THE FOREIGN AREA OFFICER PROGRAM

VOLUME III: A FEEDBACK SYSTEM FOR THE FAO PROGRAM

HUMAN SCIENCES RESEARCH, INCORPORATED

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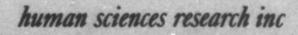OFFICE OF THE CHIEF OF RESEARCH AND DEVELOPMENT
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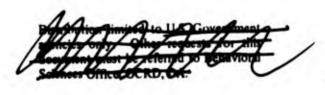*human sciences research inc*

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This report presents the results of HSR's completion of two related research tasks regarding the Foreign Area Officer (FAO) Program. Task I was to conduct "a survey of actual on-the-job experiences of officers assigned to FAO billets, and those working with them, as these experiences serve to illuminate FAOP policy, operations, and training." Task II was to design "a monitoring system which will provide a regular and continuous feedback from this developing experience to all parts of the FAO Program and its environment."

The report is divided into three major sections. The first section deals with the (Continued)

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Block 20. Abstract *(Continued)*

development of HSR's survey feedback questionnaire, the prototype for the questionnaire to be used in the monitoring system (first part of Task I). The second section of the report describes the monitoring system itself (Task II). Finally, the third section of the report considers the implications, for FAOP planning and training, of the data collected from the mail-out survey (second part of Task I).

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Security Assistance
Civil Affairs Officer
Psychological Operations Officer

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PREFACE

The present report constitutes the latest in a series of studies undertaken by Human Sciences Research in support of the Military Assistance Officer Program and its successor, the Foreign Area Officer Program. These studies have had a single dominant theme—to develop appropriate training requirements for the members of these specialty programs. At the outset, the research effort coincided with the institution of a new specialty program—the Military Assistance Officer Program—and the opening of a new course—the Military Assistance Officer Command and Staff Course. The first cycle of this course was offered in the fall of 1969. The first studies focused on the generation of the social science portion of the Program of Instruction for this course, on the development of internal feedback from students and faculty to the course managers, and on the definition of the "core" elements of training for MAOs. The most recent study has shifted from a concern with the MAO C&SC to much broader considerations of training, utilization and program management. It is this shift of attention which is frequently missed by those who have not had the opportunity to follow the step-by-step development of the research effort.

Concurrent with this shift in research focus, the present study reflects a major change in the nature of the specialty program under study—the merger of the MAOP with its much older counterpart the Foreign Area Specialist Program to form a new combined program, the Foreign Area Officer Program. This means in effect that the present study had to consider a combined set of training requirements including not only those assumed under the former MAO C&SC, now known as the FAO C&SC, but also those assumed under the three training components of the FASP—formal language instruction, graduate degree in area studies or relevant disciplinary field, and an extended period of in-country travel and study.

Aside from the quite different nature of the training for two specialty programs, FASP and MAOP, we were also faced with the fact that the two programs were of quite different ages and levels of maturation. FASP was instituted shortly after World War II and had developed into a program with a good sense of its own purpose and identity as well as general recognition and acceptance throughout the service. MAOP, on the other hand, was instituted

in 1969, and was just beginning to establish its identity and to clarify its distinct role in the Army's mission at the time the merger occurred. It has been difficult therefore to treat a merged set of training requirements and duty positions for the new FAO program as though they represented truly comparable sets of outlooks and experiences, for in fact they do not. At the same time the study provides considerable justification for the common training and career management of FAO members in the future even though the diversity of duty positions will require increments of specialized training geared to particular categories of job function. In the course of this study, as it became apparent that the FAOP would eventually be absorbed as one of many specialties in the new Officer Personnel Management System, our thinking about the future of FAOP became unavoidably colored by the OPMS concept.

The study also reflects conditions that pertained at its inception rather than its completion. At the time that the study was undertaken the Office of the Deputy Chief of Staff for Personnel was in the midst of major revamping of its personnel and data management systems. Records essential to this study were in a transitional state, from manual to automated, and the automated systems themselves were not fully operative. Many of the difficulties in information retrieval reported herein would not recur were the study undertaken anew today. The Special Careers Branch was retitled the Specialty Management Branch, but we have used the prior title throughout the report.

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1.

Introduction

Human Sciences Research, Inc., was asked to undertake two related research tasks regarding the Foreign Area Officer (FAO) Program. Task I was to conduct "a survey of actual on-the-job experiences of officers assigned to FAO billets, and those working with them, as these experiences serve to illuminate FAOP policy, operations, and training."[1] Task II was to design "a monitoring system which will provide a regular and continuous feedback from this developing experience to all parts of the FAO Program and its environment."[2]

This report presents the results of HSR's completion of these two tasks. It is divided into three major sections. The first section deals with the development of HSR's survey feedback questionnaire, the prototype for the questionnaire to be used in the monitoring system (first part of Task I). The second section of the report describes the monitoring system itself (Task II). Finally, the third section of the report considers the implications, for FAOP planning and training, of the data collected from the mail-out survey (second part of Task I).

Section I. Development of the Survey Feedback Questionnaire

Sample Design and Data Collection Procedures

The original research design, as set forth in the HSR proposal[3] called for the development of the feedback questionnaire through interviews with FAOP members serving in validated program positions and through interviews with their peers and supervisors. Having once developed the questionnaire with this method, it was then to be administered through the mail to a stratified random sample of FAOs who were currently or had previously served in validated FAO positions. The results of this survey were then to be used to provide data of direct and immediate use in FAOP planning and training and to provide the final basis for the development of the feedback system discussed in Section II of this report.

[1] Human Sciences Research, Inc., *An Unsolicited Proposal in Support of the Military Assistance Officer Program: Feedback from Job Experience to Program Policy and Training.* Submitted to Office of the Director of International Security Affairs, ODCSOPS DA, Washington, D. C., 27 September 1972, p. 7.

[2] *Ibid.,* p. 7.

[3] *Ibid.,* pp. 7-12.

There were four major assumptions associated with this design:

1. That there were a substantial number of FAO officers currently serving in utilization slots at selected locations who could be interviewed.

2. That the officers currently serving in utilization slots could be readily identified.

3. That FAO officers who had previously served in validated positions could be readily identified.

4. That accurate mailing addresses for FAO officers currently and previously serving in validated positions could be readily obtained.

The second and third assumptions were almost immediately negated. *No single record source identifying FAO officers currently or previously serving in validated program positions was found to exist.* A comparison of each officer's assignments to the various MAOP, FASP, and FAOP position lists was not practical. Not only would the time required for this task have been prohibitive, but the brief job titles on the positions list would have often made it impossible to determine the FAO or non-FAO status of a particular assignment. Consequently, it was not found possible to identify FAOP officers who were serving or had served in validated program positions.

The fourth assumption also proved invalid and much time and effort was eventually spent in trying to obtain current mailing addresses for program members. A COPOX 101 printout of program members was first obtained but when examined it was obvious that a large proportion of these addresses were dated. Special Careers Branch was then approached. While it is now in the process of converting to a completely automated system, at that time it also was relying upon the COPOX 101. While it appeared that Branch had the most current addresses, HSR was asked not to go to Branch for a base list. Finally, a special compilation of addresses for program members was obtained from the Army Locator. When many of these also proved incorrect, new addresses were then obtained unofficially from Career Branches.

For the purpose of questionnaire development, interviews were to be conducted with program members in the United States, Central and South America, and Germany. Due to our inability to identify FAOs who had ever served in a validated program position, the sample

to be interviewed was selected by singling out those persons whose most current address was one of the places at which we could interview. Having done this, the hope was then that he was at that location and that he was serving or had at one time served in a validated program position. In other words, out of necessity, the interview sample was selected blindly.

The in-depth interviews themselves disproved the first assumption—i.e., that our interview locations would contain a substantial number of FAOs currently serving in utilization slots. We rarely found a FAO face in a FAO space.[4] Part of this was due to the failure of the gaining command to specifically request a FAO and part was apparently due to the diversion of FAO replacements to non-FAO slots upon arrival at the gaining command. It would appear, however, that both of these problems can ultimately be traced to either a low awareness of the special skills possessed by FAO members at the command level, or to skepticism that their skills are really relevant for a particular job. As an example of the latter, several Special Forces members at Ft. Gulick in the Canal Zone told HSR researchers that their frequent need for area expertise could be readily met by reading area handbooks and intelligence reports, and that, consequently, they did not see a need to validate any of their positions for FAO. Despite the infrequent encounter of FAOs currently serving in utilization slots, a substantial number of interviews were conducted with FAOs who had previously served in validated program positions.

As was true for the interviewing procedure, the inability to identify FAO Program members who had ever served in FAOP positions also necessitated a change in the design of the mailout questionnaire. Instead of being sent to a stratified random sample of FAOs with program job experience, it was sent to the entire population of 1,051 FAOP members.

The Survey Questionnaire: Initial Considerations

Prior to the initiation of interviews, the HSR research staff spent a considerable amount of time both in deciding the types of information that should be gathered and in devising a first, preliminary questionnaire.

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[4] This fact also kept to a minimum the number of "supervisors" and "peers" *per se* interviewed.

Both processes were carried out with the realization that the final survey questionnaire was to serve two functions:

1. That of providing data which would be of direct and immediate use in current FAOP planning and training.

2. That of providing the basis for a questionnaire to be developed for use in monitoring, on a regular basis, the managing and training requirements of the FAO Program.

As such, it was recognized that many of the questions which would necessarily be used in the survey questionnaire for the purpose of providing immediate feedback information to the FAO Program managers would not be used on a continuing basis in a feedback system.

Keeping the above in mind, the conclusion was reached that any feedback questionnaire developed for the FAO Program needed to gather three types of information. These are:

1. **Background Information.** Information of this type is needed to provide FAO Program managers with up-to-date descriptions of the characteristics of their program membership, including their FAO background. Viewed over time, this information would serve to indicate the changing characteristics of program members. Additionally, some background information should prove useful in helping to differentiate the types of knowledge perceived as needed to effectively perform in various FAO jobs.

2. **Attitudes and Perceptions About the FAO Program.** Information of this type would indicate what a program member likes and dislikes about the program *per se*, about the program's management, about the effect of his program membership on his Army career, etc. Basically, this information would serve to inform the program managers as to where they or the program is failing (or doing well) and thus where changes are needed (or not needed).

3. **Type of Knowledge Needed to Perform Effectively in a FAO Job.** Information gathered here would keep FAO Program managers informed as to the type of training needed or not needed for FAOs as a group or needed or not needed for a particular FAO job. The latter would become particularly useful over time as information regarding a particular job was obtained from several incumbents of that position. Included here would also be information as to whether or not a particular FAO position was appropriately designated as such.

Additionally, for purposes of providing immediate feedback, it was also perceived that information should be gathered in the survey questionnaire regarding the nature of the graduate training (e.g., types of courses) which FAO Program members have received. Primarily, this information would serve to indicate to FAOP managers the extent to which its members' graduate training is in congruence with the type of disciplinary knowledge these same members perceive as needed to perform effectively in various FAO jobs.

Having decided on the types of information needed, the first questionnaire was developed around them. This questionnaire was divided into six sections (Appendix A):

I.   Biographical Information
II.   Graduate Training Information
III. Basic MAOP/FASP Information
IV.   Selecting MAOP/FASP as a Special Career
V.   The FAO and Career Development
VI.   MAOP/FASP Experience[5]

Armed with this crude questionnaire, the interviews were begun for the purpose of developing it into an effective instrument for gathering information on the FAO Program.

[5]Due to the newness of the merger, it was felt more appropriate in most instances to refer to MAOP/FASP rather than FAO.

Development of the Survey Questionnaire Through Interviews with FAO and non-FAO Program Members

Interviews were conducted in the United States,[6] Central and South America,[7] and Germany.[8] A total of 127 persons were interviewed. Of these, 40 were originally members of the MAO Program, 62 were originally members of the FAS Program, and 25 were non-program members. Eight of the original FASP interviewed were currently on their in-country training phase. In addition, late versions of the survey questionnaire were pretested on 20 FAOs who were students at the Command and Staff Course at Ft. Bragg and 29 FAOs who were students at the Russian Institute in Garmish, Germany. As noted earlier in the report, very few of the officers interviewed were currently serving in validated FAO positions.

The officer interviews were carried out by three members of the HSR research staff. The method used in the interviews was to give the officer a copy of the questionnaire and then talk through it with him. Each officer was asked to comment on which questions he perceived as irrelevant, poorly structured, or as missing from the questionnaire. In addition, as each officer was asked to verbally answer most of the items on the questionnaire, it was also possible for the interviewer to make notes on those questions which appeared ambiguous to the interviewees. The average length of time for each interview was approximately ninety minutes.

Following each major set of interviews, a discussion was held among the interviewers as to where and in what ways the questionnaire might be improved. Externally, the changes were only minor. The major sections of the final version of the survey questionnaire (found in Appendix B) are the same as those found in the first questionnaire. At this level, the only significant difference between the first and final versions of the questionnaire is that, in the latter, the section on MAOP/FASP Experience was made second instead of sixth. This move was made to ensure that respondent fatigue would be at a minimum when completing this section, the most important as well as the most demanding (12 open-ended thought questions) of all the sections.

[6]Carlisle Barracks, Ft. Bragg, Ft. Leavenworth, Department of the Army.

[7]Panama, Nicaragua, Colombia, Argentina, Uruguay, Brazil.

[8]Frankfurt, Garmish, Heidelberg, Stuttgart, Berlin.

As a direct result of the suggestions and observations made during the officer interviews, the survey questionnaire was modified five times before attaining the form found in Appendix B. Despite the changes in form, however, the goal remained the same—i.e., to develop an effective instrument for extracting the types of information originally perceived as needed in a FAO survey questionnaire and/or a FAO feedback system. Satisfied that the Appendix B questionnaire would gather such information and that further development of the questionnaire for use in a FAO feedback system awaited the results of the survey, this version of the questionnaire was mailed in the middle of July to the 1,051 officers who were members of the FAO Program at that time.

Section II. A FAO Monitoring System

This section presents HSR's proposal for a monitoring system designed to provide FAOP managers with regular feedback regarding the training and management requirements of the FAO Program. This system was generated by in-depth analysis of FAOP requirements. For added perspective HSR also reviewed the feedback systems of a selected sample of service school courses (see Appendix C).

The Nature of the System

HSR's past and present research of the MAOP, FASP, and FAO Programs indicates that, in addition to the periodic collection and aggregation of data, the needs of the FAOP managers could best be met through the development and maintenance of three types of Information Data Files. These are a:

1. Locator File
2. Biographical and Career Development File
3. FAOP Duty Position File

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The Locator File would contain, at minimum, an officer's current mailing address, his current duty assignment and the expected end-date of that assignment. The need for such a file became obvious both as a result of the inability of the HSR research staff to identify FAO officers currently or previously serving in validated program positions and as a result of the extreme difficulty involved in obtaining accurate, up-to-date mailing addresses.[9]

The second file, the Biographical and Career Development File, would contain information regarding the personal, educational, and military background (including duty assignments in FAO positions) of each officer in the program.

The last file, the FAOP Duty Position File, would eventually contain several types of information on *each* of the validated FAOP positions. Among these would be:

1. Current job descriptions
2. FAO incumbent reports
3. Non-FAO incumbent reports

Additionally, through the use of job descriptions and the information gathered from FAO and/ or non-FAO incumbents, FAOP managers might wish to develop and maintain in this file a list of what appear to be the essential training requirements for a position.

Once developed, these three Informational Data Files would form the nucleus of a feedback system that would permit top quality management over the FAO Program. The diagram entitled "Informational Feedback System for FAOP Managers" (page 10) outlines the components of this system. Row 3, for example, shows the three Data Files and the types of information that would be contained within each. More important, however, is Row 4, "Management Uses." Here are shown the actions which the three Data Files would make possible:

(1) The Locator File, with its up-to-date and accurate mailing addresses would better insure that program members receive any materials periodically mailed to them. In addition to special questionnaires,

[9]For a description of these problems see Section 1, "Sample Design and Data Collection Procedures."

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DIAGRAM 1.
INFORMATIONAL FEEDBACK SYSTEM FOR FAOP MANAGERS

DATA SOURCES

FAOP MEMBERS | NON-FAOP MEMBERS AND PRINTED DOCUMENTS

DATA TYPES

FAO Monitorship Feedback Questionnaire—Administered Periodically

Non-Incumbent Perceptions of FAOP Duty Positions

Non-Incumbent Per- { Commanders, ceptions of FAOP Supervisors, etc. Duty Positions

Printed Documents { Job Descriptions

Non-FAO Incumbents of FAO Duty Positions

DATA FILES

Locator File
1. Current mailing address
2. Current Assignment duty position (including whether a FAOP assignment)
3. Expiration Date of current assignment

Biographical and Career Development File

FAOP Duty Position File
1. Job Descriptions
2. FAO Incumbent Reports
3. Non-FAO Incumbent Reports

MANAGEMENT USES

Periodic mailouts
1. Newsletters
2. Job Experience Questionnaires
3. Special Mailouts

Sample Designs for Special Surveys

Improved Personnel Requisitions and Assignment: Matching Face to Space

Individual Training Needs

Revalidation for 1 gram and Graduate Degrees

Justifications for position revalidations

Position training Requirements

Aggregate Information

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letters, or informational papers, FAO Program managers would know that the FAO Newsletter and the FAO Monitorship Feedback Questionnaire had reached the members of the program.[10]

(2) **The Biographical and Career Development File** would be useful in at least two ways. First, a comparison of an individual's training background with that of FAOP training requirements would indicate any additional training needed by that program member. Secondly, this file would be helpful in designing samples for special surveys, e.g., where only FAOP members with certain types of background were of interest.

(3) **The FAOP Duty Position File** would permit easier development of justifications for revalidating positions for graduate degrees. In some instances, undoubtedly, it would also indicate that certain positions should not be revalidated.

Together the three Data Files would serve two additional and more important functions, both in the area of facilitating FAOP assignments:

1. They would improve and expedite the matching of "FAO faces to FAO spaces." The FAO Duty Position File would provide FAO managers with information regarding the training and experience needed in a particular FAO position. The Biographical and Career Development File would in turn allow the FAOP managers to determine which of the FAO Program members was best qualified to fill that position. Finally, the Locator File would indicate which of these "best qualified" officers would be available for the FAOP position. For example, with these files, when Special Careers Branch receives a requisition for a FAO to fill a particular slot, they could go to the FAOP managers for the name of the best available officer. Armed with this name, Special Careers Branch could then approach the appropriate career Branch for approval or disapproval.

2. Where a fully qualified officer is not available for a particular FAO assignment and time is too short to train another officer completely, or at all, the FAOP Duty Position File could be used to determine which training and assignment experiences appear to be essential to successful performance in a position as opposed to those which appear to be "nice to have" but non-essential. This information

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[10]Following its initial establishment, the addresses gathered for the Locator File in a preceding time period would be used to mail the feedback questionnaires of a current time period, which would be used to gather new addresses for the Locator File, etc.

could then be used to select the officers who appear to be best qualified on the basis of the information contained in their Biographical and Career Development Files. The Locator File could then be used to determine which of those "best qualified" officers might be available for assignment. What time there was for training could then be used to meet as many as possible of the additional training requirements.

Having determined the types of files needed by the FAOP managers and the uses to which these files could be put, the next question is how does one gather the necessary information. It would appear that there are three sources (see Row 1 of diagram): FAOP members; non-FAOP members; and Printed Documents. From the first source, FAO Program members, information, which would contribute to all three files, could be gathered periodically with the monitorship questionnaire. This data, of course, could also be aggregated and analyzed to provide for FAO managers the three types of information discussed in Section 1. That is, information regarding:

1. the background characteristics of the FAOP membership

2. the perceptions of the FAOP membership about the program and its management

3. the types of knowledge needed to perform satisfactorily in FAOP jobs as a whole, or in certain groups of FAOP jobs.

Both non-program members and printed documents could be used to contribute information to the FAO Duty Position File. In the former instance this could be information gathered from non-FAO encumbents of FAO duty positions or from commanders, supervisors, and peers. The printed documents of most use would be the ones describing a job and the training required for it. Included here might be the MOS descriptions, the Command Level Job Description, or the most recent requests for graduate degree validation.

The above informational feedback system is the type the HSR research staff feels should be developed for the FAO Program managers. In the current study, however, HSR was contracted only to devise a system based on the experiences of Program members. To fulfill this obligation, a monitorship feedback questionnaire has been developed to tap FAO perceptions both of the program and of the program positions in which they are serving.

Additionally, methods have also been devised for administering the questionnaire and for reducing and analyzing the data collected.

Periodic administration of the monitorship questionnaire accompanied *only* by the simple aggregation and analysis of the feedback data will permit the FAO managers to monitor the management and training requirements of the program only in a gross sense. Such action will provide FAO managers with the three types of information just noted. However, top quality management of the FAO program *requires* that the three Information Data Files, with their variety of uses, be developed. Although FAOP members are only one of the three data sources noted in Diagram I, a re-examination of this diagram will also show that they are the sole source for the information stored within the Locator File and the Biographical and Career Development File. Similarly, while not the sole source of in, rmation for the FAOP Duty Position File, the perceptions of FAOs serving in FAO positions is certainly an extremely important segment of that file. In light of these facts, the feedback questionnaire developed in this study for administration to FAOP members has aiso been designed to facilitate the development of the three Informational Data Files. *Consequently, it is strongly recommended that the data collected from the feedback questionnaires not only be aggregated and analyzed but also be used to develop these files.*

Having explained in detail the nature of the Informational Feedback System that should be developed for the managers of the FAO Program, the remainder of this section will be devoted to a discussion of the monitorship feedback questionnaire developed for administration to the Program members.

The Monitorship Questionnaire for FAO Program Members

The membership feedback questionnaire which has been developed for use by FAOP managers to monitor the FAO Program is found in Appendix D of the report. This questionnaire represents a further development of the survey feedback questionnaire (found in Appendix B and discussed in Section 1) based upon the comments of the survey respondents and an analysis of the returned questionnaires by HSR researchers. It can be used both as a static and as a

dynamic measuring instrument of the FAO Program. With regard to the former, data gathered from any one administration of the questionnaire will provide information on the FAO Program at one point in time. With regard to the latter, a comparison of the data gathered from several administrations of the questionnaire will provide information as to change or lack of change in the FAO Program over time. The monitorship questionnaire itself is divided into five untitled sections and contains a total of 51 questions, four of which are open-ended thought questions (as compared to 21 in the survey questionnaire). It is estimated that it will take a program member, at maximum, ½ hour to complete the questionnaire.

As was true in the survey questionnaire, the questions found in the monitorship questionnaire are designed to gather the three types of information discussed in the first section of the report (pp. 5-6). These are: background information, attitudes and perceptions about the FAO Program, and types of knowledge needed to perform effectively in a FAO job.

Section I of the monitorship questionnaire is composed of 26 questions. Primarily an amalgamation of the first and fourth sections of the survey questionnaire, it gathers both basic and FAO background information as well as information regarding an officer's current location and assignment. Aggregated, the background information will provide FAO managers with an up-to-date description of the program's membership. Viewed over time, and thus over several administrations of the questionnaire, this information will also indicate how the membership is changing. At the individual level, on the other hand, the background information, in conjunction with the current locational and assignment information can be used to form a combined "Locator-Biographical File" on an officer merely by placing Section I of the questionnaire in a folder marked with the officer's name.

Section II of the questionnaire is designed to tap a FAO member's attitudes and perceptions about the FAO program *per se*, its management, its effect on his Army career, etc. Composed of ten questions, this section performs the same function as the fifth and sixth sections of the survey questionnaire. Basically, this information will inform program managers of weaknesses in the program or its management.

Section III of the questionnaire consists of two questions and is to be answered only by FAO members serving in non-FAO positions at the time they receive the questionnaire. The first question asks whether the officer was selected to fill a requisition for a FAO duty position but moved into a non-FAO position upon arrival at the gaining command. This question should indicate the relative size of the program's misassignment problem and thus the amount of effort which program managers must make to reduce it. The second question asks the officer whether he feels the non-FAO position to which he is assigned *should* be validated for the FAO Program. A "yes" answer to this question, in conjunction with Question 12 which asks for "Title of current duty position," will provide FAO managers with positions which should be investigated for possible validation for the FAO Program.

The fourth section of the questionnaire is designed to tap the job experiences of FAOP members serving in validated FAOP positions at the time they receive the questionnaire. Similar in function to the second section of the survey questionnaire, the information gathered here will provide an excellent beginning for a FAOP Duty Position File on a position. The section itself is composed of thirteen questions. One question deals with the appropriateness of the position's designation as a FAO position, one question asks about the appropriateness of the officer's assignment to the position given his background and training, and one question asks about the utility of overlapping tours. The remaining ten questions of the section are designed to gather information regarding the type of training needed to perform effectively the duties of the position.

