	34	52	1329
9. Clean/shine or otherwise prepare shoes for wearing					538	438	235	74	49	1334
10. Shine/place insignia on uniform					509	412	211	59	45	1236
Write in 3 additional tasks (of the type covered in this section) that you perform.	////	////	////	////	////	////	////	////	////	
** 11.										
** 12.										
** 13.										
SECTION II. INTERPERSONAL ACTIVITIES	////	////	////	////	////	////	////	////	////	
14. Act as social activity/party hostess					63	97	148	79	129	516
15. Make introductions					142	201	235	112	126	816
16. Respond in writing to written/printed social invitations					64	105	134	77	97	477
17. Accompany escort or husband on dates/social occasions					222	227	177	81	147	854

Initial here when you have completed every item on this page.

87.

TASKS	APPROXIMATE NUMBER OF TIMES TASK IS PERFORMED				IMPORTANCE OF TASK TO YOUR SUCCESS AS A SOLDIER					N _T =
	Put the number of times you perform each task in the appropriate box below. (If never, put "0" in "Times per day" box.)				How important to your success as a soldier is each task you perform?					
	Times per day	Times per week	Times per month	Times per year	Very Important	Important	Moderately Important	Slightly Important	Unimportant	
18. Use telephone in duty activities					475	328	207	63	43	1116
19. Relay telephone messages to others in duty activities					566	338	135	48	23	1110
20. Interact with others of different race while off duty					258	306	233	92	130	1019
Write in 3 additional tasks (of the type covered in this section) that you perform.	////	////	////	////	////	////	////	////	////	
** 22.										
** 23.										
** 24.										
SECTION III	////	////	////	////	////	////	////	////	////	
BODY CARE	////	////	////	////	////	////	////	////	////	
25. Apply cosmetics/"make up" (don't count touching up lipstick, etc.)					309	313	220	86	83	1011
26. "Fix" (or set) own hair					477	356	182	75	51	1141
27. Have hair "fixed" (or set) by friend(s)					58	56	56	41	47	258
28. Have hair "fixed" (or set) professionally					111	104	91	65	88	459
29. Wear a clean (freshly laundered) uniform					724	363	166	33	24	1310
30. Give yourself a manicure (fingernails)					377	369	253	107	75	1181
31. Give yourself a pedicure (toenails)					264	287	269	127	118	1065
32. Check yourself for symptoms of cancer					488	257	134	36	43	958
33. Have a check up by a medical doctor					578	312	153	62	36	1141
34. Have a check up by a dentist					546	357	148	61	34	1146
35. Use feminine hygiene procedures (to clean private parts)					675	275	107	24	33	1114
36. Use oral hygiene procedures (to clean mouth, teeth)					824	293	102	28	28	1275
Write in 3 additional tasks (of the type covered in this section) that you perform.	////	////	////	////	////	////	////	////	////	

Initial here when you have completed every item on this page.

87.	TASKS	APPROXIMATE NUMBER OF TIMES TASK IS PERFORMED				IMPORTANCE OF TASK TO YOUR SUCCESS AS A SOLDIER					N F II
		Put the number of times you perform each task in the appropriate box below. (If never, put "0" in "Times per day" box.)				How important to your success as a soldier is each task you perform?					
		Times per day	Times per week	Times per month	Times per year	Very Important	Important	Moderately Important	Slightly Important	Unimportant	
**	37.										
**	38.										
**	39.										
	SECTION IV INSPECTIONS	////	////	////	////	////	////	////	////	////	
	40. Stand open ranks inspection					132	213	251	142	158	896
	41. Stand standby inspection					101	136	154	107	88	586
	42. Stand field gear inspection					28	46	46	26	32	178
	43. Stand room/barracks inspection					125	190	187	136	136	774
	44. Make brown bed					23	27	24	20	25	119
	45. Make white bed					56	53	46	31	41	227
	45. Arrange contents of your footlocker for inspection					5	4	3	1	2	15
	47. Arrange contents of your wall locker/wardrobe for inspection					77	90	90	78	74	409
	48. Mark your personal ID on required items					125	130	123	85	59	522
	Write in 3 additional tasks (of the type covered in this section) that you perform.	////	////	////	////	////	////	////	////	////	
**	49.										
**	50.										
**	51.										
	SECTION V. MILITARY CUSTOMS AND COURTESIES	////	////	////	////	////	////	////	////	////	
	52. Report to officer/board					130	151	161	77	35	554
	53. Respond to "action" bugle calls (do what they call for)					184	122	106	47	15	474
	54. Render honors (come to attention, salute, etc.) to flag/national anthem					398	222	186	68	39	913

Initial here when you have completed every item on this page.

87.	TASKS	APPROXIMATE NUMBER OF TIMES TASK IS PERFORMED				IMPORTANCE OF TASK TO YOUR SUCCESS AS A SOLDIER					N _T =
		Put the number of times you perform each task in the appropriate box below. (If never, put "0" in "Times per day" box.)				How important to your success as a soldier is each task you perform?					
		Times per day	Times per week	Times per month	Times per year	Very Important	Important	Moderately Important	Slightly Important	Unimportant	
	Answer on the basis of your present assignment only.										
	55. Render military courtesies (salute, etc.) to officers					373	332	194	101	88	1088
	Write in 3 additional tasks (of the type covered in this section) that you perform.	////	////	////	////	////	////	////	////	////	
**	56.										
**	57.										
**	58.										
	SECTION VI. DRILL AND CEREMONIES	////	////	////	////	////	////	////	////	////	
	59. Come to/stand at attention					256	235	215	102	87	895
	60. Forward march and halt upon command					129	123	123	60	42	477
	61. Fall in					166	142	150	69	55	582
	62. Perform manual of the guidon					24	21	20	12	16	93
	63. Give preparatory command for any/all of the above					31	19	19	11	16	96
	64. Give command of execution for any/all of the above					30	18	15	13	10	86
	Write in 3 additional tasks (of the type covered in this section) that you perform.	////	////	////	////	////	////	////	////	////	
**	65.										
**	66.										
**	67.										
	SECTION VII. PHYSICAL EXERCISE/DEVELOPMENT	////	////	////	////	////	////	////	////	////	
	68. Execute techniques of self-defense (in practice situation)					52	28	33	13	11	137
	69. Lift/move heavy objects (including both on duty and off duty)					94	133	233	144	191	795
	70. Engage in physical exercise/calisthenics/sports activities					372	336	210	74	67	1059

Initial here when you have completed every item on this page.



