

PERCEPTIONS OF COMMON TASK TRAINING BY TRAINING
MANAGERS, TRAINERS, AND SOLDIERS OF
A FIELD ARTILLERY BATTALION AT
FORT SILL, OKLAHOMA

By

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Statement of the Problem	4
Purpose of the Study	5
Objectives	5
Assumptions.	6
Scope and Limitations.	6
Definition of Terms.	7
II. REVIEW OF LITERATURE.	10
The Army Training System	10
Individual Training.	11
Collective Training.	12
Training Support	14
Tenets of Army Training.	14
Program Planning and Budgeting for Training.	16
Training Management.	17
Evolution of Common Tasks.	19
Common Task Test	23
Relationship to Vocational Education	24
Summary.	25
III. METHOD AND PROCEDURES	27
Population	28
Development of the Instrument.	30
Interpretations of Findings.	32
IV. RESULTS OF THE STUDY.	34
General Perceptions.	34
Task Perceptions	42
Summary of General Comments.	89
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	91
Summary.	91
Conclusion	92
Officers.	92
Noncommissioned Officers.	93
Soldiers.	94

Chapter	Page
Recommendations.	95
SELECTED BIBLIOGRAPHY.	97
APPENDIX	99

LIST OF TABLES

Table	Page
I. Absolute Value Scale for Interpreting Mean Values Calculated in Survey Part I.	31
II. Absolute Value Scale for Interpreting Mean Values Calculated in Survey Part II	31
III. Mean Responses to General Perceptions of Skill Level One Common Task Training	35
IV. Perceptions Concerning Skill Level One Common Task Training by Category and Statement	39
V. Perceptions of Need for Skill Level One Common Tasks . .	43
VI. Perceptions of Proficiency for Skill Level One Common Tasks	50
VII. Perceptions of Confidence for Skill Level One Common Tasks	56
VIII. Perceptions of Time for Skill Level One Common Tasks . .	63
IX. Perceptions of Facilities for Skill Level One Common Tasks	70
X. Perceptions of Resources for Skill Level One Common Tasks	76
XI. Perceptions of Emphasis for Skill Level One Common Tasks	83
XII. Summary Part I, General Perceptions Group A, Officers Mean Values and Frequency Distribution by Statement.	113
XIII. Survey Part I, General Perceptions Group B, Noncommissioned Officers Mean Values and Frequency Distribution by Statement.	114
XIV. Survey Part I, General Perceptions Group C, Soldiers Mean Values and Frequency Distributions by Statement.	115

CHAPTER I

INTRODUCTION

The overall mission of the United States Army is to be able to mobilize and deploy units capable of winning on the modern battlefield. In peacetime, training is the educational experience which enables the Army to maintain the necessary state of readiness to accomplish this mission. Because the Army plays a key role in the defense of our country, the training and education of soldiers is a serious responsibility. It is stated:

The United States Army must be prepared for war. The principle component of preparing for war is training, and the responsibility for training rests with the Army's leaders. If the Army is to be thoroughly prepared for war, leaders at every level throughout the Active and Reserve Components must know how to produce motivated, well-trained soldiers and units (Department of the Army, 1985, p. 1).

The total Army consists of the Active Components and the Reserve Components which include the National Guard and Army Reserve. This force, in conjunction with other services and allies, serves to deter any attack on the U.S. national interest and, if deterrence fails, to engage and defeat any enemy in any environment. The role that training plays in this requirement is very important. Effective Army training programs can reduce the gap between peacetime training and wartime realities (Department of the Army, 1981).

To prepare soldiers to assume this critical mission, the Army has developed an educational system that is highly organized and designed

to produce trained individuals and units able to support the requirements of the total force. The system begins with training individual soldiers on basic skills which include Common Tasks, and builds on complexity into unit, or collective training. As soldiers build proficiency over time, they train to sustain the mastery of occupation-related skills as well as basic skills. The collective training builds team and unit proficiency and mission readiness by integrating individual skills into exercises and tests involving groups of individuals or units (Department of the Army, 1981).

Army training, like civilian education, or education in the field of vocational agriculture, has its basics. The early training of all soldiers is accomplished through a program of instruction that lasts eight weeks, known as basic training. While participating in basic training, soldiers receive instruction on those tasks that are the basis of this study: Common Tasks. These tasks are designed to provide the fundamental, critical knowledge essential to each and every soldier's ability to fight, survive, and win on the battlefield (Department of the Army, 1985).

Once a soldier completes his first training experience, he or she is assigned to a unit. Training and education continues in units for all soldiers. At the unit, several designated levels of people are involved in the training process.

Training managers (commanders or officers) have the responsibility to ensure that the unit training plan prepares individuals and units to accomplish the mission. Training managers provide the time, resources, guidance, and evaluations of training being conducted. The training manager oversees the entire program and tailors it to meet

known needs.

The next group, known as trainers, are normally non-commissioned officers, NCO's. The trainers are responsible for planning, organizing, training, evaluating, retraining, and re-evaluating the educational program of the unit and the individual soldier. Trainers are usually the first-line supervisors.

Lastly, the individual soldier himself or herself, as the recipients of the training, are responsible for the mastery of the skills required of their specialty and to maintain proficiency in specialty and common tasks (Department of the Army, 1984).

The study of common task training in a military unit will be useful to vocational agriculture educators because of the similarity and linkage between education on Skill Level One Common Tasks in a military setting and various aspects of vocational education. For example, Gooch and Stadt (1977), when discussing successful cooperative vocational/occupational education programs, indicated a clear linkage. When planning instruction, it was indicated that general related topics, or basics, were selected and presented on the principles of repetition and use. These basic skills in the field of cooperative vocational/occupational education directly applied to career related topics such as applying for a job, job safety, and preparing for interviews. They also included personal and social topics such as human relations, communications, and personality development as well as consumer education topics such as banking, savings, interest, budgeting, and money management.

As will be shown clearly in this study, the Army training system uses common task training as one of the strategies to present the

basics of the military occupation from which a foundation can be built. The emphasis from Gooch and Stadt (1977) from the perspective of the vocational educator was that once identified, instruction in and mastery of fundamentals would be valuable to the student or professional seeking employment. Soldiers are trained on the fundamentals such as common tasks to enable them to maintain their employment through survivability and proficiency.

This study will also be useful to those agricultural educators interested in evaluating competency assessments or program reviews. Wolfe (1979) pointed out considerations used by civilian educators that were also considered in this study.

To illustrate, Wolfe (1979) indicated that learning, generally defined as a change in behavior or proficiency, in order to be demonstrated, must be evaluated. Although there are a variety of methods available to perform the evaluation, examining perceptions constitutes a form of learner-performance information of use if interested in affective outcomes intended to result from a set of organized educational objectives, especially specified interests.

Statement of the Problem

There is a need for information and to collect data relating to the perceptions of soldiers, noncommissioned officers, and officers concerning their perceptions of common task training. The fundamental skills required of all soldiers, the Skill Level One Common Tasks, have been identified and documented. Training on these tasks is provided in initial entry training when soldiers first enter the Army. Afterwards, sustainment or refresher training on common tasks in units

must compete for the scarce resources that are allocated to support the entire unit training program. Due to the basic, critical nature of common tasks, the necessity for each soldier to maintain proficiency in time, common task training must be accomplished in order for the unit, and the Army as a whole, to accomplish its mission. Therefore, it is necessary for training managers, trainers, and soldiers to implement and participate in a common task training program which ensures mastery of these critical fundamentals.

Purpose of the Study

The study was designed to examine the perceptions of three groups of military personnel in order to assess the common task training program within a selected field artillery battalion. With the data from the study the education and training in this area could be improved.

Objectives

The following objectives for the study were established:

1. To determine the general perceptions of the three groups in the area of need, proficiency, confidence level, adequacy of resources, and emphasis.
2. To compare the findings and determine differences between the perceptions of the groups studied.
3. To provide a summary assessment of the unit that identifies areas where the sustainment of the training of common tasks may show strengths or weaknesses.

Assumptions

The following assumptions were made for the purpose of conducting an adequate study.

1. All survey responses were assumed to be accurate and honest.
2. Due to the similarities between education in the Army and education in the civilian community, the study will be of use to those planning, conducting, or evaluating vocational or competency based education.
3. All officers participating in the study were training managers.
4. All noncommissioned officers, NCO's, in the grade of E5 through E9 included in the study, were trainers.
5. Enlisted men in the grade of E1 through E4 comprised the group known as soldiers.

Scope and Limitations

The scope of this study included the following:

1. A single combat unit, a field artillery battalion, was selected as the target population.
2. A basic element of military education, skill level one common task training, was examined.
3. Perceptions of as many assigned officers (training managers), noncommissioned officers (trainers) and soldiers available were measured.
4. A measure of the perception of need, proficiency, confidence, adequacy of resources, and emphasis on common tasks in general, and of each of the 80 common tasks, was conducted.

The following limitations apply to this study and assist in the definition of the scope of the research conducted.

1. The unit selected was not representative of all the field artillery battalions in the Army. This is due to the mission requirements of the selected unit as well as the conditions or requirements of Fort Sill. Differences would also exist in other units between time available for the unit training program, resources and facilities, and personnel available. The results, however, should have general application to all field artillery battalions.

2. It will only be possible to apply the results of this study to battalions of other branches of the Army such as engineer, infantry, air defense, and armor in a general nature due to the diversity of unit structure, location, and resources available.

3. The study involves the perceptions of the groups involved and did not attempt to compare perceptions with actual test scores. Obtaining actual test results would have required a disruption of the on-going training program, expenditure of unavailable time and resources and was beyond the scope of the study.

4. The study focused on Skill Level One Common Task only, in order to limit the focus of the study to an area that could be readily examined.

5. The survey responses were administered in a totally voluntary fashion, and in a specified time frame. No provisions were established for a second response.

Definition of Terms

The following terms and definitions are provided to enhance the

reader's comprehension and understanding of material presented in this study.

ARTEP - The Army Training and Evaluation Program. The document designed for specific military units that identifies the individual tasks associated with collective tasks required for the unit's mission.

Active Components - Approximately 781,000 soldiers, in 18 divisions, including two light infantry divisions.

Common Tasks - Those fundamental tasks considered by the United States Army to require mastery of all soldiers, regardless of occupational specialty.

Common Task Test, CTT - A hands-on test of basic critical combat and survival skills, given annually to skill level 1-4 soldiers, regardless of occupational specialty.

Individual Training and Evaluation Program, ITEP - The current Army system which integrates evaluations of enlisted soldiers into the individual training plan in units. It consists of the skill qualification test, the common task test, and a commander's evaluation.

Soldier's Manual - A publication for each rank and occupational specialty that documents the results of job and task analysis in a descriptive form which shows individual tasks, performance measures, and standards for correct performance.

Skill Qualification Test, SQT - A test administered annually in the Active Components (every two years in the Reserve Components) to enlisted men in skill levels one through four to measure occupational specialty competency.

Skill Level - A descriptor which equates rank to levels of proficiency or technical competency. Soldiers of the rank of E-1 through

E-4 are skill level one, rank E-5 is skill level two, E-6 is skill level three, and E-7 is skill level four.

Skill Level One Common Task - The 80 fundamental combat and survival skills that should be mastered by all soldiers in skill level one and above, first introduced in training of soldiers in the grades of E-1 through E-4.

Reserve Components - Consist of Army National Guard and U.S. Army Reserve, approximately 261,000 soldiers.

CHAPTER II

REVIEW OF LITERATURE

The Army Training System

The United States Army exists to keep the peace and, should war occur, to defeat the enemy. This requires a total Army prepared to mobilize, deploy, fight, and win anywhere in the world. The key to achieving this goal is training (Department of the Army, Field Manual 25-1, 1985, p. 5).

The United States Army must have a training system because of the mandate placed on it as an institution of national defense. The Army is required to be prepared for combat. During peacetime, this means that the Army must practice, or train, to fight. Because the Army trains for war, a moral imperative also exists in that the Army's first responsibility is to ensure that its members are properly trained to perform their combat mission. Through realism wherever possible, soldiers learn to function in an environment that requires discipline, teamwork, and technical proficiency. Training provides the opportunities to develop the physical and mental toughness required for effectiveness and survival under stressful and dangerous circumstances. Effective training develops the skills, determination, confidence, and maturity which allows soldiers to act quickly, correctly, boldly, and in harmony with other elements of the armed forces (Department of the Army, 1985).

Training plays a key role in the overall strategic military posture of the United States. The Department of the Army Manual indicates that: "The military posture of the United States should provide visible capability to support the national policy against all challenges" (Department of the Army, 1983, pp. 1-2).

Therefore, the status of training in the Army promotes the credibility of the Army to deter the use of forces from outside sources. Furthermore, the Army training system prepares it to assume its role in conflicts ranging from limited conflicts to general war, and under any and all contingencies such as location, weather, or threat force composition (Department of the Army, 1983).

Realizing the key role that the Army plays in national defense, planners have developed a strategy to accomplish the training of this vital force. In a capstone regulation that outlines the system from the level of the Department of the Army, it is stated:

Components of the Army training system are individual training, unit training, and training support. This system trains soldiers in Soldier's Manual and ARTEP skills, evaluates individual and unit proficiency to perform in wartime and contingency missions, and supports training with time, dollars, people, ammunition, ranges, devices, simulations, and literature (Department of the Army, 1982, pp. 2-1).

The basic strategy of the Army training system involves those three parts: training soldiers, training units or forces, and providing training support. Each of these three areas will be examined in greater detail in the sections that follow.

Individual Training

Individual training takes place in several areas including selected Army school locations, also known as the "training base", at

civilian institutions, and by units in the field. In the training base, soldiers learn combat and technical skills as well as the proficiencies they need to become trainers. In units, individual training takes place to sustain skills taught in the training base, to teach new skills not previously taught, and to make the individual a skilled member of the unit (Department of the Army, 1984).

When individual training occurs in the Army school system, it is called institutional training. "Institutional" refers to the location of the training facility, such as the Field Artillery School at Fort Sill, Oklahoma, the Infantry School at Fort Benning, Georgia, or the Armor School at Fort Knox, Kentucky. Individual training in institutions continues throughout the career of both officers and NCO's as they are selected to attend higher level courses such as the advanced courses, command and general staff college, first sergeant's course, and the sergeant's major academy (Department of the Army, 1984).

Individual training is also integrated into each unit's overall training program, so that soldiers of all ranks receive continuing education. To assist in identifying and selecting individual skills to be emphasized during the development of individual training programs, the Army has published several key tools available to trainers and training managers. Among these tools are the Soldiers Manual, the Common Task Manual and, for officers, the Military Qualification Standards Manual, and Manual of Shared Tasks (Department of the Army, 1984).

Collective Training

Collective Training occurs primarily in field units. It is designed to train performance-oriented individual and collective skills,

leading to accomplishment of combined arms and other higher level training exercises. Richardson (1985) stated that:

Basically, the overall system works like this: from his unit mission and contingency plans, the commander develops a mission-essential task list which shapes his unit training plan. That plan lays out the tasks to be trained and the standards that apply. At each successive subordinate level, the unit training plan is refined and made more specific (p. 91).

Collective training puts all the individual skills together and requires the unit to perform well as an organization. Collective training can be conducted in a number of ways to include combined arms live fire exercises, field training exercises, command post exercises, by using devices and simulators to include computer simulations, and map exercises. Many Army trainers consider the best training exercise for battalion sized units is the use of the National Training Center, NTC, at Fort Irwin, California. While training at the NTC, units are exposed to three weeks of intensive training similar to Europe, Asia, and the Middle East, featuring live fire and "enemy" forces played by U.S. soldiers using threat uniforms, vehicles, and equipment, and doctrine (Richardson, 1985).

The training manual which serves at the basis for planning collective training programs is the Army Training and Evaluation Program, ARTEP, for the particular unit being trained. Unit leaders use the ARTEP as a guide to prepare for collective training exercises and as the stated source of standards against which performance is measured (Department of the Army, 1985).

Training Support

The final component of the Army training system is called training support. As in any educational program, audio-visual aids, simulators, devices, ranges, facilities, and ammunition are required to support both individual and collective training. Various agencies including the branch proponent schools are responsible for providing planning, forecasting, and production of these essential training support products. Keeping up-to-date material in the field requires constant revision or production of new training support materials in order to keep pace with changes in doctrine, tactics, equipment, or threat force capabilities (Department of the Army, 1981).

Tenets of Army Training

To accomplish its overall mission, Army training has several basic tenets which include:

- Training as you fight.
- Make commanders primary trainers
- Train using appropriate doctrine
- Use mission-oriented and performance-oriented training
- Train as a combined arms team
- Train to sustain proficiency
- Train to challenge (Department of the Army, 1985).

In the train as you fight concept, emphasis is placed on using realism to make the training experience conform to the requirements and conditions of the battlefield. Wherever possible, units and elements that would fight together attempt to train together (Department of the Army, 1985).

Another principle, use appropriate doctrine, means that common operational and procedural methods of the total force must be the basis of training. This is particularly critical when considering the necessity for different units to operate, maintain equipment, and fight together during war. Use of standardized doctrine in training maximizes the use of training time, promotes the ability to replace units in combat, and builds confidence in soldiers and units (Department of the Army, 1985).