Specifically considered are the types of disciplinary training, language training, in-country training, and FAO C&SC training needed for a position. Additionally, each officer is also asked to return with his answered questionnaire any official or unofficial "job description" which may exist of the position. If one does not exist, the officer is asked to write a brief one himself and return it. Such a description will provide FAO managers with more objective basis for determining the training requirements of a position. Aggregated, the information gathered in this section will provide FAO managers with the necessary base for determining the current need or lack of need for modification in the training for FAOs as a whole or for FAOs going to certain groups of jobs. At the individual level, if the information collected is

maintained in separate position files, it will also be possible for the program managers to suggest the types of training needed by an officer designated to fill a specific position. The validity of these suggestions will be particularly high when supported by the information collected from several encumbents of a position.

Section V is included in the questionnaire for the purpose of providing program members with a space in which they can make their own observations about the FAO Program. This section contains no questions. Rather, it asks for additional comments on any of the points raised in the previous four sections of the questionnaire or on any other point related to program management, training and utilization, the officer's career development, or the impact of the FAO Program upon the Army's mission. The comments of this section should be highly informative for the managers of FAOP.

This, then, is a brief description of the monitorship questionnaire which has been developed for use by FAOP managers in gathering regular feedback from Program members. Appendix E of this report, however, explains in *detail* the ways in which the questions found in this questionnaire and the information gathered by them might be interpreted and utilized. It is *essential* that anyone wishing to use this questionnaire familiarize himself with this section.

Administration of the Monitorship Questionnaire

HSR recommends that the monitorship questionnaire be administered once yearly to all FAO Program members as an attachment to the FAO newsletter. The questionnaire should be mailed at approximately the same time every year so that program members come to expect it. It is also recommended that a prestamped, addressed envelope accompany the questionnaire to facilitate its return.

Upon receipt of the returned questionnaires, a number of tasks must be performed in order to aggregate the data from all the questionnaires into a form amenable to the interpretations discussed in Appendix E:

> (1) The data must first be "coded" so that it can be keypunched to
> cards for computer processing. Appendix F of the report explains
> how this is done

(2) The coded data must next be keypunched to computer cards.

(3) Finally, the cards containing the data must be processed on a computer with the appropriate statistical programs. Appendix G of the report provides all the information needed to process the data with two "Statistical Package for the Social Sciences" programs on any Control Data Corporation 6400 or 6600 Computer which maintains this series in its system.

Once the data are coded and the open-ended questions of Section IV (Questions 49-51) and Section V examined for pertinent comments, Sections I and IV of the returned monitorship questionnaires can then be placed into the Informational Data Files. Section I of the questionnaire will go into the "Locator-Biographical and Career Development File" maintained on each officer. It should be kept there until receipt of a new questionnaire from the officer the following year. At that time it should be discarded and replaced by the more recent Section I. This should not be done, however, prior to recording, on paper permanently kept in the file for this purpose, the title of the position, as well as its validation number if a FAO position, in which the officer had been serving at the time he completed the old Section I. By recording this information every time an officer changes assignments, FAO managers will have an accurate record of the assignment experiences of an officer from the time he joined the program.[11]

Section IV of the questionnaire will go into the "FAOP Duty Position File" maintained on each position. This information should not be discarded every year, but allowed to accumulate. In this way, FAOP managers should be able to learn an increasing amount about the requirements of each FAO position.

As part of the once-a-year mailing of the monitorship questionnaire to all FAOP members, HSR also recommends that the one-page addendum found in Appendix H be included with the questionnaire to be completed by *new* FAO Program members, i.e., those officers who joined the program after the previous mailing of the feedback questionnaire. The addendum contains only two items. The first is a question which asks how the officer learned

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[11] This record would, of course, be more limited in the case of Program members who joined the Program prior to the instigation of the feedback questionnaire.

about the program. This information should be useful in the FAO manager's efforts to disseminate information about the program throughout the officer corps. The second item on the addendum asks the new member to list any assignments (up to six in number) which he may have had in either validated FAO positions or FAO relevant positions prior to entering the FAO Program. This portion of the addendum should be made a permanent part of the officer's "Locator-Biographical and Career Development File," as a record of his relevant assignment experiences prior to joining the program.

Section III. The Survey Data

Representativeness of the Survey Respondents

The Appendix B survey questionnaire was mailed to the 1,051 officers known by HSR to belong to the FAO Program. Four hundred thirty nine, or approximately 42 percent, responded. Of these, 428 were usable for purposes of analysis. Experience and speculation suggest that non-receipt of the questionnaire, due to incorrect addresses, may have contributed significantly to the high 58 percent non-response rate. However, despite the somewhat under-representation of MAOs, and the somewhat over-representation of FASPs, among the respondents,[12] there is reason to believe that these respondents are representative of the FAOP membership.[13] For example, a comparison by rank (Table 1), using a "difference of proportions" test, indicates *no significant difference*, at the .05 level, between the respondents and non-respondents to the survey.[14] Additionally, a similar comparison by Branch (Table 2) indicates only a single instance in which there is a significant difference. Specifically, FAOs from the Ar nor Branch are somewhat under-represented among the respondents. Although comparisons of the respondents and non-respondents

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[12] 44.5 percent of the respondents were MAOs as compared to 49.1 percent of the non-respondents. Conversely, 55.5 percent of the respondents were FASPs as compared to 50.9 percent of the non-respondents. Both sets of differences are significant at the .05 level using a "difference of proportions" test.

[13] This was not true earlier in the study. At one point, HSR was extremely pessimistic that the response rate would be representative enough to permit either the development of a monitorship questionnaire or the provision of early feedback information which could reasonably be presumed valid.

[14] For a discussion of the "difference of proportions test" for independent samples, see Hubert M. Blalock, Jr., *Social Statistics* (New York: McGraw Hill, 1960), pp. 176-179.

Table 1. A Percentage Comparison of Survey Respondents and Non-Respondents by Rank Using a Difference of Proportions Test for Independent Samples and a Significance Level of .05 (two-tailed)

	Respondents	Non-Respondents	Significant Difference?
CPT	15.0	12.9	No
MAJ	37.2	41.5	No
LTC	32.1	29.1	No
COL	15.7	16.3	No
BG	0.0	0.2	No
Total percent	100.0	100.0	

Table 2. A Percentage Comparison of Survey Respondents and Non-Respondents by Branch Using a Difference of Proportions Test for Independent Samples and a Significance Level of .05 (two-tailed)

	Respondents	Non-Respondents	Significant Difference?
Adjutant General	.6	1.4	No
Air Defense Artillery	3.4	5.6	No
Armor	9.0	5.4	Yes
Chemical Corps	.4	.5	No
Engineers	3.0	1.6	No
Field Artillery	12.2	12.0	No
Infantry	31.7	33.2	No
Military Intelligence	28.9	30.2	No
Military Police	.9	1.6	No
Ordnance	1.3	2.1	No
Quartermaster	1.9	1.9	No
Signal Corps	1.7	2.6	No
Transportation Corps	1.1	.8	No
Women's Army Corps	1.1	1.1	No
Total Percentage	97.2*	100.0	

*2.8 percent of the respondents could not be assigned to a Branch.

along other characteristics is not possible, HSR believes that the two which were possible make it reasonable to assume that the survey respondents are representative of the FAO Program membership.

Characteristics of the Survey Respondents

If our survey sample is representative, the characteristics of the survey respondents should closely approximate the characteristics of the FAOP membership as a whole. Additionally, when broken down by program or origin, the characteristics of the MAOP and FASP components of the FAO Program should also be closely approximated.

Rank

Table 3[15] shows the rank distribution of the sample according to the MAOP or FASP origin of the members. As can be seen, the rank structures of the two programs are very similar. This observation is supported by the insignificant chi square statistics of .216 which indicates no statistically significant relationship between rank and program of origin.[16] An examination of the row total indicates that the majority of the program membership falls at the 04 and 05 levels. Assuming that promotions among program members continue at the high rate indicated by the recent FAO newsletter, the program should be able to adequately fill its key 06 slots at some point in the *future. However, the fact that approximately 30 percent of the program's positions call for an 06 while only approximately 15 percent of the program's members are colonels suggests that for now the program will not be able to fill those slots completely in grade.*

Career Branch

Table 4 shows the career branch distribution of the sample according to the MAOP or FASP origin of the members. Looking first at the row totals, it can be seen that a disproportionate

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[15]The representativeness of the sample is further demonstrated in a comparison of the row totals percentages of Table 3 with the rank distribution of the FAO program printed in the recent FAO newsletter. The percentages were: Captain—14.8%; Major—30.3%; LTC—31.1%; and Colonel—16.6%. A difference of proportions test indicates no significant differences at the .05 level (two-tailed) between the rank distribution of the survey respondents and that shown in the FAO newsletter.

[16]The "percentage" and the "chi square statistic" will be referred to throughout Section III. The chi square is used to test the significance of all crosstabulations, as in Table 3. More specifically, this measure indicates

Table 3. Crosstabulation (in percentages)

**Distribution of Sample by Rank According to
Original MAOP or FASP Membership**

	MAOP	FASP	Row Totals Percent	Row Totals N
Captain	15.3	14.8	15.0	(64)
Major	38.9	35.9	37.2	(159)
Lieutenant Colonel	34.2	30.4	32.1	(137)
Colonel	11.6	19.0	15.7	(67)
	44.5 (190)	55.5 (237)		

Table 4. Crosstabulation (in percentages)

**Distribution of Sample by Branch According to
Original MAOP or FASP Membership**

	MAOP	FASP	Row Totals Percent	Row Totals N
Adjutant General	3.2	0.0	1.4	(6)
Air Defense Artillery	9.0	3.0	5.6	(24)
Armor	9.5	2.1	5.4	(23)
Chemical Corps	.5	.4	.5	(2)
Engineers	3.2	.4	1.6	(7)
Field Artillery	13.2	11.0	12.0	(51)
Infantry	47.1	22.0	33.2	(141)
Military Intelligence	2.6	52.1	30.1	(128)
Military Police	2.1	1.3	1.6	(7)
Ordnance	3.7	.8	2.1	(9)
Quartermaster	2.1	1.7	1.9	(8)
Signal Corps	1.1	3.8	2.6	(11)
Transportation Corps	1.6	0.0	.7	(3)
Women's Army Corps	1.1	.8	1.1	(5)
	44.5 (189)	55.5 (236)	100	425[*]

[*]While 428 FAO Program members returned questionnaires usable for the purposes of analysis, non-response to individual items will produce variable "Ns".

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percentage of the FAOP membership comes from the Infantry and the Military Intelligence Branches, with a third large group originating in the Field Artillery Branch. The chi square is also significant at the .001 level (Cramer's V = .38354) indicating a relationship between Branch membership and program of origin. More specifically, while 52.1 percent of the FASP were from the Military Intelligence Branch, this was true for only 2.6 percent of the MAOP. This is obviously *a function of* the large proportion of FASP positions which were actually intelligence positions. As a result of the MAO Program's concern with the tasks of Advising and Security Assistance, 47.1 percent of their membership came from the Infantry Branch. This is to be compared to the 22 percent found in the FAS Program. Interestingly enough, however, officers from the Field Artillery Branch were only slightly more likely to be found in the MAOP than in the FASP.[17]

(Footnote 16, continued)

whether or not membership in a second category is significantly related (statistically speaking) to membership in a first category. For example, the statistically insignificant chi square of Table 3 indicated that an officer's rank was not related to his program of origin. A statistically significant chi square, on the other hand, would have indicated that there was a difference in the rank structures of the two programs and that an officer's rank was related to his program of origin. Where the chi square is insignificant, the discussion will center on the row totals, as overall differences between or among the cells of the crosstabulation will have been shown not to be significant. Despite this, however, there may be one or two cells which differ drastically from the rest and thus be of interest. Conversely, where the chi square *is* statistically significant, both the row totals and the cells of the crosstabulation will be discussed. For example, in Table 3, had the relationship between rank and program of origin been statistically significant so would have the cell differences which show, among other things, that the FASP had more full colonels than the MAOP. Once again, however, since the chi square was insignificant, the point of interest is not, for example, the differences in the percentage from each program who are colonels but rather in what percentages of the total FAOP membership are colonels, or lieutenant colonels, or majors, or captains.

A .001 level of significance has been selected. That is, to be significant, the probability of any set of differences occurring by chance alone must be only 1 in 1,000. As recommendations might be made on the basis of observed differences, it was considered necessary to select a high level of significance to better insure that differences were actually significant and not products of chance. Wherever the chi square is significant, it will be accompanied by a measure of association called Cramer's V. The value for V ranges from 0 to 1. The closer it approaches unity, the stronger the relationship between two variables, e.g., rank and program of origin.

A discussion of both the chi square statistics and Cramer's V can be found in Blalock, *op. cit.*, pp. 212-230.

[17]The representativeness of the survey sample is again demonstrated in a comparison of the row totals percentages of Table 4 with the Branch distribution of the FAO Program printed in the recent FAO newsletter. The percentages were: Adjutant General–.8%; Air Defense Artillery–4.5%; Armor–9%; Chemical Corps–.4%; Engineers–2.4%; Field Artillery–12.6%; Infantry–31.7%; Military Intelligence–29.2%; Military Police–1.1%; Ordnance–1.8%; Quartermaster–1.8%; Signal Corps–2.2%; Transportation Corps–1.0%; Women's Army Corps–1.3%. (One officer, or .09%, was also from the Medical Corps). A difference of proportions test indicates no significant differences at the .05 level (two-tailed) between the Branch distribution of the survey respondents and that shown in the FAO newsletter.

Years on Active Duty

The survey returns indicate that FAO Program members have been on active duty for an average of 15.7 years with the range being 6 to 32 years.

Army Component

Of the survey respondents who answered this question, 93.4 percent were Regular Army Officers while only 6.6 percent were reserve officers.

Source of Commission

Table 5 indicates the source of officer commission for the FAOP membership. Interestingly enough, nearly 60 percent of the program members were commissioned out of ROTC and 17.6 percent are products of the military academy.

Age

The average age for FAO Program members is 35 to 39 years old.

Marital Status

94.6 percent of FAOPs are married, .7 percent are widowed, 3.3 percent are single, and 1.2 percent are divorced.

Level of Education

Table 6 shows the level of education for FAOP members according to their program of origin. *Overall, 99.3 percent of the FAOP officers in the survey had completed at least four years of college; 62.1 percent had at least a master's degree, and 1.9 percent had a Ph.D. or professional school degree.* The chi square is statistically significant at the .001 level with a very large Cramer's V of .4207. Looking within the cells of the crosstabulation, it can be seen that the biggest difference between the two programs is at the advanced degree level. That is, while 100 percent of the FASP members and 98.4 percent of the MAOP members have at least a bachelor's degree, 76.7 percent of the FASP have at least a master's degree while the same is true for only 43.6 percent of the MAOPs. Given that graduate schooling was part of the FASP training, but not part of the MAOP training, this difference was not unexpected. *However, to*

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Table 5. Distribution of FAO Program Members
by Source of Officer Commissions

	Percent	N
OCS	17.4	74
Direct	5.9	25
ROTC	59.2	253
USMA	17.6	76
	100.0	(427)

Table 6. Crosstabulation (in percentages)

Distribution of Sample by Education According
to Original MAOP or FASP Membership

	MAOP	FASP	Row Totals Percent	N
Less than a college degree	1.1	0.0	.5	2
Currently enrolled as an undergraduate	.5	0.0	.2	1
College or service academy graduage	24.5	2.5	12.2	55
Attended graduate school, no degree	10.6	11.4	11.1	47
Currently enrolled in master's program	19.7	9.3	13.9	59
Master's Degree	28.7	57.8	44.9	191
Master's degree plus doctoral hours	9.0	12.2	10.8	46
Currently enrolled in doctoral program	4.8	4.2	4.5	19
Doctorate or professional school degree	1.1	2.5	1.9	8
	44.2 (188)	55.8 (237)	100.0	425

the extent that graduate training is considered critical to being an effective member of the FAO Program, the data suggest that a large proportion of the MAOP members of the FAO Program will have to be sent to graduate school.

FAO C&SC Status

The Foreign Area Officer Command and Staff Course taught at Ft. Bragg was designed as the training requirement for members of the MAO Program. Offered twice a year, it was first taught in the fall of 1969. The status of the survey respondents with regard to the FAO C&SC is shown in Table 7 according to program of origin. Overall, the row totals indicate that only 15.2 percent of these program members have completed the course, 6.9 percent have had it waived, 2.5 percent are currently attending, and 6.1 percent expect to attend. However, an extremely large 69.4 percent of the respondents indicated that they were uncertain as to whether they would ever attend the course. As the FAO C&SC was originally a part of the MAO Program, and as FASPs were not required to attend until the recent merger, the chi square is *expectedly* significant at the .001 level (Cramer's V = .46) with the cells of the crosstabulation showing that a far larger proportion of the MAOs than FASP had completed the course. What is unexpected, however, is that only 40.1 percent of the MAOs had completed, had had waived, or were currently enrolled in the FAO C&SC. That is, almost 60 percent of even the MAOs had never attended the course. What makes this particularly surprising is the fact that it was the only formalized training offered by the MAO Program. Looking only at FASPs, it can be seen that almost 90 percent of FAO Program members with this origin have never attended the FAO C&SC. *To the extent that this course is critical to being an effective FAO member, the data indicate that the training of the majority of the Program members is incomplete. It further suggests that any substantial reduction in the numbers of those who have not completed the course would require a significant increase in the size of each class attending the FAO C&SC which in turn would require an increase in the faculty and support staff of the Military Advisor School.*

Phase III Training Status

Table 8 shows the status of the FASP proportion of the survey respondents with regard to in-country training or training at the Russia/East European Institute in Garmish, Germany. Of the FAO respondents originally in the FAS Program, 63.5 percent had completed

Table 7. Crosstabulation (in percentages)

**Distribution of Sample by FAO C&SC Status
According to Original MAOP or FASP Membership**

	MAOP	FASP	Row Totals	
			Percent	N
Uncertain of Attendance	50.8	85.4	69.4	(283)
Expect to Attend	9.0	3.7	6.1	(25)
Currently Attending	2.6	2.3	2.5	(10)
Waived	5.8	7.8	6.9	(28)
Completed	31.7	.9	15.2	(62)
	44.5	55.5		
	(190)	(237)		

**Table 8. Distribution of FASP Proportion of Survey
Respondents by Phase III Training Status**

	Percent	N
Uncertain of Attendance	9.0	21
Expect to Attend	13.3	31
Currently Attending	8.6	20
Waived	5.6	13
Completed	63.5	148
	100.0	(233)

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this training while 8.6 percent were currently in this phase. An additional 5.6 percent of these officers had had Phase III training waived. *Consequently, 22.3 percent of the FASP respondents had not had Phase III training. To obtain this training for even those officers would require a substantial increase in the number of officers being sent to this phase. To provide this training for any significant proportion of those FAOs originally from the MAO Program would be impossible.*

**Attitudes and Perceptions of Survey
Respondents about the FAO Program**

On Program Management

A large proportion of the survey respondents had two major complaints about program "management:"

1. *There has been no identifiable centralized point of contact for the program.*

2. *There has been only a minimal flow of current information about the program to program members.*

The source of the first complaint stems from the fact that program management has been so decentralized that members have never quite known where to turn for advice. This is clearly seen in Table 9, where program members were asked who they regarded as their principal point

**Table 9. Principal Point of Contact at DA Level for
Matters Relating to the MAO/FAS Programs**

	Percent	N
Career Branch	26.6	104
Specialty Branch	40.0	163
DCSOPS	6.1	25
ACSI	8.4	34
No one or Unsure	19.9	81

of contact at DA level for the program. While 40 percent of them did indicate the Special Careers Branch, 25.6 percent also said Career Branch, and an additional 14.5 percent said DCSOPS or ACSI. Most revealing, however, is the fact that 19.9 percent of the respondents said "no one" or "unsure." *Overall, the data indicate a definite and immediate need for the identification to program members of a central point of contact for the FAO Program.* Given these other management responsibilities under New AR 614-142 (p. 1-2), it is HSR's opinion that this might best be DCSOPS. If developed, the Data Files should greatly aid in the manager's abilities to provide advice to program members.

The second major complaint, that of an information gap between program members and program managers, can probably best be summed up by the Major who commented:

> If it wasn't for these surveys every year or so I wouldn't know I was in the program. Why is this?

The biggest concerns of the membership are that they are not being kept informed as to changes in the program, as to types of training available, nor, and most importantly, as to FAOP assignments available. In HSR's own interview experience, it was not unusual to talk to program members who had not heard from the program in years. Hopefully, the recent instigation of the FAO newsletter will go a long way toward solving the problem of communication.

On Program Utilization

Although 80 percent of the survey respondents who had had FAO assignments indicated that they were satisfied with them, the fact remains that only 49 percent of the respondents had ever had a program utilization. As such, it is not surprising that a major complaint of the membership was poor utilization. A good example of this is Brazil. When HSR was interviewing in that country, only two of the ten positions validated for the program were being filled by program members. The interviews and open-ended comment questions suggested a number of reasons as to why it is apparently so difficult to get a program member into a program position.

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1. *There has been too little program control over the assignment process.* What is really needed is an officer in DA who knows both positions and individuals available to fill them. Once the individual is identified, there is a somewhat greater assurance that he will get to the designated position.

2. *The commander's prerogative to assign an officer where he wants him often subverts the assignment process* (i.e., a FAO officer designated for a FAO position may be assigned to a non-FAO position by the commander of the gaining command).

3. *The lead time required in some commands for requesting a FAO reduces the desire to try to get one.*

4. *Many commanders simply do not know what a FAO really is,* or do not believe that the position really needs an officer with all of that training.

5. *Many FAOs do not want to be assigned to those positions perceived as not contributing to their chances for promotion.*

It was obvious from the interviews and the survey that something must be done to improve utilization. Of the five reasons for lack of utilization just noted, the FAOP management can work best at removing 1 and 4. The latter is simply a matter of continuing to disseminate information about the program throughout the officer corps, but particularly in the service schools. With regard to the former, development of the Data Files would give the managers knowledge of both the positions vacant and the officers available to fill them.

On In-Country Training

Thirty-nine percent of the survey respondents had completed FASP In-Country training. In order to provide some specific information on that training, these 166 officers were asked to indicate, in gross terms, the relative amount of time they had spent pursuing each of nine different activities. This data is provided in Table 10. Not surprisingly, "travel" was the activity indicated by the greatest number of respondents (60 percent) as requiring a major amount of their time. Not surprising also, are the three activities indicated by the second, third, and fourth greatest number of respondents as requiring a major amount of their

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Table 10. Relative Amount of Time Spent on
Selective Activities During In-Country Training

A   Travel
B   Formal Language Study
C   Study of Social, Economic, and Political Factors
D   Participation in Field Experience with Host Country
E   Attendance at Host Country Military School
F   Preparation of Major Research Paper
G   Interaction with Host-country Civilians
H   Interaction with U.S. Military Personnel
I   Interaction with U. S. Government Civilian Personnel

| | Activity not Element of Training | Activity Required: | | | N |
		Little Time	Moderate Time	Major Time	
A	1.2	9.6	28.9	60.2	166
B	9.0	22.9	35.5	32.5	166
C	3.6	11.5	40.0	44.8	165
D	74.5	20.6	3.0	1.8	165
E	73.9	5.5	2.4	18.2	165
F	53.3	9.7	24.2	12.7	165
G	10.8	12.7	42.2	34.3	166
H	14.5	58.8	20.6	6.1	165
I	15.1	45.8	31.9	7.2	166

time. These were "Study of social, economic, and political factors," "Interaction with host-country civilians," and "formal language study." The amount of time spent in the other five activities by most respondents, however, is relatively minor compared to the first four. For example, three of the activities were not even elements of the In-Country training for half or three-quarters of the respondents. More specifically, 53.3 percent indicated that "preparation of a major research paper" was not an element of their In-Country training. 74.5 percent indicated the same thing for "participation in field experience with host country," Finally, 74.5 percent of the respondents indicated that "attendance at a host country military school" had not been an element of their training. While it is almost impossible to determine the relative value of any specific activity, the enthusiastic endorsement by those few who had attended such schools, would seem to indicate that it is an extremely valuable activity in which all that can should participate. Those officers who have attended these schools say that there is no better place to learn the language, or to learn how the host country military thinks, or to develop contacts which may prove invaluable later in time.

On Language Training

A number of FAO Program members interviewed suggested that, when possible, the amount of training time spent at the Defense Language Institute be cut in half with the remainder of this time allocated to formal language training in-country. Their argument is that after five or six months at DLI a point of diminishing return is reached and that far more benefit can be reaped by being immersed in the culture of the language which an officer is studying.

On Assignment Pattern

The FAO AR indicates "that following an initial utilization assignment, FAO utilization tours will alternate with basic branch qualifying assignments within the framework of branch career patterns." To determine the extent of agreement between the FAO AR and the FAO membership, the survey questionnaire asked about the assignment pattern preferred by an officer. Only 43.6 percent said they preferred alternating tours, 13.6 percent said they

preferred "mo. Branch" assignments and 42.8 percent indicated they preferred "mostly FAO" assignments. *While supportive arguments could be made for any of the patterns, the indications are that it is particularly important that those officers to be assigned as Advisors maintain their Branch qualification.* Time and again we were told that the host-country military prefers advisors who are Branch specialists.