87.

TASKS	APPROXIMATE NUMBER OF TIMES TASK IS PERFORMED				IMPORTANCE OF TASK TO YOUR SUCCESS AS A SOLDIER					N _T =
	Put the number of times you perform each task in the appropriate box below. (If never, put "0" in "Times per day" box.)				How important to your success as a soldier is each task you perform?					
	Times per day	Times per week	Times per month	Times per year	Very Important	Important	Moderately Important	Slightly Important	Unimportant	
Write in 3 additional tasks (of the type covered in this section) that you perform.	////	////	////	////	////	////	////	////	////	
** 71.										
** 72.										
** 73.										
SECTION VIII.	////	////	////	////	////	////	////	////	////	
FIELD TRAINING	////	////	////	////	////	////	////	////	////	
74. Assemble/disassemble field camping gear (tent, cot, etc.)					36	43	51	30	28	188
75. Camouflage area, equipment, self					31	28	32	20	18	129
76. Use hand and arm signals for silent communication					30	23	18	9	14	94
77. Pack/carry a field pack					32	39	33	23	21	148
78. Practice field sanitation procedures					40	36	23	13	12	124
79. Start/extinguish a fire					29	11	15	11	9	75
80. Guard bivouac area					17	14	16	12	9	68
81. Clean .45 cal. pistol					9	5	4	3	4	25
82. Fire .45 cal. pistol					10	10	5	7	6	38
83. Clean .38 cal. pistol					15	3	2	4	3	27
84. Fire .38 cal. pistol					10	5	3	8	2	28
85. Clean M-16 rifle					24	18	17	11	7	77
86. Fire M-16 rifle					21	21	15	13	11	81
87. Decontaminate food/water					19	8	6	5	2	40
88. Forage for food and water					12	6	6	6	4	34
89. Identify/avoid poisonous plants					38	22	24	7	11	102

Initial here when you have completed every item on this page.

87.	TASKS	APPROXIMATE NUMBER OF TIMES TASK IS PERFORMED				IMPORTANCE OF TASK TO YOUR SUCCESS AS A SOLDIER					N _T =
		Put the number of times you perform each task in the appropriate box below. (If never, put "0" in "Times per day" box.)				How important to your success as a soldier is each task you perform?					
		Times per day	Times per week	Times per month	Times per year	Very Important	Important	Moderately Important	Slightly Important	Unimportant	
	Answer on the basis of your <u>present</u> assignment only.										
	90. Replace elements of protective mask					55	38	29	14	14	150
	91. Clean protective mask					61	45	33	19	16	174
	92. Mask self within 9 seconds					78	46	38	22	17	201
	93. Practice self-protection during simulated chemical attack					62	30	28	15	8	143
	94. Set up contamination markers					33	9	18	10	5	75
	95. Practice self protection during simulated nuclear attack					58	26	25	13	7	129
	96. Practice self protection during simulated artillery attack					53	21	25	10	7	116
	97. Practice self protection during simulated biological attack					58	24	25	9	7	123
	Write in 3 additional tasks (of the type covered in this section) that you perform.	////	////	////	////	////	////	////	////	////	
**	98.										
**	99.										
**	100.										
	SECTION IX. FIRST AID TREATMENT OF <u>ACTUAL</u> INJURIES	////	////	////	////	////	////	////	////	////	
	101. Evaluate an injured person's breathing & heartbeat (actual)					139	42	16	7	2	206
	102. Determine the injuries a person has sustained (actual)					129	45	20	9	5	208
	103. Determine what first aid measures should be applied (actual)					143	59	19	13	5	239
	104. Clear and maintain airway of injured person (actual)					100	25	11	6	1	143
	105. Give artificial respiration (mouth-to-mouth or chest pressure) (actual)					79	16	10	6	1	112
	106. Apply first aid for heat exhaustion (actual)					49	23	10	6	3	91

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87.

TASKS	APPROXIMATE NUMBER OF TIMES TASK IS PERFORMED				IMPORTANCE OF TASK TO YOUR SUCCESS AS A SOLDIER					N _T =
	Put the number of times you perform each task in the appropriate box below. (If never, put "0" in "Times per day" box.)				How important to your success as a soldier is each task you perform?					
	Times per day	Times per week	Times per month	Times per year	Very Important	Important	Moderately Important	Slightly Important	Unimportant	
107. Treat a snake bite (actual)					19	5	3	4	0	31
108. Apply first aid for stings (actual)					51	32	22	16	6	127
109. Apply first aid for sprain or dislocation (actual)					75	48	26	16	6	171
110. Stop bleeding (actual)					145	55	34	20	10	264
111. Dress wound (actual)					155	66	29	13	7	270
112. Treat for shock (actual)					71	21	10	7	2	111
113. Treat a burn injury (actual)					90	40	25	14	5	174
114. Treat a fractured bone (actual)					61	15	12	4	3	95
115. Treat psychological injury (actual)					65	33	13	6	4	121
116. Treat cold injury (actual)					47	13	13	9	3	85
117. Transport injured person (actual)					95	40	21	5	2	163
118. Put injured arm or leg in sling or splint (actual)					55	22	9	5	0	95
119. Treat an unconscious victim (actual)					78	20	10	6	1	115
120. Treat conscious injury victim (actual)					97	19	9	4	2	131
121. Take action to prevent heat injury (actual)					48	24	14	4	3	93
122. Take action to prevent cold injury (actual)					44	18	16	7	1	86
123. Give first aid to victim of drug or alcohol overdose (actual)					86	26	14	5	6	137
Write in 3 additional tasks (of the type covered in this section) that you perform.										
** 124.										
** 125.										

Initial here when you have completed every item on this page.

87.