The Army training system emphasizes performance-oriented and mission-oriented training. Performance-oriented training means that tasks are trained to meet established standards through the integration of both individual and collective training into the overall training plan. The key word is performance. Both individuals and units are required to perform the tasks which have been articulated in the training support products mentioned previously. Mission-oriented training is the process where the unit's wartime mission is analyzed and then specific tasks are selected for training based on the mission focus. This principle helps organize and prioritize the unit's training program in order to conserve time, resources, and provide direction. It is especially useful for training in the Reserve Components where resources are constrained even more than in the Active Components (Department of the Army, 1985).

The principle of training as a combined arms team is a requisite because of the diversity of Army forces that would be required to work together and conduct the battle in war. Combined arms training recognizes that the different branches of the Army, such as engineers, infantry, armor, aviation, air defense, field artillery, and many others

must train together in order to become proficient in performing as a team and therefore better able to bring together the total available firepower in combat (Department of the Army, 1985).

The Army training system emphasizes training to sustain proficiency. Once individuals and units are trained to a degree of proficiency, sustainment training and evaluation keeps individuals and units ready for combat at all times. It is recognized that skills and abilities decay with time and lack of practice. Sustainment training provides opportunities to refresh and perform new skills and techniques that will lead to the highest degree of unit readiness (Department of the Army, 1985).

Lastly, Army training is designed to be challenging. Challenging training builds pride and confidence in individuals and in units. It builds thinkers and innovators capable of exhibiting initiative in combat. Challenge builds competence as soldiers realize that what they have learned can indeed be accomplished under demanding conditions. These intrinsic qualities go a long way to provide the personal rewards that characterize the American fighting man. One of the Army's capstone regulations put it this way: "Good training is the key to soldier morale, job satisfaction, confidence, pride, unit cohesion, esprit de corps, and combat effectiveness" (Department of the Army, 1981, p. 2-1).

Program Planning and Budgeting for Training

Funding is essential for the support of individual training, collective training, and the production of training support products. Army training receives resources in terms of dollars from the category within the Department of Defense budget known as Operations and

Maintenance, Army (OMA) funds.

OMA fund requirements are presented to Congress as a part of the appropriations package of the annual Department of Defense budget. Major commands and operating agencies submit budget requirements through the Department of the Army to the Office of the Secretary of Defense for preparation of the overall budget estimate (Department of the Army, 1982).

Since training is just one area of the overall appropriation, funds for training, when allocated, must be used efficiently by agencies and units conducting training. Available dollars can influence the availability of ranges, equipment, parts, and supplies. The wise utilization of resources becomes a command responsibility and adjustments to unit training plans must be made to accommodate funding levels. One way that dollar resources are managed wisely is through effective training management throughout the Army (Department of the Army, 1981).

Training Management

As described in Field Manual 25-2 the essence of training management is a continuous process: "Training management consists of four phases--planning, resourcing, training, and evaluation. All four phases occur simultaneously" (Department of the Army, 1984, p. 3-1).

Commanders are responsible for training management. They must plan for training events, activities, arrange support, and ensure training is conducted. Commanders then hold subordinate leaders responsible and accountable for preparing and implementing effective training programs. Commanders and their staffs manage training along with other requirements that include maintenance, logistics, quality of

life programs, post support requirements, and so forth to ensure that they all work in consonance, are mutually supporting, and do not consume training resources (Department of the Army, 1981).

Training management must be viewed as a system. The Army's training management system provides for planning, executing, standardizing, evaluating, and feedback and includes resource allocation in an overall effort to determine individual and unit strengths and weaknesses which will allow the development and refinement of subsequent programs. Training management encompasses both individual and collective training requirements (Department of the Army, 1981).

Individual training management begins at Department of the Army level with the complex process of identifying the entire Army force structure requirements by each occupational specialty and grade. By a process of matching training needs with available resources and manpower, individual training management results in the Army Program for Individual Training, ARPRINT. This computerized system notifies Army service schools of the training needs in terms of classes and total numbers of personnel, as well as interfacing with the Recruiting Command to begin recruitment of new soldiers into the system. Based on these needs and projections, Army service schools are resourced with classrooms, manpower, and equipment to train the ARPRINT requirements (Department of the Army, 1981).

Training management in units is also a key area. A great deal of effort is expended in increasing the proficiency of everyone involved in unit training management. The prime tool used to train military educators at battalion level in these principles is called the Battalion Training Management System, BTMS.

For training purposes, BTMS is presented in a four stage series of workshops designed to train unit officers and NCO's on how to plan, conduct, and evaluate unit performance-oriented training. These workshops are held frequently at battalion level to help "train the trainers" in mastering training management techniques (Department of the Army, 1984).

Training management is similar to the civilian educational concept of deciding what needs to be taught and to whom. Getting the resources and time together to conduct the classes, and then critiquing progress as it continues. It also has many similarities to vocational selection in that in the military the soldiers are trained based on personnel requirements for different specialties: in civilian education, a student follows a recommended curriculum to achieve a goal (employment) in a field such as agriculture or agribusiness (Kazanas, 1973).

Evolution of Common Tasks

The initial Soldiers Manual of Common Tasks, Field Manual 21-2 (test), was published by the United States Army Support Center, Fort Eustis, Virginia, in August, 1977. It was intended to serve as a reference source for the training community, to eliminate duplication of effort, and to assure standard definitions of tasks, conditions, and performance measures. The test manual was designed as a training tool for both the Active and Reserve Components, and identified "common" tasks in categories for all skill levels. Of the 73 tasks documented, 31 were for soldiers in skill level one (E-1-E-4), 18 were for skill level two (E-5), 12 were for skill level three (E-6), and 12 were for skill level four (E-7). The test manual identified the

task title, the conditions under which the task was to be performed, and the standards, such as time, performance sequence, and results required for accomplishment. The task fell into seven general categories: First Aid, Nuclear, Biological and Chemical, Individual Fitness, Camouflage, Cover and Concealment, Security and Intelligence, Communications, and either the M16A1 rifle or Leadership (Department of the Army, 1977).

The next revision in May of 1981 resulted in the publication of a soldiers' manual strictly for the skill level one tasks, FM 21-2. The skill level two and beyond tasks were placed in a different publication. The skill level one tasks were divided into five groups.

- Group I, SEE, had four tasks.
- Group II, COMMUNICATE, had one task.
- Group III, NAVIGATE, had four tasks.
- Group IV, SHOOT, had nineteen tasks.
- Group V, SURVIVE, had forty-eight tasks.

With the documentation of these total of 74 tasks, this revision constituted an over 200 percent increase in the number of skill level one tasks and changed the seven previous categories to five. The preponderance of tasks fell into the area of survival. Also, the expansion of the M16A1 rifle category into the "shoot" area with 19 tasks marked an expansion of weapons systems considered such as the M60 Machine Gun, the Claymore Mine, and the M203 Grenade Launcher.

For the first time, instructions to the soldier began to describe in greater detail the reason for the manual. Each soldier was told he or she was responsible to be able to perform each task in the manual and that: "Its purpose is to tell you how to do the common tasks that

will help you fight and survive in combat" (Department of the Army, 1981, p. 3-1). The manual's instructions also told sergeants that it was their responsibility to train soldiers to perform the tasks and to put forth effort where the soldiers were the weakest.

The next revision occurred on December 1, 1982. This manual, of the same title, featured many critical refinements including an expanded section of general information clearly articulating the responsibilities for commanders, trainers, and soldiers.

A key addition to this version was that, for the first time, an evaluation guide to determine if a soldier passed or failed the task being evaluated was included for each task. This was a significant help to testers and trainers.

Perhaps the most significant change in the 1982 manual was the addition of a complete chapter which broke down the tasks by subject area, documented the reference publications or training support products that could be used for training, and provided a recommended sustainment training frequency for each task. Recommended frequencies ranged from monthly, quarterly, semi-annually, to annually. This guidance was provided to assist trainers in development of the long-range unit training plan, not as a firm requirement (Department of the Army, 1982).

The 71 tasks documented were again grouped in five categories:

- Group I, SEE, had four tasks
- Group II, COMMUNICATE, had one task
- Group III, NAVIGATE, had four tasks
- Group IV, SHOOT, had 15 tasks
- Group V, SURVIVE, had 47 tasks

Also appearing in this manual for the first time were sections describing sustainment training, identifying training support products for the tasks, and recommending a field expedient "squad book" format to help trainers keep track of soldier performance of the common tasks (Department of the Army, 1982).

The next revision occurred in less than one year with the publication of the October 3, 1983 Field Manual 21-2. This revision was basically the same as the May, 1981 version with a few exceptions.

Tasks for performing maintenance on the .45 caliber pistol and identifying hand grenades were added to Group VI, "Shoot". Group V, "Survive", was expanded by four tasks in the area of protection against nuclear, biological, and chemical attack, and one in first aid. All total, there were now 78 tasks (Department of the Army, 1983).

Two years later, on October 1, 1985, the publication changed its title and designation slightly and became Soldier Training Publication 21-1 SMCT, "Soldier's Manual of Common Tasks, Skill Level 1."

The manual was reduced to hip-pocket size for usefulness and incorporated a number of other major changes. The common task training plan was deleted, and substituted with general instructions that recommended training more frequently on those tasks rarely performed in the unit, rather than attempting to specify a recommended training frequency. Also, the numbers of tasks documented changed from 78 to 80. Additions included four in Group III, "Navigate", one in Group V, "Shoot", and two in Group V, "Survive." Three tasks in Group V, "Survive" were combined with others or deleted (Department of the Army, 1985).

The evolution of skill level one common tasks has been a process

lasting almost nine years and has seen many modifications, additions, and deletion. The concept that has remained constant and valid throughout has been that, once defined, common tasks could be used to shape training programs and provide clearly articulation guidance on the basic skills necessary for soldier survival.

Common Task Test

Recognizing the criticality of common tasks, in 1985 the Army formalized an annual common task testing program known simply as the Common Task Test. It is given annually to all active duty soldiers in skill levels one through four and is optional for skill level five and officers. Reserve Component soldiers take the Common Task Test, CTT, every two years (United States Army Training Support Center, 1985).

The CTT is a hands-on test that can be completed at any time during the year in conjunction with other training events. The numbers of tasks will vary from year to year and average approximately 15. The CTT is administered by the Army Training Support Center, Fort Eustis, Virginia.

The CTT is locally scored to provide feedback to individual soldiers and helps focus subsequent training on weaknesses in performance. Because the results are also provided through machine scoring to the proponent institution, emphasis on those tasks announced for testing in the CTT notice will be present in a unit. The tasks in the 1986 CTT notice for the skill level one soldiers of the unit selected in this study will be discussed in more detail in a later section (United States Army Training Support Center, 1985).

At the present time, the Common Task Test also plays an important role for soldiers in that decisions affecting their careers can be made on its results. For example, if a soldier is competing for promotion, the Common Task Test results are one indicator of potential that can be considered by decision makers (United States Army Training Support Center, 1985).

Relationship to Vocational Education

Defining the fundamental skills required of all soldiers to perform their jobs, organizing and conducting training, and evaluating its results are similar to methods used in vocational education.

Coe (1968) believed that a quality vocational education program was based on a variety of principles. Among them was that a proper program prepared students for entry into a chosen occupation without neglecting general education. Common task training focuses on this goal as well, preparing soldiers for their chosen occupation.

Another aspect of vocational education is its responsibility to be available throughout the lifetime of working people. The planned sustainment of common tasks makes this critical element of military education available throughout the careers of soldiers. In addition, Coe (1968) felt that a quality vocational education program was one that was supervised by educated and experienced personnel who understood the needs of students, understood the needs of business and industry, and were able to work in harmony with other officials and agencies. The Army Training System also emphasizes these concepts and applies them through training management techniques.

Not surprisingly, a quality vocational education program has

facilities and resources which are planned for are adequate. Quality programs also use realistic methods and procedures, allocate a sufficient amount of shop, laboratory, or practical exercise time to motivate students, and provide an easier transition to employment (Coe, 1968).

The similarity seen here is that Army training, and the new common task training in particular, is interested in providing quality education using these same methods and techniques. Vocational training and education in the field of agriculture rely on programs and principles that strive to meet the needs of the youth and adults they serve (Coe, 1968).

Summary

In summary, the Army training system is organized to provide a quality education for soldiers, starting at initial entry training and continuing throughout their career. Training is focused on the individual as well as on units. It builds on basic skills and emphasizes performance-oriented and combined arms training. Training support products provide the tools which enable trainers to train more effectively.

Training management serves as the operating system within which the education takes place. The management areas of planning, resourcing, and evaluating must take place to keep the dynamics of the entire program on track.

Common tasks did not always exist in their present form. Through a comprehensive effort beginning in 1977, they have been defined, refined, and continue to play a key role in soldier training through the Common Task Test.

Vocational education has principles and procedures designed to serve the needs of youth and adults seeking employment and continues throughout the career. These similarities to the Army training system indicate that to meet the educational needs of both soldiers and civilians, sound principles should be employed. Common task training begins the educational experience for all Army soldiers and mastery of these techniques assist soldiers throughout their career in the areas of personnel management decisions and ability to function on the job.

CHAPTER III

METHOD AND PROCEDURES

The study was designed to examine the perceptions of three groups of military personnel in order to assess the Common Task Training program within a selected field artillery battalion. Therefore, a strategy was developed which facilitated the research.

The researcher randomly selected three different field artillery battalions at Fort Sill, Oklahoma. Telephonic contact was made to each of the units and a concept briefing was given to each battalion commander. The unit with the most available time readily agreed to participate in the study. The other units were preparing for movements and exercises and, while expressing interest in the concept, were less viable candidates. The unit that was studied was the 2d Battalion, 18th Field Artillery.

At a weekly training meeting, the battalion commander, Lieutenant Colonel Morris Faber, distributed the surveys to the battery commanders and explained the study. Approximately ten working days were provided for the voluntary administration and return of the surveys. The senior noncommissioned officer of the battalion collected the surveys from the batteries upon completion. Contact was made with the unit during the administration period to ensure that no problems had been encountered.

Four hundred and twenty surveys were distributed. Of those, 283 were returned, for an overall return rate of 67.4 percent. Those not returned were due to absence, leave, special duty, or because participation was voluntary.

Population

The 2-18th FA is equipped with the 203 millimeter (8") howitzer weapon system. It consists of a Headquarters and Headquarters Battery, three firing batteries(A, B, and C), and a Service Battery. The total number of personnel assigned to the battalion at the time of the study was 422.

The unclassified mission of the battalion is to provide eight-inch cannon nuclear and non-nuclear fire support to units of a corps or division. The battalion is a subordinate unit of the 212th Field Artillery Brigade, an integral part of III U.S. Corps Artillery. In the event of national emergency, the battalion could deploy to support any of three world-wide contingency missions.

The training mission of the battalion was complex. In an interview with the battalion commander, insight into the training challenges facing the unit was received.

The battalion had received specific training guidance from the Brigade Commander on areas to emphasize during development of the training program. They included deployment, fire support, communications, maintenance, logistic sustainment, and survival.

The unit conducts quarterly exercises of a collective nature that are based on the mission-essential task list, METL. The METL is derived from detailed analysis of the unit's primary combat mission and

consists of only those tasks essential to their ability to deploy, fight, sustain, and survive in actual combat. Training plans based on the METL are developed annually as a result of perceived needs, guidance from higher headquarters, available resources, support commitments, major exercises planned, and the personnel situation.

Common Task Training is integrated into the unit training program by being a part of squad, section, battery, and battalion exercises, and by specific emphasis required for the Common Task Test, CTT, for fiscal year 1986. For the current year, sixteen tasks are to be specifically tested as a part of the Individual Training and Evaluation Program, ITEP.

Normal procedures used for training management within the battalion included weekly training meetings with the battalion and battery commanders and staff. During these sessions, issues were surfaced and discussed concerning training management, resource utilization, conflict resolution, and training evaluation.

The battalion commander used the opportunity to impart experience, leadership techniques, and to recommend sound training practices and principles. Both long and short-range plans for individual and collective training were reviewed and discussed.

The battalion had received a brigade-level award for training excellence during the time of this study. The battalion commander was eager to receive the results of the study and felt the perceptions of the groups would be very useful to the organization's training efforts. The battalion commander was keenly interested in soldier survival, a primary focus of common task training, and welcomed the opportunity to receive the results of the study in order to enhance this training

mission area.

Development of the Instrument

During the design of the study, it was determined that a questionnaire would be administered. The questionnaire was developed with the assistance of the staff members of the Department of Agricultural Education, Oklahoma State University. The questionnaire located in the appendix had three parts.

Part I, General Perceptions, included 22 statements developed to determine the general perceptions of the three groups. Five questions were developed to determine perceptions of the need for common tasks training. Six statements were developed to examine perceptions of proficiency. Two statements were included to examine confidence; four statements were included to examine the adequacy of resources. Lastly, five statements were developed to examine the area of emphasis placed on common task training in the unit.

Responses for Part I of the survey used a scale of one to seven to measure agreement with the statement presented. As shown in Table I, the value ranges from strongly disagree to strongly agree were used to interpret the mean values determined for each of the three groups surveyed.

Part II of the survey, Task Perceptions, measured the value of agreement by the respondents to seven identical statements for each of the 80 common tasks. The values measured were again in terms of need, proficiency, confidence, time, facilities, resources, and emphasis. A value scale of one to seven was utilized, with a one being a very low value to a seven being a very high value. Table II indicates the

TABLE I
ABSOLUTE VALUE SCALE FOR INTERPRETING MEAN
VALUES CALCULATED IN SURVEY PART I

Possible Response Choice Value, Meaning, and Value Range						
1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1.0-1.49	1.5-2.49	2.50-3.49	3.50-4.49	4.5-5.49	5.50-6.49	6.50-7.0

TABLE II
ABSOLUTE VALUE SCALE FOR INTERPRETING MEAN
VALUES CALCULATED IN SURVEY PART II

Possible Response Choice Value, Meaning, and Value Range						
1	2	3	4	5	6	7
Very Low	Low	Below Average	Average	Above Average	High	Very High
1.0-1.49	1.5-2.49	2.5-3.49	3.5-4.49	4.5-5.49	5.5-6.49	6.5-7.0

absolute value ranges used to interpret the mean responses of each of the groups.