On Wives

With regard to wives and the FAO Program, these suggestions were made by a substantial number of both interviewees and survey respondents.

1. *That selection of FAO students should also be based on a consideration of the wife.* A socially capable wife and a workable marriage is extremely important to any officer who is likely to do representational work in another culture.

2. *That invitational language training be included for FAO wives as a formal part of the program.*

3. *That an invitational short history course be included for FAO wives* (perhaps in the FAO C&SC), in the area of their husband's specialization, as a formal part of the program.

On Career Branch Attitude Towards the FAO Program: A Disadvantage of Program Membership

A large proportion of the survey respondents commented that membership in a specialty program, like FAO, is often detrimental to an officer's career because of the fact that, by and large, the Career Branches do not like the specialties. In the words of one lieutenant colonel:

> The truth of the matter is that the Branches really don't like the specialty programs, unless they can see direct utilization of specialty program requirements: e.g., MI members who can fill MI requirements in FAOP assignments, or, say, Ord Corps or TC members who can fill branch requirements for Log Program members. The program applicant, therefore,

who chooses to go for a specialty program at variance from his branch's needs and compatibility, finds himself at "outs" with his branch and ultimately suffering in competition for advanced schooling, better assignments, and, ultimately, promotion.

Information gathered in the survey tends to support this officer's observation. One question asked how each officer would characterize the current attitudes held by his Branch toward politico-military specialties. Three answers were possible: negative, not sure, and positive. Table 11 presents this data crosstabulated by Branch. *Overall, the row totals at the bottom of the table indicate that only 44.2 percent of the respondents felt that their Branch had a positive attitude towards politico-military specialties. Conversely, 35.3 percent felt that the attitude of their Branch was negative while an additional 20.4 percent were "not sure."*

The chi square for the crosstabulation was statistically significant, indicating a relationship between perceived attitude and Branch of origin. Of most interest here are the three Branches which supply a disproportional percentage of the FAO Program members; i.e., Infantry, Military Intelligence, and Field Artillery. Of these three, only the MI Branch comes out on the positive side. Eighty percent of the survey respondents from this Branch indicated that they felt it had a positive attitude towards politico-military specialties such as FAO. On the other hand, only ten percent from MI felt that the attitude was negative. *In the case of the Infantry and the Field Artillery Branches, however, 48.5 percent and 54 percent, respectively, indicated that they saw their Branch as having a negative attitude toward politico-military specialties. This fact is particularly interesting if remembered that officers from these two Branches comprise approximately 45 percent of the FAO Program's membership.* In general, however, the problem of Branch support is most obvious in the observation that only in the case of MI and Chemical Corps do 50 percent or more of the officers feel that the Branch attitude is positive; and there was only one respondent from the latter Branch.

According to the comments of the survey respondents, one of the products of the largely negative Branch attitude is that an officer obtains less desirable Branch assignments and is less likely to be promoted. When directly asked about the problem of promotion, only

Table 11. Crosstabulation (in percentages)

**Officer Perception of Current Attitude of Career Branch
Toward Politico-Military Specialties by Branch of Origin**

	Negative	Not Sure	Positive	Row Totals %	Row Totals N
Adjutant General	33.3	66.7	0.0	1.4	6
Air Defense Artillery	33.3	37.5	29.2	5.8	24
Armor	30.4	26.1	43.5	5.5	23
Chemical Corps	0.0	0.0	100.0	.2	1
Engineers	28.6	28.6	42.9	1.7	7
Field Artillery	54.0	18.0	28.0	12.0	50
Infantry	48.5	22.8	28.7	32.7	136
Military Intelligence	10.2	10.2	79.5	30.5	127
Military Police	14.3	42.9	42.9	1.7	7.
Ordnance	55.6	33.3	11.1	2.2	9
Quartermaster	71.4	14.3	14.3	1.7	7
Signal Corps	63.6	18.2	18.2	2.6	11
Transportation	66.7	33.3	0.0	.7	3
Women's Army Corps	50.0	25.0	25.0	1.0	4
	35.3	20.4	44.2		
	(147)	(85)	(184)		416

6.8 percent felt that program membership limited an officer's chances for promotion to 05. However, 34.5 percent felt it did so to the 06 level, and nearly 70 percent felt it did so beyond the 06 level. Additionally, according to nearly 60 percent of the survey respondents, decreased promotional probability is the major criterion made of the FAO program by non-program members.

Summarizing, this data suggests that one of the major problems with belonging to the FAO Program is that the Branches do not like specialty programs. With the coming of OPMS, this attitude will hopefully be changing. However, full acceptance will, at best, be slow, and propagation of it will be dependent upon the skills of both the managers and the memberships in making specialty programs not only well known but valued. To hasten the acceptance of specialty programs as well as to provide greater security for the members of such programs, it is recommended that:

More "specialty" management be provided outside of the Career Branches.

Training in Relation to
FAO Job Experiences

Forty-nine percent, or 208, of the 428 Program members who responded to the survey had had one or more assignments in a FAO position. Each of these officers was asked in Section II of the survey questionnaire to answer a number of questions with regard to *any one* of their FAO assignments. The majority of these questions were concerned with the types of knowledge perceived as needed to effectively serve in that position. The data collected from these job experiences is discussed below in four parts. Each part is concerned with *one* of the phases of FAO training—i.e., graduate school, language training, FAO C&SC, and In-Country training.

For purposes of analysis, the 208 FAOP positions were each classified according to either function or function-by-location (hereafter referred to as function). It was hoped that such a categorization might reveal important differences in the types of knowledge needed for particular groups of FAOP jobs. Ten categories of "function" were used. These and the distribution (in percentages) of the positions within each is:

Function	Percent of Positions in Each
1. Advisor and Liaison	6.7
2. Attache	13.9
3. Military School Faculty	13.5
4. Military School Staff	1.4
5. Intelligence Officer—MAAGS-Missions-MILGRPS	1.0
6. Intelligence Officer—Other	32.7
7. Operations and Logistics Officer—MAAGS-Missions—MILGRPS	10.6
8. Operations and Logistics Officer—Other (except 4, above)	12.0
9. CA, PSYOP, UW Officer—MAAGS-Missions-MILGRPS	1.4
10. CA, PSYOP, UW Officer—Other	6.7

Graduate School

Part of a FAO's training is to obtain a master's degree in area studies or in another appropriate discipline. As such, each of the 208 officers was asked how *often* the FAO position, which he had selected to discuss, required a substantial knowledge in each of six selected disciplines—i.e., Economics, Geography, History, Literature, Politics/Government, and Sociology. Table 12 shows the results of this question according to the functional nature of the position.

Table 12. Crosstabulation (in percentages)

Extent to Which FAO Assignment Required Substantial Knowledge in Specific Disciplines By Functional Nature of Position (With Accompanying Chi Square Statistics)

1 Advisor and Liaison
2 Attache
3 Military School Faculty
4 Military School Staff
5 Intelligence Officer, MAAGs-Missions-MILGRPS
6 Intelligence Officer, Other
7 Operations and Logistics, MAAGS-Missions-MILGRPs
8 Operations and Logistics, Other
9 CA, Psyops, UW, MAAGS-Missions-MILGRPS
10 CA, Psyops. UW, Other

		1	2	3	4	5	6	7	8	9	10	Row Totals %	N
NEVER	Economics	0.0	3.4	7.1	0.0	0.0	4.4	4.5	0.0	0.0	7.1	3.9	(8)
	Geography	0.0	0.0	7.1	0.0	0.0	1.5	4.5	0.0	0.0	7.1	2.4	(5)
	History	0.0	0.0	3.6	0.0	0.0	4.4	4.5	0.0	0.0	0.0	2.4	(5)
	Literature	15.4	3.4	14.8	0.0	0.0	32.4	22.7	12.5	66.7	14.3	20.0	(41)
	Politics/Gov't	0.0	0.0	3.6	0.0	0.0	1.5	4.5	0.0	0.0	0.0	1.4	(3)
	Sociology	0.0	0.0	7.1	0.0	0.0	2.9	4.5	0.0	0.0	0.0	2.4	(5)
RARELY	Economics	14.3	10.3	21.4	0.0	0.0	17.6	18.2	25.0	66.7	7.1	17.4	(36)
	Geography	0.0	0.0	7.1	0.0	0.0	4.4	4.5	0.0	33.3	21.4	4.8	(10)
	History	15.4	0.0	7.1	0.0	0.0	19.1	9.1	8.0	33.3	14.3	11.6	(24)
	Literature	69.2	51.7	37.0	33.3	50.0	52.9	68.2	58.3	33.3	64.3	54.1	(111)
	Politics/Gov't	7.1	0.0	3.6	0.0	0.0	1.5	4.5	0.0	0.0	0.0	1.9	(4)
	Sociology	7.1	6.9	14.3	0.0	0.0	19.1	18.2	8.3	33.3	14.3	14.0	(29)
SOMETIMES	Economics	50.0	62.1	25.0	66.7	100.0	41.2	40.9	58.3	33.1	57.1	46.4	(96)
	Geography	35.7	17.2	25.0	66.7	100.0	22.1	22.7	20.0	33.3	28.6	24.5	(51)
	History	46.2	44.8	17.9	66.7	100.0	33.8	50.0	24.0	66.7	57.1	37.7	(78)
	Literature	7.7	44.8	25.9	66.7	50.0	11.8	4.5	25.0	0.0	21.4	20.5	(42)
	Politics/Gov't	14.3	6.9	14.3	33.3	100.0	19.1	9.1	4.0	66.7	7.1	14.4	(30)
	Sociology	28.6	27.6	14.3	33.3	100.0	38.2	31.8	37.5	0.0	35.7	31.9	(66)

OFTEN		1	2	3	4	5	6	7	8	9	10	Row Totals %	Row Totals N
	Economics	35.7	24.1	46.4	33.3	0.0	36.8	36.4	16.7	0.0	28.6	32.4	(67)
	Geography	64.3	82.8	60.7	33.3	0.0	72.1	68.2	80.0	33.3	42.9	68.3	(142)
	History	38.5	55.2	71.4	33.3	0.0	42.6	36.4	68.0	0.0	28.6	48.3	(100)
	Literature	7.7	0.0	22.2	0.0	0.0	2.9	4.5	4.2	0.0	0.0	5.4	(11)
	Politics/Gov't	78.6	93.1	78.6	66.7	0.0	77.9	81.8	96.0	33.3	92.9	82.2	(171)
	Sociology	64.3	65.5	64.3	66.7	0.0	39.7	45.5	54.2	66.7	50.0	51.7	(107)

	N	Raw Chi Square	DF	Significance	Significant?	Cramer's V
Economics	207	24.89120	27	.5806	No	
Geography	208	37.71854	27	.0824	No	
History	207	34.64566	27	.1481	No	
Literature	205	56.50294	27	.0007	Yes	.30311
Politics/Gov't	208	33.94581	27	.1676	No	
Sociology	207	24.05795	27	.6271	No	

Looking first at the row totals, it can be seen that need for knowledge in specific disciplines "often" ran from a high of 82.2 percent for politics/government to a low of only 5.4 percent for Literature. Combining the "sometimes" and "often" categories, these percentages became 96.6 percent and 25.9 percent respectively. If one arbitrarily assumes that knowledge of a certain discipline is highly relevant to FAO positions as a whole when 50 percent or more of the respondents say they "sometimes" or "often" need it, then this would include all of the disciplines with the exception of Literature. More specifically, excepting Literature, more than 75 percent of the respondents indicated a need "sometimes" or "often" for each of the remaining five disciplines.

The anomaly of Literature becomes further obvious when compared across the functional categories of Table 12. *The chi squares are all statistically insignificant except in the case of Literature. That is, there is a significant relationship between the need to have a knowledge of literature and the function of the position. Looking at the cells of the cross-tabulation, it can be seen that 48.1 percent of those officers serving on a Military School Faculty indicate a "sometimes" or "often" need for knowledge in this discipline. Similarly, 44.8 percent of the Attaches indicate a "sometimes" need.* In none of the other positions do close to fifty percent of the officers indicate such a need. However, both the social requirements of Attaches and the teaching requirements of the Faculty make the more frequent need for knowledge in the area of Literature understandable.

Overall, the implications of this data are that knowledge in each of the disciplines of Economics, Geography, History, Politics/Government, and Sociology are frequent requirements of the positions discussed by FAO officers. If this is so, then it stands to reason that the graduate training of all FAOs should include at least one course in each of these disciplines. Table 13, however, indicates that this is far from the case. This table shows the percent of the FAOs answering the survey questionnaire who had completed one or more courses in nine specified disciplines. The six disciplines talked about in Table 12 are among these.

The first column of Table 13 includes also FAO Program members who have ever been enrolled in graduate school, regardless of their program or origin or the purpose of their graduate study. If, as Table 12 indicates, the graduate training of all FAOs should include at

Table 13. Percent of FAO's (in Selected Categories) Who Have Completed One or More Courses in Specified Disciplines[*]

	All FAO Graduate Students	Non-FASP Masters Graduate Students	FASP Masters Students	FASP Masters Students Enrolled In:		
				Area Studies Programs	Disciplinary Departments	Other Programs
Anthropology	16.2	11.1	19.9	20.2	18.7	23.1
Economics	35.2	24.2	43.1	51.0	35.0	38.4
Geography	27.7	9.1	41.2	41.3	37.5	53.8
History	63.2	39.2	80.6	87.5	68.7	92.3
Interdisciplinary	22.2	11.8	29.8	30.8	32.5	19.2
Literature	12.9	9.1	15.6	16.3	10.0	30.8
Political Science	69.8	57.5	78.7	80.8	77.5	76.9
Psychology	4.1	7.2	1.9	1.9	2.5	0.0
Sociology	19.8	17.6	21.3	26.0	17.5	15.4
Total N	364	153	211	104	80	26

[*]Explanation of the categories:

All FAO Graduate Students: All FAO Program members who have ever been enrolled in graduate school.

Non-FASP Masters Students: All previous MAOP members who have ever been enrolled in graduate school and all previous FASP members who have ever been enrolled in graduate school not as part of the FASP training.

FASP Masters Students: All previous FASP members who have ever been enrolled in a master's degree program as part of their FASP training.

FASP Master's Students Enrolled In: These three categories are a subset of the preceding category. The FASP Masters students are divided according to whether they are or were enrolled in an area studies program *per se*, a disciplinary department, or in some other type of program.

least one course in each of the five disciplines underlined in Table 13, then the first column of this table indicates the weaknesses in the graduate background of FAOP as a whole. Turning to that column, it can be seen that in no case have 100 percent of the membership had at least one course in one of these underlined disciplines. As a matter of fact, *only in the case of Political Science and History have more than 50 percent of the membership had a course, and even here one-third of the membership has not had a course. Outside of these two disciplines things really drop. Nearly 65 percent have not had a course in Economics and 72.3 percent have not had a course in Geography, and 80.2 percent have not had a course in Sociology. If Anthropology and Psychology are also included on the basis of their disciplinary proximity, then we find that almost 84 percent of the program members have not had a course in the former and approximately 96 percent have not had a course in the latter. Summarizing, if Table 12 is believed, the first column of Table 13 indicates a serious inadequacy in the training background of FAOs as a whole.*

Given their directions to take courses from a broad array of disciplines, it might be assumed that the graduate training background of those FAO members sent to graduate school as part of their FASP training would be much more reflective of the needs indicated in Table 12. Column three of Table 13, however, shows that this is not the case. While in each discipline the percentages of FASP graduate students who have had at least one course is higher than that for the FAO membership as a whole, it is not significantly higher. As before, only in the case of History (80.6 percent) and Political Science (78.7 percent) have more than 50 percent had at least one course.[18] The figures for Economics and Geography, however, are somewhat better; only a little less than 60 percent in both cases have not had a course in these subjects. Sociology and Anthropology are little improved, and Psychology is worse. 78.7 percent, 80.1 percent and 98.1 percent, respectively, *have not* had a course in any of these three subjects.

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[18] This finding is supportive of the conclusion reached in Volume II of the FAO studies (pp. 15-38) that FASP students were spending far too much of their graduate training time in the areas of History and Political Science.

On the basis of this data, two recommendations are made:

1. *That increased attention be paid by the Special Careers Branch officers administering to FAO graduate training with respect to the information and directions they give to FAO students immediately preceding their entry into graduate school.* The need to take courses from a broad array of disciplines should be asserted and reasserted. Special note should be made of the apparent importance of the five disciplines found in Table 12 as frequently needed in FAO positions as a whole.

2. That the possibility be investigated for substantially increasing the amount of time spent in the FAO C&SC on the social science disciplines on Economics, Geography, Sociology, Psychology and Anthropology. If FAOs are not going to take these courses in graduate school, their specific inclusion in the FAO C&SC will at least give the *officer* some exposure prior to taking an FAO assignment. Additionally, for officers destined to become Attaches or Faculty members, some provision should be made to expose them to the literature of their area of assignment (for Attaches) and area of specialization (for faculty members).

In addition to asking the survey respondents how frequently their position required a substantial knowledge of specified disciplines, they were also asked how frequently this knowledge needed to be specific to a particular region or area of the world. Table 14 shows the results of this question according to the function of the position. As one would expect from the types of positions validated for the FAO Program, when knowledge of these disciplines was required, 96.2 percent of the respondents overall said that it "often" (88.5 percent) or "sometimes" (7.7 percent) had to be specific to a particular region or area of the world. The chi square indicates no significant differences by function of position. *If the Special Careers Branch officers administering FAOP graduate training should stress the need for taking courses as a whole from a broad array of disciplines, for those FAO with an area ASI, they should equally stress the desirability of taking courses specifically concerned with the area or region of the world included in their ASI.*

Table 14. Crosstabulation (in percentages)

**Extent to Which FAO Assignment Required That Disciplinary
Knowledge be Specific to a Particular Region or Area of
the World By Functional Nature of Position
(With Accompanying Chi Square Statistics)**

1	Advisor and Liaison
2	Attache
3	Military School Faculty
4	Military School Staff
5	Intelligence Officer–MAAGS-Missions-MILGRPS
6	Intelligence officer–Other
7	Operations and Logistics–MAAGS-Missions-MILGRPS
8	Operations and Logistics–Other
9	CA, Psyops, UW–MAAGS-Missions-MILGRPS
10	CA, Psyops, UW–Other

	1	2	3	4	5	6	7	8	9	10	Row Totals %	Row Totals N
Never	0.0	0.0	3.6	0.0	0.0	0.0	0.0	0.0	0.0	7.1	1.0	(2)
Rarely	7.1	0.0	7.1	0.0	0.0	1.5	4.5	4.0	0.0	0.0	2.9	(6)
Sometimes	7.1	0.0	7.1	66.7	50.0	4.4	18.2	4.0	33.3	7.1	7.7	(16)
Often	85.7	100.0	82.1	33.3	50.0	94.1	77.3	92.0	66.7	85.7	88.5	(184)
	6.7	13.9	13.5	1.4	1.0	32.7	10.6	12.0	1.4	6.7	100.0	
	(14)	(29)	(28)	(3)	(2)	(68)	(22)	(25)	(3)	(14)		(208)

N	Raw Chi Square	DF	Significance	Significant?
208	44.32530	27	.0191	No

Language Training

Each officer was asked how *often* the FAO position, which he had selected to discuss, required a speaking, reading, or writing skill in a language other than English. Their answers to this question are found in Table 15 according to the functional nature of the position.

Looking first at the row totals, a substantial difference overall can be seen in terms of the required frequency of need of each of the three types of skills. 42.2 percent say that the position "often" requires the need to know how to speak a language other than English. Only 26.7 percent, however, indicate that a reading capability is "often" required, and a miniscule 10.7 percent say that a writing skill is "often" required.

The most interesting aspect of the row totals, however, is the fact that 41.3 percent of the respondents say that speaking skills in a language other than English was *never* or only *rarely* needed in their FAO positions, that 46.6 percent say the same thing for reading skills, and that 65.4 say the same thing for writing skills. *The implications of this is that language training should not be considered an invariable aspect of the training for all FAOs.*

This implication is further supported in the crosstabulations by functional nature of position. For all three skills, the chi square indicates a significant relationship between frequency of need and functional category of position. More specifically, 50 percent or more of the officers serving in the following positions indicated a need "sometimes" or "often" to be able to speak, and/or read, and/or write in a language other than English.

Speak	Read
Advisor and Liaison	Advisor and Liaison
Attache	Intelligence Officer—MAAGS-Missions-MILGRPS
Military School Faculty	Intelligence Officer—Other
Intelligence Officer—MAAGS-Missions-MILGRPS	CA, PSYOP, UW—MAAGS-Missions-MILGRPS
Operations and logistics - MAAGS-Missions-MILGRPS	
Operations and Logistics Other	
CA, PSYOP, UW - MAAGS-Missions-MILGRPS	

Write

Advisor and Liaison
Intelligence Officer— MAAGS-Missions-MILGRPS
Operations and Logistics—MAAGS-Missions-MILGRPS
CA, PSYOP, UW MAAGS-Missions-MILGRPS

Table 15. Crosstabulation (in percentages)

Extent to Which FAO Assignment Required Specific Skills in a Language Other than English By Functional Nature of the Position (With Accompanying Chi Square Statistics)

1	Advisor and Liaison
2	Attache
3	Military School Faculty
4	Military School Staff
5	Intelligence Officer—MAAGS-Missions-MILGRPS
6	Intelligence Officer—Other
7	Operations and Logistics—MAAGS-Missions-MILGRPS
8	Operations and Logistics—Other
9	CA, Psyops, UW—MAAGS-Missions-MILGRPS
10	CA, Psyops, UW—Other

		1	2	3	4	5	6	7	8	9	10	Row Totals %	Row Totals N
NEVER	Speaking	7.1	0.0	32.1	100.0	0.0	44.1	4.5	28.0	0.0	30.8	26.2	(54)
	Reading	7.1	3.4	25.0	50.0	0.0	16.2	4.5	20.0	0.0	46.2	16.0	(33)
	Writing	28.6	10.3	39.3	50.0	0.0	60.3	18.2	37.5	0.0	53.8	39.0	(80)
RARELY	Speaking	0.0	10.3	17.9	0.0	0.0	25.0	4.5	8.0	0.0	23.1	15.0	(31)
	Reading	0.0	10.3	14.3	50.0	0.0	32.4	9.1	24.0	0.0	15.4	19.4	(40)
	Writing	21.4	41.4	14.3	50.0	50.0	25.0	27.3	25.0	33.3	23.1	26.3	(54)
SOME-TIMES	Speaking	0.0	6.9	17.9	0.0	0.0	23.5	4.5	20.0	0.0	38.5	16.5	(34)
	Reading	35.7	20.7	17.9	0.0	100.0	33.8	22.7	20.0	33.3	23.1	26.7	(55)
	Writing	35.7	27.6	17.9	0.0	50.0	14.7	36.4	33.3	33.3	23.1	23.9	(49)
OFTEN	Speaking	92.9	82.8	32.1	0.0	100.0	7.4	86.4	44.0	100.0	7.7	42.2	(87)
	Reading	35.7	20.7	17.9	0.0	100.0	33.8	22.7	20.0	33.3	23.1	26.7	(55)
	Writing	14.3	20.7	28.6	0.0	0.0	0.0	18.2	4.2	33.3	0.0	10.7	(22)

	Raw N	Chi Square	DF	Significance	Significant?	Cramer's V
Speaking	206	110.68575	27	<.0001	Yes	.42321
Reading	206	61.03451	27	.0002	Yes	.31426
Writing	205	55.88831	27	.0009	Yes	.30146

The most obvious fact here is that along with the Advisor and Liaison officers, anyone else serving in a MAAG, Mission, or MILGRP had better be able to speak, read, and write the appropriate foreign language. The most interesting fact here is that while one would expect that officers serving in intelligence positions at DA, DIA, and in the various commands would spend most of their time reading documents written in foreign languages, 32.4 percent of the officers in such positions indicated that they only rarely or never needed to know how to read in a language other than English.

On the basis of the data, the following recommendation is made:

Language training should not be a requirement for assignment to all FAO positions but should *definitely* be a requirement for some positions. The most important of the latter positions are the Advisor and Liaison, Attache, and any other position in a MAAG, Mission or MILGRP. This recommendation should be particularly applicable under OPMS where "selective" training of 48s is anticipated.

FAO C&SC

Part of the FAO training is to attend the Foreign Area Officer Command and Staff Course at Ft. Bragg. Consequently, the major subject areas taught in the C&SC were determined and each officer was asked *how important* information from these subjects was to his FAO assignment. Table 16 shows the results of the question according to the functional category of the position.

Looking first at the totals column, it can be seen that all but one of the fourteen subject areas are rated by at least 50 percent of the respondents as being either moderately or very important to their positions. The one exception was civil affairs, and even it was rated as moderately or very important by 49.7 percent of the respondents.