TASKS	APPROXIMATE NUMBER OF TIMES TASK IS PERFORMED				IMPORTANCE OF TASK TO YOUR SUCCESS AS A SOLDIER					N T =
	Put the number of times you perform each task in the appropriate box below. (If never, put "0" in "Times per day" box.)				How important to your success as a soldier is each task you perform?					
	Times per day	Times per week	Times per month	Times per year	Very Important	Important	Moderately Important	Slightly Important	Unimportant	
Answer on the basis of your present assignment only.										
** 126.										
SECTION X.	////	////	////	////	////	////	////	////	////	
MAP READING (LAND NAVIGATION)	////	////	////	////	////	////	////	////	////	
127. Determine grid square location using gridlines					46	41	31	25	13	156
128. Plot grid coordinates					44	30	31	19	14	144
129. Plot azimuth on map					37	36	19	21	11	124
130. Determine elevation using contour lines					30	31	16	20	8	105
131. Use magnetic compass to navigate					26	24	17	15	8	90
132. Measure straight line ground distance					33	33	19	20	9	114
133. Navigate by dead reckoning					21	24	9	10	9	73
134. Locate an assigned point on a map					54	46	38	37	14	189
135. Use planimetric map					19	16	9	11	7	62
136. Use topographic map					20	27	19	20	9	95
137. Use photo map					20	19	10	11	6	66
138. Measure distance between two points on a map					44	45	34	26	13	162
139. Plot magnetic azimuth					22	25	14	13	5	79
Write in 3 additional tasks (of the type covered in this section) that you perform.	////	////	////	////	////	////	////	////	////	
** 140.										
** 141.										
** 142.										
SECTION XI.	////	////	////	////	////	////	////	////	////	
ORGANIZATIONAL PROCEDURES	////	////	////	////	////	////	////	////	////	
143. Read daily bulletin					516	325	204	94	32	1171

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87.

TASKS	APPROXIMATE NUMBER OF TIMES TASK IS PERFORMED				IMPORTANCE OF TASK TO YOUR SUCCESS AS A SOLDIER					N _T =
	Times per day	Times per week	Times per month	Times per year	How important to your success as a soldier is each task you perform?					
					Very Important	Important	Moderately Important	Slightly Important	Unimportant	
Answer on the basis of your present assignment only.										
144. Read bulletin board					473	416	274	119	43	1325
145. Read duty rosters					526	437	235	68	26	1292
146. Sign in/out of unit					261	290	170	64	41	926
147. Prepare leave form					380	310	196	64	36	986
148. Use sick slip to go on sick call					240	267	208	87	61	863
149. Initiate personnel actions					182	163	102	32	15	494
150. Read Unit SOP (Standing Operating Procedures)					311	296	251	111	41	1010
151. Prepare personnel data card					175	171	146	65	23	580
152. Post regulation changes					163	192	112	62	15	544
153. Use index to Army publications to locate specific document					120	100	74	27	7	328
154. Prepare Disposition Form (DF)					189	197	137	50	13	586
155. Distribute mail/official documents					155	112	50	27	7	351
156. Read Army publications (<i>Army Times</i> , <i>Soldiers Magazine</i> , post newspaper, etc.)					181	241	293	204	94	1013
157. Perform "head count" duties					47	45	75	50	38	255
158. Collect money for meals in mess hall					31	38	56	38	35	198
159. Check meal cards in mess hall					34	41	53	36	37	201
160. Perform KP duty					11	6	12	11	13	53
161. Act as duty NCO					61	57	55	24	19	216
162. Perform CQ duties					178	183	245	107	105	818
163. Perform housekeeping details in billet or company area (cleaning, waxing, painting, etc.)					230	213	229	106	86	864

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87.

TASKS	APPROXIMATE NUMBER OF TIMES TASK IS PERFORMED				IMPORTANCE OF TASK TO YOUR SUCCESS AS A SOLDIER					N _T =
	Put the number of times you perform each task in the appropriate box below. (If never, put "0" in "Times per day" box.)				How important to your success as a soldier is each task you perform?					
	Times per day	Times per week	Times per month	Times per year	Very Important	Important	Moderately Important	Slightly Important	Unimportant	
Answer on the basis of your <u>present</u> assignment only.										
164. Clean your own room/barracks area					406	352	171	64	36	1029
165. Update your Emergency Data Card (DA Form 41)					250	188	153	47	17	655
166. Check your immunization/health record					273	264	197	68	23	825
167. Accept Enlisted Evaluation Report (EER) from your rater					243	183	106	38	25	595
168. Appeal your EER (attempt to have it changed)					39	12	8	6	3	68
169. Take MOS proficiency test					273	185	125	51	43	677
170. Check/fill out personal clothing record					176	167	166	108	65	704
171. Check/fill out organizational clothing equipment record					128	126	121	67	42	484
172. Prepare change of address card					209	157	137	50	29	582
173. Check your 201 file (Military Personnel Record) for accuracy					371	243	157	43	32	846
174. Check your Enlisted Qualification Record for accuracy (Form 20)					267	177	102	28	12	586
175. Consult, correct, or add to your own personal file of official orders/papers (not 201 file)					285	219	140	44	15	703
176. Actually use chain of command					335	255	165	57	27	859
177. Take specific measures to safeguard defense information					239	61	29	12	5	346
178. Change information on ID card					147	129	87	43	19	425
179. Stand seasonal uniform change-over inspection					222	196	205	128	83	834
180. "Police" work area, inside/outside					159	145	212	128	96	740
181. Do yard work (cut grass, work in flowers) at billet/company area					71	54	111	67	60	363
182. Take physical training test					200	165	200	105	104	774

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87.

TASKS	APPROXIMATE NUMBER OF TIMES TASK IS PERFORMED				IMPORTANCE OF TASK TO YOUR SUCCESS AS A SOLDIER					N _T
	Put the number of times you perform each task in the appropriate box below. (If never, put "0" in "Times per day" box.)				How important to your success as a soldier is each task you perform?					
	Times per day	Times per week	Times per month	Times per year	Very Important	Important	Moderately Important	Slightly Important	Unimportant	
183. Attend unit training lectures and demonstrations					168	203	289	195	121	976
184. Assist MP's in searching and/or restraining female suspects or prisoners					29	20	18	12	6	85
185. Train/supervise temporary-duty soldiers					47	56	58	23	8	192
186. Train/supervise reservists/National Guard personnel					33	38	34	18	5	128
187. Work/interact with civilians on duty					221	178	166	57	41	663
188. Make coffee/tea, etc. in duty section					85	63	120	107	137	512
Write in 3 additional tasks (of the type covered in this section) that you perform.	////	////	////	////	////	////	////	////	////	
** 189.										
** 190.										
** 191.										
SECTION XII. PERSONAL STUDY PRACTICES	////	////	////	////	////	////	////	////	////	
192. Take military correspondence course					117	81	61	33	8	300
193. Take off-duty college classes					121	89	48	21	6	285
194. Use dictionary in connection with study					250	159	103	35	10	557
195. Use library in connection with study					186	141	86	27	8	448
196. Read civilian newspapers, magazines, etc.					411	307	235	94	49	1096
Write in 3 additional tasks (of the type covered in this section) that you perform.	////	////	////	////	////	////	////	////	////	
** 197.										
** 198.										
** 199.										