Part III, General Responses, allowed respondents to annotate any comments they felt appropriate concerning the common task training program within the unit.

Interpretations of Findings

The optimum method selected for interpreting findings and presenting data was to calculate mean values and selected frequency distributions.

The surveys were separated into the three groups, and into the three sections of the survey. For Part I, each response indication to the 22 statements was copied onto a summary sheet(s). The values were added and the sum divided by the number of responses to derive the mean value of the statement for each group.

Part II data computation utilized the same methodology with the exception that the time required to manually annotate, add, and divide to derive the means increased dramatically due to the number of responses. No numerical data were calculated for Part III of the survey.

Frequency distributions were calculated for Part I of the survey. This was done by reviewing all the data summary sheet(s) and, by identifying each possible response from one to seven and counting how many times that each like response was found; the result was the number of times a particular value had been indicated by the group. This number was divided by the total number of group responses to determine the percentage of time, or frequency, that this response had

been indicated. The frequency distributions determined have been included in the appendix. Frequency distributions were not calculated for Part II due to the volume of data and that its overall usefulness to the study did not support this course of action.

CHAPTER IV

RESULTS OF THE STUDY

Analysis of the data obtained was performed upon completion and return of the surveys. The results of the study will be presented below.

General Perceptions

Analysis of the responses to the 22 statements about common tasks training is presented as follows. As shown in Table III the following was discovered.

In response to the statement that common tasks are easily learned by soldiers, the officers agreed and the NCO's and soldiers somewhat agreed. All three groups somewhat disagreed that common task training was rarely considered in the unit. All three groups agreed that every soldier needs common task training. All three groups somewhat agreed that facilities were readily available for common task training.

The officers somewhat disagreed that they could do their job without common task training, while the NCO's and soldiers were neutral. Likewise, the officers somewhat disagreed that there was plenty of time available for common task training while the other two groups were neutral.

The officers disagreed that the unit did not need common task training in order to perform its mission, the NCO's somewhat disagreed,

TABLE III
 MEAN RESPONSES TO GENERAL PERCEPTIONS OF
 SKILL LEVEL ONE COMMON TASK TRAINING

Statement	\bar{X} Response by Group		
	Officers n=13	NCO's n=68	Soldiers n=202
Common tasks are easily learned by soldiers.	5.46	5.24	5.44
Common task training is rarely considered in this unit	3.08	3.03	3.14
Every soldier needs common task training.	6.46	5.74	5.92
Facilities are readily available for common task training.	5.08	4.68	4.59
I have difficulty learning common tasks.	1.69	2.43	2.50
I can do my job without knowing common tasks.	3.00	4.01	3.82
There's plenty of time available for common task training.	2.62	4.07	4.02
This unit does not need common task training in order to perform its' mission.	1.92	3.01	2.39
I think that the better I know common tasks, the more confidence I have in my own ability to fight well.	6.38	5.42	5.66
I don't feel proficient in common tasks.	3.46	3.35	3.36
Common task training should be a higher priority.	4.85	4.26	4.38
Most everyone I know can perform common tasks with little difficulty.	3.30	4.60	4.65
Resources are readily available for common task training.	4.38	4.74	3.92
I want more common task training.	5.15	4.16	4.00

TABLE III (Continued)

Statement	\bar{X} Response by Group		
	Officers n=13	NCO's n=68	Soldiers n=202
Common task training is scheduled and conducted frequently.	4.08	4.85	4.60
I've mastered all the common tasks.	3.08	4.59	4.45
If I have to fight, I'll definitely need to know common tasks.	5.85	5.34	5.61
Those I work with need to be more proficient in common tasks.	5.77	4.97	4.79
Too much time is given on common task training here.	2.62	3.59	3.50
Everything we need to conduct common task training is available or easy to get.	4.46	4.51	4.12
It seems that a lot of emphasis is placed on common task training in our available training time.	3.38	4.74	4.44
Based on my fellow soldiers' knowledge of common tasks, I'm confident in my unit's ability to fight and win.	4.77	4.85	4.35

and the soldiers disagreed. In a positive sense, the officers and soldiers agreed and the NCO's somewhat agreed that common task training was necessary for the unit to perform its mission.

The officers and soldiers agreed and the NCO's somewhat agreed that the better they knew common skills, the more confidence they had in their ability to fight well. All three groups somewhat disagreed that they did not feel proficient in common tasks. In a positive form, all three groups somewhat agreed that they felt proficient in common tasks.

The officers somewhat agreed that common task training should be a higher priority while the NCO's and soldiers were neutral. The officers somewhat disagreed that most everyone they knew could perform common tasks with little difficulty, while the NCO's and soldiers somewhat agreed.

The officers and soldiers were neutral and the NCO's somewhat agreed that resources were readily available for common task training. The officers somewhat agreed that they wanted more common task training while the NCO's and soldiers were neutral. The officers were neutral to the statement that common task training was scheduled and conducted frequently, while the NCO's and soldiers somewhat agreed.

The officers somewhat agreed that they had mastered all the common tasks, the NCO's somewhat agreed, and the soldiers were neutral. The officers and soldiers agreed that if they had to fight, they would need to know common tasks, while the NCO's somewhat agreed. The officers agreed that those they work with need to be more proficient in common tasks, while the NCO's and soldiers somewhat agreed.

The officers somewhat disagreed that too much time was given on common task training, while the NCO's and soldiers were neutral. The officers and soldiers were neutral to the statement that everything they needed to conduct common task training was available or easy to get while the NCO's somewhat agreed.

The officers somewhat disagreed that a lot of emphasis was placed on common task training. The NCO's somewhat agreed and the soldiers were neutral. The officers and NCO's somewhat agreed that, based on their fellow soldiers' knowledge of common tasks, they were confident in their units' ability to fight and win. The soldiers were neutral to this statement.

Table IV groups the 22 statements into five general categories examined in this study. These groupings helped reveal patterns of results which indicated the following.

In the area of need, perceptions of the three groups were very similar. The trend of perceptions indicated that both soldiers and the unit needed common task training, and knowledge of common tasks would be needed if it were necessary to fight. Only the officers expressed slight agreement to wanting more common task training, the NCO's and soldiers were neutral on this issue.

In the area of proficiency, response patterns indicated that common tasks were easily learned by all groups and that the groups felt they were proficient in common tasks. However, the officers expressed slight disagreement that they had mastered all the common tasks, while the NCO's expressed slight agreement and the soldiers were neutral on this issue. While the NCO's and soldiers slightly agreed that everyone they knew could perform common tasks with little

TABLE IV
 PERCEPTIONS CONCERNING SKILL LEVEL ONE
 COMMON TASK TRAINING BY CATEGORY
 AND STATEMENT

Category/Statement	\bar{X} Responses By Group		
	Officers n=13	NCO's n=68	Soldiers n=202
NEED			
Every soldier needs common task training.	6.46	5.74	5.92
I can do my job without knowing common tasks.	3.00	4.01	3.82
This unit does not need common task training in order to perform its' mission.	1.92	3.01	2.39
I want more common task training.	5.15	4.16	4.00
If I have to fight, I'll definitely need to know common tasks.	5.85	5.34	5.61
PROFICIENCY			
Common tasks are easily learned by soldiers.	5.46	5.24	5.44
I have difficulty learning common tasks.	1.69	2.43	2.50
I don't feel proficient in common tasks.	3.46	3.35	3.36
Most everyone I know can perform common tasks with little difficulty.	3.30	4.60	4.65
I've mastered all the common tasks.	3.08	4.59	4.45
Those I work with need to be more proficient in common tasks.	5.77	4.97	4.79
CONFIDENCE			
The better I know common tasks, the more confidence I have in my own ability to fight well.	6.38	5.42	5.66
Based on my fellow soldiers' knowledge of common tasks, I'm confident in my unit's ability to fight and win.	4.77	4.85	4.35

TABLE IV (Continued)

Category/Statement	X Responses by Group		
	Officers n=13	NCO's n=68	Soldiers n=202
ADEQUACY OF RESOURCES			
Facilities are readily available for common task training.	5.08	4.68	4.59
There's plenty of time available for common task training.	2.62	4.07	4.02
Resources are readily available for common task training.	4.38	4.74	3.92
Everything we need to conduct common task training is available or easy to get.	4.46	4.51	4.12
EMPHASIS			
Common task training is rarely considered in this unit.	3.08	3.03	3.14
Common task training should be a higher priority.	4.85	4.26	4.38
Common task training is scheduled and conducted frequently.	4.08	4.85	4.60
Too much time is given on common task training here.	2.62	3.59	3.50
It seems that a lot of emphasis is placed on common task training in our available training time.	3.38	4.74	4.44

difficulty, the officers slightly disagreed. All three groups expressed that those they worked with need to be more proficient in common tasks.

In the area of confidence, response patterns indicated that the knowledge of common tasks increased confidence in individuals. The officers and NCO's slightly agreed that they had confidence in their unit's ability to fight and win based on their fellow soldiers' knowledge of common tasks. The soldiers were neutral in this area.

In the area of resources, response patterns indicated that facilities were generally available for common task training. Responses for all resources were generally neutral except that officers expressed disagreement in the area of adequacy of time, and NCO's expressed slight agreement that everything they needed for common task training was available or easy to get.

In the area of emphasis, response patterns indicated that all three groups slightly disagreed that common task training was rarely considered, or, in a positive form, slightly agreed that common task training was considered in the unit. The officer's responses generally indicated that common task training should be given a higher priority. The NCO's response patterns generally indicated that emphasis was being placed on common task training in the unit but they did not feel more emphasis should be placed. The soldier's response patterns were the same as the NCO's except that the soldiers were neutral on the point that a lot of emphasis was being placed on common task training in the unit.

Task Perceptions

This part of the analysis examined the results of responses to several statement categories concerning each of the 80 Skill Level One Common Tasks. Thirteen of 13 surveys, 100 percent, were used for Group A, officers. For Group B, noncommissioned officers, NCO's, 60 out of 68 (88.2 percent) were complete and used: eight were incomplete. One hundred and twenty-three soldier Group G surveys were used out of 202, 60.9 percent. The 79, or 39.1 percent, that were not used were incomplete.

Tables V-XI break out the results of task perceptions. For the category of need, as shown in Table V, the following results were found. The interpretations of these tables, and in the subsequent categories as well, is derived from the value scale depicted in Table II. General need patterns indicated responses were in the above average and high response categories for the most part. There was one response below 4.50. General response patterns indicated that the officers and soldiers expressed higher need values for common tasks overall. Those tasks considered of very high need by the officers included:

Determine Grid Coordinates on a Military Map.

Determine a Magnetic Azimuth with a Compass.

Put on, Wear, and Remove M17-Series Protective Mask with Hood.

Decontaminate Your Skin and Personnel Equipment.

Put on and Wear MOPP (Mission Oriented Protective Posture) Gear.

React to Chemical or Biological Hazard.

Decontaminate Equipment Using ABC M11 Decontaminating Apparatus.

Evaluate a Casualty.

TABLE V
PERCEPTIONS OF NEED FOR SKILL
LEVEL ONE COMMON TASKS

Category/Task	\bar{X} Need Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SEE			
Collect Information-SALUTE	6.28	5.02	6.30
Recognize Friendly and Threat Armored Vehicles	5.69	5.90	6.12
Estimate Range	5.85	5.45	5.55
Perform Search and Scan Procedures	5.54	5.10	5.41
COMMUNICATE			
Send a Radio Message	6.62	5.22	6.15
NAVIGATE			
Identify terrain features on a map	6.31	5.10	6.00
Determine Grid Coordinates on a military map	6.54	5.00	6.31
Determine a Magnetic azimuth with a compass	6.69	5.02	5.90
Determine direction, field expedient method	5.77	5.10	6.01
Orient map to ground, map-terrain association	6.38	5.50	6.11
Determine location by using terrain association	6.46	4.60	6.00
Measure distance on a map	6.31	4.70	5.92
Navigate on the ground, dismounted	6.46	4.83	4.81
SHOOT			
Perform operator maintenance on M16A1 rifle and ammunition	6.08	5.13	6.21
Load, reduce stoppage, and clear M16A1 rifle	6.08	5.18	6.41
Battlesight zero an M16A1 rifle	5.69	4.88	5.91
Engage hostile aircraft with small arms	5.69	5.00	5.93

TABLE V (Continued)

Category/Task	\bar{X} Need Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SHOOT (Cont'd)			
Perform Operator Maintenance on an M203 Grenade Launcher and Ammunition Load, Unload, and Clear M203 Grenade Launcher	5.08	5.40	5.81
Engage Targets with an M203 Grenade Launcher and Apply Immediate Action to Reduce a Stoppage	5.08	5.62	5.70
Load, Reduce Stoppage, and Clear an M60 Machine Gun	4.92	5.62	5.91
Fire an M60 Machine Gun	5.69	5.10	6.33
Perform Operator Maintenance on an M60 Machine Gun and Ammunition	5.61	5.90	6.27
Prepare a Range Card for an M60 Machine Gun	5.38	5.52	6.30
Prepare an M72A2 Light Anti-tank Weapon, LAW, for Firing;	5.46	5.52	6.41
Restore M72A2 LAW to Carrying Configuration	5.23	5.60	6.33
Engage Targets with an M72A2 LAW	5.61	4.81	6.01
Apply Immediate Action to Correct a Malfunction on an M72A2 LAW	4.92	4.67	5.95
Perform Safety Checks on Grenades	5.54	5.70	4.07
Engage Enemy Targets with Hand Grenades	5.23	4.88	5.92
Identify and Employ Hand Grenades	5.00	5.22	5.84
Install and Fire/Recover an M18A1 Claymore Mine	5.38	6.02	6.50
SURVIVE			
Move Under Direct Fire	5.69	5.42	6.55
Move Over, Through, or Around Obstacles (except minefields)	6.23	4.75	6.47
React to Indirect Fire	6.46	4.68	5.55
React to Flares	5.23	5.17	6.51

TABLE V (Continued)

Category/Task	\bar{X} Need Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SURVIVE (Cont'd)			
Select Temporary Fighting Positions	6.08	4.55	6.32
Clear Fields of Fire	6.23	5.65	6.17
Construct Individual Fighting Position	6.31	5.17	6.12
Camouflage Yourself and Your Individual Equipment	5.85	5.60	6.33
Camouflage Equipment	6.23	5.60	5.80
Locate Mines by Probing	5.15	4.85	5.70
Camouflage Your Defensive Position	6.46	5.15	6.41
Practice Noise, Light, and Litter Discipline	5.69	5.00	6.01
Conduct Day and Night Surveillance without the Aid of Electronic Devices	5.92	5.67	5.55
Use Challenge and Password	6.31	5.70	5.93
Put on, Wear, and Remove M17-Series Protective Mask with Hood	6.62	5.15	6.61
Put on, Wear, Remove, and Store M24, M25, or M25A1 Protective Mask with Hood	6.23	4.52	5.21
Store M17-Series Protective Mask with Hood in Carrier	6.08	5.33	5.88
Maintain M17-Series Protective Mask with Hood	5.85	5.00	6.35
Maintain M24, M25, or M25A1 Protective Mask with Hood	5.08	4.80	5.42
Replace Filters in M17-Series Protective Mask	6.46	5.10	6.51
Decontaminate Your Skin and Personal Equipment	6.69	5.60	5.92
Put on and Wear MOPP Gear	6.77	5.52	6.18
Drink, Use the Latrine, and Check Soldier Sleeping in MOPP 4	6.15	5.50	6.10
Recognize and React to Chemical or Biological Hazard	6.54	5.67	6.71
React to Nuclear Hazard	6.38	5.45	6.60

TABLE V (Continued)

Category/Task	X Need Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SURVIVE (Cont'd)			
Use M8 Detector Paper to Identify Chemical Agent	6.08	5.60	5.93
Use M9 Detector Paper to Detect Chemical Agent	6.15	5.38	5.12
Mark NBC Contaminated Area	6.00	5.80	6.22
Decontaminate Equipment Using M13 Decontamination Apparatus Portable	6.08	5.20	6.23
Decontaminate Equipment Using ABC M11 Decontaminating Apparatus	6.62	5.00	6.43
Exchange MOPP Gear	6.15	5.52	6.50
Evaluate a Casualty	6.85	4.58	6.33
Administer Nerve Agent Antidote to Self (Self-Aid)	6.77	5.22	6.51
Administer First Aid to a Nerve Agent Casualty (Buddy-Aid)	6.31	5.10	6.42
Clear an Object from the Throat of a Conscious Victim	6.38	5.67	6.30
Perform Mouth-to-Mouth Resuscitation	6.38	4.78	6.31
Put on a Field or Pressure Dressing	6.15	4.95	6.63
Put on a Tourniquet	6.31	4.85	6.69
Apply a Dressing to an Open Abdominal Wound	6.15	5.38	6.53
Apply a Dressing to an Open Chest Wound	6.23	4.70	6.60
Apply a Dressing to an Open Head Wound	6.23	5.67	6.40
Prevent Shock	6.69	5.35	6.67
Splint a Suspected Fracture	6.62	5.22	6.35
Give First Aid for Burns	6.69	5.70	6.56
Recognize and Give First Aid for Heat Injuries	6.46	5.13	6.33
Give First Aid for Frostbite	6.31	4.88	6.37
Transport a Casualty Using a One-Man Carry	6.31	5.28	6.71
Transport a Casualty Using a Two-Man Carry or Improvised Litter	6.23	5.35	6.57
Conduct Combat Operations According to the Law of War	6.08	5.37	6.30

Administer Nerve Agent Antidote to Self (First Aid).