While examination of the cells of the crosstabulations will reveal some interesting differences, only in the case of "Security Assistance Strategies and Operations" and "MAP Policy, Plans, and Administration," are the chi squares significant. In this instance, this significance would appear to be a product of the fact that those serving in Military School Faculty positions, in "Other" intelligence positions, and in "Other" CA, PSYOP, UW positions do not find information from these two subject areas very important.

Table 16. Crosstabulation (in percentages)

Extent to Which Information from Specific Subject Areas
are Important to Officer on FAO Assignment
<u>By</u> Functional Nature of the Position
(With Accompanying Chi Square Statistics)[*]

A	Social Sciences approaches to foreign environ-ments (sociocultural, political, economic)	
B	Theory, methods and patterns of internal conflict	
C	Theories and strategies of planned change and development	
D	Role of military in planned change and development	
E	Internal Defense	
F	Role of host country military forces in internal defense	
G	U.S. overseas interests (policy, plans, and programs)	
H	U.S. government organization, policy, and operations	
I	Security assistance strategies and operations	
J	MAP policy, plans, and administration	
K	International Law	
L	Civil Affairs	
M	Psychological Operations	
N	CMO	

1	Advisor and Liaison
2	Attache
3	Military School Faculty
4	Military School Staff
5	Intelligence Officer—MAAGS-Missions-MILGPS
6	Intelligence Officer—Other
7	Operations and Logistics—MAAGS-Missions-MILGPS
8	Operations and Logistics—Other
9	CA, Psyops, UW—MAAGS-Missions-MILGPS
10	CA, Psyops, UW—Other

	1	2	3	4	5	6	7	8	9	10	Row Totals %	Row Totals N
A	14.3	3.4	3.6	0.0	50.0	5.9	9.5	0.0	0.0	0.0	5.3	(11)
B	42.9	17.2	28.5	0.0	50.0	13.6	33.3	24.0	0.0	30.8	22.5	(46)
C	46.2	37.9	28.6	33.3	100.0	20.0	19.0	28.0	33.3	23.1	27.4	(55)
D	0.0	10.7	25.0	0.0	100.0	12.3	14.3	8.0	33.3	23.1	13.9	(28)
E	7.1	21.4	39.3	0.0	0.0	23.4	28.6	25.0	33.3	23.1	24.6	(49)
F	7.1	6.9	39.3	0.0	0.0	15.9	14.3	12.0	33.3	16.7	16.6	(33)
G	7.1	0.0	14.3	0.0	0.0	16.4	0.0	0.0	0.0	0.0	7.9	(16)
H	7.1	0.0	28.6	0.0	0.0	25.4	4.8	8.0	0.0	0.0	14.3	(29)
I	0.0	21.4	35.7	0.0	0.0	43.9	0.0	16.0	0.0	38.5	26.9	(54)
J	7.1	32.1	53.6	0.0	0.0	50.0	0.0	20.0	0.0	38.5	33.8	(68)
K	71.4	62.1	28.6	33.3	100.0	60.6	57.1	24.0	33.3	15.4	48.8	(99)
L	64.3	53.6	53.6	0.0	100.0	56.9	47.6	44.0	33.3	15.4	50.2	(101)
M	35.7	53.6	57.1	0.0	100.0	57.6	47.6	52.0	33.3	7.7	49.5	(100)
N	21.4	42.9	46.4	0.0	100.0	51.5	33.3	40.0	0.0	7.7	40.1	(81)

(Row label axis: OF LITTLE IMPORTANCE)

		1	2	3	4	5	6	7	8	9	10	Row Totals %	N
OF MODERATE IMPORTANCE	A	14.3	10.3	25.0	66.7	0.0	20.6	38.1	28.0	33.3	15.4	22.3	(46)
	B	28.6	48.3	25.0	100.0	0.0	36.4	23.8	48.0	66.7	38.5	37.3	(76)
	C	23.1	34.5	21.4	66.7	0.0	40.0	42.9	48.0	0.0	46.2	36.8	(74)
	D	14.3	42.9	25.0	33.3	0.0	20.0	19.0	24.0	0.0	46.2	25.4	(51)
	E	28.6	32.1	17.9	33.3	100.0	31.3	23.8	20.8	0.0	46.2	28.1	(56)
	F	7.1	24.1	17.9	33.3	0.0	27.0	14.3	32.0	0.0	16.7	22.1	(44)
	G	28.6	25.0	35.7	33.3	0.0	22.4	14.3	8.0	0.0	23.1	22.2	(45)
	H	50.0	50.0	25.0	33.3	0.0	37.3	23.8	24.0	0.0	38.5	34.5	(70)
	I	38.5	42.9	28.6	33.3	100.0	22.7	23.8	12.0	0.0	30.8	26.9	(54)
	J	50.0	50.0	17.9	33.3	100.0	25.8	10.0	28.0	0.0	38.5	29.4	(59)
	K	28.6	34.5	50.0	33.3	0.0	33.3	38.1	52.0	66.7	69.2	40.9	(83)
	L	35.7	39.3	25.0	66.7	0.0	33.8	38.1	36.0	33.3	38.5	34.8	(70)
	M	57.1	39.3	17.9	66.7	0.0	30.3	38.1	28.0	0.0	38.5	32.7	(66)
	N	57.1	42.9	21.4	66.7	0.0	27.3	33.3	28.0	33.3	38.5	32.7	(66)

		1	2	3	4	5	6	7	8	9	10	Row Totals %	N
VERY IMPORTANT	A	71.4	86.2	71.4	33.3	50.0	73.5	52.4	72.0	66.7	84.6	72.3	(149)
	B	28.6	34.5	46.4	0.0	50.0	50.0	42.9	28.0	33.3	30.8	40.2	(82)
	C	30.8	27.6	50.0	0.0	0.0	40.0	38.1	24.0	66.7	30.8	35.8	(72)
	D	85.7	46.4	50.0	66.7	0.0	67.7	66.7	68.0	66.7	30.8	60.7	(122)
	E	64.3	46.4	42.9	66.7	0.0	45.3	47.6	54.2	66.7	30.8	47.2	(94)
	F	85.7	69.0	42.9	66.7	100.0	57.1	71.4	56.0	66.7	66.7	61.3	(122)
	G	64.3	75.0	50.0	66.7	100.0	61.2	85.7	92.0	100.0	76.9	70.0	(142)
	H	42.9	50.0	46.4	66.7	100.0	37.3	71.4	68.0	100.0	61.5	51.2	(104)
	I	61.5	35.7	35.7	66.7	0.0	33.3	76.2	72.0	100.0	30.8	46.3	(93)
	J	42.9	17.9	28.6	66.7	0.0	24.2	90.0	52.0	100.0	23.1	36.8	(74)
	K	0.0	3.4	21.4	33.3	0.0	6.1	4.8	24.0	0.0	15.4	10.3	(21)
	L	0.0	7.1	21.4	33.3	0.0	9.2	14.3	20.0	33.3	46.2	14.9	(30)
	M	7.1	7.1	25.0	33.3	0.0	12.1	14.3	20.0	66.7	53.8	17.8	(36)
	N	21.4	14.3	32.1	33.3	0.0	21.2	33.3	32.0	66.7	53.8	27.2	(55)

	N	Raw Chi Square	DF	Significance	Significant?	Cramer's V
A	206	24.68305	18	.1339	No	
B	204	23.09145	18	.1871	No	
C	201	18.90313	18	.3978	No	
D	201	27.48746	18	.0703	No	
E	199	14.76578	18	.6780	No	
F	199	22.11628	18	.2269	No	
G	203	27.25059	18	.0744	No	
H	203	34.06617	18	.0124	No	
I	201	45.17410	18	.0004	Yes	.33522
J	201	63.27899	18	<.0000	Yes	.39675
K	203	35.28351	18	.0087	No	
L	201	24.96557	18	.1259	No	
M	202	35.39846	18	.0084	No	
N	202	26.38646	18	.0912	No	

The most important implication of the data in this table is that the major subject areas taught in the FAO C&SC are all important to good performance in validated FAO positions. However, if it ever came to the point where certain subject areas had to be eliminated or constricted in hours, this data would seem to indicate that this would best be done with the subject areas of International Law, Civil Affairs, Psychological Operations, and Civil Military Operations. This may reflect a lack of understanding of the S-5/G-5 role.

In-Country Training

The fourth and final part of FAO training is In-Country training. With regard to this, each of the 208 officers who had had such FASP training was asked how useful, either directly or indirectly, each of nine aspects of his In-Country training was to him on his FAO assignment. Table 17 shows the results of this question crosstabulated by functional category of positions.

The chi squares were all statistically insignificant indicating no relationship between functional category of position and any of the nine aspects of in-country training. *Consequently, turning to the row totals, it can be seen that all nine aspects of In-country training were felt by 50 percent or more of the respondents (116) to be of at least moderate use (directly or indirectly) to their FAO assignments.* As such, the question can be asked as to whether this generalized utility is actually reflected during the training phase—i.e., was each of these aspects a part of the in-country training experience of most FASP students in the past. An examination of Table 17 indicates that, with the exceptions of "participation in field experience with host country," "attendance at host country military school," and "preparation of a major research paper," the answer is a definitive yes.

Table 17. Crosstabulation (in percentages)

Extent to Which Various Aspects of FASP In-Country Training
was Useful to Officer (Directly or Indirectly) on FAO Assignment
By Functional Nature of Position
(With Accompanying Chi Square Statistics)[*]

A   Travel
B   Formal language study
C   Study of social, economic, and political factors
D   Participation in field exercises with host-country forces
E   Attendance at host-country military school
F   Preparation of a major research paper
G   Interaction with host-country civilians
H   Interaction with U.S. military personnel
I   Interaction with U.S. government civilian personnel

1   Advisor and Liaison
2   Attache
3   Military School Faculty
4   Military School Staff
5   Intelligence Officer—MAAGS-Missions-MILGPS
6   Intelligence Officer—Other
7   Operations and Logistics—MAAGS-Missions-MILGPS
8   Operations and Logistics—Other
9   CA, Psyops, UW—MAAGS-Missions-MILGPS
10   CA, Psyops, UW—Other

		1	2	3	4	5	6	7	8	9	10	Row Totals %	Row Totals N
OF LITTLE USE	A	0.0	0.0	6.3	—	0.0	2.5	0.0	0.0	0.0	0.0	1.7	(2)
	B	0.0	10.0	12.5	—	0.0	17.9	0.0	0.0	0.0	0.0	9.6	(11)
	C	0.0	0.0	6.3	—	0.0	0.0	11.1	0.0	0.0	0.0	1.7	(2)
	D	12.5	16.7	55.6	--	--	36.4	42.9	10.0	100.0	0.0	29.6	(21)
	E	22.2	0.0	66.7	—	—	38.1	20.0	9.1	100.0	0.0	27.9	(17)
	F	70.0	23.5	30.8	—	50.0	42.9	37.5	57.1	100.0	0.0	42.2	(43)
	G	8.3	0.0	12.5	—	0.0	7.7	11.1	0.0	0.0	0.0	6.1	(7)
	H	25.0	20.0	53.8	—	0.0	47.4	22.2	38.5	100.0	50.0	37.3	(41)
	I	16.7	0.0	38.5	—	0.0	20.5	0.0	23.1	0.0	0.0	16.2	(18)
OF MODERATE USE	A	8.3	0.0	6.3	—	0.0	2.5	11.1	0.0	0.0	0.0	3.4	(4)
	B	8.3	20.0	6.3	—	0.0	15.4	11.1	35.7	0.0	0.0	15.7	(18)
	C	16.7	5.0	12.5	—	0.0	10.3	22.2	7.1	0.0	0.0	10.4	(12)
	D	50.0	25.0	33.3	--	--	22.7	28.6	30.0	0.0	0.0	28.2	(20)
	E	0.0	14.3	0.0	—	—	23.8	60.0	27.3	0.0	0.0	19.7	(12)
	F	30.0	58.8	15.4	—	0.0	25.7	25.0	21.4	0.0	50.0	29.4	(30)
	G	25.0	15.0	12.5	—	50.0	7.7	11.1	21.4	0.0	0.0	13.9	(16)
	H	58.3	50.0	30.8	—	50.0	28.9	11.1	38.5	0.0	0.0	35.5	(39)
	I	66.7	50.0	23.1	—	50.0	43.6	33.3	46.2	100.0	50.0	45.0	(50)

		1	2	3	4	5	6	7	8	9	10	Row Totals %	N
VERY USEFUL	A	91.7	100.0	87.5	–	100.0	95.0	88.9	100.0	100.0	100.0	94.8	(110)
	B	91.7	70.0	81.3	–	100.0	66.7	88.9	64.3	100.0	100.0	74.8	(86)
	C	83.3	95.0	81.3	–	100.0	89.7	66.7	92.9	100.0	100.0	87.8	(101)
	D	37.5	58.3	11.1	–	–	40.9	28.6	60.0	0.0	100.0	42.3	(30)
	E	77.8	85.7	33.3	–	–	38.1	20.0	63.6	0.0	100.0	52.5	(32)
	F	0.0	17.6	53.8	–	50.0	31.4	37.5	21.4	0.0	50.0	28.4	(29)
	G	66.7	85.0	75.0	–	50.0	84.6	77.8	78.6	100.0	100.0	80.0	(92)
	H	16.7	30.0	15.4	–	50.0	23.7	66.7	23.1	0.0	50.0	27.3	(30)
	I	16.7	50.0	38.5	–	50.0	35.9	66.7	30.8	0.0	50.0	38.7	(43)

	N	Raw Chi Square	DF	Significance	Significant?
A	116	7.49826	16	.9624	No
B	115	14.72116	16	.5451	No
C	115	11.75090	14	.7609	No
D	61	16.32149	14	.2941	No
E	102	23.85931	16	.0476	No
F	115	21.66971	16	.1542	No
G	110	10.05336	16	.8638	No
H	111	20.38075	16	.2036	No
I	23	18.82771	16	.2777	No

APPENDIX A

INITIAL SURVEY QUESTIONNAIRE

BIOGRAPHICAL INFORMATION

1. Name_____
                      (last)   (first   (middle)

2. Present Rank_____

3. Serial Number/SSN_____

4. Career Branch_____

5. a. Primary MOS_____

    b. Secondary MOS_____

6. Number of years on active duty_____

7. What was the source of your commission (circle the appropriate letter)
     a. USMA
     b. ROTC
     c. OCS
     d. Direct

8. What is the nature of your current appointment (circle the appropriate letter)
     a. RA
     b. USAR

9. Age (in years)_____

10. Marital status (circle the appropriate letter)
      a. married
      b. divorced
      c. widowed
      d. single

11. Do you have any children? (circle appropriate letter)
      a. Yes
      b. No

12. If you answered 10 "yes," how many children are living at home with you?_____

13. Are you currently enrolled in a university/college? (circle the appropriate letter)
      a. No
      b. Yes, in an undergraduate program
      c. Yes, in a masters degree program
      d. Yes, in a doctoral degree program

14. If you are not currently enrolled in college, what is your present level of education? (Circle the appropriate letter)

    a. Less than high school
    b. High School graduate or certificate equivalent
    c. Attended Junior College but did not graduate
    d. Junior College graduate
    e. Attended 4-year College or Service Academy but did not graduate
    f. College or Service Academy graduate
    g. Attended Graduate School but did not receive a degree
    h. Master's Degree
    i. Doctoral Degree

15. List each service school for officer personnel which you have attended.

    a._____   d._____

    b._____   e._____

    c._____   f._____

16. Languages and degree of fluency:

Languages	Speaking			Writing			Understanding		
	Good	Fair	Minimal	Good	Fair	Minimal	Good	Fair	Minimal

GRADUATE TRAINING INFORMATION

ANSWER THE QUESTIONS IN THIS SECTION <u>ONLY</u> IF YOU ARE EITHER CURRENTLY A GRADUATE STUDENT OR HAVE A GRADUATE DEGREE. IF NEITHER OF THESE APPLY TO YOU GO TO THE NEXT SECTION.

1. Circle the appropriate letter and complete the sentence which describes you:

    a. I am currently enrolled in graduate school at _____ university/college in my _____ semester/quarter.

    b. I completed my masters degree at _____ university/ college in 19___ .

2. Is or was your graduate training done as a MAOP or FASP member? (Circle the appropriate letter)

    a. Yes
    b. No

3. Are or were you studying for expertise in a specific area or country of the world? (Circle the appropriate letter)

    a. Yes
    b. No

4. If "yes" in No. 3, for what area or country_____

5. If "yes" in No. 3, are or were you enrolled in: (circle the appropriate letter)

    a. an independent area studies program
    b. a disciplinary department which allows an area concentration. What department_____

6. If "no" in No. 3, what discipline are you studying_____

7. What is the official title of the degree which you expect to receive or have already received?

Master of _____

8. Indicate the number of courses you have had in each of the following disciplines. Where possible, differentiate between courses which were aimed specifically towards an area or country of the world and those that were not.

	Area specific courses	Other Courses
Anthropology		
Economics		
Geography		
History		
Interdisciplinary		
Language		
Literature		
Political Science		
Psychology		
Sociology		

BASIC MAOP/FASP INFORMATION

1. Number of years in MAO or FAS Program _____

FASP MEMBERS ONLY

2. For what area of the world were you selected to be a <u>FAS</u> program member?

   _____

MAOP MEMBERS ONLY

3. Circle the appropriate letter and complete where necessary the sentence which best describes your status relative to MAO C&SC training.

   a. As part of my MAOP training, I am currently enrolled in the MAO C&SC

   b. As part of my MAOP training, I completed by MAO C&SC training in 19 ___ .

   c. I have not yet attended the MAO C&SC but I expect to as part of my MAOP training.

   d. MAO C&SC was waived for me because (briefly explain)_____

   _____

   _____

FASP MEMBERS ONLY

4. Circle the appropriate letter and complete where necessary the sentence which best describes your status relative to language training.

   a. As part of my FASP training, I am currently studying _____ (language).

   b. As part of my FASP training, I completed my study of _____ (language in 19 ___ .

   c. I have not yet had language training, but as a FASP member I expect to study _____ (language).

   (continued, next page)

4. (Continued)

    d.   FASP language training was waived for me because I had a satisfactory degree of fluency in _____ (language) when I joined the program.

    e.   Although I do not speak a language, language training was waived for me because (briefly explain)_____

    _____

    _____

FASP MEMBERS ONLY

5.   Circle the appropriate letter and complete where necessary the sentence which best describes your status relative to "In-Country" training.

    a.   I am currently on FASP "In-Country" training in _____ for an expected tour of _____ months.   (country)

    b.   I completed FASP "In-Country" training in _____ in 19 __ after a tour of _____ months.   (country)

    c.   FASP "In-Country" training was waived for me because (briefly explain)_____

    _____

    _____

6.   Is your current assignment in a MAO/FAS Program position? (Do not include training assignments.)
(Circle the appropriate letter and complete where necessary.)

    a.   Yes, since _____ of 19 __.
                 (month)

    b.   No

    c.   Don't know

7. Was your immediately preceding assignment in a MAO/FAS Program position? (Do not include training assignments.)
(Circle the appropriate letter and complete where necessary.)

    a. Yes, from _____ of 19__ to _____ of 19__.
                 (month)   (month)

    b. No

    c. Don't know

8. If you answered "no" to both questions 6 and 7, what were the dates of your last assignment in a MAO/FAS program position?

    _____ of 19__ to _____ of 19__
      (month)   (month)

9. How many assignments have you had in MAO/FAS Program positions? (Circle the appropriate number.)

    0
    1
    2
    3 or more

BASIC MAOP INFORMATION

1. Number of years in MAO Program _____

2. Is your current assignment in a MAO Program position?
   (Circle the appropriate letter and complete where necessary.)

   a. Yes, since _____ of 19__
              (month)

   b. No

3. Was your immediately preceding assignment in a MAO Program position?
   (Circle the appropriate letter and complete where necessary.)

   a. Yes, from _____ of 19__ to _____ of 19__
             (month)   (month)

   b. No

4. If you answered "no" to both questions 2 and 3, what were the dates of
   your last assignment in a MAO Program position?

   _____ of 19__ to _____ of 19__
   (month)   (month)

5. How many assignments have you had in MAO Program positions?
   (Circle the appropriate number.)

   0
   1
   2
   3 or more

SELECTING MAOP/FASP AS A SPECIAL CAREER

1. What is the main reason why you chose the MAO/FAS Program as a special career field?
   (Circle the appropriate letter.)

   a. desire to participate in the making of politico-military policy.
   b. desire to live and work in foreign countries for a major part of a military career.
   c. dissatisfaction with the kinds of duties performed in Basic Branch assignments.
   d. opportunities for promotion and retention.
   e. no single, specific motivation.
   f. opportunities to acquire useful "second career" skills.

2. At what point in your career did you develop a serious interest in serving in politico-military assignments as a military officer?
   (Circle the appropriate letter.)

   a. prior to entry on active duty.
   b. as a LT
   c. as a CPT
   d. as a MAJ
   e. as a LTC
   f. as a COL

3. From what source did you develop your initial interest in the MAO/FAS Program?
   (Circle the appropriate letter.)   -

   a. volunteered for the program as a result of an assignment.
   b. learned about the Program from a Program Member, and volunteered before taking a special-career course or accepting a special-career assignment.
   c. learned about the Program in Basic or Advanced Branch Course, and volunteered before taking a special-career course or accepting a special-career assignment.
   d. volunteered for the program as a result of reading Program literature.
   e. drafted for a politico-military course, but volunteered for the Program as a result of the course.

4. If you discussed applying for MAOP/FASP with officers who were not Program Members, what were their attitudes toward special-career programs in the politico-military field?
(Circle the appropriate letter. If you never had such a discussion, circle e.)

    a. unfavorable
    b. neutral
    c. favorable
    d. mixed
    e. never discussed the matter

5. If someone you admired and respected asked your advice about a career in the FAO Program, how would you respond?

    a. would oppose it strongly
    b. would advise against it
    c. would approve, but would not actively encourage
    d. would encourage.

6. If your response were positive, which of the following most closely resembles your principal reason? (Show card and discuss each item.)

    a. FAO careers offer professional status and reward for military officers.
    b. FAO careers provide good opportunities for personal intellectual growth and development.
    c. FAO careers allow opportunities to enjoy the best of both worlds-- military and civilian.
    d. FAOs enjoy a splendid opportunity to make an important contribution to military operations.

7. How did you learn about the merger of the MAO and FAS Programs and what was your reaction?
(Briefly explain)_____

_____

_____

THE FAO AND CAREER DEVELOPMENT

1. Do you believe that it is realistic for officers pursuing politico-military careers to aspire to becoming General Officers? (Circle the appropriate letter.)

    a. Yes
    b. No

2. In what General Officer-level assignment would FAO skills be most valuable? (Write in position.)

    _____

3. Think for a moment about the active duty officers who most exemplify your conception of the ideal Foreign Area Officer. List the three most outstanding officers:

    a._____

    b._____

    c._____

4. Which of the following patterns best describes the career that you wish to pursue?

    a. Mostly FAO assignments and assignments closely related to FAO functions.
    b. Mostly Basic Branch assignments, with a few FAO assignments.
    c. Assigrments equally distributed between Branch and FAOP.

5. The following list contains the major functions in the administration and management of the FAO Program.   In general, how do you evaluate the way each is currently performed?
(Circle the appropriate number.)

		Don't Know	Needs much Improvement	Acceptable	Very well done
a.	Recruitment	1	2	3	4
b.	Training, military	1	2	3	4
c.	Training, civilian	1	2	3	4
d.	Assignment	1	2	3	4
e.	Promotion	1	2	3	4
f.	Selection out	1	2	3	4

6. The following items indicate areas of concern for many officers. Indicate the extent to which the following have concerned you.
(Circle the appropriate number.)

		Never	Very Little	Sometimes	Frequently
a.	How well you are accepted by other officers	1	2	3	4
b.	Possible adverse affects of overseas life on your family	1	2	3	4
c.	How the Department of the Army is managed	1	2	3	4
d.	The ability to define my new role as a MAOP/FASP	1	2	3	4
e.	The development of U. S. foreign policy	1	2	3	4
f.	The pace of your career in terms of promotion and assignment.	1	2	3	4
g.	Less challenge in MAOP/ FASP work than you had expected	1	2	3	4

7. Assume the existence of a program in which experienced MAOP/
    FASP members are given an opportunity to work for a year in a position
    outside the Department of the Army. If you would like to take advantage
    of such an opportunity, in what position would you prefer to work?

    a. (write in choice)_____
    b. would rather not take a year off.

8. The FAO Program contains extensive educational and training require-
    ments, but it also provides for the lateral entry of senior field grade
    officers who are not required to fulfill the educational and training
    requirements. What is your judgment of the lateral-entry officers
    with whom you have served?

    a. lateral-entry officers do not differ from officers of similar rank
        who entered the FAO Program at an earlier stage in their careers.
    b. lateral-entry officers are seeking a career shelter.
    c. lateral-entry officers provide the Program with skills that it
        could not acquire otherwise.
    d. lateral entry should be limited and supplemental; most officers
        should enter the Program earlier in their careers.