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87.

TASKS	APPROXIMATE NUMBER OF TIMES TASK IS PERFORMED				IMPORTANCE OF TASK TO YOUR SUCCESS AS A SOLDIER					N _T
	Put the number of times you perform each task in the appropriate box below. (If never, put "0" in "Times per day" box.)				How important to your success as a soldier is each task you perform?					
	Times per day	Times per week	Times per month	Times per year	Very Important	Important	Moderately Important	Slightly Important	Unimportant	
SECTION XIII.	////	////	////	////	////	////	////	////	////	
MISCELLANEOUS	////	////	////	////	////	////	////	////	////	
200. Read wet bulb temperature/wind chill factor					23	12	23	11	5	74
201. Notice change in bodily functions due to climate					141	124	118	54	41	478
202. Explain role of women in the Army to others					200	184	134	69	38	625
203. Use hand tools (hammer, saw, screwdriver, etc.) (not MOS related)					76	102	149	71	85	483
204. Repair equipment (not MOS related)					76	82	87	47	47	339
205. Perform preventive maintenance (not MOS related)					85	97	100	35	34	351
206. Explain examples of war crimes to others					19	19	15	10	5	68
207. Take specific measures to conserve expendable Army supplies					184	162	115	49	16	526
208. Take specific measures to conserve electricity on Army post					250	210	134	46	27	667
209. Take specific measures to conserve water on Army post					217	169	101	34	20	541
210. Take specific measures to conserve heat on Army post					199	145	97	32	12	485
211. Take specific measures to safeguard your personal belongings					565	196	100	32	27	920
Write in 3 additional tasks (of the type covered in this section) that you perform.	////	////	////	////	////	////	////	////	////	
** 212.										
** 213.										
** 214.										

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Q. 87. TASKS

The Number of Times Per Week¹ a Given Task
Performed as Reported by the Number of
Respondents Indicated

Item Number	From .01 to 5 times per week with 1 time per week increments					From 5.01 to 25 or more times with 5 time per week increments				
	.01 to 1.00	1.01 to 2.00	2.01 to 3.00	3.01 to 4.00	4.01 to 5.00	5.01 to 10.00	10.01 to 15.00	15.01 to 20.00	20.01 to 25.00	25.00 to More
1	172	17	4	4	55	9	1	1	2	3
2	92	39	35	28	604	66	1	0	6	3
3	526	71	33	8	64	21	3	0	1	4
4	31	23	13	12	842	319	10	7	5	11
5	1182	72	14	2	29	1	1	0	0	0
6	1003	46	9	2	20	0	0	0	0	0
7	1010	73	18	1	24	1	1	0	0	1
8	604	432	155	31	87	13	5	1	0	1
9	342	200	149	57	527	41	7	1	6	4
10	435	163	108	32	454	32	7	0	4	1
11	**									
12	**									
13	**									
14	464	18	7	2	19	3	2	0	1	0
15	424	120	67	13	113	35	21	7	6	10
16	415	26	7	5	19	4	1	0	0	0
17	393	150	119	39	99	35	8	2	5	4
18	120	48	34	19	141	105	89	55	111	394

¹For the initial analysis these data were summarized by 5 time per week intervals. However, due to the clustering of respondents in the 1 to 5 time per week category this class interval was redistributed at 1 time per week intervals.

Q. 87. TASKS (Cont'd)

The Number of Times Per Week¹ a Given Task
 Performed as Reported by the Number of
 Respondents Indicated

Item Number	From .01 to 5 times per week with 1 time per week increments					From 5.01 to 25 or more times with 5 time per week increments				
	.01 to <u>1.00</u>	1.01 to <u>2.00</u>	2.01 to <u>3.00</u>	3.01 to <u>4.00</u>	4.01 to <u>5.00</u>	5.01 to <u>10.00</u>	10.01 to <u>15.00</u>	15.01 to <u>20.00</u>	20.01 to <u>25.00</u>	25.00 to <u>More</u>
19	108	45	47	15	145	120	103	76	140	311
20	173	95	70	27	286	125	66	31	49	97
21	**									
22	**									
23	**									
24	**									
25	77	36	26	12	549	273	29	1	3	5
26	131	94	102	33	495	194	66	13	7	6
27	215	12	1	0	22	4	2	0	0	2
28	425	7	3	0	18	3	2	0	0	1
29	106	158	176	41	774	40	5	1	7	2
30	647	225	101	25	164	12	5	0	2	0
31	892	82	23	6	53	7	2	0	0	0
32	900	12	2	1	36	6	1	0	0	0
33	1129	3	0	0	7	1	1	0	0	0
34	1129	7	0	0	7	2	1	0	0	0
35	298	119	48	11	491	119	16	4	2	6
36	39	7	5	4	387	439	282	41	11	6
37	**									
38	**									
39	**									
40	811	36	2	1	39	4	1	0	1	1

Q. 87. TASKS

The Number of Times Per Week¹ a Given Task
 Performed as Reported by the Number of
 Respondents Indicated