Prevent Shock.

Splint a Suspected Fracture.

The lowest perceptions of need for the officer group were still in the above average category. They were: Engage targets with an M203 Grenade Launcher and Apply Immediate Action to Reduce a Stop-page (4.92), and Apply Immediate Action to Correct a Malfunction on an M72A2 Law (4.92).

In the noncommissioned officer category, response patterns indicated generally above average and high values. The highest values were indicated for the following tasks.

Recognize Friendly and Threat Armored Vehicles, 5.90.

Fire an M60 Machine Gun, 5.90.

Install and Fire/Recover an M18A1 Claymore Mine, 6.02.

Mark an NBC contaminated Area, 5.80.

For the noncommissioned officers, the lowest values on need indicated were above average values. They included:

Select Temporary Fighting Positions, 4.55.

Put on, Wear, Remove, and Store M24, M25, or M25A1 Protective Mask with Hood, 4.52.

Evaluate a Casualty, 4.58.

Soldier responses ranged from neutral to very high values. Those tasks considered to have the highest value of need for this group, indicated by Very High responses, included the following.

Install and Fire/Recover an M18A1 Claymore Mine.

Move Under Direct Fire.

React to Flares.

Put on, Wear, and Remove M17-Series Protective Mask with Hood.

Replace Filters in M17A1 Protective Mask.

Recognize and React to Chemical or Biological Hazard.

React to Nuclear Hazard.

Exchange MOPP Gear.

Administer Nerve Agent Antidote to Self (First Aid).

Put on a Field or Pressure Dressing.

Put on a Tourniquet.

Apply a Dressing to an Open Abdominal Wound.

Apply a Dressing to an Open Chest Wound.

Prevent Shock.

Give First Aid for Burns.

Transport a Casualty Using a One-Man Carry.

Transport a Casualty Using a Two-Man Carry or Improved Litter.

On the lower end of the spectrum of responses, one response is average, Perform Safety Checks on Grenades, 4.07. The only other value indicated by this group below 5.0 was Navigate on the Ground, Dismounted, 4.81, and this was an above average value.

As can be seen by the preceding results, the soldiers had the most responses (17) in the very high category, followed by the officers (11) and noncommissioned officers had no very high need values. Officer high need tasks fell into the areas of determining position and direction, tasks for nuclear, biological, and chemical warfare, and first aid. Soldier very high need value tasks were in the areas of combat survival skills also, especially nuclear, biological, and chemical warfare and first aid.

Lower values of need came in the area of shoot for officers,

survive for the noncommissioned officers, and shoot and navigate for soldiers.

In the area of proficiency, the following results were found (See Table VI). Responses ranged from average to very high values. The officers indicated a Very High value of proficiency for the following tasks.

Identify Terrain Features on a Map.

Determine Grid Coordinates on a Military Map.

The lowest values of proficiency in the officer group were indicated for:

Perform Operator Maintenance on the M203 Grenade Launcher and Ammunition, 3.92 average.

Engage Targets with an M203 Grenade Launcher and Apply Immediate Action to Reduce a Stoppage, 4.23.

Apply Immediate Action to Correct a Malfunction on an M72A2 LAW, 4.46.

Perform Safety Checks on Grenades, 4.38.

Locate Mines by Probing, 4.38.

Decontaminate Equipment Using M13 Decontamination Apparatus Portable, 4.38.

Apply Dressing to an Open Head Wound, 4.38.

Noncommissioned officers, NCO's indicated highest values of proficiency by indicating very high responses for the following tasks.

Identify Terrain Features on a Map.

Determine Grid Coordinates on a Military Map.

Determine a Magnetic Azimuth with a Compass.

Put on, Wear, and Remove M17-Series Protective Mask with Hood.

TABLE VI
 PERCEPTIONS OF PROFICIENCY FOR
 SKILL LEVEL ONE COMMON TASKS

Category/Task	\bar{X} Proficiency Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SEE			
Collect Information-SALUTE	5.57	5.75	4.71
Recognize Friendly and Threat Armored Vehicles	5.00	4.43	3.66
Estimate Range	5.23	5.20	4.61
Perform Search and Scan Procedures	5.08	4.33	4.18
COMMUNICATE			
Send a Radio Message	6.23	5.90	5.66
NAVIGATE			
Identify terrain features on a map	6.54	6.68	5.74
Determine Grid Coordinates on a military map	6.85	6.50	5.60
Determine a Magnetic azimuth with a compass	6.46	6.50	5.64
Determine direction, field expedient method	5.31	5.78	4.47
Orient map to ground, map-terrain association	6.23	6.10	4.47
Determine location by using terrain association	6.46	5.52	4.19
Measure distance on a map	6.23	6.00	4.88
Navigate on the ground, dismounted	6.38	6.32	4.45
SHOOT			
Perform operator maintenance on M16A1 rifle and ammunition	5.77	5.55	6.10
Load, reduce stoppage, and clear M16A1 rifle	6.08	5.78	6.17
Battlesight zero an M16A1 rifle	5.92	4.90	5.76
Engage hostile aircraft with small arms	4.92	5.00	4.60

TABLE VI (Continued)

Category/Task	\bar{X} Proficiency Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SHOOT (Cont'd)			
Perform Operator Maintenance on an M203 Grenade Launcher and Ammunition Load, Unload, and Clear M203 Grenade Launcher	3.92	4.67	5.40
Engage Targets with an M203 Grenade Launcher and Apply Immediate Action to Reduce a Stoppage	4.62	5.08	4.80
Load, Reduce Stoppage, and Clear an M60 Machine Gun	4.23	5.38	4.82
Fire an M60 Machine Gun	5.08	5.55	5.81
Perform Operator Maintenance on an M60 Machine Gun and Ammunition	5.15	5.82	5.70
Prepare a Range Card for an M60 Machine Gun	4.77	5.30	5.81
Prepare an M72A2 Light Anti-tank Weapon, LAW, for Firing;	5.23	5.52	5.47
Restore M72A2 LAW to Carrying Configuration	5.54	5.52	6.01
Engage Targets with an M72A2 LAW	5.69	5.22	5.77
Apply Immediate Action to Correct a Malfunction on an M72A2 LAW	4.46	4.78	4.90
Perform Safety Checks on Grenades	4.38	4.52	4.49
Engage Enemy Targets with Hand Grenades	5.61	5.28	5.87
Identify and Employ Hand Grenades	4.92	5.40	4.91
Install and Fire/Recover an M18A1 Claymore Mine	5.15	5.10	5.82
SURVIVE			
Move Under Direct Fire	5.77	5.78	6.02
Move Over, Through, or Around Obstacles (except minefields)	4.92	5.65	5.90
React to Indirect Fire	6.00	5.82	5.60
React to Flares	4.77	5.82	6.02

TABLE VI (Continued)

Category/Task	\bar{X} Proficiency Perceptions		
	Officers n=13	by Group NCO's n=60	Soldiers n=123
SURVIVE (Cont'd)			
Select Temporary Fighting Positions	6.00	5.90	5.10
Clear Fields of Fire	5.38	5.67	4.44
Construct Individual Fighting Position	5.77	5.15	5.67
Camouflage Yourself and Your Individual Equipment	5.54	6.05	6.40
Camouflage Equipment	5.85	6.18	6.41
Locate Mines by Probing	4.38	3.88	3.42
Camouflage Your Defensive Position	5.69	6.30	6.22
Practice Noise, Light, and Litter Discipline	6.00	6.10	5.12
Conduct Day and Night Surveillance without the Aid of Electronic Devices	5.23	4.40	3.80
Use Challenge and Password	5.92	6.40	6.01
Put on, Wear, and Remove M17-Series Protective Mask with Hood	6.38	6.50	6.64
Put on, Wear, Remove, and Store M24, M25, or M25A1 Protective Mask with Hood	5.15	5.38	5.37
Store M17-Series Protective Mask with Hood in Carrier	6.38	6.51	5.80
Maintain M17-Series Protective Mask with Hood	6.15	6.10	6.41
Maintain M24, M25, or M25A1 Protective Mask with Hood	4.62	4.68	4.91
Replace Filters in M17-Series Protective Mask	6.46	6.20	6.61
Decontaminate Your Skin and Personal Equipment	5.77	5.60	6.07
Put on and Wear MOPP Gear	6.00	5.95	6.09
Drink, Use the Latrine, and Check Soldier Sleeping in MOPP 4	5.00	5.20	5.14
Recognize and React to Chemical or Biological Hazard	5.46	6.00	6.45
React to Nuclear Hazard	5.92	6.50	5.67

TABLE VI (Continued)

Category/Task	\bar{X} Proficiency Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SURVIVE (Cont'd)			
Use M8 Detector Paper to Identify Chemical Agent	5.00	4.78	5.60
Use M9 Detector Paper to Detect Chemical Agent	5.00	4.78	4.97
Mark NBC Contaminated Area	4.77	4.77	5.97
Decontaminate Equipment Using M13 Decontamination Apparatus Portable	4.38	4.68	4.97
Decontaminate Equipment Using ABC M11 Decontaminating Apparatus	5.69	5.38	5.87
Exchange MOPP Gear	5.23	5.00	5.32
Evaluate a Casualty	5.31	5.10	5.31
Administer Nerve Agent Antidote to Self (Self-Aid)	5.77	6.30	6.37
Administer First Aid to a Nerve Agent Casualty (Buddy-Aid)	5.08	6.30	6.13
Clear an Object from the Throat of a Conscious Victim	5.69	6.05	6.12
Perform Mouth-to-Mouth Resuscitation	5.69	5.80	5.84
Put on a Field or Pressure Dressing	5.31	6.38	6.47
Put on a Tourniquet	5.61	6.30	6.60
Apply a Dressing to an Open Abdominal Wound	4.62	6.00	5.92
Apply a Dressing to an Open Chest Wound	4.69	5.78	6.05
Apply a Dressing to an Open Head Wound	4.38	5.78	5.71
Prevent Shock	6.08	6.38	6.37
Splint a Suspected Fracture	5.77	6.60	6.00
Give First Aid for Burns	6.38	5.67	5.14
Recognize and Give First Aid for Heat Injuries	5.77	6.02	5.54
Give First Aid for Frostbite	5.61	5.52	5.84
Transport a Casualty Using a One-Man Carry	5.46	5.33	6.00
Transport a Casualty Using a Two-Man Carry or Improvised Litter	5.15	5.25	5.90
Conduct Combat Operations According to the Law of War	5.61	5.15	4.51

Store M17-Series Protective Mask with Hood.

React to Nuclear Hazard.

Splint a Suspected Fracture.

The noncommissioned officers also indicated average responses for proficiency in their range of responses. Those tasks were:

Recognize Friendly and Threat Armored Vehicles.

Perform Search and Scan Procedures.

Locate Mines by Probing.

Conduct Day and Night Surveillance Without the Aid of Electronic Devices.

Soldier responses to the category of proficiency ranged from average to very high values. Response patterns indicated above average and high values were generally indicated for this group.

Those tasks perceived to be of very high values in proficiency included:

Put on, Wear, and Remove M17-Series Protective Mask with Hood.

Replace Filters in M17-Series Protective Mask.

Put on a Tourniquet.

On the lower end of the response spectrum, tasks indicated with average values included:

Recognize Friendly and Threat Armored Vehicles.

Determine Direction, Field Expedient Method.

Orient Map to Ground, Map-Terrain Association.

Determine Location by Using Terrain Association.

Navigate on the Ground, Dismounted.

Perform Safety Checks on Grenades.

Clear Fields of Fire.

Locate Mines by Probing.

Conduct Day and Night Surveillance Without the Aid of Electronic Devices.

In the area of proficiency, the results indicated the officers and NCO's had very high values in the navigate category, while soldiers had some difficulty in this area. The officers had average values in the shoot category on the M203 Grenade Launcher and M72A2 Light Anti-Tank Weapon, LAW. Both the NCO's and soldiers indicated lower (average) values for the tasks of Recognize Friendly and Threat Armored Vehicles and all three groups placed the task Located Mines by Probing in the average category. Officers and soldiers placed the value of Perform Safety Checks on Grenades in the average range.

For the area of confidence, as indicated in Table VII, the following results can be seen. Responses ranged from below average (one response) to very high. Overall response patterns indicated generally above average and high values of confidence.

The officers indicated values from average to very high. Those tasks with very high values were:

Determine Grid Coordinates on a Military Map.

Use Challenge and Password.

Tasks that were of average value included:

Perform Operator Maintenance on an M203 Grenade Launcher and Ammunition.

Engage Targets with an M203 Grenade Launcher and Apply Immediate Action to Reduce a Stoppage.

Apply Immediate Action to Correct a Malfunction on an M72A2 LAW.

Perform Safety Checks on Grenades.

TABLE VII
 PERCEPTIONS OF CONFIDENCE FOR SKILL
 LEVEL ONE COMMON TASKS

Category/Task	\bar{X} Confidence Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SEE			
Collect Information-SALUTE	5.71	5.42	4.82
Recognize Friendly and Threat Armored Vehicles	4.85	4.52	3.94
Estimate Range	5.61	5.30	4.40
Perform Search and Scan Procedures	4.92	4.30	3.79
COMMUNICATE			
Send a Radio Message	6.23	6.35	5.67
NAVIGATE			
Identify terrain features on a map	6.31	6.60	5.82
Determine Grid Coordinates on a military map	6.85	6.35	5.70
Determine a Magnetic azimuth with a compass	6.46	6.41	5.77
Determine direction, field expedient method	5.38	5.80	4.45
Orient map to ground, map-terrain association	6.31	6.32	4.25
Determine location by using terrain association	6.23	5.67	4.15
Measure distance on a map	6.08	6.41	5.13
Navigate on the ground, dismounted	6.38	6.61	4.01
SHOOT			
Perform operator maintenance on M16A1 rifle and ammunition	5.77	6.03	6.07
Load, reduce stoppage, and clear M16A1 rifle	6.08	6.30	6.20
Battlesight zero an M16A1 rifle	6.08	5.32	5.74
Engage hostile aircraft with small arms	5.08	5.25	4.42

TABLE VII (Continued)

Category/Task	\bar{X} Confidence Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SHOOT (Cont'd)			
Perform Operator Maintenance on an M203 Grenade Launcher and Ammunition Load, Unload, and Clear M203 Grenade Launcher	3.85	4.15	4.21
Engage Targets with an M203 Grenade Launcher and Apply Immediate Action to Reduce a Stoppage	4.54	5.59	4.51
Load, Reduce Stoppage, and Clear an M60 Machine Gun	4.31	5.38	4.53
Fire an M60 Machine Gun	4.92	5.57	5.60
Perform Operator Maintenance on an M60 Machine Gun and Ammunition	5.08	5.80	5.71
Prepare a Range Card for an M60 Machine Gun	4.85	5.58	5.81
Prepare an M72A2 Light Anti-tank Weapon, LAW, for Firing;			
Restore M72A2 LAW to Carrying Configuration	5.08	5.52	5.22
Engage Targets with an M72A2 LAW	5.54	5.45	5.92
Apply Immediate Action to Correct a Malfunction on an M72A2 LAW	5.54	5.40	5.75
Perform Safety Checks on Grenades	4.31	4.88	4.91
Engage Enemy Targets with Hand Grenades	4.23	5.35	4.18
Identify and Employ Hand Grenades	5.23	5.30	5.50
Install and Fire/Recover an M18A1 Claymore Mine	4.69	5.10	4.90
	5.08	5.72	5.55
SURVIVE			
Move Under Direct Fire	5.54	6.18	6.11
Move Over, Through, or Around Obstacles (except minefields)	4.85	5.90	5.74
React to Indirect Fire	6.08	5.78	5.42
React to Flares	4.77	5.82	5.82

TABLE VII (Continued)

Category/Task	\bar{X} Confidence Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SURVIVE (Cont'd)			
Select Temporary Fighting Positions	6.15	5.98	5.29
Clear Fields of Fire	5.31	5.95	4.47
Construct Individual Fighting Position	5.69	5.18	5.60
Camouflage Yourself and Your Individual Equipment	5.54	6.03	6.20
Camouflage Equipment	5.85	6.35	6.18
Locate Mines by Probing	4.31	3.90	3.22
Camouflage Your Defensive Position	5.61	6.41	6.08
Practice Noise, Light, and Litter Discipline	5.85	5.92	5.00
Conduct Day and Night Surveillance without the Aid of Electronic Devices	5.15	4.50	3.60
Use Challenge and Password	6.77	6.40	6.12
Put on, Wear, and Remove M17-Series Protective Mask with Hood	6.00	6.60	6.70
Put on, Wear, Remove, and Store M24, M25, or M25A1 Protective Mask with Hood	5.15	5.22	5.25
Store M17-Series Protective Mask with Hood in Carrier	6.38	6.41	5.94
Maintain M17-Series Protective Mask with Hood	6.15	6.52	6.42
Maintain M24, M25, or M25A1 Protective Mask with Hood	4.54	4.77	4.60
Replace Filters in M17-Series Protective Mask	6.46	6.48	6.40
Decontaminate Your Skin and Personal Equipment	5.54	5.67	6.15
Put on and Wear MOPP Gear	5.77	6.10	6.01
Drink, Use the Latrine, and Check Soldier Sleeping in MOPP 4	4.85	5.07	5.20
Recognize and React to Chemical or Biological Hazard	5.31	6.50	6.45
React to Nuclear Hazard	5.85	6.61	5.52

TABLE VII (Continued)

Category/Task	\bar{X} Confidence Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SURVIVE (Cont'd)			
Use M8 Detector Paper to Identify Chemical Agent	4.85	4.78	5.57
Use M9 Detector Paper to Detect Chemical Agent	4.62	4.95	4.95
Mark NBC Contaminated Area	4.92	4.90	5.45
Decontaminate Equipment Using M13 Decontamination Apparatus Portable	4.46	5.02	4.72
Decontaminate Equipment Using ABC M11 Decontaminating Apparatus	5.46	5.60	5.61
Exchange MOPP Gear	5.23	5.25	5.41
Evaluate a Casualty	5.23	5.30	5.30
Administer Nerve Agent Antidote to Self (Self-Aid)	5.61	6.50	6.40
Administer First Aid to a Nerve Agent Casualty (Buddy-Aid)	5.15	6.58	6.00
Clear an Object from the Throat of a Conscious Victim	5.85	6.10	6.22
Perform Mouth-to-Mouth Resuscitation	5.61	6.18	6.00
Put on a Field or Pressure Dressing	5.31	6.60	6.32
Put on a Tourniquet	5.46	6.38	6.44
Apply a Dressing to an Open Abdominal Wound	4.54	6.32	5.63
Apply a Dressing to an Open Chest Wound	4.62	5.42	5.71
Apply a Dressing to an Open Head Wound	4.23	6.02	5.60
Prevent Shock	6.08	6.41	6.21
Splint a Suspected Fracture	5.69	6.85	5.98
Give First Aid for Burns	6.38	5.45	5.61
Recognize and Give First Aid for Heat Injuries	5.77	6.03	5.21
Give First Aid for Frostbite	5.61	6.08	5.55
Transport a Casualty Using a One-Man Carry	5.23	5.38	6.04
Transport a Casualty Using a Two-Man Carry or Improvised Litter	5.23	5.42	5.94
Conduct Combat Operations According to the Law of War	5.77	5.03	4.47

Locate Mines by Probing.