9. The following items are important criteria of professionalism. Please
    rate MAO/FAS Program Members and non-Program Members in your
    Basic Branch in terms of the degree to which they fulfill the criteria
    in the left-hand column.

    For each of the six criteria, rank both MAO/FAS and Basic Branch
    members on a scale of 1 to 5, with 1 representing the lowest ranking
    and 5 the highest. Here is the key for the rankings you are asked to
    use:
    (Circle the appropriate number.)

    1. almost totally lacking in this criterion
    2. considerably lacking in this criterion
    3. average
    4. fulfills this criterion to a large extent
    5. almost completely fulfills this criterion

9. (Continued)

		MAOP/ FASP	Basic Branch
a.	A self-conscious sense of professionalism: members feel strongly that they share skills and attitudes that are unique, definitive, and socially valuable.	1 2 3 4 5	1 2 3 4 5
b.	Members have a high degree of internal control over the methods by which they accomplish professional goals.	1 2 3 4 5	1 2 3 4 5
c.	An emphasis upon intellectual techniques in performing professional tasks.	1 2 3 4 5	1 2 3 4 5
d.	A high regard for a well-developed pattern of education that the members prepare and control with little outside input.	1 2 3 4 5	1 2 3 4 5
e.	A broad range of autonomy for both the organization and individual member in performing the organization's special tasks.	1 2 3 4 5	1 2 3 4 5
f.	Notable success in resisting the breakdown of professional autonomy from outside pressures.	1 2 3 4 5	1 2 3 4 5

MAOP-FASP EXPERIENCE

ANSWER THE QUESTIONS IN THIS SECTION ONLY IF YOUR CURRENT ASSIGNMENT IS, OR YOUR IMMEDIATELY PRECEDING ASSIGNMENT WAS, IN A MAO OR FAS PROGRAM POSITION.

1. Identification of your most _recent_ assignment in a MAOP or FASP position.

    a.   Official position title

    b.   Country in which position located.

    c.   Organization in which position located.

ALL THE QUESTIONS IN THIS SECTION ARE TO BE ANSWERED IN TERMS OF THE POSITION IDENTIFIED IN QUESTION 1 ABOVE.

2.   What is the official description of the position's duties?

3.   Describe briefly, but precisely, your actual duties in the position.

4.   Was this assignment appropriate for an officer with your rank, MOS, and experience? (Circle the appropriate letter.) If "No" indicate a more appropriate MAO/FAS assignment.

    a.   Yes

    b.   No

5.   What type of training does an officer need to adequately perform the duties described in question 3. Be brief, but specific. Include types of college courses, types of Army service courses, and even types of Army experiences that would be useful for the position. If you do not feel any specific training is needed, write none.

6. Do the duties of the position require an officer with a particular Branch qualification? (Circle the appropriate letter and fill in the blank if necessary.)

    a. Yes, from the _____(Branch)

    b. No

7. Which tasks in this assignment were most difficult to accomplish?

8. Were you overtrained for the position and could it have been filled by an officer with less training? (Circle the appropriate letter.)

    a. Yes

    b. No

9. To what degree have skills developed in your Basic Branch training and assignments been useful in performing this assignment?

    a. My Basic Branch knowledge is indispensable to my success as a FAO.

    b. FAO duties require a general knowledge of Basic Branch procedures and doctrine, but detailed knowledge is not required.

    c. FAO's require comprehensive military knowledge that is essentially Branch Immaterial in nature.

10. To what degree have MAO/FAS skills, techniques, and interests proved useful in non MAO/FAS assignments?

    a. Very useful in non MAO/FAS assignments.

    b. Of some applicability in non MAO/FAS assignments.

    c. Of little use in non MAO/FAS assignments.

11. If your answer to 10. was a. or b., list the non MAO/FAS assignment in which MAO/FAS skills were most useful, and indicate the two most important MAO/FAS skills

   a. (assignment)_____

   b. (skill)_____

   c. (skill)_____

12. How often does the position require skill in a language other than English? (Circle the appropriate letter.)

   a. Often

   b. Sometimes

   c. Rarely

   d. Never

13. Does the job require substantial knowledge of a particular area of the world? (Circle the appropriate letter.)

   a. Yes

   b. No

14. If yes in question 13, then check the types of area knowledge it would be useful to have in this position. Then, in the right hand column, rank the types of knowledge checked in terms of their relative importance to the success of the job. (1 - most important, 2- next most important, etc. You may use the same number for two or more items if you feel they are of about equal importance)

   _____Knowledge of area art and literature _____
   _____Knowledge of area's culture, customs and behavior _____
   _____Knowlege of area's economics _____
   _____Knowledge of area's geography _____
   _____Knowledge of area's history _____
   _____Knowledge of area's laws _____
   _____Knowledge of area's military _____
   _____Knowledge of area's politics _____
   _____Other _____

   _____ _____
   _____ 69 _____

15. Were the duties of your position adequately explained to you when you began your assignment? (Circle the appropriate letter.)

   a. Yes

   b. No

   If "No", in what way, if any, did this interfere with your job performance?

16. Was the relationship of your position to the rest of the organization in which you were located adequately understood by you? (Circle the appropriate letter.)

   a. Yes

   b. No

   If "No", in what way, if any, did this interfere with your job performance?

17. With which of the following civilian agencies have your MAO/FAS duties required significant coordination? How responsive have the various agencies been to your requirements as a MAO/FAS?

   a. USIA
   1 No significant coordination required.
   2 Significant coordination required, but agency was unresponsive and uncooperative.
   3 Significant coordination required, and agency was responsive and cooperative.

   b. State
   1
   2
   3

   c. CIA
   1
   2
   3

   d. USAID
   1
   2
   3

   e. Peace Corps
   1
   2
   3

   f. Other (write in:_____
   1
   2
   3

18. In establishing the significance of the MAO/FAS role within the military community, which of the following collection of skills was the most important in gaining the initial acceptance of officers who were not Program Members? (Circle the appropriate letter.)

    a. Basic Branch skills

    b. MAO/FAS skills

    c. Branch Immaterial skills

19. During the course of your assignment, after non-Program members became familiar with you and your work, which of the following collection of skills was most important in maintaining the continuing acceptance of non-Program members? (Circle the appropriate letter.)

    a. Basic Branch skills

    b. MAO/FAS skills

    c. Branch Immaterial skills

20. Think of the military officer with whom it was most difficult to work during the course of your assignment. What factors caused the problem to emerge, and what factors led to its persistence or resolution?

21. What was your military rank while in the position?_____
Is this the appropriate rank for the position, or should it be filled by someone of a higher or lesser rank? Briefly explain.

22. A recurring observation of many military officers is that additional duties not relevant to their duty assignments make it difficult to accomplish the mission. Considering all your previous assignments, how did your MAO/FAS assignment compare with non MAO/FAS assignments in terms of inheriting unrelated duties?

a. MAO/FAS's inherit <u>more</u> non-mission-related tasks.

b. MAO/FAS's inherit <u>fewer</u> non-mission-related tasks.

c. MAO/FAS's inherit <u>about the same number</u> of non-mission-related tasks.

23. Are there duties or functions you feel you should have been performing in the position but weren't? (Circle the appropriate letter.)

   a. Yes

   b. No

   If "Yes", briefly explain

24. AR 614-142 defines <u>politico-military activities</u> in the following manner: "Politico-military activities are the complex of military operations conducted primarily for their direct social, economic, political and psychological impact." Based on your most recent assignment as MAO/FAS, does this definition describe your functions in an adequate fashion? (Circle the appropriate letter.)

   a. Yes

   b. No

   If "No", how would you change the definition?

25. Some critics of the MAO/FAS concept suggest that military officers should not be involved in socio-political roles. What is your reaction to this criticism?

26. The following question explores the relationship of FAO functions to the principal organizational mission of the unit or activity to which you were assigned as a FAO, and the extent to which you participated in the various phases of mission development.

In Column A, you should provide answers based on your real world experience; in Column B, you should indicate areas where, in an ideal situation, FAO's would play a role.

		Real World		Ideal World
a.	planning: participating in the selection and design of the organization's primary mission tasks.	_____ _____ _____	rare involvement req'd occasional " " constant " "	_____ _____ _____
b.	operations: participating in the execution (in either an operational or supervisory capacity) of the organization's primary mission tasks	_____ _____ _____	rare involvement req'd occasional " " constant " "	_____ _____ _____
c.	evaluation: participating in the after-action analysis of the organization's primary mission tasks.	_____ _____ _____	rare involvement req'd occasional " " constant " "	_____ _____ _____
d.	post-mission operations: addressing problems created by the organization's mission, but of little concern to the organization itself.	_____ _____ _____	rare involvement req'd occasional " " constant " "	_____ _____ _____

27. During your most recent FAO assignment, did a situation emerge in which your FAO training provided new insight and suggested an alternative to a conventional approach? Please describe the situation and your reaction to it.

28. Overall, do you feel this assignment is or was good for your career development? (Circle the appropriate letter.)

   a. Yes

   b. No

   c. Neither

   Briefly explain.

APPENDIX B

FINAL SURVEY QUESTIONNAIRE

SECTION I

BIOGRAPHICAL INFORMATION

FOR EACH QUESTION, CIRCLE THE APPROPRIATE LETTER AND/OR FILL IN THE BLANK.

1. Name_____
    (Last)   *(First)*   *(Middle)*

2. Current military mailing address until _____ of _____ is:
    (month)   *(year)*

    _____

    _____

    _____

    Telephone (Autovon)_____

3. Rank_____

4. Date of Rank_____

5. SSN_____

6. Present career branch_____

7. Previous career branch(es), if any_____

8. Number of years on active duty_____

9. Component

    a. RA
    b. USAR

10. Source of commission

    a. USMA
    b. ROTC
    c. OCS
    d. Direct

11. Age *(in years)*_____

12. Marital status_____

13. Number of children currently living with you_____

14. Are you currently enrolled in a university/college:

    a.   **No**
    b.   **Yes, in an undergraduate degree program**
    c.   **Yes, in a master degree program at**_____**College/university which I began in**
        _____**of**_____
        (month)   *(year)*
    d.   **Yes, in a doctoral degree program at**_____**College/University which I began in**
        _____**of**_____
        (month)   *(year)*

15. If you answered "no" to Question 14, what is your present level of education?

    a.   **Less than high school**
    b.   **High School graduate or certificate equivalent**
    c.   **Attended Junior College but did not graduate**
    d.   **Junior College graduate**
    e.   **Attended 4-year College or Service Academy but did not graduate**
    f.   **College or Service Academy graduate**
    g.   **Attended Graduate School at**_____**College/University, but did not receive degree**
    h.   **Master's degree(s)**
    i.   **Professional School degree** *(specify type)*_____
    j.   **Master's degree and additional hours toward doctorate in the discipline of**_____
    k.   **Doctoral degree**

16. If applicable, please indicate the college or university from which you obtained your masters and/or doctoral degree, the official title of the degree, and the year completed.

	College/University	Official degree title	Year
Masters	(1)_____	_____	
	_____	_____	_____
	(2)_____	_____	
	_____	_____	_____
Doctorate	_____	_____	
	_____	_____	_____

17. Chronological record of service. Begin with your current assignment and work backwards until you have either filled in the 15 lines available or have listed every assignment since obtaining the rank of Captain. Include all service schools of eight weeks or more duration. In Column 4 place a check (✓) by each FASP/MAOP utilization assignment. In Column 5, next to the check, indicate with the appropriate letter how you knew these were utilization assignments.

    a.   My Career Branch told me so.

    b.   Special Careers Branch told me so.

    c.   My previous CO told me so

    d.   It matched up with one of the duty positions validated for program members in Program ARs

    e.   I assumed so because of the fact that I had a real opportunity to utilize my specialty training

Duty Position (Course) (1)	Dates of Assignment				Organization and Station (3)	(4)	(5)
	From		To				
	Mo.	Yr. (2)	Mo.	Yr.			

18. Indicate your next assignment (if known).

19. Indicate the assignment you would prefer to have next.

20. Languages and degree of fluency:

Language	Last Recorded Army S/R Rating	Date of Rating	What would you estimate your current S/R ability to be?

21. If married, wife's languages and degree of fluency:

Language	What would you estimate her current S/R ability to be?

SECTION II

MAOP-FASP EXPERIENCE

Answer all questions in this section on the basis of a single MAOP/FASP assignment that you identify in Question 22. If you have not had a MAOP/FASP assignment, go to Section III.

Use your current tour if you are serving on a MAOP/FASP assignment, and have served in that position long enough to be familiar with the assignm·nt and unit/activity.

If, however, your current MAOP/FASP assignment has begun only very recently, use your immediately preceding MAOP/FASP tour to answer all questions in this section.

22. Identify the MAOP/FASP assignment that you have selected.

    a.   Official position title:

    b.   Organization in which position located:

    c.   Country in which position located:

23. In your opinion, was this an appropriate duty position for MAOP/FASP?

    a.   Yes
    b.   No

24. Did the TDA/TOE require the position to be filled by an officer with:

    a.   A particular Branch qualification?
        1.   Yes, from the _____ Branch
        2.   No
        3.   Don't know

    b.   FASP/MAOP training?
        1.   Yes
        2.   No
        3.   Don't know

    c.   Language Training
        1.   Yes
        2.   No
        3.   Don't know

    d.   A graduate degree
        1.   Yes, in _____
        2.   No
        3.   Don't know

6

QUESTIONS 23 to 38 ARE TO BE ANSWERED IN TERMS OF THE POSITION IDENTIFIED IN QUESTION 22.

25. This is a three-part question concerning your duties while in this position. Carefully read all three parts before answering. If extra space is needed, continue on the blank pages at end of questionnaire.

    a.   Describe what you consider to be your *routine* duties while in this position in the following manner. Think of all the officers, offices, and agencies for whom you *routinely* had requirements to fulfill. List these along with the nature of the requirements—e.g., types of reports, briefing papers, staff papers, staff studies, data collection, providing information, responding to telephone requests for information, etc. Where the requirement was for a specific officer, indicate only his rank and position; do not indicate his name.

QUESTIONS 23 TO 38 ARE TO BE ANSWERED IN TERMS OF THE POSITION IDENTIFIED IN QUESTION 22.

6

25. **(Continued)**

b. For what officers, offices, and agencies did you *sometimes*, but not routinely, have requirements to fulfill? As in a., list these and the nature of the requirements.

c. What other duties, *if any*, did you perform while in this position which you can't associate with any officer, office, or agency?

d. If you know who your predecessor on this job was please identify him by name and rank:

If your tours overlapped, please state for how long_____ , and in what ways your perceptions of, or experiences on, the job have differed from his:

26. a. How often did the position require *substantial knowledge* in each of the following disciplines?

1.	Economics	often	sometimes	rarely	never
2.	Geography	often	sometimes	rarely	never
3.	History	often	sometimes	rarely	never
4.	Literature	often	sometimes	rarely	never
5.	Politics/Government	often	sometimes	rarely	never
6.	Sociology	often	sometimes	rarely	never

b. How often did the position require that knowledge in the above disciplines be specific to a particular region or area of the world?

1. often
2. sometimes
3. rarely
4. never

c. Do you feel that the level of expertise required in these disciplines for this position could best be acquired through:

1. Individual self-development alone
2. OJT while on the assignment
3. Civilian graduate school
4. Foreign Area Officer Command and Staff Course at Ft. Bragg
5. FAO Phase III (In-Country or Controlled Environment) training
6. Other *(please specify)*

d. Please give some examples, if applicable, of the ways in which general or area specific knowledge in these disciplines was useful during this assignment.

27. How often did the position require each of the following skills in a language other than English?

Speaking	Reading	Writing
a. often	a. often	a. often
b. sometimes	b. sometimes	b. sometimes
c. rarely	c. rarely	c. rarely
d. never	d. never	d. never

28. This is a two-part question to be answered *only* by those who have completed **FASP Phase III** (In-Country or Controlled Environment) training. Part a is to be answered by those who completed a tour in-country; part b is to be answered by those who completed Phase III in a controlled environment.

a. How useful, either directly or indirectly, do you feel each of the following aspects of your in-country training was to you on this assignment? *(Circle the appropriate number.)*

		Very Useful 3	Of Moderate Use 2	Of Little Use 1
1.	Travel	3	2	1
2.	Formal language study	3	2	1
3.	Study of social, economic, and political factors	3	2	1
4.	Participation in field exercises with host-country forces	3	2	1
5.	Attendance at host-country military school	3	2	1
6.	Preparation of a major research paper	3	2	1
7.	Interaction with host-country civilians	3	2	1
8.	Interaction with U. S. military personnel	3	2	1
9.	Interaction with USG civilian personnel	3	2	1
10.	Other *(please specify)* _____	3	2	1

_____

_____

Please give some examples, if applicable, of the ways in which you feel your in-country training was useful during this assignment.

28.   (Continued)

   b.   What aspects of your controlled environment training were most useful to you, either directly
        or indirectly during this assignment? What aspects were least useful? Please give some examples.

6

QUESTIONS 23 TO 38 ARE TO BE ANSWERED IN TERMS OF THE POSITION IDENTIFIED IN QUESTION 22.

29. To what degree was information from the following subject areas important to you during this assignment? *(Circle the appropriate number)*

		Very Important 3	Of Moderate Importance 2	Of Little Importance 1
a.	**Social sciences** approaches to foreign environments (socio-cultural, political, economic)	3	2	1
b.	**Theory,** methods, and patterns of internal conflict	3	2	1
c.	**Theories** and strategies of planned change and development	3	2	1
d.	**Role** of the military in planned change and development	3	2	1
e.	**Internal Defense**	3	2	1
f.	**Role** of host-country military forces in internal defense	3	2	1
g.	U. S. overseas interest (policy, plans, and programs)	3	2	1
h.	U. S. Government organizations, policy and operations	3	2	1
i.	Security assistance strategies and operations	3	2	1
j	**MAP** policy, plans, and administration	3	2	1
k	International law	3	2	1
l.	**Civil Affairs**	3	2	1
m	**Psychological** operations	3	2	1
n.	**Civil-military** operations	3	2	1

30 If you feel particularly strongly about the relative utility or non-utility of any aspect of training identified in Questions 26 through 29, please elaborate here

31. Which skills developed in your Basic Branch training and assignments were useful in performing this assignment?

32. If you were briefing a successor in this position, what elements of the assignment would you identify for him as the most difficult and why?

33. Which of the following emerged during your assignment to this position?
    (Circle ALL appropriate choices.)

    a. military colleagues and supervisor were not sensitive to MAO/FAS concepts.
    b. USG personnel in non-DOD agencies lacked an appreciation of military analysis and requirements.
    c. lack of cooperation among allied/host country personnel.
    d. exaggerated requirements for coordination, review and/or revision.
    e. excessive demands for input on non-MAO/FAS matters left little time for in-depth MAO/FAS planning, analysis, or operations.

34. Immediately after reporting for duty, an officer in this assignment must establish his credibility with his new colleagues. Which collection of skills was most important in gaining the initial acceptance of officers who were not MAOP/FASP members?

    a. Basic Branch skills
    b. MAOP/FASP skills

35. A recurring observation of many military officers is that additional duties not relevant to their duty assignments make it difficult to accomplish the mission. Did you inherit an inappropriate duty that your supervisor mistakenly regarded as peculiarly MAO/FAS in nature?

    a. No
    b. Yes *(Please describe the inappropriate duty.)*

QUESTIONS 23 TO 38 ARE TO BE ANSWERED IN TERMS OF THE POSITION IDENTIFIED IN QUESTION 22.

36. AR 614-142 defines politico-military activities in the following manner: *Politico-military activities are the complex of military operations conducted primarily for their direct social, economic, political and psychological impact.* Were the activities involved in this MAO/FAS assignment compatible with the AR definition?

   a. Yes
   b. No

37. Describe any one situation that emerged during this MAO/FAS assignment in which you think your MAO/FAS training provided new insight and/or suggested an alternative to a conventional approach to that situation.

38. What type of training and orientation do you feel the Army should make available to wives of FAO officers in this position:

   a. Enroute to assignment?

   b. On station?

SECTION III

GRADUATE TRAINING INFORMATION

ANSWER THE QUESTIONS IN THIS SECTION ONLY IF YOU HAVE EVER
BEEN ENROLLED AT A CIVILIAN UNIVERSITY AS A GRADUATE STU-
DENT. IF YOU HAVE NOT, GO TO SECTION IV.

THIS SECTION IS DIVIDED INTO TWO PARTS. ANSWER THE QUESTIONS
ONLY IN THE PART THAT APPLIES TO YOU.

PART A: Answer Part A only if you were originally an officer in the FAS Program whose Master's degree
is being completed or was completed as part of your FAS Program training. All of the questions
in Part A are to be answered in terms of that Master's program.

39. College/University at which Master's training taken _____

40. As a Master's student, you were studying for expertise in what specific region or country of the world?

_____ (indicate area or country)

41. As a Master's student, in what type of program of study are or were you enrolled?

a. Independent area studies program
b. Disciplinary Department of _____ (indicate department)
c. Other (please specify) _____

_____

42. Is or was proficiency in a foreign language a requirement for completion of your Master's degree program?

a. Yes
b. No

43. If "Yes" in Question 42, were you proficient in the required language at the time you entered your
Master's degree program?

a. Yes
b. No

44. Are or were you required to take Language courses in your Master's degree program?

a. Yes, _____ (indicate number of credit hours)
b. No

45. How frequently did you use your foreign language skills in your Master's degree program? Briefly explain the manner in which you used your language knowledge.

   a. Often
   b. Sometimes
   c. Rarely
   d. Never

46. Indicate the number of courses and credit hours you have had in each of the following disciplines as a graduate student in your Master's degree program. (Include courses accepted for credit from other graduate programs in which you may have been enrolled at one time.) Identify courses that focused upon your specific foreign geographical region or country by entering data under "Area Specific Courses." Use the "Other Courses" column for entering data regarding all other courses. It is suggested that where possible you refer to your *graduate transcript.*

	Area Specific Courses		Other Courses	
	Number of Grad Courses	Total Credit Hours	Number of Grad Courses	Total Credit Hours
Anthropology				
Economics				
Geography				
History				
Interdisciplinary				
Language				
Literature				
Political Science				
Psychology				
Sociology				
Other (please specify)				

47. Please indicate the total number of credit hours (including courses accepted for credit from other graduate programs) you have completed as a graduate student in your Master's degree program. Indicate also whether these are "semester" or "quarter" hours.

_____

48. In addition to the coursework indicated in Question 46 to have been taken (or accepted) for credit in your master's degree program, what other coursework (if any) have you had *as a graduate student*? This may be additional work completed as a doctoral student or it may just be graduate work taken for credit but not accepted in your master's degree program. As in Question 46, separate those courses which focused upon your specific foreign geographical area of concern (by placing them in the "Area Specific Courses" column) from those which did not (by placing them in the "Other Courses" column). Also indicate in the space immediately to the right whether the "Total Credit Hours" in this question are "semester" or "quarter." _____

	Area Specific Courses		Other Courses	
	Number of Grad Courses	Total Credit Hours	Number of Grad Courses	Total Credit Hours
Anthropology				
Economics				
Geography				
History				
Interdisciplinary				
Language				
Literature				
Political Science				
Psychology				
Sociology				
Other *(please specify)*				

PART B: Part B is to be answered by all officers originally in the MAO Program and by officers originally in the FAS Program to whom Part A did not apply.

49. As a Master's student, in what type of program of study are or were you enrolled?

    a.   Independent area studies program

    b.   Disciplinary Department of _____ *(indicate department)*

    c.   Other *(please specify)*_____

    _____

50. If applicable, as a doctoral student, in what type of program of study are or were you enrolled?

    a.   Independent area studies program

    b.   Disciplinary Department of _____ *(indicate department)*

    c.   Other *(please specify)*_____

    _____

51. Indicate the number of courses and credit hours you have had in each of the following disciplines *as a graduate student.* There are two columns in which this data may be entered. The left hand column is for "Area Specific Courses." If, prior to the merger, you were originally a FAS, this column should be used to identify graduate courses that focused upon the country or world area for which you were accepted into the program. If, prior to the merger, you were originally a MAOP, this column should be used to identify graduate courses that focused upon the country or world area you have selected to specialize in as a Foreign Area Officer (FAO). The "Other Courses" column should be used to enter data regarding all other courses. It is suggested that where possible you refer to your *graduate transcript.*

	Area Specific Courses		Other Courses	
	Number of Grad Courses	Total Credit Hours	Number of Grad Courses	Total Credit Hours
Anthropology				
Economics				
Geography				
History				
Interdisciplinary				
Language				
Literature				
Political Science				
Psychology				
Sociology				
Other *(please specify)*				

52. Please indicate whether the above are "semester" or "quarter" hours. _____

SECTION IV

BASIC PROGRAM INFORMATION

53. Career program first entered

    a. MAOP
    b. FASP
    c. FAOP

54. Number of years since accepted into program _____

55. World area of specialization selected _____

56. Which sentence best describes your status relative to attendance at the Foreign Area Officer Command and Staff Course or its predecessor, the Military Assistance Officer Command and Staff Course?

    a. I am currently enrolled in FAO C&SC
    b. I completed FAO C&SC training in _____ of 19____
            (month)
    c. I expect to attend FAO C&SC in _____
    d. FAO C&SC was waived for me because *(briefly explain)*

       _____

       _____

    e. My status with regard to FAO C&SC is currently uncertain.