Item Number	From .01 to 5 times per week with 1 time per week increments					From 5.01 to 25 or more times with 5 time per week increments				
	.01 to 1.00	1.01 to 2.00	2.01 to 3.00	3.01 to 4.00	4.01 to 5.00	5.01 to 10.00	10.01 to 15.00	15.01 to 20.00	20.01 to 25.00	25.00 to More
41	555	6	3	0	20	1	1	0	0	0
42	169	1	1	0	6	0	1	0	0	0
43	548	58	23	8	123	10	2	0	1	1
44	31	8	0	1	66	10	1	0	0	2
45	108	9	3	1	84	18	1	0	1	2
46	9	1	1	0	4	0	0	0	0	0
47	318	21	6	2	52	7	2	0	1	0
48	454	13	2	1	45	3	1	1	1	1
49	**									
50	**									
51	**									
52	499	11	3	0	35	3	3	0	0	0
53	236	28	16	6	142	37	6	1	1	1
54	509	68	47	19	185	53	16	4	6	6
55	205	71	81	33	239	151	107	51	69	81
56	**									
57	**									
58	**									
59	514	57	30	11	113	56	36	22	22	34
60	281	23	8	4	47	27	19	15	18	35
61	324	31	6	1	81	45	28	20	19	27

Q. 87. TASKS (Cont'd)

The Number of Times Per Week¹ a Given Task
Performed as Reported by the Number of
Respondents Indicated

Item Number	From .01 to 5 times per week with 1 time per week increments					From 5.01 to 25 or more times with 5 time per week increments				
	.01 to 1.00	1.01 to 2.00	2.01 to 3.00	3.01 to 4.00	4.01 to 5.00	5.01 to 10.00	10.01 to 15.00	15.01 to 20.00	20.01 to 25.00	25.00 to More
62	75	0	0	0	13	1	0	1	1	2
63	65	3	0	0	20	1	3	2	0	2
64	55	2	0	0	20	2	3	2	0	2
65	**									
66	**									
67	**									
68	88	6	5	2	25	10	0	1	0	0
69	295	90	56	16	155	62	43	18	17	43
70	284	157	106	45	373	68	15	3	3	5
71	**									
72	**									
73	**									
74	169	1	3	0	8	5	0	1	0	1
75	115	1	2	0	10	1	0	0	0	0
76	66	2	2	2	14	5	0	0	2	1
77	130	3	4	2	4	3	0	1	0	1
78	106	3	4	0	7	3	0	0	0	1
79	64	2	1	0	7	1	0	0	0	0
80	56	2	2	0	6	1	0	0	0	1
81	25	0	0	0	0	0	0	0	0	0
82	35	1	1	0	1	0	0	0	0	0
83	20	2	1	0	4	0	0	0	0	0

Q. 87. TASKS (Cont'd)

The Number of Times Per Week¹ a Given Task
Performed as Reported by the Number of
Respondents Indicated

Item Number	From .01 to 5 times per week with 1 time per week increments					From 5.01 to 25 or more times with 5 time per week increments				
	.01 to 1.00	1.01 to 2.00	2.01 to 3.00	3.01 to 4.00	4.01 to 5.00	5.01 to 10.00	10.01 to 15.00	15.01 to 20.00	20.01 to 25.00	25.00 to More
84	26	0	1	0	1	0	0	0	0	0
85	70	1	2	0	3	1	0	0	0	0
86	76	0	2	0	2	0	0	0	0	1
87	26	0	2	0	9	1	1	0	0	1
88	22	1	0	0	7	2	1	0	0	1
89	81	1	0	0	13	5	0	0	1	1
90	134	1	2	1	9	1	0	0	1	1
91	161	2	0	0	8	2	1	0	0	0
92	176	2	1	0	13	2	1	1	0	5
93	119	2	0	0	15	2	1	1	0	3
94	65	0	1	0	7	2	0	0	0	0
95	106	3	1	0	11	3	1	1	2	1
96	96	2	1	0	8	4	3	1	1	0
97	101	2	2	0	11	1	2	2	1	1
98	**									
99	**									
100	**									
101	117	9	5	2	29	16	4	4	4	16
102	131	13	12	5	21	9	2	3	3	9
103	154	12	17	4	24	8	3	2	5	10
104	104	9	3	0	19	5	0	0	1	2
105	92	5	0	1	11	2	0	0	0	1

Q. 87. TASKS

The Number of Times Per Week¹ a Given Task
 Performed as Reported by the Number of
 Respondents Indicated

Item Number	From .01 to 5 times per week with 1 time per week increments					From 5.01 to 25 or more times with 5 time per week increments				
	.01 to 1.00	1.01 to 2.00	2.01 to 3.00	3.01 to 4.00	4.01 to 5.00	5.01 to 10.00	10.01 to 15.00	15.01 to 20.00	20.01 to 25.00	25.00 to More
106	67	7	1	0	11	3	0	0	0	2
107	23	0	0	0	5	0	0	1	0	2
108	111	6	0	0	8	0	1	0	0	1
109	127	8	4	0	17	3	3	0	2	7
110	195	15	3	4	21	8	6	2	9	1
111	160	13	8	2	28	26	13	6	4	10
112	89	3	0	1	13	2	0	0	1	2
113	143	6	3	1	14	4	0	1	1	1
114	56	5	1	0	15	5	2	0	3	8
115	65	8	2	4	23	4	0	5	3	7
116	70	3	0	0	5	2	1	0	1	3
117	100	7	5	3	16	9	6	3	7	7
118	63	6	1	0	11	4	2	1	2	5
119	77	4	1	2	17	5	1	1	1	6
120	67	5	2	1	24	5	4	2	6	15
121	60	4	4	3	13	3	2	0	2	2
122	61	5	0	0	13	3	1	0	1	2
123	112	5	4	0	7	2	3	0	2	2
124	**									
125	**									
126	**									

Q. 87. TASKS

The Number of Times Per Week¹ a Given Task
 Performed as Reported by the Number of
 Respondents Indicated

Item Number	From .01 to 5 times per week with 1 time per week increments					From 5.01 to 25 or more times with 5 time per week increments				
	.01 to 1.00	1.01 to 2.00	2.01 to 3.00	3.01 to 4.00	4.01 to 5.00	5.01 to 10.00	10.01 to 15.00	15.01 to 20.00	20.01 to 25.00	25.00 to More
127	108	9	3	2	14	7	1	0	2	10
128	99	10	2	1	2	5	2	1	1	11
129	82	7	3	2	14	5	0	0	2	9
130	77	6	3	2	12	4	0	0	1	0
131	71	5	2	2	8	2	0	0	0	0
132	82	8	3	2	11	4	0	0	1	3
133	56	1	0	0	12	1	1	0	2	0
134	118	15	5	4	22	4	5	6	1	9
135	41	2	2	0	10	2	0	1	1	3
136	71	1	1	2	11	1	0	2	1	5
137	51	2	0	1	6	4	0	1	0	0
138	125	5	2	2	16	6	1	1	0	4
139	58	4	0	1	10	2	1	0	1	2
140	**									
141	**									
142	**									
143	81	35	35	19	804	177	18	2	5	4
144	329	89	61	17	678	123	14	6	7	1
145	493	101	55	11	521	87	14	3	6	1
146	856	9	6	0	36	9	5	3	1	1
147	933	4	7	1	24	7	5	1	1	3
148	829	8	2	0	18	3	1	1	1	0