Decontaminate Equipment Using M13 Decontamination Apparatus
Portable.

Apply a Dressing to an Open Head Wound.

Response values of the noncommissioned officers ranged from average to very high, with the general response patterns being very above average to high. Tasks perceived to be of very high value for confidence were:

Identify Terrain Features on a Map.

Navigate on the Ground, Dismounted.

Put on, Wear, and Remove M17-Series Protective Mask with Hood.

Maintain M17-Series Protective Mask with Hood.

Recognize and React to Chemical or Biological Hazard.

React to Nuclear Hazard.

Administer Nerve Agent Antidote to Self (First Aid).

Administer Nerve Agent to a Nerve Agent Casualty (Buddy-Aid).

Put on a Field or Pressure Dressing.

Splint a Suspected Fracture.

Those tasks whose values fell in the lower (average) range included:

Perform Search and Scan Procedures.

Perform Operator Maintenance on an M203 Grenade Launcher and
Ammunition.

Locate Mines by Probing.

Responses from the group of soldiers ranged from below average very high. The task perceived to have a very high value was, Put on, Wear, and Remove M17-Series Protective Mask with Hood. The tasks

considered of average value in the area of confidence were:

Recognize Friendly and Threat Armored Vehicles.

Estimate Range.

Perform Search and Scan Procedures.

Determine direction, Field Expedient Method.

Orient Map to Ground, Map-Terrain Association.

Determine Location by Using Terrain Association.

Navigate on the Ground, Dismounted.

Engage Hostile Aircraft with Small Arms.

Perform Operator Maintenance on an M203 Grenade Launcher and
Ammunition.

Perform Safety Checks on Grenades.

Clear Fields of Fire.

Conduct Day and Night Surveillance Without the Aid of Electronic
Devices.

Conduct Combat Operations According to the Law of War.

The task identified as having a below average amount of confidence
by the soldiers was Locate Mines by Probing.

The results of the area of confidence indicate that the officers
had two tasks considered of very high value, the noncommissioned
officers had ten, and the soldiers had one. Of the largest number, the
highest confidence was in the category of survive (six out of eight).
Tasks identified with average mean values of confidence included
seven for officers, three for the NCO's, and 13 for soldiers. The bulk
of the tasks falling into the average category for the soldiers were
in the categories of navigate and survive. Only one task was considered
below average by the soldiers, Locate Mines by Probing. This task fell

into the average category for the other two groups.

Table VIII depicts the results in terms of the values of perceptions of time. Responses ranged from below average to high. Response patterns generally indicated that officers perceived lesser available time, followed by noncommissioned officers and soldiers.

The responses of the officers in this category ranged from below average to above average. The tasks considered by officers to have above average amounts of time included:

- Send a Radio Message.
- Identify Terrain Features on a Map.
- Determine Grid Coordinates on a Military Map.
- Determine a Magnetic Azimuth with a compass.
- Orient Map to Ground, Map-Terrain Association.
- Perform Operator Maintenance on M16A1 rifle and ammunition.
- Camouflage Equipment.
- Practice Noise, Light, and Litter Discipline.
- Use Challenge and Password.
- Put on, Wear, and Remove M17-Series Protective Mask with Hood.
- Store M17-Series Protective Mask with Hood in Carrier.
- Put on and Wear MOPP Gear.
- Prevent Shock.
- Recognize and Give First Aid for Heat Injuries.

The tasks considered by the officers to have below average mean values in the area of time available included:

- Collect Information-SALUTE.
- Perform Search and Scan Procedures.
- Engage Hostile Aircraft with Small Arms.

TABLE VIII
 PERCEPTIONS OF TIME FOR SKILL
 LEVEL ONE COMMON TASKS

Category/Task	\bar{X} Time Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SEE			
Collect Information-SALUTE	3.38	3.97	4.10
Recognize Friendly and Threat Armored Vehicles	3.54	4.70	3.57
Estimate Range	3.54	4.78	4.17
Perform Search and Scan Procedures	3.08	4.20	3.67
COMMUNICATE			
Send a Radio Message	5.08	5.15	4.84
NAVIGATE			
Identify terrain features on a map	4.92	5.52	5.22
Determine Grid Coordinates on a military map	5.23	5.28	5.45
Determine a Magnetic azimuth with a compass	5.00	5.33	5.06
Determine direction, field expedient method	4.00	4.48	4.46
Orient map to ground, map-terrain association	4.92	5.40	3.70
Determine location by using terrain association	4.77	4.78	4.47
Measure distance on a map	4.38	5.32	4.92
Navigate on the ground, dismounted	4.46	4.90	4.64
SHOOT			
Perform operator maintenance on M16A1 rifle and ammunition	4.54	5.22	5.95
Load, reduce stoppage, and clear M16A1 rifle	4.31	4.70	5.86
Battlesight zero an M16A1 rifle	4.00	4.20	5.44
Engage hostile aircraft with small arms	3.38	3.88	4.02

TABLE VIII (Continued)

Category/Task	\bar{X} Time Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SHOOT (Cont'd)			
Perform Operator Maintenance on an M203 Grenade Launcher and Ammunition Load, Unload, and Clear M203 Grenade Launcher	3.23	4.17	3.77
Engage Targets with an M203 Grenade Launcher and Apply Immediate Action to Reduce a Stoppage	3.69	4.80	4.07
Load, Reduce Stoppage, and Clear an M60 Machine Gun	3.46	4.50	4.44
Fire an M60 Machine Gun	4.00	4.30	5.54
Perform Operator Maintenance on an M60 Machine Gun and Ammunition	3.85	4.20	5.44
Prepare a Range Card for an M60 Machine Gun	3.92	4.75	5.24
Prepare an M72A2 Light Anti-tank Weapon, LAW, for Firing ; Restore M72A2 LAW to Carrying Configuration	4.15	4.52	4.70
Engage Targets with an M72A2 LAW	4.08	4.52	5.27
Apply Immediate Action to Correct a Malfunction on an M72A2 LAW	3.77	4.20	5.11
Perform Safety Checks on Grenades	3.23	3.86	4.76
Engage Enemy Targets with Hand Grenades	2.92	4.05	3.72
Identify and Employ Hand Grenades	3.00	3.70	3.82
Install and Fire/Recover an M18A1 Claymore Mine	2.85	3.21	4.55
	3.69	3.71	4.37
SURVIVE			
Move Under Direct Fire	3.46	4.12	5.94
Move Over, Through, or Around Obstacles (except minefields)	3.15	4.00	6.00
React to Indirect Fire	4.38	4.20	4.97
React to Flares	3.15	4.12	4.67

TABLE VIII (Continued)

Category/Task	\bar{X} Time Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SURVIVE (Cont'd)			
Select Temporary Fighting Positions	3.46	4.05	4.55
Clear Fields of Fire	3.69	4.60	4.19
Construct Individual Fighting Position	3.92	4.43	4.62
Camouflage Yourself and Your Individual Equipment	3.62	5.22	5.24
Camouflage Equipment	4.54	4.85	5.28
Locate Mines by Probing	3.08	3.67	3.35
Camouflage Your Defensive Position	3.92	4.70	4.67
Practice Noise, Light, and Litter Discipline	4.62	4.33	4.53
Conduct Day and Night Surveillance without the Aid of Electronic Devices	4.15	4.15	3.64
Use Challenge and Password	5.15	5.70	5.71
Put on, Wear, and Remove M17-Series Protective Mask with Hood	4.85	5.67	6.54
Put on, Wear, Remove, and Store M24, M25, or M25A1 Protective Mask with Hood	4.23	4.78	5.00
Store M17-Series Protective Mask with Hood in Carrier	4.69	5.52	5.33
Maintain M17-Series Protective Mask with Hood	4.23	5.10	5.80
Maintain M24, M25, or M25A1 Protective Mask with Hood	3.38	4.55	4.64
Replace Filters in M17-Series Protective Mask	4.23	5.60	6.44
Decontaminate Your Skin and Personal Equipment	4.08	5.07	5.68
Put on and Wear MOPP Gear	4.69	5.55	5.95
Drink, Use the Latrine, and Check Soldier Sleeping in MOPP 4	3.46	4.43	4.54
Recognize and React to Chemical or Biological Hazard	4.31	5.33	5.80
React to Nuclear Hazard	4.08	5.40	5.80

TABLE VIII (Continued)

Category/Task	\bar{X} Time Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SURVIVE (Cont'd)			
Use M8 Detector Paper to Identify Chemical Agent	3.15	4.40	5.05
Use M9 Detector Paper to Detect Chemical Agent	3.23	4.17	4.60
Mark NBC Contaminated Area	3.54	4.20	5.00
Decontaminate Equipment Using M13 Decontamination Apparatus Portable	3.62	4.55	4.60
Decontaminate Equipment Using ABC M11 Decontaminating Apparatus	4.08	4.43	4.81
Exchange MOPP Gear	3.54	4.52	5.11
Evaluate a Casualty	3.85	4.68	4.72
Administer Nerve Agent Antidote to Self (Self-Aid)	3.46	5.80	5.33
Administer First Aid to a Nerve Agent Casualty (Buddy-Aid)	3.54	5.20	5.11
Clear an Object from the Throat of a Conscious Victim	3.77	5.38	5.39
Perform Mouth-to-Mouth Resuscitation	3.31	5.33	5.24
Put on a Field or Pressure Dressing	3.62	5.82	5.47
Put on a Tourniquet	3.62	6.00	5.45
Apply a Dressing to an Open Abdominal Wound	3.31	5.70	4.91
Apply a Dressing to an Open Chest Wound	3.15	5.38	4.98
Apply a Dressing to an Open Head Wound	3.08	5.38	5.07
Prevent Shock	4.62	5.95	5.24
Splint a Suspected Fracture	3.69	5.33	5.27
Give First Aid for Burns	3.85	5.45	5.20
Recognize and Give First Aid for Heat Injuries	4.62	5.10	4.88
Give First Aid for Frostbite	4.46	5.02	4.48
Transport a Casualty Using a One-Man Carry	3.46	4.75	6.07
Transport a Casualty Using a Two-Man Carry or Improvised Litter	3.77	4.37	4.90
Conduct Combat Operations According to the Law of War	4.08	3.95	4.43

Perform Operator Maintenance on an M203 Grenade Launcher and Ammunition.

Engage Targets with an M203 Grenade Launcher and Apply Immediate Action to Reduce a Stoppage.

Apply Immediate Action to Correct a Malfunction on an M72A2 LAW.

Perform Safety Checks on Grenades.

Engage Enemy Targets with Hand Grenades.

Identify and Employ Hand Grenades.

Move Under Direct Fire.

Move Over, Through, or Around Obstacles.

React to Flares.

Select Temporary Fighting Positions.

Locate Mines by Probing.

Maintain M24, M25, or M25A1 Series Protective Mask with Hood.

Drink, Use the Latrine, and Check Soldier Sleeping in MOPP 4.

Use M8 Detector Paper to Identify Chemical Agent.

Use M9 Detector Paper to Detect Chemical Agent.

Administer Nerve Agent Antidote to Self (Self Aid).

Apply a Dressing to an Open Abdominal Wound.

Apply a Dressing to an Open Chest Wound.

Apply a Dressing to an Open Head Wound.

Transport a Casualty Using a One-Man Carry.

Responses from the noncommissioned officers in the category of time ranged from below average to high. The task indicated in the below average range was Identify and Employ Hand Grenades, 3.21. Response patterns indicated the NCO's responses were generally in the area of average and above average, with the following tasks falling into the

high category.

Identify Terrain Features on a Map.

Use Challenge and Password.

Put on, Wear, and Remove M17-Series Protective Mask with Hood.

Store M17-Series Protective Mask in Carrier.

Replace Filters in M17-Series Protective Mask.

Put on and Wear MOPP Gear.

Administer Nerve Agent Antidote to Self (Self Aid).

Put on a Field or Pressure Dressing.

Put on a Tourniquet.

Apply a Dressing to an Open Abdominal Wound.

Prevent Shock.

Soldier perceptions of time availability ranged from average to very high. One task, Put on, Wear, and Remove M17-Series Protective Mask with Hood received the very high perception. In the high value range, the following tasks were found:

Perform Operator Maintenance on M16A1 Rifle and Ammunition.

Load, Reduce Stoppage, and Clear M16A1 Rifle.

Load, Reduce Stoppage, and Clear an M60 Machine Gun.

Move Under Direct Fire.

Move Over, Through, or Around Obstacles.

Use Challenge and Password.

Maintain M17-Series Protective Mask with Hood.

Replace Filters in M17-Series Protective Mask.

Decontaminate Your Skin and Personal Equipment.

Put on and Wear MOPP Gear.

Recognize and React to Chemical or Biological Attack.

React to Nuclear Hazard.

Transport a Casualty Using a One-Man Carry.

The results of the responses of the three groups in the area of time indicates officers did not have any time perceptions in the high or very high ranges. The NCO's had 11 tasks in the high range. Soldiers had one very high rated task and 13 tasks perceived to have a high value of time available.

The lowest value for the officers was below average. In this range, the officers perceived 22 tasks lacked time. The noncommissioned officers had one task fall in the below average range. Soldiers had no tasks that fell in the below average range.

In the category of facilities, responses ranged from below average to very high, with the general response patterns for all groups falling in the above average range. Table IX show the results.

Officer responses ranged from average to high. Those tasks receiving high values were:

Send a Radio Message.

Determine Grid Coordinates on a Military Map.

Determine a Magnetic Azimuth with a Compass.

Orient Map to Ground, Map-Terrain Association.

Measure Distance on a Map.

Practice Noise, Light, and Litter Discipline.

Use Challenge and Password.

Store M17-Series Protective Mask with Hood in Carrier.

Recognize and Give First Aid for Heat Injuries.