57. Which sentence best describes your status relative to FASP Phase III (In-country/Controlled Environment) Training?

    a. I am currently on Phase III training in_____for an expected tour of _____ months
                                        (country)
       to be completed in _____ of 19____
                (month)
    b. I completed Phase III training in _____ in _____ of 19____ after a tour of _____ months.
                                        (country)   *(month)*
    c. I expect to be assigned for Phase III training in _____for an expected tour of _____ months.
                                                    (country)
    d. Phase III training was waived for me because *(briefly explain)*

       _____

       _____

    e. My status with regard to Phase III training is currently uncertain.

58. To what degree was each item (a-j) a significant element of your Phase III training program? Use the following table to indicate the amount of time you spent on each item, and enter the appropriate number in the space provided.

Table

1. required a major amount of time
2. required a moderate amount of time
3. required little time
4. was not an element of my Phase III training

Phase III elements

___ a. travel
___ b. formal language study
___ c. study of social, economic, and political factors
___ d. participation in field exercise with host-country forces
___ e. attendance at host-country military school
___ f. preparation of major research paper
___ g. interaction with host-country civilians
___ h. interaction with U. S. military personnel
___ i. interaction with USG civilian personnel
___ j. other *(please specify)* _____

59. Please circle, for each pair of FAO training phases, that phase which you feel should come *first*.

Pair 1. Language training or Graduate School training

Pair 2. Language training or FAO C&SC training

Pair 3. Graduate School training or FAO C&SC training

60. Which of the following ARs have you read?

a. AR 614-142, Foreign Area Specialty (FAS) Program
b. AR 614-134, Military Assistance Officer (MAO) Program
c. NEW AR 614-142, Foreign Area Officer (FAO) Program

SECTION V

SELECTING MAOP/FASP AS A SPECIAL CAREER

61. How did you first learn about the MAO/FAS Program?

    a. Service School, OPO, or other official DA spokesman.
    b. DA publication *(please specify the publication)*_____
    c. Unofficial publication.
    d. Informal conversation with an acquaintance.
    e. Other *(please specify)* _____
        _____

62. What are the main reasons (including significant events and experiences) that caused you to choose the MAO/FAS Program as a special career field?

63. How would you characterize the current attitudes toward politico-military specialties held by your Career Branch?

64. a. How did you learn about the merger of the MAO and FAS Programs?

    b. What was your reaction to the merger?

    c. How much contact and discussion have you had with members of the other original component?

65. Do you feel FASP was primarily an "intelligence" oriented program?

    a.   Yes
    b.   No

66. Do you feel MAOP was primarily a program for advisors and security assistance programmers?

    a.   Yes
    b.   No

SECTION VI

MAOP/FASP AND CAREER DEVELOPMENT

67. AR 614-142 provides that FAO Program Members will be subject to alternating Branch and specialty program assignments. Which of the following patterns has the greatest appeal to you?

    a. Mostly FAO assignments and assignments closely related to politico-military affairs.
    b. Mostly Basic Branch assignments, with a few FAO assignments.
    c. Assignments equally distributed between Branch and FAO.

68. Why do you prefer the pattern selected above?

69. Have the duties in your MAOP/FASP utilization assignments been as satisfying as you anticipated when you joined the Program?

    a. Yes
    b. No

70. Have you ever been sent out on a FASP/MAOP utilization tour, but then reassigned to another position once you reached the gaining command? If so, please describe all situations in which this has occurred.

71. a. Who have you regarded as your principal point of contact at DA level for matters relating to MAOP/FASP?

    b. About what matters, if any, have you consulted this contact?

    c. Has he proved to be an effective source of information and assistance?

72. How has membership in MAOP/FASP affected the Branch assignments you have received?

73. Do you feel that MAOP/FASP membership limits an officer's chances for promotion:

to O5?	to O6?	beyond O6?
a. Yes	a. Yes	a. Yes
b. No	b. No	b. No

74. From your experience, is the existence of MAOP/FASP widely known among non-Program Members?

75. What is the principal criticism that non-Program Members make about MAOP/FASP?

   a. Program lessens chances for promotion
   b. Program is too ill-defined
   c. Program is not genuinely military
   d. Other *(explain)* _____

      _____

      _____

76. Would you be interested in serving as an Exchange Officer in the STATE/OSD Exchange Program (OASD External Support Group)?

   a. Yes
   b. No
   c. Would need to know more about the assignment before stating a preference.

77. To what degree have MAO/FAS skills, techniques, and interests proved useful in non-MAO/FAS assignments? (Identify a particular assignment and the most transferable MAO/FAS skills.)

78. Can you think of any issues not addressed, or questions not asked in this questionnaire that should be included in future revisions? If so, please specify. *(If necessary, continue on blank pages at end of questionnaire.)*

79. Date questionnaire completed _____ _____

Approximate time required for completion_____

APPENDIX C

FEEDBACK SYSTEMS OF

SELECTED SERVICE SCHOOLS

100

Introduction

The Army identifies two categories of feedback—internal and external. Internal feedback is concerned with the quality of instruction while the external is concerned with the relevance of schooling to the job. In practice, many schools place more emphasis on internal than on external feedback. There are several probable reasons for this. One is that for many types of education, the relevance to any future job may be very difficult to measure. There is also the implied belief that any training properly conducted is bound to be relevant because the people who design courses are experts and know what is required. This opinion has been repudiated by the systems engineering program for Army and Marine Corps schools which, it may be noted, emphasizes external over internal feedback. Finally, it should be recognized that the primary source of internal feedback, the test, has a dual function as the source of feedback and as the method for evaluating the individual student. Even if there were no feedback, it would still be necessary to test the individual student to eliminate those who do not meet minimum standards.

Our further discussion and analysis of school feedback in this paper will consider *only external feedback.* The purpose of external feedback is to evaluate the relevance of training for job requirements and to identify areas where training is not relevant in order that adjustments to school curriculums can be made. Inasmuch as the output of training consists of skills imparted to graduates the feedback identifies those skills which are possessed but not needed and those which are needed but not possessed.

In examining school feedback systems it soon became apparent that feedback could vary from a very informal, non-institutionalized effort to one involving the systematic collection of a broad scope of information by a wide variety of means. In most cases, however, feedback was institutionalized but fairly simple. We shall look first at systems on both extremes.

The Non-typical Examples

Foreign Service Institute

The most simple and informal system was that used by the Foreign Service Institute Professional Courses. In fact, one could not really consider that a system existed in the FSI. On occasion, the Assistant Dean may write a letter to the graduates of a given course to solicit their opinions as to the value of the course. Because the number of graduates is small and the request is a personal one, the response may approach 100 percent. There is no particular rule to govern what information is collected, or how it is interpreted. There is no dissemination outside the school. The school officials could gain access to performance ratings to see the effects, if any, of a course on graduate performance, but this is apparently done rarely if at all.

It should be noted that the school does use post-course critiques and examinations to judge the effectiveness and quality of instruction. Therefore any additional feedback would pertain only to the relevance of courses to job requirements. It is interesting to note that school officials consider that the popularity of an established course constitutes a form of feedback. This is based on the fact that FSI courses are strictly voluntary; there is no assignment quota. Therefore, individuals have no incentive to attend, nor supervisors to allow them to attend, unless the course is of value on the job. The validity of this form of feedback requires that the reputation of a course is both accurate and widespread, and that there are no other incentives for attendance other than enhancement of professional capabilities.

Officials of the FSI language courses are concerned about the need for feedback regarding requirements for language expertise on the job. It was felt that information about the use of a foreign language on the job could be included on individual performance ratings which are available to the school. The language school does participate in a feedback system

in conjunction with the State Department Personnel Office. The school administers language proficiency tests to Foreign Service Officers. The results of these tests become part of the officer's personnel record. The personnel office provides annually a list to Congress indicating whether FSOs are assigned to positions relevant to their language qualifications.

The list constitutes feedback for the State Department personnel assignment system. This is not the same as the feedback desired by the language school. The assignment feedback reveals any discrepancy between the language criterion for assignment to a position and the language qualifications of the incumbent for that position. The language school feedback would reveal any discrepancy between the language qualifications to be assigned to a position, and the language qualifications required to actually perform the tasks required of an incumbent in the position.

The U.S. Army Engineer Schools

The most ambitious and complex feedback system surveyed was the field visitation system proposed and currently being implemented by the U.S. Army Engineer Schools (USAES) at Fort Belvoir. This system attempts not only to solicit a greater quantity of data than other systems, but also attempts to solicit information on a greater variety of substantive areas. Much of the information solicited concerns task analysis. A respondent is given a list of tasks which allegedly describe his job and for each he is asked how frequently the task is performed, whether it is easy or difficult and whether he was school trained to perform it. Detailed information is solicited concerning the respondent's past education, on-the-job training, and duty assignments. The respondent is also asked for his opinion of duty area priorities for mission accomplishment, his opinion of the general value of training received, and is given the opportunity to describe tasks which he performs but which are not included in the task analysis. Other areas in which information is solicited include supervisor evaluation of worker proficiency, evaluation of non-resident instruction, and evaluation of unit training. Field Manuals and Training literature are also surveyed for frequency of usage and for effectiveness.

The major difference between the visitation system and other school feedback systems is in the methods of soliciting information. The visitation system actually uses six methods:

1. Field visits

2. Debriefing of school personnel

3. Debriefing of students

4. MOS Proficiency Test data

5. Mailed graduate questionnaires

6. Research feedback (feedback from other schools with engineer related courses)

Other systems use the last five methods to some extent, but the primary collection device for school feedback has traditionally been the mailed questionnaire. The USAES has identified several flaws in the questionnaire as a method. Among these are a low return rate (less than 30 percent) which decreases the reliability of having achieved a random sample, a lack of timeliness, and the difficulty of covering sufficient areas of information with adequate detail. This last flaw reflects the effect, discussed earlier, that the method of collection can have on the type of information collected.

Under the new system, the field visit becomes the primary method of information collection while the mailed questionnaire is used as a supplementary method. Visits are made by five man teams to selected units on an annual basis. The team administers questionnaires to individuals in the appropriate MOS's and follows them up with interviews. This combination of a questionnaire personally administered by school authorities followed by an interview is felt to exploit the advantages of both collection methods. The physical presence of the team is felt to increase the reliability of questionnaire responses because team members are able to explain items which might not be clear to the respondent (it is almost impossible to write a questionnaire which is perfectly clear to everybody) and because their presence is a manifestation of school interest in the collection effort. While the questionnaire allows the collection of massive amounts of data, the interviews allow team members to explore in depth areas of special interest.

The field visitation system includes not only increased methods of information collection but also increased sources of information. Information is solicited not only from school graduates and their supervisors, which constitute the sources for most other systems, but also

from non-graduates who work in an MOS for which school training could be provided. The MOS's to be surveyed are determined by school concentration. For example, first consideration is given MOS's for which there are resident courses of 100 or more students per year. Once the relevant MOS's are selected, the units to be visited are chosen. The criterion for choosing a unit is concentration of a given level of personnel in the relevant MOS's within a geographical area. There are six separate geographical areas of interest—four in CONUS, one in Europe, and one in PACOM. An actual selection process yielded 57 units within the six areas for a sample size of 9,137 specialists representing 36 different MOS's.

Each five-man team may spend four to six weeks visiting the units in a single area. A unit to be visited is briefed as to the purpose and requirements of the visit, and at the proper time the personnel are assembled for administration of the questionnaires. Individuals to be interviewed are selected from those filling out questionnaires. Interviews take about one-half hour and each member of the team conducts from 12 to 16 of them per day. For example, a team visiting the European area would conduct about 1,300 interviews from a total of 3,900 individuals in 34 units.

The primary purpose of the visitation feedback system is evaluation of all USAES sponsored and supported training to include resident courses, correspondence courses, and locally developed programs using USAES materials. An important secondary purpose is to validate task inventories for all MOS's and duty positions relevant to the USAES mission and to provide input for the maintenance and updating of such inventories. This purpose is closely related to the primary one in that a valid task inventory is necessary for the design of relevant course content. An inaccurate task analysis is one of the two major causes of discrepancy in the evalution of course relevance, the other being inappropriate learning objectives. It may be noted that by soliciting information from non-graduates, analysts should be better able to isolate the effect of education as a variable in job proficiency.

The major disadvantage to the field visitation system is in the effort required to implement it. The feedback is made somewhat more efficient by its being centralized in the Task Analysis Division of the Department of Doctrine and Training. This centralization means

that information can be collected for all schools on a single trip. The feedback for all of USAES requires about one-third time for 20 persons and about $50,000 per year in TDY funds.

The Typical Examples

In this section we shall examine the feedback systems for nine different schools. We shall not describe each one separately but rather describe the typical characteristics manifested by most and note any significant deviations. The schools to be considered are:

1. USMC Amphibious Warfare School (AWS)
2. USMC Computer Sciences School (CSS)
3. FAO C&SC, Fort Bragg
4. MOS producing courses, Fort Bragg
5. Defense Intelligence School (DIS) Attache Course
6. USAES pre-field visitation system
7. U.S. Army Signal Center and School (USASCS), Fort Monmouth
8. U.S. Army Intelligence Center and School (USAICS), Fort Huachuca
9. U.S. Army Armor School, Ft. Knox

Information Collection

Biographical information is collected which, at the minimum, identifies the individual, his unit, and his present duty MOS or position. Information may also be solicited concerning duties performed that are not related to the school-trained MOS (assuming feedback is for an MOS-producing course), other relevant training or past experience, amount of time in present job, and previous job assignments.

The most important information is that pertaining to the graduate's ability to perform in those jobs for which he has been trained. It is this information that relates directly to system output and the criterion of effectiveness, i.e. proficiency. Proficiency may be connected to some detailed task statement or to a general duty area. For example, the U.S. Army Armor School describes only five general duty areas, i.e. automotive, communications, weapons, general subjects, command and staff, for the Armor Officers Basic Course while the U.S. Army Intelligence Center lists 56 individual tasks that an Aerial Surveillance Officer may be expected to perform.

Proficiency may be indicated in any of several ways. In some cases a direct indication, e.g. competent, moderately competent, incompetent, of an individual's capability for performance may be requested. In other cases an opinion as to the difficulty of a task may be taken as an indication of proficiency. The CSS and the USAICS bypass the proficiency indicator and request evaluations as to the degree of school preparation for specified tasks. The FAO C&SC uses an unusual indicator: it asks graduates how much self-administered refresher/reference time would be required for satisfactory performance of given tasks.

Most schools also attempt to evaluate the importance of any particular task or duty area to the overall job. The most common method is to ask for the frequency with which a given task is performed. The CSS asks directly for a measure of the importance of task to job as does the USASCS.

Most schools collect a variety of information in addition to the primary items mentioned above. For example, the AWS asks the graduate if he wanted to attend the school and if he hopes to attend the C&SC. It also asks if writing and speaking activities of various kinds are important in his present job. The FAO C&SC asks for opinions of the guest speaker support and of the electives program. It also asks if the graduate retained and used a file of training materials. The following list of topics covered in the USASCS questionnaire illustrates the wide variety of information that may be solicited.

1. Duty assignments
2. Length of time on job since graduation

3. Level of maintenance at which graduates worked

4. Major equipment maintained

5. Troubleshooting aids (schematics and block diagrams) used

6. Frequency of performance of given job tasks

7. Difficulty of given job tasks

8. Job tasks performed and equipment worked on external to MOS for which trained

9. Job proficiency of graduates

Two items of information solicited by the FAO C&SC are worth special comment. The first is that the graduate is asked to provide his official job description in verbatim quote from official sources. Then he is asked to describe his actual duties in comparison to the official description. This would seem to indicate a lack of confidence in both the official job description and in the task descriptions provided by the systems engineering effort.

Every school surveyed solicits information from former graduates. In most cases 100 percent of a graduating class will be solicited. The CSS is an exception. It takes a random selection of from 50 percent to 75 percent of a class. Often a graduate will not be working in a job which is relevant to the school training and so is not able to provide valid feedback. The USAES instructs these students to fill out only the biographical information and provide an explanation for his non-relevant assignment in the comments section. The USASCS eliminates forms from personnel not in their trained MOS from the analysis function. While other schools provide no specific directions for graduates in non-relevant jobs, in most cases it would not be possible for them to fill out the questionnaires, and most of these graduates probably do not respond to the solicitation. For schools such as AWS which are not oriented to any one job, the individual may answer "do not perform" for those tasks which are not part of his present duties.

Most schools collect information from supervisors as well as from former students. Obviously a supervisor is likely to be a more objective source of information about an individual's proficiency than would be the individual himself. On the other hand, the supervisor may not be prepared to comment on the individual's proficiency in every task involved in the job. Thus

we see that information can usefully be collected from both graduate and supervisor. Often the graduates and supervisors are asked the same questions but while the graduate is asked to comment on the difficulty of a task, the supervisor is asked to comment on the graduate's competence in performance.

The FAO C&SC does not solicit information directly from supervisors but does encourage graduates to consult with supervisors in making recommendations and comments for improvement of course content. The DIS Attache Course does not consult supervisors because it is not believed that supervisors would be able to relate performance to training in any consistent manner. It is also possible that in schools for higher ranking officers it would not be considered appropriate to request detailed proficiency information from supervisors since this could be interpreted as a form of fitness report and, therefore, subject to the same requirements for commendatory evaluations as the regular fitn ss report. Moreover, it seems likely that among high ranking officers the senior does not closely observe the day-to-day activities of his subordinates.

Information is collected at some specific time period after graduation. The time varies from three to six months, the delay being necessary to allow the individual to learn his job so he can make a proper evaluation as to training relevance. The CSS has two collection periods, one four and one twelve months after graduation. After four months information is collected from a random selection of 50 percent of the class and at twelve months it is collected from another random selection of 25 percent of the class.

The DIS Attache Course is sometimes forced to vary the time period for collection for those individuals who are sent to language school prior to the job assignment. The DIS wants the man to have a minimum of six months on the job, so that language school may delay the collection to nine months after graduation from the Attache Course. The FAO C&SC has an obvious problem because, unlike most other courses, there is no guarantee that a graduate will be assigned to a relevant job within any foreseeable future. The school encourages graduates to return questionnaires even if they are not in a FAO job, but such information cannot be considered valid for feedback.

The mailed questionnaire is the primary method for collecting feedback information. Other methods are used on a small scale. For example, members of the Attache Course staff attend foreign area conferences which are scheduled every 18 to 24 months. Attaches attend these also and there is opportunity for informal discussion concerning problems encountered on the job which could be alleviated by changes in the training. Fort Bragg personnel attempt to conduct interviews for feedback information whenever travel, either official or personal, takes them to areas where former students are serving. Other sources of information include the MODB (for task analysis data), field reports (AARs, Lessons Learned, etc.) and indicators of change in doctrine, equipment, and organization. These last sources are not properly to be considered feedback because they do not pertain to any output. They are actually sources of input information although many school officials may refer to them as feedback sources.

As indicated above, the questionnaire is the primary method for soliciting information. Questionnaires differ in degree of elaboration but most share a similar structure. Biographical information is usually requested by questions requiring short answers. The major portion of most questionnaires consists of multiple choice questions keyed to task analysis. The tendency is to keep answers as short as possible so that where multiple choice is not possible single line answers such as lists of equipment used or malfunctions encountered are requested. Some questionnaires do give an opportunity to elaborate on specific multiple choice answers but do not encourage general comments. Others have a completely open ended section for general comments.

A major problem in the use of questionnaires can be the location of personnel to whom the questionnaires are to be sent. Some schools have more difficulty than others. For example, the DIS Attache Course has almost no problem in this area. Attaches are assigned prior to being sent to school and these assignments rarely change. Moreover, DIA has an office solely responsible for attache affairs, and this office is responsive to school needs. Both Marine Corps schools can obtain duty addresses from HMC and report no problems in doing so. Most schools know where an individual is going to be assigned prior to graduation. Locator cards are often placed in the individual's 201 file so that the personnel officer of the gaining unit can send back an address confirmation or, if the address was incorrect, the new address.

Nevertheless, the schools at Fort Bragg consider location of former students to be a major problem. Moreover one cannot be certain to what extent non-response to questionnaires from those schools which do not consider location to be a problem is due to incorrect addresses.

It is obvious that the absolute size of the sample and the percentage of return are related. The sample size may present problems where classes are small and percent return is low. The USASCS considers 100 returns to be the minimum acceptable size with 500 being required for detailed analysis. When classes have been small it has been necessary to include more than one class in a single survey in order to increase sample size. The USAES suggested that a 30 percent return was adequate because of the large size (over 1,000) of the population solicited. Smaller schools, of course, must achieve higher rates. Another problem affecting sample size is attrition of those questionnaires which are returned. The USASCS reported that attrition due to incomplete or improper information and due to individuals not being assigned to relevant jobs, may reduce the usable returns by one half.

Several schools have developed special techniques to increase the return rate of questionnaires. The most comprehensive is that of the USASCS. It begins with a conscious effort to design attractive questionnaires which are easy to fill out and have clear instructions. A taped TV program explains the importance of feedback to the students prior to graduation, and this is followed by a reminder at the graduation ceremony. The questionnaire is sent to the Commanding Officer of the gaining unit with a cover letter from the Commanding General of the school encouraging participation. A self-addressed envelope is included. The materials are not sent out until six months after graduation so there is no reason for delay between receipt of the questionnaire and its completion and return. Attached to the questionnaire is an orange (for contrast) reminder card saying "Please complete and return the attached questionnaire within seven days." If the questionnaire is not returned within eight weeks, a follow-up questionnaire and letter is sent. The USASCS is rewarded for its efforts with a return rate that varies from 62 percent to 95 percent with a median of 82 percent.

On the other hand, the schools at Fort Bragg use many of the same techniques—television appeal, reminder at graduation, follow-up questionnaires to non-returnees—and have had very low rates of 20 percent or less. However, some of these techniques have not been long in use, and with the current emphasis on feedback, the rate is expected to improve. The AWS has a return rate of about 50 percent which is considered good. The academic supervisor explained that a fairly long cover letter is sent out with the questionnaire and that a self-addressed envelope is included. Moreover, the graduate must deliver the supervisor's copy personally to his Commanding Officer, an action which probably imparts a feeling of close command attention and interest in the completion of the questionnaire.

Both the DIS Attache Course and the CSS claim exceptionally high response rates—70 percent and 85 percent respectively. The DIS does not use any special technique except to give advance notice at the time of graduation. It is felt that the small classes, the feeling of unity among attaches (although it is a duty assignment, attaches are administered almost like a separate corps) and the high rank (presumably associated with a well-developed sense of responsibility) contribute to the response. The CSS also trains a relatively small and elite group; however, it would seem that its main advantage in attaining such a high response is that many graduates are assigned to the local area and school officials will contact them by phone if necessary to encourage response.

Analysis and Interpretation of Information

All schools surveyed claim that the purpose of the feedback system is to evaluate the effectiveness of training. Since most emphasize that feedback is but one aspect of quality control (which includes internal as well as external feedback) it is difficult to be certain that there is a real appreciation for the difference between quality and relevance in measuring the effectiveness of training.

In many cases the method for interpreting the information collected can be uncomplicated because the information relates directly to the purpose of the feedback. For example, the CSS questionnaire consists of task descriptions and for each task the graduate indicates,

according to a specified code, the degree of school preparation for the task and the importance of the task for his job. At the end of the questionnaire there is space to list additional tasks not included in the school listing. It can be seen that a simple frequency count of the types of answer associated with each task, including those added by the student, will give feedback analysts an indication of the extent to which training has prepared graduates to perform given tasks and of the actual relevance of those tasks to the job requirements. By comparing these results to the task analysis on which training is based, analysts can assign tasks to the categories referred to in the previous discussion of data analysis, and can identify the subsystem of the training system which is not functioning properly. Several of the schools surveyed, such as the USAES and the USAICS, have similarly structured questionnaires and could use the same methodology with equal ease. Simple frequency counts was the most often mentioned methodology.

The next most often mentioned methodology was that of subjective judgment. Most schools use both subjective judgment and frequency counts. The former is required to interpret open-ended answers on questionnaires and to arrive at conclusions not directly suggested by the data. The exact nature of subjective judgment as a methodology is not known, and it is probable that those who use it could not describe in any more exact terms how they arrive at conclusions from the information collected.

The USASCS has the most sophisticated methodology, or at least the most complete description of the methodology used. It has eight major elements:

1. Questionnaires are screened for procedural errors and to assure that the respondent is in a duty relevant to his MOS.

2. Information is punched on cards for ADP.

3. Frequency counts are made of items on graduate questionnaires such as task difficulty. These are converted to percentages.