Q. 87. TASKS

The Number of Times Per Week¹ a Given Task
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Respondents Indicated

Item Number	From .01 to 5 times per week with 1 time per week increments					From 5.01 to 25 or more times with 5 time per week increments				
	.01 to 1.00	1.01 to 2.00	2.01 to 3.00	3.01 to 4.00	4.01 to 5.00	5.01 to 10.00	10.01 to 15.00	15.01 to 20.00	20.01 to 25.00	25.00 to More
149	344	17	7	3	70	16	7	3	7	20
150	936	10	2	0	57	4	0	0	0	1
151	508	7	6	5	34	6	5	2	3	4
152	444	24	7	1	55	3	4	0	3	3
153	221	17	9	1	51	10	7	6	1	5
154	260	45	32	16	63	38	33	16	34	49
155	82	41	16	2	99	58	11	9	11	22
156	790	68	26	4	101	16	2	3	2	1
157	214	3	0	0	27	5	3	0	0	3
158	187	0	0	0	7	1	1	0	0	2
159	186	1	1	0	6	4	2	0	0	1
160	42	1	0	0	4	1	2	1	0	2
161	196	3	0	1	13	0	0	1	0	2
162	784	15	1	0	17	0	0	0	1	0
163	353	72	39	15	304	58	6	1	11	5
164	162	134	73	13	560	77	8	0	1	1
165	643	2	1	0	7	1	0	0	0	1
166	812	1	0	1	10	0	1	0	0	0
167	586	2	0	0	6	0	0	0	0	1
168	59	0	0	0	7	0	0	0	0	2
169	664	2	0	0	7	2	1	0	0	1
170	685	1	1	1	11	1	2	0	1	1
171	469	2	1	0	6	0	1	0	2	3

Q. 87. TASKS

The Number of Times Per Week¹ a Given Task
Performed as Reported by the Number of
Respondents Indicated

Item Number	From .01 to 5 times per week with 1 time per week increments					From 5.01 to 25 or more times with 5 time per week increments				
	.01 to 1.00	1.01 to 2.00	2.01 to 3.00	3.01 to 4.00	4.01 to 5.00	5.01 to 10.00	10.01 to 15.00	15.01 to 20.00	20.01 to 25.00	25.00 to More
172	560	5	0	0	12	3	1	0	0	1
173	837	0	3	0	5	0	1	0	0	0
174	578	0	1	0	6	1	0	0	0	0
175	688	4	1	0	7	0	0	0	1	2
176	610	40	26	5	132	21	4	5	6	10
177	108	6	6	3	142	25	9	10	10	27
178	408	4	0	1	10	1	0	0	0	1
179	821	2	0	0	7	4	0	0	0	0
180	471	46	22	1	161	25	3	1	4	6
181	328	8	5	2	15	0	3	0	0	2
182	751	6	3	1	10	2	0	0	0	1
183	915	23	6	1	20	3	4	2	1	1
184	69	1	3	3	5	2	0	0	0	2
185	159	6	1	2	19	2	1	1	0	1
186	114	1	0	0	9	1	1	1	0	1
187	41	15	12	6	436	35	16	11	29	62
188	164	39	19	8	203	47	14	7	3	8
189	**									
190	**									
191	**									
192	257	7	2	3	29	2	0	0	0	0
193	167	73	14	10	18	3	0	0	0	0

Q. 87. TASKS (Cont'd)

The Number of Times Per Week¹ a Given Task
 Performed as Reported by the Number of
 Respondents Indicated

Item Number	From .01 to 5 times per week with 1 time per week increments					From 5.01 to 25 or more times with 5 time per week increments				
	.01 to 1.00	1.01 to 2.00	2.01 to 3.00	3.01 to 4.00	4.01 to 5.00	5.01 to 10.00	10.01 to 15.00	15.01 to 20.00	20.01 to 25.00	25.00 to More
194	201	63	35	17	149	44	20	4	13	11
195	314	48	21	4	52	4	4	1	0	0
196	245	96	90	29	536	72	18	4	4	2
197	**									
198	**									
199	**									
200	40	5	1	0	21	4	0	0	1	2
201	318	25	2	2	109	13	4	1	0	4
202	468	36	19	6	67	19	2	3	2	3
203	315	56	25	3	61	9	6	3	1	4
204	242	30	12	3	37	7	3	1	1	3
205	218	28	14	0	77	8	2	3	0	1
206	54	1	0	0	8	4	0	0	0	1
207	110	28	18	5	282	38	16	5	7	17
208	64	13	10	3	415	74	47	16	9	16
209	55	13	6	3	343	58	33	9	8	13
210	65	14	8	3	313	47	15	7	4	9
211	45	7	6	1	515	139	90	32	39	46
212	**									
213	**									
214	**									

APPENDIX C1

SUPERVISORS' QUESTIONNAIRE WITH RESPONSE FREQUENCIES

1. Do you feel your 1st-tour Wacs would do well if you gave them more responsibility than they have?
 - a. 103 Yes
 - b. 25 No
 - c. 19 Can't give them more responsibility, because _____

2. Stress on military discipline and customs and courtesies for 1st-tour EW should be:
 - a. 57 Greatly increased
 - b. 55 Increased a little
 - c. 40 Maintained at present levels
 - d. 0 Decreased a little
 - e. 0 Greatly decreased

3. How well do you think Basic Training (NOT AIT) prepared your 1st-tour Wacs for their first field assignment?
 - a. 35 Extremely well
 - b. 76 Well
 - c. 29 Barely adequately
 - d. 7 A little less than adequately
 - e. 9 Much less than adequately