Noncommissioned officer responses ranged from below average to high. The tasks indicated with below average mean values were:

TABLE IX
 PERCEPTIONS OF FACILITIES FOR SKILL
 LEVEL ONE COMMON TASKS

Category/Task	\bar{X} Facilities Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SEE			
Collect Information-SALUTE	5.00	4.75	5.11
Recognize Friendly and Threat Armored Vehicles	5.00	3.40	4.30
Estimate Range	5.08	4.83	4.10
Perform Search and Scan Procedures	4.46	4.27	3.90
COMMUNICATE			
Send a Radio Message	5.69	5.40	4.80
NAVIGATE			
Identify terrain features on a map	5.69	5.30	4.88
Determine Grid Coordinates on a military map	6.00	5.40	5.32
Determine a Magnetic azimuth with a compass	5.92	4.57	4.92
Determine direction, field expedient method	5.00	5.45	4.31
Orient map to ground, map-terrain association	5.54	5.38	4.33
Determine location by using terrain association	5.46	4.90	4.50
Measure distance on a map	5.69	5.58	4.52
Navigate on the ground, dismounted	5.38	5.60	4.82
SHOOT			
Perform operator maintenance on M16A1 rifle and ammunition	5.23	4.68	6.00
Load, reduce stoppage, and clear M16A1 rifle	5.31	4.70	6.13
Battlesight zero an M16A1 rifle	5.31	4.77	5.52
Engage hostile aircraft with small arms	4.08	3.70	3.71

TABLE IX (Continued)

Category/Task	\bar{X} Facilities Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SHOOT (Cont'd)			
Perform Operator Maintenance on an M203 Grenade Launcher and Ammunition Load, Unload, and Clear M203 Grenade Launcher	4.23	4.25	3.80
Engage Targets with an M203 Grenade Launcher and Apply Immediate Action to Reduce a Stoppage	4.38	4.92	4.60
Load, Reduce Stoppage, and Clear an M60 Machine Gun	4.46	4.30	5.12
Fire an M60 Machine Gun	5.15	5.32	5.50
Perform Operator Maintenance on an M60 Machine Gun and Ammunition	5.00	5.02	5.56
Prepare a Range Card for an M60 Machine Gun	4.46	5.07	5.44
Prepare an M72A2 Light Anti-tank Weapon, LAW, for Firing;	4.92	4.68	4.65
Restore M72A2 LAW to Carrying Configuration	5.00	4.50	5.06
Engage Targets with an M72A2 LAW	4.69	4.32	5.55
Apply Immediate Action to Correct a Malfunction on an M72A2 LAW	4.15	4.00	4.64
Perform Safety Checks on Grenades	3.92	3.57	3.90
Engage Enemy Targets with Hand Grenades	3.92	3.63	3.83
Identify and Employ Hand Grenades	4.08	3.40	4.52
Install and Fire/Recover an M18A1 Claymore Mine	4.23	4.02	4.22
SURVIVE			
Move Under Direct Fire	4.31	4.47	4.67
Move Over, Through, or Around Obstacles (except minefields)	4.08	4.02	5.12
React to Indirect Fire	4.77	3.72	4.89
React to Flares	4.62	4.37	4.60

TABLE IX (Continued)

Category/Task	X Facilities Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SURVIVE (Cont'd)			
Select Temporary Fighting Positions	5.15	4.32	4.40
Clear Fields of Fire	4.54	4.70	4.38
Construct Individual Fighting Position	4.23	4.02	4.44
Camouflage Yourself and Your Individual Equipment	4.69	4.20	4.99
Camouflage Equipment	5.31	4.52	5.10
Locate Mines by Probing	4.00	3.70	3.47
Camouflage Your Defensive Position	5.00	4.70	4.42
Practice Noise, Light, and Litter Discipline	5.54	4.10	4.53
Conduct Day and Night Surveillance without the Aid of Electronic Devices	5.00	3.93	3.67
Use Challenge and Password	5.69	5.62	5.81
Put on, Wear, and Remove M17-Series Protective Mask with Hood	5.31	5.50	6.50
Put on, Wear, Remove, and Store M24, M25, or M25A1 Protective Mask with Hood	5.00	4.55	5.19
Store M17-Series Protective Mask with Hood in Carrier	5.77	5.70	4.47
Maintain M17-Series Protective Mask with Hood	5.23	5.18	5.97
Maintain M24, M25, or M25A1 Protective Mask with Hood	4.46	4.10	4.54
Replace Filters in M17-Series Protective Mask	5.31	5.67	6.17
Decontaminate Your Skin and Personal Equipment	5.31	5.42	5.70
Put on and Wear MOPP Gear	5.08	5.50	5.87
Drink, Use the Latrine, and Check Soldier Sleeping in MOPP 4	4.85	4.42	4.11
Recognize and React to Chemical or Biological Hazard	5.31	5.45	5.80
React to Nuclear Hazard	4.77	5.00	5.55

TABLE IX (Continued)

Category/Task	\bar{X} Facilities Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SURVIVE (Cont'd)			
Use M8 Detector Paper to Identify Chemical Agent	4.46	4.52	4.83
Use M9 Detector Paper to Detect Chemical Agent	4.23	4.30	4.63
Mark NBC Contaminated Area	5.00	4.48	5.07
Decontaminate Equipment Using M13 Decontamination Apparatus Portable	4.92	4.70	4.61
Decontaminate Equipment Using ABC M11 Decontaminating Apparatus	5.08	4.60	4.80
Exchange MOPP Gear	5.00	4.67	5.15
Evaluate a Casualty	5.00	4.81	4.88
Administer Nerve Agent Antidote to Self (Self-Aid)	4.77	5.88	5.62
Administer First Aid to a Nerve Agent Casualty (Buddy-Aid)	4.92	5.13	5.18
Clear an Object from the Throat of a Conscious Victim	5.08	4.88	4.87
Perform Mouth-to-Mouth Resuscitation	4.77	5.52	5.07
Put on a Field or Pressure Dressing	4.85	5.70	5.33
Put on a Tourniquet	5.00	5.72	5.67
Apply a Dressing to an Open Abdominal Wound	4.62	5.67	5.00
Apply a Dressing to an Open Chest Wound	4.54	5.65	5.42
Apply a Dressing to an Open Head Wound	4.54	5.65	5.01
Prevent Shock	5.31	5.67	5.55
Splint a Suspected Fracture	5.38	5.20	5.30
Give First Aid for Burns	5.31	5.10	5.27
Recognize and Give First Aid for Heat Injuries	5.54	5.72	4.85
Give First Aid for Frostbite	5.46	5.33	5.01
Transport a Casualty Using a One-Man Carry	4.92	5.08	5.66
Transport a Casualty Using a Two-Man Carry or Improvised Litter	5.08	5.10	5.46
Conduct Combat Operations According to the Law of War	5.31	4.67	4.29

Recognize Friendly and Threat Armored Vehicle (3.40), and Identify and Employ Hand Grenades (3.40). Tasks with high mean values for facilities were:

Measure Distance on a Map.

Navigate on the Ground, Dismounted.

Use Challenge and Password.

Store M17-Series Protective Mask with Hood in Carrier.

Replace Filters in M17-Series Protective Mask.

Put on and Wear MOPP Gear.

Administer Nerve Agent Antidote to Self (Self-Aid).

Perform Mouth-to-Mouth Resuscitation.

Put on a Field or Pressure Dressing.

Put on a Tourniquet.

Apply a Dressing to an Open Abdominal Wound.

Apply a Dressing to an Open Chest Wound.

Apply a Dressing to an Open Head Wound.

Prevent Shock.

Recognize and give First Aid for Heat Injuries.

Soldier responses for facilities ranged from below average to very high. The one task considered below average in this category was Locate Mines by Probing (3.47). High response values were indicated for the following tasks:

Perform Operator Maintenance on M16A1 Rifle and Ammunition.

Load, Reduce Stoppage, and Clear M16A1 Rifle.

Battlesight Zero on M16A1 Rifle.

Load, Reduce Stoppage, and Clear an M60 Machine Gun.

Fire an M60 Machine Gun.

Engage Targets with an M72A2 LAW.

Use Challenge and Password.

Maintain M17-Series Protective Mask with Hood.

Replace Filters in M17-Series Mask.

Decontaminate your Skin and Personal Equipment.

Put on and Wear MOPP Gear.

Recognize and React to Chemical or Biological Hazard.

React to Nuclear Hazard.

Administer Nerve Agent Antidote to Self (Self-Aid).

Put on a Tourniquet.

Prevent Shock.

Transport a Casualty Using a One-Man Carry.

Soldiers indicated one task in the very high range, Put on, Wear, and Remove M17-Series Protective Mask with Hood (6.50).

To summarize the results found in the area of facilities, officers had no below average values, nine values in the high range, and no very high values. Tasks in the high range were from communicate, navigate, and survive. Noncommissioned officers had two tasks with below average values, 15 tasks in the high range, and no very high values. High range tasks came from navigate and survive, particularly first aid tasks. Soldiers had one very high value task, 17 tasks in the high range, and one task below average. Tasks in the high range came from shoot and survive, particularly in the areas of nuclear, biological, and chemical warfare tasks and first aid.

In the category of resources, the overall group responses ranged from below average to high, with general response patterns being above average and high for all groups. Results are shown in Table X.

TABLE X
 PERCEPTIONS OF RESOURCES FOR SKILL
 LEVEL ONE COMMON TASKS

Category/Task	\bar{X} Resources Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SEE			
Collect Information-SALUTE	5.00	4.12	4.93
Recognize Friendly and Threat Armored Vehicles	5.61	3.96	4.34
Estimate Range	4.92	4.60	4.37
Perform Search and Scan Procedures	4.54	4.10	4.05
COMMUNICATE			
Send a Radio Message	6.23	5.25	5.09
NAVIGATE			
Identify terrain features on a map	6.23	5.30	5.32
Detm Grid Coordinates on a military map	5.85	5.70	5.31
Determine a Magnetic azimuth with a compass	5.77	5.35	4.80
Determine direction, field expedient method	5.31	5.78	4.64
Orient map to ground, map-terrain association	5.85	5.20	4.35
Determine location by using terrain association	5.85	4.60	4.52
Measure distance on a map	5.77	5.62	4.67
Navigate on the ground, dismounted	5.69	5.60	4.77
SHOOT			
Perform operator maintenance on M16A1 rifle and ammunition	5.23	4.68	6.02
Load, reduce stoppage, and clear M16A1 rifle	4.85	4.80	5.80
Battlesight zero an M16A1 rifle	4.54	4.80	5.47
Engage hostile aircraft with small arms	4.08	3.90	3.88

TABLE X (Continued)

Category/Task	\bar{X} Resources Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SHOOT (Cont'd)			
Perform Operator Maintenance on an M203 Grenade Launcher and Ammunition Load, Unload, and Clear M203 Grenade Launcher	4.62	4.90	4.65
Engage Targets with an M203 Grenade Launcher and Apply Immediate Action to Reduce a Stoppage Load, Reduce Stoppage, and Clear an M60 Machine Gun	4.23	4.90	4.31
Fire an M60 Machine Gun	4.38	4.30	4.77
Perform Operator Maintenance on an M60 Machine Gun and Ammunition	4.92	5.32	5.46
Prepare a Range Card for an M60 Machine Gun	4.46	5.08	5.51
Prepare an M72A2 Light Anti-tank Weapon, LAW, for Firing; Restore M72A2 LAW to Carrying Configuration	4.15	5.65	5.50
Engage Targets with an M72A2 LAW	5.08	4.80	4.44
Apply Immediate Action to Correct a Malfunction on an M72A2 LAW	4.85	4.23	5.10
Perform Safety Checks on Grenades	4.31	4.23	5.30
Engage Enemy Targets with Hand Grenades	4.31	4.23	4.43
Identify and Employ Hand Grenades	3.46	3.83	3.82
Install and Fire/Recover an M18A1 Claymore Mine	3.54	3.68	4.10
	3.31	3.42	3.66
	3.92	4.05	4.12
SURVIVE			
Move Under Direct Fire	4.31	4.48	4.76
Move Over, Through, or Around Obstacles (except minefields)	3.85	4.87	4.15
React to Indirect Fire	4.69	3.91	4.58
React to Flares	4.62	4.32	4.58

TABLE X (Continued)

Category/Task	\bar{X} Resources Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SURVIVE (Cont'd)			
Select Temporary Fighting Positions	4.85	4.48	4.37
Clear Fields of Fire	4.54	4.47	4.10
Construct Individual Fighting Position	4.15	3.93	4.20
Camouflage Yourself and Your Individual Equipment	4.77	4.32	4.97
Camouflage Equipment	5.00	4.83	4.91
Locate Mines by Probing	4.00	3.91	3.30
Camouflage Your Defensive Position	4.92	4.60	4.17
Practice Noise, Light, and Litter Discipline	5.61	4.30	4.77
Conduct Day and Night Surveillance without the Aid of Electronic Devices	5.08	3.76	3.69
Use Challenge and Password	5.69	5.72	5.84
Put on, Wear, and Remove M17-Series Protective Mask with Hood	5.46	5.70	6.27
Put on, Wear, Remove, and Store M24, M25, or M25A1 Protective Mask with Hood	4.92	4.77	5.08
Store M17-Series Protective Mask with Hood in Carrier	5.77	5.78	4.30
Maintain M17-Series Protective Mask with Hood	5.23	5.20	5.95
Maintain M24, M25, or M25A1 Protective Mask with Hood	4.46	4.10	4.41
Replace Filters in M17-Series Protective Mask	4.69	5.60	6.00
Decontaminate Your Skin and Personal Equipment	5.15	5.52	5.68
Put on and Wear MOPP Gear	5.15	6.10	5.71
Drink, Use the Latrine, and Check Soldier Sleeping in MOPP 4	4.85	4.42	4.40
Recognize and React to Chemical or Biological Hazard	5.31	5.20	5.61
React to Nuclear Hazard	4.85	5.00	5.63

TABLE X (Continued)

Category/Task	\bar{X} Resources Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SURVIVE (Cont'd)			
Use M8 Detector Paper to Identify Chemical Agent	4.46	4.60	4.71
Use M9 Detector Paper to Detect Chemical Agent	3.85	4.00	4.71
Mark NBC Contaminated Area	5.00	4.00	5.10
Decontaminate Equipment Using M13 Decontamination Apparatus Portable	4.46	4.40	4.38
Decontaminate Equipment Using ABC M11 Decontaminating Apparatus	4.85	4.05	4.80
Exchange MOPP Gear	4.69	4.52	5.13
Evaluate a Casualty	4.92	4.90	4.70
Administer Nerve Agent Antidote to Self (Self-Aid)	4.77	5.87	5.40
Administer First Aid to a Nerve Agent Casualty (Buddy-Aid)	4.92	5.33	4.64
Clear an Object from the Throat of a Conscious Victim	5.15	5.10	4.75
Perform Mouth-to-Mouth Resuscitation	4.85	5.52	5.26
Put on a Field or Pressure Dressing	5.08	5.82	5.30
Put on a Tourniquet	5.15	5.72	5.51
Apply a Dressing to an Open Abdominal Wound	4.69	5.67	4.97
Apply a Dressing to an Open Chest Wound	4.38	5.90	5.11
Apply a Dressing to an Open Head Wound	4.46	6.08	5.08
Prevent Shock	5.23	6.03	5.40
Splint a Suspected Fracture	5.23	5.38	5.24
Give First Aid for Burns	5.15	5.25	5.11
Recognize and Give First Aid for Heat Injuries	5.54	5.72	4.60
Give First Aid for Frostbite	5.46	5.45	4.88
Transport a Casualty Using a One-Man Carry	5.00	5.27	5.54
Transport a Casualty Using a Two-Man Carry or Improvised Litter	5.00	5.28	5.23
Conduct Combat Operations According to the Law of War	5.23	4.43	4.17

Officer responses ranged from below average to high. Two tasks received below average mean values, and both involved hand grenades: Perform Safety Checks on Grenades (3.46) and Identify and Employ Hand Grenades (3.31). Tasks receiving high values were:

Recognize Friendly and Threat Armored Vehicles.

Send a Radio Message.

Identify Terrain Features on a Map.

Determine Grid Coordinates on a Military Map.

Determine A Magnetic Azimuth with a Compass.

Orient Map to Ground, Map-Terrain Association.

Determine Location by Using Terrain Association.

Measure Distance on a Map.

Navigate on the Ground, Dismounted.

Practice Noice, Light, and Litter Discipline.

Use Challenge and Password.

Store M17-Series Protective Mask with Hood.

Recognize and Give First Aid for Heat Injuries.

Values indicated by the noncommissioned officers ranged from below average to high. As with the officers, the noncommissioned officers indicated the task Identify and Employ Hand Grenades (3.42) to be below average. Tasks receiving high values were:

Determine Grid Coordinates on a Military Map.

Determine Direction, Field Expedient Method.

Measure Distance on a Map.

Navigate on the Ground, Dismounted.

Perform Operator Maintenance on an M60 Machine Gun and Ammunition.

Use Challenge and Password.

Put on, Wear, and Remove M17-Series Protective Mask with Hood.

Store M17-Series Protective Mask with Hood in Carrier.

Replace Filters in M17-Series Protective Mask.

Decontaminate Your Skin and Personal Equipment.

Put on and Wear MOPP Gear.

Administer Nerve Agent Antidote to Self (Self-Aid).

Perform Mouth-to-Mouth Resuscitation.

Put on a Field or Pressure Dressing.

Put on a Tourniquet.

Apply a Dressing to an Open Abdominal Wound.

Apply a Dressing to an Open Check Wound.

Apply a Dressing to an Open Head Wound.

Prevent Shock.

Recognize and Give First Aid for Heat Injuries.

Soldier values in the category of resources ranged from below average to high. The one task in the below average range was Locate Mines by Probing (3.30). Tasks in the high value range were:

Perform Operator Maintenance on M16A1 Rifle and Ammunition.

Load, Reduce Stoppage, and Clear M16A1 Rifle.

Fire an M60 Machine Gun.

Perform Operator Maintenance on an M60 Machine Gun and Ammunition.

Use Challenge and Password.

Put on, Wear, and Remove M17-Series Protective Mask with Hood.

Maintain M17-Series Protective Mask with Hood.

Replace Filters in M17-Series Protective Mask.

Decontaminate Your Skin and Personal Equipment.

Put on and Wear MOPP Gear.

Recognize and React to Chemical or Biological Hazard.

React to Nuclear Hazard.

Put on a Tourniquet.

Transport a Casualty Using a One-Man Carry.

To summarize the category of resources, all three groups had tasks indicating below average values. The officers had two relating to hand grenades, the NCO's had a hand grenade task as well. Soldiers felt resources for locating mines by probing was below average.