4. Frequency counts are made of items on supervisor questionnaires. These are converted into percentages.

5. Mean ratings of proficiency are computed for each task area.

6. Mean ratings are computed for the importance of each task area to overall mission accomplishment.

7. A weighted composite proficiency rating is computed for each graduate and a frequency distribution is made of these overall ratings.

8. Comments and other write-in details are reviewed for supplementary information.

The USASCS also explains some of the ways that analysis of feedback has served to evaluate and improve training programs

> The analysis may bring to light training deficiencies that require corrective action by the course. Occasionally evidence is found of greater emphasis in the course in a given subject matter area than is required by the job situation. Findings have also revealed the prevalence of new equipment in the field of sufficient importance to justify its consideration as a training vehicle in the related course. In other cases the questionnaires have brought to light the fact that equipment that is no longer common in the field is still included in the program of instruction. In addition to furnishing information about such discrepancies, the survey findings furnish a basis for establishing the overall validity of instruction and of the training methods.

Some schools have a secondary purpose for soliciting information which is to check on the relevance of post-graduate assignments. At Fort Bragg this is a formal part of the feedback for all MOS-producing courses. For such courses, assignment confirmation cards are sent to one-third of each graduating class. If 20 percent of these reveal that graduates are not being assigned to duties in the MOS for which they have been trained, cards are sent to the remaining two-thirds of the class. The returned information requires no analysis and the cards themselves are forwarded to TRADOC, which is the agent responsible for correcting the situation. It should be noted that this "feedback" is actually in behalf of TRADOC and has no relation to the school system except that the school solicits the information.

Dissemination of Information

The first requirement for dissemination is that information be recorded in some manner. In most cases a report is written on the feedback returns for each class. The CSS is an exception; a report is written approximately every three months for selected courses rather than automatically for every course. Reports normally provide specific course-related conclusions in narrative form along with corrective recommendations. The AWS explains how conclusions were obtained. At Fort Bragg only tabular data is provided in feedback reports which means that the user must infer conclusions and recommendations. The USASCS uses a two-part report. The first part contains the narrative with overall results, conclusions, and a summary evaluation of training. The second contains the detailed tabular data.

In most cases the dissemination of feedback information is not difficult because the users of the information are in close proximity to the administrators of the feedback system. For example, the school evaluation officer implements feedback for the CSS. Because the school is small, this officer can work closely with course directors who are the major users. Dissemination may be a little more complicated in those schools where feedback implementation is centralized, as in the Army schools, than it is in those schools where it is decentralized, as in the Marine Corps schools.

APPENDIX D

THE MONITORSHIP QUESTIONNAIRE FOR

FAO PROGRAM MEMBERS

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For each question, circle the appropriate letter and/or fill in the blank.

_____|____|____
_____
Date

1. Name_____
   Last   First   Middle

2. Rank _____ 3. Date of Rank _____

4. SSN _____ 5. Career Branch _____

6. Years on Active Duty _____ 7. Years in FAO Program (including its predecessors MAOP and FASP) _____

8. Component: RA   USAR   9. FAO ASI: 4 _____

10. Number of assignments to date in validated FAO positions _____

11. Current military mailing address until _____ of _____ is

    _____

    _____

    _____

    Telephone (autovon) _____

12. Title of current duty position _____

13. Length of time in this position _____
                                    (Years)   (Months)

14. Expected termination date of assignment _____

15. Is this position validated for the FAO Program? (See "Position List," Appendix D of new AR 614-142.)

    1. No
    2. Yes

16. If "yes" what is the "Validation" number? (Number in right-hand column of "Position List.")

    _____

17. Age (in years) _____   18. Marital Status _____

19. Ages of children currently living with you ___|___|___|___|___|___|___|___|___|___|

20. Level of Education. If the level at which you fall contains one or more blanks, complete these blanks with your subject of study (e.g. Political Science or Asian Studies).

    1. Less than a graduate of a four-year college
    2. Currently enrolled in an undergraduate degree program
    3. College or service academy graduate
    4. Attended graduate school in _____, no degree
    5. Currently enrolled in a master's program in _____
    6. Master's degree in_____
    7. Master's degree in_____ plus Ph.D. hours in _____
    8. Master's degree in_____ plus currently enrolled in a Ph.D. program in _____
        _____
    9. Ph.D. or professional school degree in _____

21. If you are currently working towards a higher degree, indicate the date the degree is expected _____

22. Indicate, by circling the appropriate number, your present status with regard to each of the following FAO phases of training.

	Have not attended	Currently attending	Waived	Completed
a. Foreign Area Officer Command and Staff Course	1	2	3	4
b. Foreign Area Officer In-Country Training	1	2	3	4
c. Russian/East European Institute, Garmish, Germany	1	2	3	4

23. Indicate, by circling the appropriate number, your present status with regard to each of the following career courses.

	Have not attended	Currently attending	Completed
a. C&GS or Equivalent	1	2	3
b. Senior Service College	1	2	3

24. In addition, please list any short specialty courses which you have attended that you feel provide training relevant to FAO (e.g., Psyop, MAPA, Attache, Intelligence, etc.).

_____

_____

_____

25. Languages and degree of fluency.

Language	Last Recorded Army S/R Rating	Date of Rating	Current Estimate of Fluency		
			Good	Fair	Poor

26. If married, wife's languages and degree of fluency

Language	Estimate of Fluency		
	Good	Fair	Poor

SECTION II

27. How would you, in general, characterize the current command attitude towards the FAO Program?

    1. Negative
    2. Ambivalent
    3. Positive

28. How would you, in general, characterize the current attitude of your career branch towards the FAO Program?

    1. Negative
    2. Ambivalent
    3. Positive

29. How do you feel your FAOP membership is currently affecting your Branch assignments?

    1. Not at all
    2. Negatively
    3. Not sure
    4. Positively

30. Do you know of any duty positions on the FAO position list which will be vacant about the time you are available for reassign. ent?

    1. No
    2. Yes

31. Do you feel you can influence your own assignments to FAO positions?

    1. No
    2. Yes

32. For the future, how would you like to see the pattern of your assignments develo₁?

    1. Mostly Branch assignments, with a few FAO assignments
    2. Assignments equally distributed between Branch and FAO
    3. Mostly FAO assignments

33. Do you feel that you are underutilized as a FAO?

    1.   No
    2.   Yes

34. For those with an ASI between 4A and 4, how many times have you been assigned to a FAO position requiring substantial knowledge of that area or region of the world? _____

35. Do the program managers provide a satisfactory source for FAO Program information?

    1.   No
    2.   Yes

If you answered "No," please elaborate in Section V.

36. Currently, if you knew then what you know now, would you still join the FAO Program?

    1.   No
    2.   Yes

SECTION III

If you currently *are serving* in a FAO-validated position, proceed directly to Section IV.

If you currently *are not serving* in a FAO-validated duty position, please answer the following:

37. Were you selected to fill a requisition for a FAO duty position but moved into a non-FAO position once you has arrived at the gaining command?

    1. No
    2. Yes

If you *have had no FAO training* proceed directly to Section V at the end of the questionnaire.

If you have had *some FAO training* answer the following question, then proceed to Section V.

38. Do you think your current position should be validated for the FAO Program?

    1. No
    2. Yes

SECTION IV

To be answered only by those currently serving in a position validated for the FAO Program. It does not matter if you were serving in the same position when you last received the questionnaire, still complete this section. Please place the validation number of the position on the line in the upper left hand side of the page.

39. In your opinion, is this duty position appropriately included in the FAO Duty Position list?

   1. No
   2. Yes

40. Do you feel that this is an appropriate duty position for you to fill at this time, given your background and training?

   1. No
   2. Yes

41. In your opinion, should this position be filled by an officer with a particular Branch qualification?

   1. No
   2. Yes, from the _____ Branch

42. How often and at what level of expertise does this position require a knowledge of each of the following disciplines? Where knowledge of a particular discipline is never required circle the zero next to "Never."

		Frequency of Need	Level of Expertise		
			Low	Moderate	High
Anthropology					
Never required	0	Rarely	1	2	3
		Sometimes	4	5	6
		Often	7	8	9
Economics					
Never required	0	Rarely	1	2	3
		Sometimes	4	5	6
		Often	7	8	9
Geography					
Never required	0	Rarely	1	2	3
		Sometimes	4	5	6
		Often	7	8	9

- Continued -

	Frequency of Need	Level of Expertise		
		Low	Moderate	High

History

Never required	0	Rarely	1	2	3
		Sometimes	4	5	6
		Often	7	8	9

Literature

Never required	0	Rarely	1	2	3
		Sometimes	4	5	6
		Often	7	8	9

Political Science

Never required	0	Rarely	1	2	3
		Sometimes	4	5	6
		Often	7	8	9

Psychology

Never required	0	Rarely	1	2	3
		Sometimes	4	5	6
		Often	7	8	9

Public Administration

Never required	0	Rarely	1	2	3
		Sometimes	4	5	6
		Often	7	8	9

Sociology

Never required	0	Rarely	1	2	3
		Sometimes	4	5	6
		Often	7	8	9

43. How often does the position require that knowledge in each of these disciplines be specific to a particular region or area of the world? If you indicated in Question 42 that the position "never required any knowledge of a particular discipline" circle the 0 under "never required."

	Never Required	Never	Rarely	Sometimes	Often
Anthropology	0	1	2	3	4
Economics	0	1	2	3	4
Geography	0	1	2	3	4
History	0	1	2	3	4
Literature	0	1	2	3	4
Political Science	0	1	2	3	4
Psychology	0	1	2	3	4
Public Administration	0	1	2	3	4
Sociology	0	1	2	3	4

44. How often does the position require each of the following skills in a language other than English?

Speaking	Reading	Writing
1. Never	1. Never	1. Never
2. Rarely	2. Rarely	2. Rarely
3. Sometimes	3. Sometimes	3. Sometimes

Answer Question 45 only if you have completed FAO In-Country Training. (If your training was at the Russian/East European Institute in Garmish, Germany *do not* answer this question. Information regarding this training is requested in Question 49.)

45. To what extent, either directly or indirectly, do you feel each of the following aspects of your In-Country Training have contributed to your better performance in the position?

	Significantly	Moderately	Little	Was not a part of my In-Country Training
Travel	3	2	1	0
Formal language study	3	2	1	0
Study of social, economic, and political factors	3	2	1	0
Participation in field exercises with host country forces	3	2	1	0
Interaction with host-country military	3	2	1	0
Attendance at host-country military school	3	2	1	0
Interaction with host-country civilians	3	2	1	0
Attendance at civilian university	3	2	1	0
Interaction with U. S. military personnel	3	2	1	0
Interaction with U. S. government personnel	3	2	1	0
Preparation of a major research paper	3	2	1	0

46. How often, and what type knowledge does this position require in each of the following subject **areas.** Where knowledge of a particular subject area is never required, circle the zero next to "Never."

		Frequency of Need	Type of Knowledge Required General	Specific *
Social sciences approaches to foreign environments (socio-cultural, political, economic)				
Never	0	Rarely	1	2
		Sometimes	3	4
		Often	5	6
Theory, methods, and patterns of internal conflict				
Never	0	Rarely	1	2
		Sometimes	3	4
		Often	5	6
Theories and strategies of planned change and development				
Never	0	Rarely	1	2
		Sometimes	3	4
		Often	5	6
Role of military in planned change and development				
Never	0	Rarely	1	2
		Sometimes	3	4
		Often	5	6
Internal Defense				
Never	0	Rarely	1	2
		Sometimes	3	4
		Often	5	6
U.S. overseas interests (policy, plans, and programs)				
Never	0	Rarely	1	2
		Sometimes	3	4
		Often	5	6

- *Continued* -

*Please explain what you mean by "specific" in Question 50.

		Frequency of Need	Type of Knowledge Required	
			General	Specific
U.S. government organizations, policies and operations				
Never	0	Rarely	1	2
		Sometimes	3	4
		Often	5	6
Security assistance strategies and operations (including FMS)				
Never	0	Rarely	1	2
		Sometimes	3	4
		Often	5	6
MAP policy, plans, and administration				
Never	0	Rarely	1	2
		Sometimes	3	4
		Often	5	6
Civil Affairs				
Never	0	Rarely	1	2
		Sometimes	3	4
		Often	5	6
Psychological Operations				
Never	0	Rarely	1	2
		Sometimes	3	4
		Often	5	6
Civil-Military Operations				
Never	0	Rarely	1	2
		Sometimes	3	4
		Often	5	6
International Law				
Never	0	Rarely	1	2
		Sometimes	3	4
		Often	5	6

47. In your opinion, how useful would it have been to you to have overlapped your predecessor in this position so that he could have briefed and generally familiarized you with the position?

    1.   Of little use
    2.   Of moderate use
    3.   Very useful

48. Do you have access to a current official or unofficial "Job Description" of this position?

    1.   No
    2.   Yes

If "yes" please enclose a copy of it with your returned questionnaire. If not, would you please write a brief description of the job and enclose it with your returned questionnaire.

If extra writing space is needed for Questions 49-51 beyond the back of this page, please supply your own paper. Do not use the backs of any other pages.

49. If you have attended the Russian/East European Institute in Garmish, Germany, what aspects of that training do you feel have contributed most significantly to your better performance in this position (directly or indirectly)? Contributed the least?

50. For those subject areas in Question 46 where you have indicated that the type of knowledge needed was of a "specific" nature, please briefly explain the type of specific knowledge you meant.

51. Apart from whatever Branch or core program training you may have had, what particular pre-training (functional, specialty) would you recommend for future incumbents of this particular position?

SECTION V

This section is for your additional comments on any of the points raised in the preceding sections, or on any other point related to program management, training and utilization, your own career development, or the impact of the program upon the Army's mission. If extra writing space is needed beyond the back of this page, then please supply your own paper. Do not use the backs of any other pages.

APPENDIX E

Interpretation and Utilization of Information Gathered by
Questions of the Monitorship Feedback Questionnaire
for FAO Program Members

This appendix explores some of the ways in which the questions found in the monitorship questionnaire and the information gathered by them might be interpreted and utilized. While not specifically discussed, one point that should not be forgotten is that this questionnaire can be used both as a static and as a dynamic measuring instrument of the FAO Program. With regard to the former, data gathered from any one administration of the questionnaire will provide information on the FAO Program at one point in time. With regard to the latter, a comparison of the data gathered from several administrations of the questionnaire will provide information as to change or lack of change in the FAO Program over time.

Section 1

This section of the questionnaire gathers two types of information:

(1)   **Basic and FAO Background Information**

Question	1	Name
	2	Rank
	3	Date of rank
	4	SSN
	5	Career Branch
	6	Years on active duty
	7	Years in FAO Program
	8	Army component
	9	FAO ASI
	10	Number of assignments to date in validated FAO positions
	17	Age
	18	Marital Status
	19	Ages of children currently living at home
	20, 21	Level of education

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22 FAO training phases completed or waived
23 Career courses completed
24 FAO relevant, short specialty courses completed
25 Languages and degree of fluency
26 Wife's languages and degree of fluency

In the aggregate, this information will provide an up-to-date description of the FAO Program membership. Viewed over time it will also indicate the changing characteristics of the program members. For example, comparison of aggregate statistics over time could be used to show the extent to which shortfalls within particular ASIs are being eliminated or the extent to which an increasing percentage of FAO members are completing various aspects of FAO training.

At the individual level, this information could be used to program training and/or determine assignments for which an FAO officer is or isn't qualified.

(2) Current Locational and Assignment Information

Question 11 Current military mailing address until_____ of _____is:
Telephone (autovon)
12 Title of current duty position
13 Length of time in this position
14 Expected termination date of assignment
15 Is this position validated for the FAO Program
16 If "yes," what is the "validation" number

This information is primarily useful only for the purpose of determining the current location of an officer. However, there are two exceptions. First, dividing by hand the total number of returned questionnaires into the number of officers who answer "yes" to Question 15 will indicate the percentage of the FAO membership currently being utilized. Additionally, dividing by hand the number of FAOs in each ASI (Question 9) who answered the questionnaire into the number of FAOs in each ASI who are currently serving in validated FAO positions (obtained by crosstabulating Question 9 with Question 15) will indicate the percentage of FAOs in each ASI currently being utilized.

Secondly, the validation number (Question 16) and/or the position title (Question 12) will make the assignment of the FAO position to a functional category an easy task. (See page 136 of this appendix for a discussion of this task.)

Section II

Question 27   The extent to which the FAOP membership responds "negative" or "ambivalent" should indicate the extent to which a greater effort must be made to disseminate information about the FAO Program throughout the officer corps in general and the career courses in particular.

Questions 28, 29   These two questions will be most useful in the aggregate when cross-tabulated with Question 5, "Career Branch." The points of interest will be which Branches are perceived by the majority of program members from that Branch as having negative or ambivalent attitudes towards the FAO Program and in which Branches do the majority of program members from that Branch feel that their FAOP membership is negatively affecting their Branch assignments. Given this information, the attempt could then be made to create a more favorable atmosphere within these Branches by providing more information to, and/or having more discussions with, relevant Branch administrative personnel about the FAO Program.

Questions 30, 31   To increase the probability that FAOP positions will be filled both by appropriately qualified and highly motivated FAOs, it is important that program members know when FAOP positions will be vacant as well as feel that they can influence their assignments to such positions.* In the aggregate, these two questions will indicate the extent to which both of these are true among the program members. Question 31 should be crosstabulated with Question 5 "Career Branch" for possible variations in perception.

Question 32   In the aggregate, this question might be used as one indication of the extent to which membership consists of persons only nominally committed to the FAO Program (those who check 1) and/or extremely strongly committed to the FAO Program (those who check 3). A situation where a larger proportion of the membership circle 1 may indicate a need to improve the screening process for new members.

Question 33   In the aggregate this question will show how large a proportion of the FAOs feel that they are underutilized and thus how much effort must be directed toward greater utilization. A crosstabulation with Questions 5 and 9 will indicate to what extent perception of under-utilization varies by origin of Branch and ASI.

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*A more detailed discussion of this problem is found in Section III, page 28.

Question 34	Crosstabulation of Question 9 with Question 34 divided by hand by the crosstabulation of Question 9 with Question 10 will indicate the extent to which are specialization has been effectively utilized according to ASI origins.

Question 35 In the aggregate, this question will indicate the proportion of FAO members who are currently satisfied with the management of the program. Specific dissatisfactions with the management should be spelled out in Section 5. Crosstabulation with Question 5 will indicate whether dissatisfaction varies according to Branch origins, while crosstabulation with Question 9 will do the same for ASI origins. Additionally, crosstabulation with Question 33 will indicate whether dissatisfaction with the program is overly concentrated among those who feel they are being underutilized.

Question 36 In the aggregate, this question might reasonably be perceived as an overall measure of general satisfaction with the program. Crosstabulation with Questions 5, 9 and 33 will indicate whether satisfaction or dissatisfaction is concentrated within a particular branch or ASI or whether it is related to perceptions of underutilization.

Section III

Question 37 In the aggregate this question will reveal what proportion of FAOs currently serving in non-FAO positions have been misassigned. Crosstabulation with Questions 5 and 9 will further indicate the extent to which misassignment varies according to origin of Career Branch and ASI. When the proportions of misassignments are big overall or within a particular Career Branch or FAO ASI, steps should be taken to reduce it.

Question 38 Aggregated, this question will show what proportion of FAOs feel they are currently serving in non-FAO positions which should be validated for the FAO Program. At the individual level, and far more importantly, it will indicate the names of positions which should be investigated for possible validation for the FAO Program.

Section IV

HSR's analysis of the data collected in its survey indicated that a categorization of FAO positions by *function* or *function-by-location* can, in some instances, reveal important differences in the types of knowledge needed to effectively perform in FAO jobs. Consequently, it is *recommended* that the analyses of data collected with the monitorship questionnaire from program members currently serving in validated FAO positions include crosstabulations by these same categories They are:

1. Advisor and Liaison
2. Attache
3. Military School Faculty
4. Military School Staff
5. Intelligence Officer–MAAGS-Missions-MILGRPS
6. Intelligence Officer–Other
7. Operations and Logistics–MAAGS-Missions-MILGRPS
8. Operations and Logistics–Other (except Military School staff)
9. CA, PSYOP, UW–MAAGS-Missions-MILGRPS
10. CA, PSYOP, UW–Other

To make this possible, it will first be necessary to classify all FAO positions. With the exception of additions to the FAO position list this will only have to be done once. As the FAO managers are familiar with the program's positions the actual task of categorizing the positions should be relatively simple. All that has to be done is to go through a position list marking the appropriate number next to each position. For example, an attache position would get a 2, while an "Other" intelligence officer position would be marked with a 6.

Question 39   In the aggregate, this question will indicate the proportion of FAOs serving in a FAO position which they feel is appropriately or inappropriately designated as such. Crosstabulations by function of position will indicate the extent to which these proportions vary along this factor. A high proportion of "no" answers overall or within a certain cell or cells of the crosstabs would suggest an examination of the method by which program positions as a whole, or by certain functions are selected. In the latter instance, the validity for including certain functions *per se* might require examination.

At the individual level, receipt of a "no," particularly by several different incumbents of a position, would suggest investigation of the position for the validity of its assignation as an FAO position.

Question 40   Aggregated, this question will show the proportion of FAOs serving in validated FAO positions who nevertheless feel the position is inappropriate for them given their background and training. Crosstabulations by function of position will indicate the extent to which these proportions vary along this factor. A high proportion of "no" responses overall would suggest an examination of the methods by which FAOs are selected for FAO positions. A high proportion of "no" answers within a cell or cells of the crosstabulation would again suggest that the validity for including certain functions in the FAO Program be examined.

In the aggregate, a crosstabulation with Question 39 will indicate the extent to which FAOs currently serving in validated FAO positions perceive themselves to be inappropriately assigned because they feel the position:

(1) should not be an FAO position nor is suited for them given their background and training.
(2) should not be an FAO position although is suited for them given their background and training.
(3) should be an FAO position but is not suited for them given their background and training.

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Question 41   Aggregated, this question will indicate the extent to which FAO members currently filling FAO slots feel these positions should be filled by an officer from a particular Branch. Crosstabulations by function of position will show the extent to which these proportions vary along this factor.

At the individual level, if the same Branch is indicated by several incumbents of the position, this would suggest that an attempt should be made to try to insure that an officer from this Branch be selected to fill the slot.

Question 42   In the aggregate, this question will indicate how frequently and at what level of expertise FAO positions in which FAO members are currently serving require a knowledge of certain specific disciplines. Crosstabulation by function of position will indicate the extent to which these requirements vary along this factor. For each discipline, the frequency of need can be indicated as "never required," "rarely," "sometimes" or "often" while the level of expertise needed can be indicated as "low," "moderate," or "high." This information can be used to suggest the types of disciplines from which FAO Program members, as a whole, or FAO Program members going to certain types of jobs, should take courses as well as the *relative* amount of coursework that should be taken from each. For example, suppose that a majority of the respondents indicated that Anthropology was needed rarely and usually at a low level of expertise, that Economics was needed often at a moderate level of expertise, and that Geography was needed sometimes at a high level of expertise. What this suggests is that if only one course could be taken by an officer the order of selection should be Economics, Geography, Anthropology. On the other hand, if the decision is how to divide one's time among these disciplines the order of selection from most to least time should be Geography, Economics, Anthropology. At the individual level where an officer is to be trained for a certain type of position, this information will indicate the disciplines from which an officer should take courses while in graduate school as well as the relative amount of time that should be spent in each discipline. The information from this question, as well as from Question 43, should be particularly useful to the Special Careers Branch administrative personnel handling FAO graduate training.

Question 43   In the aggregate, this question will indicate the frequency with which FAO positions in which FAO members are currently serving require that knowledge in the above disciplines be specific to a particular region or area of the world. Crosstabulation by function of position will indicate the extent to which these requirements vary along this factor. This information should be used in conjunction with Question 42 to suggest whether or not Program members should try to take courses in certain disciplines which concentrate on their ASI area of specialization.

At the individual level where an officer is to be trained to fill a specific position, this question will indicate whether or not the courses he takes should be area specific. The argument for these suggestions will be particularly strong when supported by more than one incumbent.

Question 44   In the aggregate, this question will indicate the frequency with which FAO positions in which FAO members are currently serving requires a speaking, a reading, or a writing skill in a language other than English. Crosstabulation by function of position will indicate the extent to which requirements for each vary along this factor. This information can be used to suggest what types of language training are needed for FAO members overall or for FAOs going to certain types of jobs.

At the individual level where an officer is to be trained to fill a specific position, this question will indicate the types, if any, of language training he should have. The argument for these suggestions will be particularly strong when supported by more than one incumbent.

Question 45   This question will be answered only by those FAOs who have completed In-Country Training. Aggregated, this question will indicate the *extent* to which specific aspects of In-Country training are perceived as contributing to a better performance in their current FAO positions. Crosstabulation by function of position will indicate the extent to which this contribution is perceived to vary along this factor. This information can be used to stress the importance of various in-country activities in general or for FAOs destined for certain types of jobs.