4. In general, are 1st-tour EW treated any differently from EM?

If so, is it

 - a. 15 Much better
 - b. 47 Better
 - c. 79 Same
 - d. 10 Worse
 - e. 0 Much worse

5. The overall quality of WAC trainees coming to field assignments is:
- a. 21 Increasing greatly
 - b. 49 Increasing a little
 - c. 49 Remaining about the same
 - d. 20 Decreasing a little
 - e. 6 Decreasing greatly
6. Entrance requirements/qualifications for Wac recruits should be:
- a. 6 Lowered a lot
 - b. 23 Lowered a little
 - c. 59 Kept the same
 - d. 43 Raised a little
 - e. 18 Raised a lot
7. The newer Wacs coming out of training now seem to have plenty of pride in the Women's Army Corps.
- a. 90 Yes
 - b. 57 No
8. The overall quality of WAC trainees seems to be going
- a. 100 Up
 - b. 43 Down

9. Check each of the following which is critical to the mission performance of the 1st-tour Wacs you supervise.

1. 21 Army's role in U. S. Foreign Policy
2. 130 Individual's role in accomplishing Army's mission
3. 14 Function of Secretary of Army
4. 16 Source of authority of Secretary of the Army
5. 39 Responsibilities of Headquarters, Dept. of the Army
6. 26 Responsibilities of Headquarters, Dept. of Defense
7. 14 Names of Army field commanders
8. 45 Names of installation commanders
9. 47 Tables of Distribution
10. 53 Tables of Organization and Equipment
11. 107 Chain of Command
12. 41 The Hague and Geneva Conventions
13. 33 Soldier's responsibility regarding suspected war crimes
14. 122 Their personal rights as soldiers
15. 28 Rights/treatment of military captives
16. 61 The Code of Conduct
17. 41 How and why Code of Conduct was established
18. 28 Kinds of war crimes
19. 35 Relationship between Article V, Code of Conduct, (disloyal statements while a POW) and Art. 104, UCMS (punishment for above)
20. 100 Difference(s) between judicial and nonjudicial discharges
21. 96 Difference(s) between the two types of punitive discharges
22. 95 Difference(s) between different kinds of administrative discharges
23. 109 Their rights under UCMJ
24. 80 Consequences of Administrative Board Action
25. 83 Range of possible punishment of Summary Courts martial
26. 76 Range of possible punishment of Special Courts martial
27. 69 Range of possible punishment of General Courts martial
28. 84 Factors leading to Court/Board action
29. 108 Their financial liabilities as soldiers
30. 101 Their rights for assistance from Office of Inspector General
31. 82 Their eligibility for special pays
32. 87 Their eligibility for various types of allotments
33. 95 Their eligibility for various types of leaves
34. 29 The relative benefits of stocks and bonds
35. 58 Services provided by bank/credit union
36. 66 Line of Duty determination
37. 88 Qualitative Management Program
38. 67 Their personal knowledge of current events/news

10. Put checks in the appropriate boxes to describe (A) the last-tour Wacs you supervise in terms of their frequency of performance, (B) quality of their performance, and (C) importance to their success as soldiers--for each of the tasks listed below.

	Frequency of Performance ¹		Quality of Performance			Importance of each task to mission you supervise		
	Times	Per	More than Adequate	Adequate	Less than Adequate	Very Impt.	Mod. Impt.	Unimpt.
1. Read daily bulletin			17	50	13	41	27	9
2. Read bulletin board			22	44	20	42	28	4
3. Read duty rosters			11	58	5	55	14	2
4. Sign in/out of unit			8	27	7	28	8	4
5. Prepare leave form			11	31	5	23	16	4
6. Use sick slip to go on sick call			5	37	7	27	17	4
7. Initiate personnel actions			14	29	8	28	18	4
8. Read Unit SOP (Standing Operating Procedures)			8	46	11	43	15	6
9. Prepare personnel data card			13	28	3	28	11	4
10. Post regulation changes			11	30	11	37	11	2
11. Use index to Army publication to locate specific document			10	20	12	26	13	5
12. Prepare Disposition Form (DF)			21	18	5	34	10	2
13. Distribute mail/official documents			16	21	5	37	7	2
14. Read Army publications (Army Times, Soldiers Magazine, post newspaper, etc.)			15	36	7	19	28	11
15. Perform "head count" duties			6	20	3	10	6	12
16. Collect money for meals in mess hall			5	14	4	9	3	12
17. Check meal cards in mess hall			4	14	5	10	3	12
18. Perform KP duty			1	5	4	0	2	11

¹The variation of response per item was so wide that the usefulness of reducing the raw data to a common base was negligible and no response frequencies are reported.

10. Put checks in the appropriate boxes to describe (A) the 1st-tour Nacs you supervise in terms of their frequency of performance, (B) quality of their performance, and (C) importance to their success as soldiers--for each of the tasks listed below.

	Frequency of Performance		Quality of Performance			Importance of each task to mission you supervise		
	Times	Per	More than	Adequate	Less than	Very Impt.	Mod. Impt.	Unimpt.
			Adequate	Adequate	Adequate			
19. Act as duty NCO			11	21	4	22	11	6
20. Perform CQ duties			13	38	3	25	20	10
21. Perform housekeeping details in billet or company area (cleaning, waxing, painting, etc.)			14	37	4	26	21	10
22. Clean their own room/barracks area			16	42	2	30	20	10
23. Update their Emergency Data Card (DA Form 41)			10	31	4	35	11	3
24. Check their immunization/health record			9	21	8	25	11	6
25. Accept Enlisted Evaluation Report (EER) from their rater			12	36	3	37	13	4
26. Appeal their EER (attempt to have it changed)			4	6	4	9	4	3
27. Take MOS proficiency test			10	30	5	38	6	3
28. Check/fill out personal clothing record			8	13	8	20	8	5
29. Check/fill out organizational clothing equipment record			5	13	7	14	13	4
30. Prepare change of address card			7	19	5	20	13	4
31. Check their 201 file (Military Personnel Record) for accuracy			9	30	9	38	10	4
32. Check their Enlisted Qualification Record for accuracy (Form 20)			9	31	7	36	12	4
33. Consult, correct, or add to their own personal file of official orders/papers (not 201 file)			9	22	9	30	10	4

10. Put checks in the appropriate boxes to describe (A) the last tour Wars you supervise in terms of their frequency of performance, (B) quality of their performance, and (C) importance to their success as soldiers--for each of the tasks listed below.