Officers had 13 tasks in the high range, NCO's had 20, and soldiers had 14. Officer high value tasks were from see, communicate, navigate, and survive. NCO high value tasks were from navigate, shoot, and survive, especially in the areas of nuclear, biological, and chemical warfare tasks and first aid. Soldier high value tasks were from shoot and survive, with particular emphasis in the area of nuclear, biological and chemical warfare tasks.

In the final category examined, emphasis, the data in Table XI indicated the following. Overall responses ranged from below average to high, with the general pattern of responses being average and above average, for all groups.

The officers indicated responses in the range of below average to high. In the below average range, the following tasks were found:

Estimate Range.

Perform Safety Checks on Grenades.

Identify and Employ Hand Grenades.

Move Over, Through, or Around Obstacles.

Locate Mines by Probing.

Clear an Object from the Throat of a Conscious Victim.

TABLE XI
 PERCEPTIONS OF EMPHASIS FOR SKILL
 LEVEL ONE COMMON TASK

Category/Task	\bar{X} Emphasis Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SEE			
Collect Information-SALUTE	4.38	3.83	4.11
Recognize Friendly and Threat Armored Vehicles	4.77	3.57	4.04
Estimate Range	3.46	4.70	4.61
Perform Search and Scan Procedures	4.08	4.00	3.87
COMMUNICATE			
Send a Radio Message	5.77	4.68	4.48
NAVIGATE			
Identify terrain features on a map	5.69	5.40	4.86
Determine Grid Coordinates on a military map	5.46	5.68	4.91
Determine a Magnetic azimuth with a compass	5.00	5.40	4.65
Determine direction, field expedient method	4.00	4.40	3.65
Orient map to ground, map-terrain association	5.31	4.57	4.08
Determine location by using terrain association	5.08	4.60	4.00
Measure distance on a map	5.54	5.10	4.44
Navigate on the ground, dismounted	4.77	5.33	4.32
SHOOT			
Perform operator maintenance on M16A1 rifle and ammunition	4.85	5.00	5.83
Load, reduce stoppage, and clear M16A1 rifle	4.77	4.17	5.82
Battlesight zero an M16A1 rifle	4.77	4.52	5.01
Engage hostile aircraft with small arms	3.62	3.70	3.82

TABLE XI (Continued)

Category/Task	\bar{X} Emphasis Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SHOOT (Cont'd)			
Perform Operator Maintenance on an M203 Grenade Launcher and Ammunition	4.46	3.80	4.32
Load, Unload, and Clear M203 Grenade Launcher	4.08	4.70	4.31
Engage Targets with an M203 Grenade Launcher and Apply Immediate Action to Reduce a Stoppage	4.15	4.12	4.40
Load, Reduce Stoppage, and Clear an M60 Machine Gun	4.31	5.30	5.21
Fire an M60 Machine Gun	4.69	4.37	5.04
Perform Operator Maintenance on an M60 Machine Gun and Ammunition	3.92	5.00	4.93
Prepare a Range Card for an M60 Machine Gun	5.08	4.30	5.07
Prepare an M72A2 Light Anti-tank Weapon, LAW, for Firing;			
Restore M72A2 LAW to Carrying Configuration	4.15	4.20	4.83
Engage Targets with an M72A2 LAW	3.54	3.96	4.10
Apply Immediate Action to Correct a Malfunction on an M72A2 LAW	3.92	3.86	4.72
Perform Safety Checks on Grenades	3.46	3.31	3.39
Engage Enemy Targets with Hand Grenades	3.62	3.62	3.33
Identify and Employ Hand Grenades	3.15	3.13	3.52
Install and Fire/Recover an M18A1 Claymore Mine	3.69	3.31	3.60
SURVIVE			
Move Under Direct Fire	3.85	4.02	4.27
Move Over, Through, or Around Obstacles (except minefields)	3.31	3.22	4.23
React to Indirect Fire	4.23	3.70	3.98
React to Flares	4.15	4.02	4.38

TABLE XI (Continued)

Category/Task	\bar{X} Emphasis Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SURVIVE (Cont'd)			
Select Temporary Fighting Positions	4.23	4.13	4.45
Clear Fields of Fire	4.00	4.12	3.80
Construct Individual Fighting Position	3.77	3.50	4.22
Camouflage Yourself and Your Individual Equipment	4.00	4.23	4.47
Camouflage Equipment	5.00	4.37	4.44
Locate Mines by Probing	3.31	3.47	3.24
Camouflage Your Defensive Position	4.31	4.23	3.92
Practice Noise, Light, and Litter Discipline	5.38	4.42	4.81
Conduct Day and Night Surveillance without the Aid of Electronic Devices	3.92	3.47	3.24
Use Challenge and Password	5.54	5.40	5.93
Put on, Wear, and Remove M17-Series Protective Mask with Hood	5.08	5.50	6.48
Put on, Wear, Remove, and Store M24, M25, or M25A1 Protective Mask with Hood	4.77	4.60	3.94
Store M17-Series Protective Mask with Hood in Carrier	5.31	5.50	4.19
Maintain M17-Series Protective Mask with Hood	4.77	5.20	5.50
Maintain M24, M25, or M25A1 Protective Mask with Hood	4.08	4.00	4.28
Replace Filters in M17-Series Protective Mask	4.46	5.70	5.88
Decontaminate Your Skin and Personal Equipment	4.69	5.00	5.41
Put on and Wear MOPP Gear	5.23	5.62	5.90
Drink, Use the Latrine, and Check Soldier Sleeping in MOPP 4	4.54	3.00	4.33
Recognize and React to Chemical or Biological Hazard	4.69	5.00	4.97
React to Nuclear Hazard	4.62	5.00	5.57

TABLE XI (Continued)

Category/Task	\bar{X} Emphasis Perceptions by Group		
	Officers n=13	NCO's n=60	Soldiers n=123
SURVIVE (Cont'd)			
Use M8 Detector Paper to Identify Chemical Agent	3.77	4.00	4.56
Use M9 Detector Paper to Detect Chemical Agent	4.08	3.40	4.17
Mark NBC Contaminated Area	4.15	4.00	4.74
Decontaminate Equipment Using M13 Decontamination Apparatus Portable	4.31	3.88	4.27
Decontaminate Equipment Using ABC M11 Decontaminating Apparatus	4.31	3.57	4.33
Exchange MOPP Gear	4.00	4.60	4.47
Evaluate a Casualty	3.77	4.60	4.73
Administer Nerve Agent Antidote to Self (Self-Aid)	3.54	5.95	4.74
Administer First Aid to a Nerve Agent Casualty (Buddy-Aid)	3.77	5.20	4.71
Clear an Object from the Throat of a Conscious Victim	3.15	4.75	4.70
Perform Mouth-to-Mouth Resuscitation	3.46	5.25	4.77
Put on a Field or Pressure Dressing	3.31	6.10	4.70
Put on a Tourniquet	3.85	5.82	5.12
Apply a Dressing to an Open Abdominal Wound	3.46	5.67	4.61
Apply a Dressing to an Open Chest Wound	3.08	5.33	4.44
Apply a Dressing to an Open Head Wound	2.92	4.68	4.86
Prevent Shock	3.92	5.82	4.88
Splint a Suspected Fracture	3.77	5.50	4.97
Give First Aid for Burns	3.85	5.52	4.78
Recognize and Give First Aid for Heat Injuries	4.54	5.67	4.51
Give First Aid for Frostbite	4.38	5.32	4.80
Transport a Casualty Using a One-Man Carry	3.23	4.88	4.52
Transport a Casualty Using a Two-Man Carry or Improvised Litter	3.00	4.95	4.64
Conduct Combat Operations According to the Law of War	4.46	3.57	4.17

Perform Mouth-to-Mouth Resuscitation.

Apply a Dressing to an Open Abdominal Wound.

Apply a Dressing to an Open Chest Wound.

Apply a Dressing to an Open Head Wound.

Transport a Casualty Using a One-Man Carry.

Transport a Casualty Using a Two-Man Carry or Improved Litter.

In the high range, officers indicated the following tasks:

Send a Region Message.

Identify Terrain Features on a Map.

Measure Distance on a Map.

Use Challenge and Password.

Responses from the noncommissioned officers ranged from below average to high. Those tasks indicated as below average value were:

Perform Safety Checks on Grenades.

Identify and Employ Hand Grenades.

Install and Fire/Recover M18A1 Claymore Mine.

Move Over, Through, or Around Obstacles (except minefields).

Construct Individual Fighting Position.

Locate Mines by Probing.

Conduct Day and Night Surveillance Without the Aid of Electronic Devices.

Drink, Use of Latrine, and Check Soldier Sleeping in MOPP 4.

Use M9 Detector Paper to Detect Chemical Agent.

The tasks that the noncommissioned officers felt were of high value in terms of emphasis were:

Determine Grid Coordinates on a Military Map.

Put on, Wear, and Remove M17-Series Protective Mask with Hood.

Store M17-Series Protective Mask with Hood in Carrier.

Replace Filters in M17-Series Protective Mask.

Put on and Wear MOPP Gear.

Administer Nerve Agent Antidotes to Self (Self-Aid).

Put on a Field Dressing.

Put on a Tourniquet.

Apply a Dressing to an Open Abdominal Wound.

Prevent Shock.

Splint a Suspected Fracture.

Give First Aid for Burns.

Recognize and Give First Aid for Heat Injuries.

Soldier responses in the area of emphasis revealed value ranges from below average to high. Tasks that were in the below average range were:

Perform Safety Checks on Grenades.

Engage Enemy Targets with Hand Grenades.

Locate Mines by Probing.

Conduct Day and Night Surveillance Without the Aid of Electronic Devices.

Solder emphasis values in the high range included the following tasks:

Perform Operator Maintenance on M16A1 Rifle and Ammunition.

Load, Reduce Stoppage, and Clear M16A1 Rifle.

Use Challenge and Password.

Put on, Wear, and Remove M17-Series Protective Mask with Hood.

Maintain M17-Series Protective Mask with Hood.

Replace Filters on M17-Series Protective Mask.

Put on and Wear MOPP Gear.

React to Nuclear Hazard.

To summarize the group responses in the category of emphasis, the officers had the most responses in the below average range with 12. These included a task in see, two in shoot (hand grenades), and nine in survive, with first aid being primarily the tasks felt not emphasized. Noncommissioned officers also indicated nine tasks with below average emphasis. The hand grenade tasks were identical to those identified by the officers, as was move over, through, or around obstacles. The other six tasks felt to be below average in emphasis were in the survive list. Soldiers indicated four tasks in the below average emphasis category. Perform Safety Checks on Grenades was also indicated by the officers and NCO's. Locate Mines by Probing and Conduct Day and Night Surveillance Without the Aid of Electronic Devices was also included in this range by the NCO's.

Examining the tasks found in the high range, the officers included only four tasks, including one from communicate, and two from navigate. The NCO's had 13 tasks they perceived to have high emphasis. Tasks on the M17-Series Protective Mask and first aid were noticeable in this list. Soldiers included eight tasks in the high emphasis range. Among them were two M16A1 tasks from shoot, and five nuclear, biological, and chemical tasks from survive, including three M17A1 Protective Mask tasks identical to those perceived to be of high emphasis by the NCO's.

Summary of General Comments

The responses given by each of three groups in this section are presented below in summary form, a result of the researcher consolidating

similar responses.

The officers indicated that:

-Common task training is a necessary tool to teach and practice combat survival skills.

-Common task training should be conducted in fashion that is scheduled more frequently than just immediately prior to the annual Common Task Test.

-Officers have difficulty participating in common task training due to the lack of time available to them because of their job requirements.

The noncommissioned officers indicated that:

-Common task training should be performed by the section chief.

-Common task training should be scheduled more frequently rather than just prior to the annual Common Task Test.

-Variety in common task training would stimulate interest.

-Resources seemed generally available although time was sometimes constrained by mission support requirements.

The soldiers indicated that:

-Common task training was important to their survival.

-Hands-on training, especially in the areas of grenades, light anti-tank weapons, and mines was desired.

-The common task training being conducted was repetitious; new tasks were desired to stimulate interest.

-Common task training should be scheduled on a frequent basis so soldiers could maintain proficiency.

The detailed comments indicated by each group were provided to the unit that participated in the study to allow the unit to examine the remarks for an overall view of what was recorded.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The study was conducted for the purpose of examining the perceptions of three groups of military personnel in order to assess the common task training program within a selected field artillery battalion. To accomplish the purpose, the general perceptions of the three groups towards Skill Level One Common Task training were determined in terms of need, proficiency, confidence level, adequacy of resources, and emphasis. In addition, perceptions of values of need, proficiency, confidence, time, facilities, resources, and emphasis were captured for each of the three groups for the 80 Skill Level One Common Tasks that exist today. The study compared the findings and showed differences between the perceptions of the three groups. With the presentation and discussion of data herein, a summary assessment is now available which will allow the unit to identify areas where the sustainment of common tasks may show strengths or weaknesses. Although the study took place in a military environment in terms of who the personnel were that were involved in the educational process, the similarity between vocational education and educational assessment techniques makes the study valuable for those in the field of vocational agricultural education.

Conclusion

The roles of the three groups of military personnel as training managers, trainers, and recipients of training was shown in the study. Perceptions differed between the groups; similarities also existed.

Officers

The officers, as training managers, indicated the following in the study. In the area of general perceptions, the officers indicated a need for common task training for individual soldiers and the unit. The officers expressed an agreement of wanting more common task training. Officer responses to the values for the 80 common tasks that exist today indicated the following. The officers indicated a very high value of need for 11 tasks (13.8 percent) with emphasis in the area of nuclear, chemical, and biological warfare tasks and first aid. In the area of proficiency, the officers indicated very high values for two tasks (2.5 percent) in the area of navigation skills.

The officers also indicated very high confidence values for two tasks (2.5 percent), determining grid coordinates on a map and using challenge and password. In the area of adequacy of time for training the 80 common tasks, the officers indicated there was a below average amount of time to train 22 tasks (27.5 percent), and an above average amount of time to train 14 tasks (17.5 percent). Nine tasks (11.3 percent) received high rating values for facilities from this group.

Two tasks (2.5 percent) relating to hand grenades received below average ratings for resources while the officers indicated 13 tasks (16.3 percent) had high resource values. Lastly, the officers indicated

12 tasks (15 percent) had below average emphasis, and four tasks (5 percent) had high emphasis.

Noncommissioned Officers

The noncommissioned officers, NCO's, as trainers, indicated the following in this study. In the general perceptions area, the NCO's indicated common task training was needed for individuals and the unit. Generally, the noncommissioned officers felt they were proficient in common task performance. The NCO's generally felt that they had confidence in their unit's ability to fight and win based on their fellow soldiers' knowledge of common tasks. NCO's generally felt resources were available and that common task training was receiving emphasis in the unit.

An examination of the task perceptions of the NCO's for each of the 80 common tasks revealed the following. The NCO's had no very high values of need for any common task. They indicated very high proficiency in seven tasks (8.8 percent), particularly in the area of navigation. The NCO's indicated very high values of confidence for ten tasks (12.5 percent), including navigation skills, nuclear, chemical, and biological warfare tasks, and first aid.

In the category of adequacy of time for common task training, the noncommissioned officers felt that there was a below average value for the task Identify and Employ Hand Grenades. They indicated high value for time for 11 tasks (13.7 percent), particularly for some tasks in the survival list in the area of nuclear, chemical, and biological warfare tasks, and first aid. The NCO's felt facilities were below average for two tasks: Recognize Friendly and Threat Armored Vehicles

and Identify and Employ Hand Grenades. They indicated 15 tasks (18.8 percent) were in the high value range for facilities.

Regarding resources, the noncommissioned officers felt one task (1.3 percent) Identify and Employ Hand Grenades, was below average in this category. They indicated 20 tasks (25 percent) had high values for resources. Lastly, the NCO's indicated nine tasks (11.3 percent) were below average in the value for emphasis. They also indicated 13 tasks (16.3 percent) were in the high value category for emphasis.

Soldiers

The soldiers, recipients of the education and training process which relies on planning, management, sound instructional techniques, training support products, and evaluation and feedback, indicated the following in this study.

The general perceptions of soldiers indicated they felt common task training was needed. They were neutral on wanting more common task training. Soldiers indicated common tasks were easily learned and they were proficient. The soldiers were neutral in the area of having confidence in the ability of their unit to fight based on the confidence of their fellow soldiers. They did express confidence increased as they become more proficient in common tasks. Soldiers generally indicated resources were available for common task training and agreed that emphasis, though not a lot, was being placed on common task training in the unit.

The responses of the soldiers to the value categories for each of the 80 common tasks revealed the following. Soldiers expressed a very high value of need for 17 tasks (21.3 percent), particularly those

tasks in the area of nuclear, chemical, and biological warfare and first aid. In the area of proficiency, soldiers expressed very high values for three tasks (3.8 percent). They indicated a very high value of confidence in only one task, Put on, Wear, and Remove the M17A1 Protective Mask. Their confidence was below average in the task of Locating Mines by Probing.

Soldiers also indicated one task (1.3 percent) was a very high value in the category of time, Put on, Wear, and Remove the M17A1 Protective Mask. They also indicated 13 other tasks (16.3 percent) with high values in the category of time. Soldiers felt one task, Locate Mines by Probing, was below average in terms of facilities. They indicated 17 tasks to have above values (21.3 percent) and one additional task, Put on, Wear, and Remove the M17A1 Protective Mask, to have a very high value in the area of facilities.