At the individual level where an officer is to be trained to fill a specific position, this information will suggest the types of activities which should be stressed in his in-country training. The argument for these suggestions will be particularly strong when supported by more than one incumbent.

The information from this question should be particularly useful to OACSI personnel in charge of In-Country training.

Question 46   In the aggregate, this question will indicate the frequency and type of knowledge in certain specific subject areas required by FAO positions in which FAO members are currently serving. Crosstabulation by function of position will indicate the extent to which these requirements vary along this factor. For each subject area, the frequency of need can be indicated as "never required," "rarely," "sometimes," or "often," while the type of knowledge needed can be indicated as "general" or "specific." This information can be used to suggest the extent of the need for teaching certain subject areas in the FAO C&SC, in general, or for groups of individuals going to certain types of jobs, as well as how they might be taught. For example, suppose that a majority of the respondents indicated

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that knowledge of Internal Defense was only rarely needed and then was usually of a specific nature, that knowledge of Civil Affairs was sometimes needed but usually of a general sort, and that knowledge of MAP policy, plans, and administration of a specific nature was often needed. What this suggests is that if a course in only one of these three subject areas could be taught the order of selection would be MAP, Civil Affairs, and Internal Defense. On the other hand, if the decision is how to teach them, this information would perhaps suggest that a general course be offered on Civil Affairs, that a course of MAP policy, plans and administration be offered which covered those aspects of this subject area deemed important, and that a lecture or seminar be held by an expert on that aspect of Internal Defense of apparent importance.

At the individual level where an officer is to be trained to fill a specific position, this information will indicate the relevancy, with regard to need, of certain subject areas as well as the type of knowledge which might be needed in those areas which are relevant. The argument for these suggestions will be particularly strong when supported by more than one previous incumbent.

Question 50 is included in the questionnaire to allow respondents to delineate the specific types of knowledge which they feel is needed in certain subject areas. A cataloging of these will indicate the pervasiveness of the perceived need for certain types of knowledge within a subject area.

The information from this question should be particularly useful to FAO C&SC administrative staff at Ft. Bragg.

Question 47

In the aggregate, this question will indicate how useful FAO members currently filling FAO positions feel that it would have been for their tour to overlap the tour of their predecessor. Crosstabulation by function of position will indicate the extent to which perceived usefulness varies along this factor. This information can be used as a basis for determining the effort which should be made for obtaining overlapping tours for FAOs as a whole or for FAOs going to certain types of positions.

At the individual level, this information can be used as the basis for determining the amount of effort which should be made for getting an officer to a particular assignment early.

Question 48

In the aggregate, this question will indicate what proportion of the FAO members currently serving in validated FAO positions are in a position for which an official job description exists. Crosstabulation by function of position will indicate the extent to which the proportion varies along this factor. Additionally, any official "job descriptions" which the respondents return with their completed questionnaires will provide FAO managers with a means more objective than the perceptions of program members for determining the types of knowledge needed to effectively perform in a particular FAO position. These descriptions should, of course, be made a permanent part of the Duty Position Files.

Question 49   This question will indicate those aspects of the training at the Russian/ East European Institute in Garmish, Germany which particularly stand out in an officer's mind as contributing significantly to his better performance on his current FAO assignment. Cataloged, these should indicate some of the more critical portions of training at the Institute.

This information should be particularly useful to the Institute administrative staff.

Question 51   This question is useful at the individual level where an FAO officer is to be trained to fill a specific FAO position. Information from this question will indicate pre-assignment training perceived as particularly critical for a future incumbent of the position. The arguments for this suggestion will be particularly strong when supported by more than one previous incumbent.

Section V

A "general comments" section, the information gathered here may have relevance for any number of aspects of the FAO Program.

Coding the Data from the Monitorship Questionnaire

To code the data of a returned monitorship questionnaire, all that is needed is the coding sheet found on the following page and the "record layout" for the questionnaire found on the page after that.

Turning first to the coding sheet, it will be seen that the blanks are numbered 1 to 80. This represents the 80 columns found on the computer card. Two cards will have to be keypunched for each questionnaire. Consequently each set of two lines on the coding sheet represents *one* returned questionnaire. The second of these two lines contains only 24 blanks as that is all the space required on the second computer card.

Turning now to the record layout, it can be seen that there are five columns of information. The "Variable Number" column identifies a variable for the SPSS program processing discussed in Appendix G. For example, "rank" is the first variable that will be processed while "years on active duty" is the fourth variable. As the computer programs have already been set up, you will not have to be concerned with this.

The second column of information on the record layout is "Column Number." These numbers indicate in which blank space(s) on the coding sheet goes the *information* for each of the variables identified under the "Identification" column of the record layout. The "Description of Codes" column, on the other hand, delineates the actual information alternatives. For example, if an officer indicated his rank as captain, then a "3" would be entered on the coding sheet in blank space 5 of the first line. Similarly, if an officer indicated that his ASI was 4A, then "01" would be entered on the coding sheet in blank spaces 15-16 of the first line.

Three additional points should be made:

1. Columns 1-4 of each computer card will always contain a four-digit officer identification number. Beginning with 0001, these numbers should be assigned to each questionnaire as it is returned and placed in the top left corner of the first page of the questionnaire.

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2. Wherever an officer does not answer a question a 9 or 99 should be placed in the appropriate blank or blanks on the coding sheet.

3. For each officer not currently serving in a validated FAOP position, only the first 40 lines of the coding sheet have to be filled in. (**DO NOT** put 9's in the remaining columns.)

Once the data has been coded, it can then be given to keypunch operators to be placed onto computer cards.

This page contains a blank punch-card/coding form with numbered column grids (19 through 80) but no filled-in content.

B

Record Layout for FAOP Monitorship Questionnaire

Variable Number	Column Number	Question Number	Identification	Description of Codes	
	1-4		Officer Identification Number (the number in the top left corner of the questionnaire)	001-NNN	
VAR001	5	(2)	Rank	2	LT
				3	CPT
				4	MAJ
				5	LTC
				6	COL
				7	General
				9	No answer
VAR002	6-7	(3)	Date of Rank (i.e., years since obtaining rank)	00-NN	
				99	No answer
VAR003	8-9	(5)	Career Branch	01	Adjutant General
				02	Air Defense Artillery
				03	Armor
				04	Chemical Corps
				05	Engineers
				06	Field Artillery
				07	Infantry
				08	Military Intelligence
				09	Military Police
				10	Ordnance
				11	Quartermaster
				12	Signal Corps
				13	Transportation Corps
				14	Women's Army Corps
				99	No answer
VAR004	10-11	(6)	Years on active duty	01-30(30 equals 30 or more)	
				99	No answer

Variable Number	Column Number	Question Number	Identification	Description of Codes	
VAR005	12-13	(7)	Years in FAO Program	01-30 (30 equals 30 or more) 99 No answer	
VAR006	14	(8)	Army Component	1 USAR 2 RA 9 No answer	
VAR007	15-16	(9)	FAO ASI	01 4A 02 4B 03 4C 04 4D 05 4E 06 4F 07 4G 08 4H 09 4J 10 4K 11 4L 12 4M 13 4N 14 4P 15 4Q 16 4R 17 4S 18 4T 19 4Z 99 No answer	
VAR008	17	(10)	Number of Assignments to Date in Validated FAO Positions	0-8 (8 equals 8 or more) 9 No answer	
VAR009	18	(15)	Is current position validated for the FAO Program?	1 No 2 Yes 9 No answer	
VAR010	19	(17)	Age (in years)	1 20-24 2 25-29 3 30-34 4 35-39 5 40-44 6 45-49 7 50-54 8 55+ 9 No answer	

Variable Number	Column Number	Question Number	Identification	Description of Codes	
VAR011	20	(18)	Marital Status	1	Divorced
				2	Single
				3	Widowed
				4	Married
				9	No answer
VAR012	21	(20)	Level of Education	0	Less than a graduate of a four-year college
				1	Currently enrolled in an undergraduate degree program
				2	College or service academy graduate
				3	Attended graduate school, no degree
				4	Currently enrolled in a masters degree program
				5	Masters Degree
				6	Masters degree plus Ph.D. hours
				7	Masters degree plus currently enrolled in Ph.D. program
				8	Ph.D. or Professional school degree
				9	No answer
VAR013	22	(22a)	Foreign Area Officer Command and Staff Course Status	1	Have not attended
				2	Currently attending
				3	Waived
				4	Completed
				9	No answer
VAR014	23	(22b)	Foreign Area Officer In-Country Training Status	1	Have not attended
				2	Currently attending
				3	Waived
				4	Completed
				9	No answer
VAR015	24	(22c)	Russian/East European Institute status	1	Have not attended
				2	Currently attending
				3	Waived
				4	Completed
				9	No answer
VAR016	25	(23a)	C&GSC or Equivalent Status	1	Have not attended
				2	Currently attending
				3	Completed
				9	No answer

Variable Number	Column Number	Question Number	Identification	Description of Codes	
VAR017	26	(23b)	Senior Service College Status	1 2 3 9	Have not attended Currently attending Completed No answer
VAR018	27	(27)	How would the officer characterize current command attitudes towards the FAO Program	1 2 3 9	Negative Ambivalent Positive No answer
VAR019	28	(28)	How would the officer characterize current attitude of his Career Branch towards the FAO Program	1 2 3 9	Negative Ambivalent Positive No answer
VAR 020	29	(29)	How officer feels FAOP membership is currently affecting his Branch assignments	1 2 3 4 9	Not at all Negatively Not sure Positively No answer
VAR021	30	(30)	Does officer know of any FAOP duty positions which will be vacant about the time he is available for reassignment?	1 2 9	No Yes No answer
VAR022	31	(31)	Does officer feel he can influence his own assignment to a FAO Position?	1 2 9	No Yes No answer
VAR023	32	(32)	For nearer or longer range future, how would officer like to see the pattern of his assignments develop?	1 2 3 9	Mostly Branch assignments Equal distribution Mostly FAO assignments No answer
VAR024	33	(33)	Does officer feel he is underutilized as a FAO?	1 2 9	No Yes No answer
VAR025	34	(34)	For officers with ASI 4A-4T, how many times has he been assigned to a FAO position requiring substantial knowledge of that area or region of the world?	0-8 (8 equals 8 or more) ASI equal 4Z 9 No answer	

Variable Number	Column Number	Question Number	Identification		Description
VAR026	35	(35)	Does officer feel the program managers provide a satisfactory source for FAO Program information	1 2 9	No Yes No answer
VAR027	36	(36)	Currently, if officer knew then what he knows now would he still join the FAO Program	1 2 9	No Yes No answer
VAR028	37		Is officer currently serving in a validated FAO position? This is determined by coder.	1 2	No (Officer answered Section III) Yes (Officer answered Section IV)
VAR029	38	(37)	For officer currently serving in a non-validated FAO position, was he misassigned? If officer is *not* serving in a non-validated position, leave blank	1 2 9	No Yes No answer
VAR030	39	(38)	For officer currently serving in a non-validated FAO position, does he think this position *should* be validated for the FAO Program? If officer is not serving in a non-validated position, leave blank.	1 2 9	No Yes No answer

The remainder of the questions were answered only by an officer currently serving in a validated FAO position. All questions refer specifically to that position

| VAR031 | 40-41 | | Functional-Locational category of position | 01
02
03
04
05

06
07

08

09

10 | Advisor and Liaison
Attache
Military school faculty
Military school staff
Intelligence Officer, MAAGS-Missions-MILGPS
Intelligence Officer, Other
Operations and Logistics, MAAGS-Missions-MILGRPS
Operations and Logistics, Other (except Military school staff)
CA, PSYOP, UW, MAAGs-Missions-MILGRPS
CA, PSYOP, UW, Other |

Variable Number	Column Number	Question Number	Identification	Description of Codes	
VAR032	42	(39)	In incumbent's opinion, is the duty position appropriately included in the FAO Duty Position list?	1	No
				2	Yes
				9	No answer
VAR033	43	(40)	In incumbent's opinion, is this an appropriate position for him, given his background and training	1	No
				2	Yes
				9	No answer
VAR034	44	(41)	In incumbent's opinion, should the position be filled by an officer from a particular branch?	1	No
				2	Yes
				9	No answer
		(42)	In incumbent's opinion, how often and at what level of expertise does the position require a knowledge of each of the following disciplines		
VAR035	45-46		Anthropology	00	Never required
				01	Rarely, low
				02	Rarely, moderate
				03	Rarely, high
				04	Sometimes, low
				05	Sometimes, moderate
				06	Sometimes, high
				07	Often, low
				08	Often, moderate
				09	Often, high
				99	No answer
VAR036	47-48		Economics	same coding as VAR035	
VAR037	49-50		Geography	same coding as VAR035	
VAR038	51-52		History	same coding as VAR035	
VAR039	53-54		Literature	same coding as VAR035	
VAR040	55-56		Political Science	same coding as VAR035	
VAR041	57-58		Psychology	same coding as VAR035	
VAR042	59-60		Public Adminsitration	same coding as VAR035	
VAR043	61-62		Sociology	same coding as VAR035	

Variable Number	Column Number	Question Number	Identification	Description of Codes	
		(43)	In incumbent's opinion, how often does the position require that knowledge in each of the disciplines be specific to a particular region or area of the world		
VAR044	63		Anthropology	0	Knowledge in discipline never required by position
				1	Never
				2	Rarely
				3	Sometimes
				4	Often
				9	No answer
VAR045	64		Economics	same coding as VAR044	
VAR046	65		Geography	same coding as VAR044	
VAR047	66		History	same coding as VAR044	
VAR048	67		Literature	same coding as VAR044	
VAR049	68		Political Science	same coding as VAR044	
VAR050	69		Psychology	same coding as VAR044	
VAR051	70		Public Administration	same coding as VAR044	
VAR052	71		Sociology	same coding as VAR044	
		(44)	In incumbent's opinion, how often does the position require each of the following skills in a language other than English		
VAR053	72		Speaking	1	Never
				2	Rarely
				3	Sometimes
				9	No answer
VAR054	73		Reading	same coding as VAR053	
VAR055	74		Writing	same coding as VAR053	

Variable Number	Column Number	Question Number	Identification	Description of Codes
		(45)	In incumbent's opinion, the extent to which the following aspects of his in-country training contributed to his better performance in the position. This was to be answered only by those incumbents who had had in-country training. *If officer has not had in-country training, leave blank.*	
VAR056	75		Travel	0 Was not part of in-country training 1 Little 2 Moderately 3 Significantly 9 No answer
VAR057	76		Formal language study	same coding as in VAR056
VAR058	77		Study of social, economic, and political factors	same coding as in VAR056
VAR059	78		Participation in field exercises with host country forces	same coding as in VAR056
VAR060	79		Interaction with host-country military	same coding as in VAR056
VAR061	80		Attendance at host-country military school	same coding as in VAR056

CARD 2

Variable Number	Column Number	Question Number	Identification	Description of Codes
	1-4		ID Number	Same as COL2-4 of first card
VAR062	5		Interaction with host-country civilians	same coding as in VAR056
VAR063	6		Attendance at civilian university	same coding as in VAR056
VAR064	7		Interaction with U.S. military personnel	same coding as in VAR056
VAR065	8		Interaction with U.S. government personnel	same coding as in VAR056
VAR066	9		Preparation of major research paper	same coding as in VAR056

Variable Number	Column Number	Question Number	Identification	Description of Codes	
		(46)	In incumbent's opinion, how often and what type of knowledge was required in each of the following subject areas.		
VAR067	10		Social sciences approaches to foreign environments (sociocultural, political, economic)	0	Never
				1	Rarely, general
				2	Rarely, specific
				3	sometimes, general
				4	sometimes, specific
				5	often, general
				6	Often, specific
				9	No answer
VAR068	11		Theory, methods, and patterns of internal conflict	same coding as VAR067	
VAR069	12		Theories and strategies of planned change and development	same coding as VAR067	
VAR070	13		Role of military in planned change and development	same coding as VAR067	
VAR071	14		Internal Defense	same coding as VAR067	
VAR072	15		U.S. overseas interests (policy, plans, and programs)	same coding as VAR067	
VAR073	16		U.S. government organizations, policies and operations	same coding as VAR067	
VAR074	17		Security assistance strategies and operations (including FMS)	same coding as VAR067	
VAR075	18		MAP policy, plans and administration	same coding as VAR067	
VAR076	19		Civil Affairs	same coding as VAR067	
VAR077	20		Psychological Operations	same coding as VAR067	
VAR078	21		Civil-Military Operations	same coding as VAR067	
VAR079	22		International Law	same coding as VAR067	

Variable Number	Column Number	Question Number	Identification		Description of Codes
VAR080	23	(47)	In incumbent's opinion, how useful would it be for his tour to overlap with that of his successor	1 2 3 9	Of little use Of moderate use Very useful No answer
VAR081	24	(48)	Does the incumbent have access to an official Job Description of the position?	1 2 9	No Yes No answer

APPENDIX G

SPSS PROGRAM LAYOUTS FOR PROCESSING DATA

COLLECTED FROM MONITORSHIP QUESTIONNAIRE

ON CONTROL DATA CORPORATION 6400 OR 6600 COMPUTER

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The "First Run" places all the data and the value labels
on a permanent file called "FAO." The second and third
runs merely access this file.

First Run

FAO, CM105000, T50
ATTACH (SPSS, SPSS)
REQUEST (SVFILE, *PF)
SPSS.
REWIND (SVFILE)
CATALOG (SVFILE, FAO)
7_{89}

Run Name	FAO Feedback Information, SPSS System File Saved, Run 1
File Name	FAO
Variable list	VAR001 to VAR081
No. of cases	
Value labels	VAR001 (2) LT (3) CPT (4) MAJ (5) LTC (6) COL (7) GEN/
	VAR003 (01) Adjutant General (02) Air Defen Artil (03) Armor
	(04) Chemical Corps (05) Engineers (06) Field Artillery (07) Infantry
	(08) Military Intelligence (09) Military Police (10) Ordnance
	(11) Quartermaster (12) Signal Corps (13) Transportation Corps
	(14) Womens Army Corps/
	VAR006 (1) USAR (2) RA/
	VAR007 (01) 4A (02) 4B (03) 4C (04) 4D (05) 4E (06) 4F (07) 4G
	(08) 4H (09) 4J (10) 4K (11) 4L (12) 4M (13) 4N (14) 4P (15) 4Q
	(16) 4R (17) 4S (18) 4T (19) 4Z/
	VAR009, VAR021, VAR022, VAR024, VAR026 to VAR030, VAR032 to
	VAR034, VAR 081 (1) No (2) Yes/
	VAR010 (1) 20-24 (2) 25-29 (3) 30-34 (4) 35-39 (5) 40-44, (6) 45-49
	(7) 50-54 (8) 55+/
	VAR011 (1) Divorced (2) Single (3) Widowed (4) Married/
	VAR012 (0) Less than Coll Grad (1) Currently undergrad (2) College
	or USMA Grad (3) Attended grad school (4) In masters program
	(5) Masters Degree (6) Masters + PhD hours (7) In PhD program
	(8) PhD or Profess Degree/
	VAR013 to VAR015 (1) Not attended (2) Currently attending
	(3) Waived (4) Completed/
	VAR016, VAR017 (1) Not attended (2) Currently attending (3) Completed/

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VAR018, VAR019 (1) Negative (2) Ambivalent (3) Postive/
VAR020 (1) Not at all (2) Negatively (3) Not sure (4) Positively/
VAR023 (1) Mostly Branch (2) Equal distribution (3) Mostly FAO/
VAR031 (01) Advisor and Liaison (02) Attache (03) Mil Sch Fac
(04) Mil Sch Staff (05) Intel Officer–MAAG (06) Intel Officer–Other
(07) Operat, Logist–MAAG (08) Operat, Logist–Other (09) CA,
Psyop, UW–MAAG (10) CA, Psyop, UW –Other/
VAR035 to VAR043 (00) Never required (01) rarely, low (02) rarely,
moderate (03) rarely, high (04) sometimes, low (05) sometimes, moderate
(06) sometimes, high (07) often, low (08) often, moderate (09) often,
high/
VAR044 to VAR052 (0) Knowledge not required (1) Never (2) rarely
(3) sometimes (4) often/
VAR053 to VAR055 (1) Never (2) rarely (3) sometimes/
VAR056 to VAR066 (0) Was not part of training (1) Little (2) moderately
(3) Significantly/
VAR067 to VAR079 (0) Never (1) rarely, general (2) rarely, specific
(3) sometimes, genera' (4) sometimes, specific (5) often, general
(6) often, specific/
VAR080 (1) Of little use (2) Of moderate use (3) Very useful/

Missing values	VAR001, VAR006, VAR008 to VAR030, VAR032 to VAR034, VAR044 to VAR081 (9)/ VAR002 to VAR005, VAR007, VAR031, VAR035 to VAR043 (99)
Input format	Fixed (4x, F1.0, 4F2.0, F1.0, F2.0, 23F1.0, F2.0, 3F1.0, 9F2.0, 18F1.0, 4X, 20F1.0)
Input Medium	Card
Print Format	VAR001 to VAR081 (1)
Codebook	VAR001 to VAR028
Statistics	All
Read Input Data	

DATA HERE

*Select if	(VAR028 EQ 1)
Codebook	VAR029 to VAR030
Statistics	All
*Select If	(Var028 EQ 2)
Codebook	VAR031 to VAR081
Statistics	All

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Crosstabs	VAR007 by VAR009
Statistics	1,2
Options	3,5
Crosstabs	VAR003 by VAR019
Statistics	1,2
Options	3,5
Crosstabs	VAR003 by VAR022
Statistics	1,2
Options	3,5
Crosstabs	VAR003 by VAR024
Statistics	1,2
Options	3,5
Crosstabs	VAR007 by VAR024
Statistics	1,2
Options	3,5
Crosstabs	VAR007 by VAR025
Statistics	1,2
Options	3,5
Crosstabs	VAR007 by VAR008
Statistics	1,2
Options	3,5
Crosstabs	VAR003 by VAR026
Statistics	1,2
Options	3,5
Crosstabs	VAR003 by VAR027
Statistics	1,2
Options	3,5
Crosstabs	VAR007 by VAR026
Statistics	1,2
Options	3,5
Crosstabs	VAR007 by VAR027
Statistics	1,2
Options	3,5
Crosstabs	VAR024 by VAR026
Statistics	1,2
Options	3,5
Crosstabs	VAR024 by VAR027
Statistics	1,2
Options	3,5
*Select if	(VAR028 EQ 1)
Crosstabs	VAR003 by VAR029
Statistics	1,2
Options	3,5

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*Select if	(VAR028 EQ 1)
Crosstabs	VAR007 by VAR029
Statistics	1,2
Options	3,5
SAVE FILE	
FINISH	
6789	

Second Run

```
 FAO, CM105000, T50
ATTACH (SPSS, SPSS)
ATTACH (GTFILE, FAO)
MAP (OFF)
SPSS.
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```

Run name	FAO Feedback Information, Run 2
GET FILE	FAO
SELECT IF	(VAR028 EQ 2)
Crosstabs	VAR031 by VAR032
Statistics	1,2
Options	3,5
Crosstabs	VAR031 by VAR033
Statistics	1,2
Options	3,5
Crosstabs	VAR032 by VAR033
Statistics	1,2
Options	3,5
Crosstabs	VAR031 by VAR034
Statistics	1,2
Options	3,5
Crosstabs	VAR031 by VAR035 to VAR043
Statistics	1,2
Options	3,5
Crosstabs	VAR031 by VAR044 to VAR052
Statistics	1,2
Options	3,5
Crosstabs	VAR031 by VAR053 to VAR055
Statistics	1,2
Options	3,5

Crosstabs	VAR031 by VAR067 to VAR079
Statistics	1,2
Options	3,5
Crosstabs	VAR031 by VAR080
Statistics	1,2
Options	3,5
Crosstabs	VAR031 by VAR081
Statistics	1,2
Options	3,5
Crosstabs	VAR by VAR
FINISH	

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Third Run

FAO, CM105000,T50
ATTACH (SPSS, SPSS)
ATTACH (GTFILE, FAO)
MAO (OFF)
SPSS.

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RUN	
GET FILE	FAO Feedback Information, Run 3
SELECT IF	(VAR014 EQ 4 and VAR028 EQ 2)
CROSSTABS	VAR031 by VAR056 to VAR066
Statistics	1,2
Options	3,5
FINISH	

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ADDENDUM FOR NEW FAO MEMBERS

How did you learn about the program?

The FAO Program prepares officers for selected duty positions. Prior to joining the program you may have served in one or more of these positions as listed in the current AR for the FAO Program (AR 614-142). It is also possible that you may have served in one or more of the duty positions formerly designated for the separate FAS and MAO programs in their respective ARs (AR 61·-142 and AR 614-134). Please identify all such assignments as fully as possible in the spaces below. If you think an assignments was to a FAO *relevant* duty position but are not sure whether it actually appeared on any selected list—FAS, MAO or FAO—please enter it anyway.

Duty Position Title	Organization	From	To

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