	Frequency of Performance		Quality of Performance			Importance of each task to mission you supervise		
	Times	Per	More than Adequate	Adequate	Less than Adequate	Very Impt.	Mod. Impt.	Unimpt.
34. Actually use chain of command			11	32	16	46	12	3
35. Take specific measures to safeguard defense information			6	21	4	25	4	3
36. Change information on ID card			4	17	4	16	6	6
37. Stand seasonal uniform change-over inspection			14	36	1	24	21	7
38. "Police" work area, inside/outside			23	29	6	23	28	7
39. Do yard work (cut grass, work in flowers) at billet/company area			4	28	4	8	19	10
40. Take physical training test			12	31	3	15	25	6
41. Attend unit training lectures and demonstrations			12	44	3	23	33	10
42. Assist MP's in searching and or restraining female suspects or prisoners			8	10	3	8	10	12
43. Train/supervise temporary-duty soldiers			3	11	3	7	10	6
44. Train/supervise reservists/National Guard personnel			3	5	4	4	5	7
45. Work/interact with civilians on duty			19	22	3	35	7	3
46. Make coffee/tea, etc., in duty section			12	19	2	12	6	18

11. How would you rank the following on their importance to the EER's
you write on 1st-tour Wacs?

RANK

_____adaptability

_____attitude

_____initiative

_____leadership

_____responsibility

_____duty performance

_____friendship with rater/supervisor

_____other (specify) _____

RAW DATA DISTRIBUTION
FOR ITEM 11

<u>EER Qualities</u>	<u>Sum of Ranks</u>	<u>Number of Supervisors</u>	<u>Average Rank</u>
Adaptability	447	118	3.79
Attitude	344	119	2.89
Initiative	376	121	3.11
Leadership	587	122	4.81
Responsibility	369	121	3.05
Duty performance	321	120	2.67
Friendship with rater/supervisor	747	112	6.67

12. Place checks in the categories which best describe your 1st-tour EW during their first year on the job.

	More than adequate	Adequate	Less than adequate	I don't know	IMPORTANCE OF EACH AREA TO MISSION YOU SUPERVISE				
					Very Impt.	Impt.	Mod. Impt.	Slightly Impt.	Unimpt.
1. Personal appearance	62	69	17	1	66	49	11	2	1
2. Wear of the uniform	51	74	12	1	61	47	13	2	1
3. Care of the uniform	52	65	17	1	61	44	18	1	1
4. Personal cleanliness	75	60	2	3	86	29	9	0	1
5. Military customs and courtesies	35	66	32	1	69	33	16	1	0
6. Ability to drill	4	57	25	31	9	23	21	24	22
7. Knowledge of ceremonies	7	50	38	29	13	18	25	22	21
8. Physical condition	27	75	17	12	40	32	28	14	20
9. Field training skills	28	27	39	29	25	13	16	16	25
10. First Aid skills	13	57	13	40	27	25	16	14	17
11. Map reading skills	2	27	34	52	9	14	13	20	31
12. Knowledge of unit/organizational procedures	11	63	38	14	46	36	24	12	3
13. Living skills in military environment	14	78	26	11	43	32	20	12	6
14. Sex education	26	48	24	29	32	29	18	6	13
15. Social/interpersonal skills (ability to get along with others)	36	73	19	2	72	36	9	0	1
16. Use of Army medical facilities	30	79	8	11	33	45	21	6	5
17. Personal study practices	17	60	17	29	37	37	16	5	4
18. Other (specify):									

APPENDIX C2

Field Interviews of 1st-Tour WAC Supervisors

1. Installation: _____
2. Date: _____
3. Interviewer: Boyd, Dufilho, Sierotowicz, Turner
4. Interviewee Name: _____
5. Rank: _____
6. Duty MOS: _____
7. Duty title/position: _____
8. Duty section: _____
9. Duty phone: _____
10. Sex: _____
11. Race: _____
12. Time in duty position: _____

13. Number and rank of all supervisees: E1, E2, E3, E4, E5, E6, E7, E8, E9.
Number: _____

14. Number, MOS and rank of 1st-tour Wacs supervised: E1, E2, E3, E4, E5, E6.
Number: _____
DMOS: _____

15. How long does it usually take for the average Wac serving in her very first assignment (after AIT or in OJT) to perform:
 - A. her assigned MOS duties proficiently? _____ | _____ | _____
days | weeks | months
 - B. her military duties proficiently? _____ | _____ | _____
days | weeks | months

16. What skills, knowledges, and attitudes taught in Basic Training need the most improvement in 1st-tour Wacs? What would make them better soldiers? (Include areas not now taught in BT, if appropriate.) Rank the responses.

17. In what Basic Training-taught skills, knowledges, and attitudes are the 1st-tour Wacs the strongest? Rank the responses.

18. What are the most frequent problems you have with 1st-tour Wacs? Rank the responses.

19. What are the most troublesome (if different from #18 above) problems you have with 1st-tour Wacs? Rank the responses.

20. A. How would you describe the attitudes of 1st-tour Wacs toward the Army?

B. How do these attitudes change, if at all, in the second and third years of their first tours?

21. In what areas do you feel BT failed to adequately prepare your 1st-tour EW for military/Army life?

22. In what areas do 1st-tour Wacs most often get in difficulty because of their lack of knowledge of the Army's ways/organization?

23. A. What differences, if any, are there between the (1) military and (2) technical performances of 1st-tour EW and EM?

B. Do EW and EM respond to orders differently?

24. Do you feel personal appearance is a problem of the 1st-tour EW you supervise? If yes, what aspects of their appearance need improving?

25. How often are your 1st-tour EW required to participate in drill and/or ceremonies?

FOR AIT:

26. A. What kinds of difficulty, if any, do the new BT graduates have in spending their time appropriately in AIT?

(List problems and rank in importance)

B. What study problems, if any, do they have?

27. Approximately what proportion of 1st-tour EW are being referred to in questions dealing with those performances needing improvement?