The soldiers indicated one task to have a below average value for resources, Locate Mines by Probing. They indicated 14 tasks (17.5 percent) had high values in terms of resources. Lastly, soldiers indicated four tasks (5 percent) were below average for the value of emphasis. They indicated eight tasks (10 percent) had high values for the category of emphasis.

Recommendations

1. The results of the study should be made available to the leaders of the unit surveyed in order to provide an assessment of this training area.
2. That additional common task training opportunities for the officers of the selected unit be provided to allow them to gain

proficiency and confidence in those areas indicated to be below average.

3. That the training managers use the assessments of proficiency and emphasis to assist in the evaluation and feedback mechanisms of the field artillery battalion studied.

4. That the trainers be provided the data on soldier perceptions to assist in determining training topic selection and techniques.

5. The following areas of strength be recognized: M17A1 mask procedures and first aid.

6. The following areas of weaknesses be recognized: Hand Grenades and Locate Mines by Probing.

7. The following opportunities for additional study be recorded:

- (a) Comparison of perceptions with the 1986 Common Task Test results.
- (b) Actual testing for proficiency in accordance with the Soldier's Manual of Common Tasks, Skill Level One, versus perceptions.
- (c) Methods to assist training managers in finding opportunities to participate in common task training.
- (d) A similar study utilizing occupational specialty task mastery and sustainment training as a focus.
- (e) Further opportunities to study Skill Level Two and above Common Tasks.

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APPENDIXES

Please Circle :
Officer (Group A)
NCO (Group B)
E-1 to E-4 (Group C)

COMMON TASK TRAINING SURVEY

General Instructions and Acknowledgement. Thank you for participating in a survey about common skills. It is important for you to understand that the results of this survey will be used only for one purpose: to study common task training! The survey results will not, in any way, be used as a means to compare you or your unit with anyone else. Therefore, it is requested that your responses be candid and honest opinions of what you perceive to be true as of right now. Again, there will be no adverse affects on you or your unit by your helping to take a look at a fundamental training mission of the Army. Thank you for your time and honest responses.

Part I. General Perceptions

This part of the survey is designed to receive your general perceptions of common task training. Please indicate your response to the statements below by circling the value, or number, that corresponds to your perception of the accuracy of the statement. Using the scale on the right, indicate a seven (7), if you strongly agree with the statement, a four (4) if you are undecided, a one (1) if you strongly disagree, or select any values in-between that you feel are appropriate. Again, please circle the value selected.

You may complete this survey in either pencil or pen. If any corrections are made, please clearly indicate the value intended.

You may turn the page and begin.

Part I. General Perceptions

	Strongly Agree									Strongly Disagree
1. Common tasks are easily learned by soldiers.	7	6	5	4	3	2	1			
2. Common task training is rarely considered in this unit.	7	6	5	4	3	2	1			
3. Every soldier needs common task training.	7	6	5	4	3	2	1			
4. Facilities are readily available for common task training.	7	6	5	4	3	2	1			
5. I have difficulty learning common tasks.	7	6	5	4	3	2	1			
6. I can do my job without knowing common tasks.	7	6	5	4	3	2	1			
7. There's plenty of time available for common task training.	7	6	5	4	3	2	1			
8. This unit does not need common task training in order to perform its' mission.	7	6	5	4	3	2	1			
9. I think that the better I know common tasks, the more confidence I have in my own ability to fight well.	7	6	5	4	3	2	1			
10. I don't feel proficient in common tasks.	7	6	5	4	3	2	1			
11. Common task training should be a higher priority.	7	6	5	4	3	2	1			
12. Most everyone I know can perform common tasks with little difficulty.	7	6	5	4	3	2	1			
13. Resources are readily available for Common task training.	7	6	5	4	3	2	1			
14. I want more common task training.	7	6	5	4	3	2	1			
15. Common task training is scheduled and conducted frequently.	7	6	5	4	3	2	1			
16. I've mastered all the common tasks.	7	6	5	4	3	2	1			
17. If I have to fight, I'll definitely need to know common tasks.	7	6	5	4	3	2	1			
18. Those I work with need to be more proficient in common tasks.	7	6	5	4	3	2	1			
19. Too much time is given on common task training here.	7	6	5	4	3	2	1			
20. Everything we need to conduct common task training is available or easy to get.	7	6	5	4	3	2	1			
21. It seems that a lot of emphasis is placed on common task training in our available training time.	7	6	5	4	3	2	1			
22. Based on my fellow soldiers' knowledge of common tasks, I'm confident in my unit's ability to fight and win.	7	6	5	4	3	2	1			

Please proceed to Part II.

Part II. Task Perceptions

For this part of the survey, it is requested that you circle the value that corresponds to your perceptions for each of the 80 skill level one common tasks documented in STP 21-1-SMCT, the Soldier's Manual of Common Tasks, Skill Level 1. For each task, the same series of questions should be answered. Under each task title, the statement category, not the whole statement, will appear. Use these category definitions for reference when completing Part II.

NEED. Soldiers need to know how to perform this task; it is critical.

PROFICIENCY. I am proficient in or have mastered this task.

CONFIDENCE. I feel confident in my ability to perform this task in combat.

TIME. There is adequate time spent training this task.

FACILITIES. There are adequate facilities (such as buildings, ranges, training areas) available for training this task.

RESOURCES. There are adequate resources (such as ammunition, training aids, training support products, lesson plans, etc) available for training this task.

EMPHASIS. There is adequate emphasis placed on training this task in our unit program.

NOTE. Use the numerical scale of 1-7 to indicate the measure of the value of agreement you feel applies to the categories indicated. For example, a (1) is a low value of agreement, a (4) is a middle value, and a (7) is a high value of agreement.

Category: See.

1. Collect/report information-SALUTE.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

2. Recognize Friendly and Threat Armored Vehicles.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

3. Estimate Range.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

4. Perform Search and Scan Procedures.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

Category: Communicate

5. Send a Radio Message.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

Category: Navigate

6. Identify terrain Features on a Map.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

7. Detm Grid Coord on a Military Map.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

8. Detm a Magnetic Azimuth w/Compass.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

Category: Shoot

9. Detm Direction, Field Expedient Method.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

10. Orient Map to Ground, Map-Terrain Association.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

11. Detm Location by using Terrain Association.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

12. Measure Distance on a Map.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

13. Navigate on the Ground, Dismounted.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

14. Perform Operator Maint on M16A1 Rifle and Ammunition.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

15. Load, Reduce Stoppage, Clear M16A1 Rifle

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

16. Battlesight Zero an M16A1 Rifle.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

17. Engage Hostile Aircraft with Small Arms.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

18. Perform Operator Maint on an M203 Grenade Launcher and Ammunition.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

19. Load, Unload, and Clear an M203 Grenade Launcher.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

20. Engage Targets with an M203 Grenade Launcher and Apply Immediate Action to Reduce a Stoppage.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

21. Load, Reduce Stoppage, and Clear an M60 Machine Gun.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

22. Fire an M60 Machine Gun.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

23. Perform Operator Maintenance on an M60 Machine Gun and Ammunition.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

24. Prepare a Range Card for an M60 Machine Gun.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

25. Prepare an M72A2 LAW for Firing; Restore M72A2 LAW to Carrying configuration.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

26. Engage Targets with an M72A2 LAW.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

27. Apply Immediate Action to Correct a Malfunction on an M72A2 LAW.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

28. Perform Safety Checks on Hand Grenades.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

29. Engage Enemy Targets with Hand Grenades.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

30. Identify and Employ Hand Grenades.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

31. Install and Fire/Recover an M18A1 Claymore Mine.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

Category: Survive

32. Move Under Direct Fire.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

33. Move Over, Through, or Around Obstacles, (except minefields).

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

34. React to Indirect Fire.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

35. React to Flares.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

36. Select Temporary Fighting Positions.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

37. Clear Fields of Fire.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

38. Construct Individual Fighting Positions.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

39. Camouflage Yourself and Your Individual Equipment.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

40. Camouflage Equipment.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

41. Locate Mines by Probing.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

42. Camouflage Your Defensive Position.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

43. Practice Noise, Light, and Litter Discipline.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

44. Conduct Day and Night Surveillance Without Aid of Electronic Devices.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

45. Use Challenge and Password.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

46. Put on, Wear, and Remove M17 Series Protective Mask with Hood.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

47. Put on, Wear, Remove, and Store M24, M25, or M25A1 Protective Mask with Hood.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

48. Store M17 Series Protective Mask With Hood in Carrier.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

49. Maintain M17 Series Protective Mask with Hood.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

50. Maintain M24, 25, or 25A1 Series Mask with Hood.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

51. Replace Filters in M17 Series Protective Mask.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

52. Decontaminate Skin and Personal Equipment.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

53. Put on and Wear MOPP Gear.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

54. Drink, Use Latrine, and Check Soldier Sleeping in MOPP 4.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

55. Recognize and React to Chemical or Biological Hazard.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

56. React to Nuclear Hazard.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

57. Use M8 Detector Paper to Identify Chemical Agent.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

58. Use M9 Detector Paper to Detect Chemical Agent.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

59. Mark NBC Contaminated Area.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

60. Decontaminate Equipment Using M13 Decontamination Apparatus Portable (DAP).

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

61. Decontaminate Equipment Using ABC M11 Decontaminating Apparatus.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

62. Exchange MOPP Gear.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

63. Evaluate a Casualty.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

64. Administer Nerve Agent Antidote to Self (Self-Aid).

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

65. Administer First Aid to a Nerve Agent Casualty (Buddy Aid).

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

66. Clear an Object from the Throat of a Conscious Victim.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

67. Perform Mouth-to-Mouth Resuscitation.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

68. Put on a Field or Pressure Dressing.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

69. Put on a Tourniquet.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

70. Apply a Dressing to an Open Abdominal Wound.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

71. Apply a Dressing to an Open Chest Wound.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

72. Apply a Dressing to an Open Head Wound.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

73. Prevent Shock.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

74. Splint a Suspected Fracture.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

75. Give First Aid for Burns.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

76. Recognize and Give First Aid for Heat Injuries.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

77. Give First Aid for Frostbite.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

78. Transport a Casualty Using a One-Man Carry.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

79. Transport a Casualty Using a Two-Man Carry or Improvised Litter.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

80. Conduct Combat Operations According to the Law of War.

Need	7 6 5 4 3 2 1
Proficiency	7 6 5 4 3 2 1
Confidence	7 6 5 4 3 2 1
Time	7 6 5 4 3 2 1
Facilities	7 6 5 4 3 2 1
Resources	7 6 5 4 3 2 1
Emphasis	7 6 5 4 3 2 1

Proceed to Part III

Part III. General Responses

The final section of the survey is provided to allow you to make any comments you feel are appropriate about common task training from your perspective or experience. Please feel free to comment on the following areas.

- Areas that help or hinder in Common Task Training management.
- Areas that should be specially noted, such as preparation for CTT test for 86.
- Availability of resources or reasons for constraints.
- Challenge to maintain proficiency in common tasks.
- Quality of training, trainers.
- Any other general or specific comments.

Record your observations or comments here:

Again, thank you for your participation in this survey.

TABLE XII

SUMMARY PART I, GENERAL PERCEPTIONS GROUP A,
OFFICERS MEAN VALUES AND FREQUENCY
DISTRIBUTION BY STATEMENT
n=13

Statement	Mean Value	Possible Response Values Frequency Distribution in Percentage						
		7	6	5	4	3	2	1
1.	5.46	15.4	30.8	38.5	15.4	0	0	0
2.	3.08	7.7	7.7	7.7	7.7	15.4	38.5	15.4
3.	6.46	69.2	23.0	7.7	0	0	0	0
4.	5.08	15.4	30.8	23.0	7.7	23.0	0	0
5.	1.69	0	0	0	0	7.7	53.8	38.5
6.	3.00	7.7	15.4	0	7.7	0	53.8	15.4
7.	2.62	0	7.7	7.7	7.7	15.4	38.5	23.0
8.	1.92	0	0	0	15.4	7.7	30.8	46.2
9.	6.38	46.2	30.8	7.7	15.4	0	0	0
10.	3.46	7.7	0	23.0	15.4	15.4	30.8	7.7
11.	4.85	7.7	15.4	46.2	15.4	15.4	0	0
12.	3.30	0	7.7	23.0	15.4	15.4	23.0	15.4
13.	4.38	7.7	15.4	23.0	23.0	23.0	7.7	0
14.	5.15	15.4	46.2	15.4	0	15.4	0	7.7
15.	4.08	0	15.4	38.5	7.7	15.4	23.0	0
16.	3.08	0	7.7	7.7	7.7	53.8	7.7	15.4
17.	5.85	38.5	23.0	23.0	15.4	0	0	0
18.	5.77	38.5	15.4	38.5	0	7.7	0	0
19.	2.62	0	15.4	0	0	30.8	23.0	30.8
20.	4.46	7.7	7.7	38.5	23.0	15.4	7.7	0
21.	3.38	0	0	23.0	15.4	38.5	23.0	0
22.	4.77	0	15.4	53.8	23.0	7.7	0	0

TABLE XIII

SURVEY PART I, GENERAL PERCEPTIONS GROUP B, NONCOMMISSIONED
OFFICERS MEAN VALUES AND FREQUENCY
DISTRIBUTION BY STATEMENT
n=68

Statement	Mean Value	Possible Response Values						
		Frequency Distribution in Percentage						
		7	6	5	4	3	2	1
1.	5.24	26.5	16.2	27.9	22.1	1.5	2.9	2.9
2.	3.03	13.2	2.9	11.8	14.7	7.4	13.2	36.8
3.	5.74	61.8	8.8	4.4	10.3	2.9	4.4	7.4
4.	4.68	23.5	13.2	14.7	27.9	5.9	5.9	8.8
5.	2.43	1.5	4.4	10.3	17.6	5.9	5.9	54.4
6.	4.01	11.8	10.3	11.8	19.1	10.3	8.8	27.9
7.	4.07	19.1	7.4	20.6	19.1	4.4	8.8	20.6
8.	3.01	10.3	7.4	7.4	20.6	1.5	8.8	44.1
9.	5.42	42.6	10.3	19.1	17.6	2.9	0	7.4
10.	3.35	2.9	8.8	11.8	20.6	8.8	8.8	38.2
11.	4.26	13.2	14.7	11.8	30.9	14.7	4.4	10.3
12.	4.60	14.7	19.1	23.5	17.6	11.8	5.9	7.4
13.	4.74	23.5	11.8	17.6	25.0	11.8	4.4	5.9
14.	4.16	19.1	5.9	16.2	25.0	13.2	5.9	14.7
15.	4.85	30.9	11.8	10.3	26.5	7.4	5.9	7.4
16.	4.59	14.7	14.7	25.0	23.5	11.8	2.9	7.4
17.	5.34	39.7	10.3	16.2	22.1	5.9	1.5	4.4
18.	4.97	27.9	13.2	19.1	23.5	5.9	4.4	5.9
19.	3.59	11.8	7.4	8.8	26.5	16.2	4.4	25.0
20.	4.51	19.1	10.3	17.6	26.5	14.7	5.9	5.9
21.	4.74	23.5	14.7	13.2	27.9	8.8	4.4	7.4
22.	4.85	23.5	17.6	16.2	23.5	7.4	5.9	5.9

TABLE XIV
 SURVEY PART I, GENERAL PERCEPTIONS GROUP C, SOLDIERS
 MEAN VALUES AND FREQUENCY DISTRIBUTIONS
 BY STATEMENT
 n=202

Statement	Mean Value	Possible Response Values Frequency Distribution in Percentage						
		7	6	5	4	3	2	1
1.	5.44	35.6	18.8	17.3	17.3	6.4	1.5	3.0
2.	3.14	10.4	6.9	11.4	14.9	6.9	12.9	36.6
3.	5.92	63.4	6.4	9.9	10.9	2.5	2.0	5.0
4.	4.59	21.8	13.9	19.8	19.3	8.4	5.0	11.9
5.	2.50	6.9	4.0	7.4	10.4	9.4	8.4	53.5
6.	3.82	20.3	5.4	14.4	16.8	9.9	5.4	27.7
7.	4.02	19.8	11.4	8.9	21.3	9.9	7.4	21.3
8.	2.39	6.9	4.0	6.4	10.9	8.4	11.9	51.5
9.	5.66	55.0	12.9	8.9	9.4	3.0	2.5	8.4
10.	3.36	8.4	6.4	13.9	23.8	5.9	14.9	26.7
11.	4.38	22.8	9.9	13.9	24.3	8.4	6.9	13.9
12.	4.65	17.8	16.3	17.8	25.2	10.4	8.4	4.0
13.	3.92	16.3	14.9	17.3	20.8	11.4	6.4	12.9
14.	4.00	18.3	10.9	11.4	22.3	8.9	5.9	22.3
15.	4.60	19.8	12.9	18.8	24.3	12.9	3.5	7.9
16.	4.45	18.8	15.8	20.3	15.8	7.9	7.9	13.4
17.	5.61	51.5	13.9	10.9	9.9	4.0	1.5	8.4
18.	4.79	25.7	15.3	13.9	23.2	8.9	4.5	8.4
19.	3.50	8.4	7.4	9.4	28.7	14.4	10.4	21.3
20.	4.12	13.9	12.4	13.4	29.7	8.4	7.4	14.9
21.	4.44	13.4	13.4	22.8	25.7	11.4	5.4	7.9
22.	4.35	26.2	12.9	21.3	19.3	9.9	2.5	7.9

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VITA

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Master of Science

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