

THE EFFECTS OF LEADER TRANSITION ON
UNIT PERFORMANCE: AN EVALUATION OF
THE COMTRAIN TRANSITION GUIDE

Richard L. Miller
HUMAN RESOURCES RESEARCH ORGANIZATION

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ARI FIELD UNIT IN USAREUR

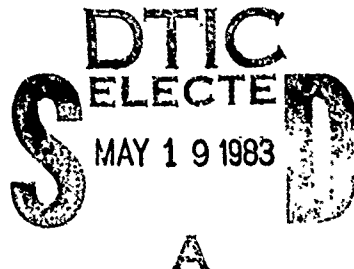


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FOREWORD

The Human Resources Research Organization (HumRRO) submits this final report to the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) in conformance to Contract Number MDA 903-78-C-2042, "Operational Readiness and Adaptation Enhancement in USAREUR." The report presents the results of Task 5 (Subtask 1) of the project conducted under the above contract.

The work was performed during the period 1 December 1978 - 25 September 1979 by staff members of HumRRO's Special Projects Division. Dr. Richard L. Miller was the HumRRO Project Director. Project members included Dr. Richard Orend, Ms. Wendy McGuire, Ms. Linette Sparacino and Mr. Howard Hill.

Dr. William W. Haythorn was the ARI Contracting Officers' Technical Representative for this project. Dr. John Whittenburg was the designated technical monitor for ARI on the project.

The research reported here is part of a broader program designed to develop and evaluate techniques for improving company level leadership which is responsive to Human Resource Need 79-181, "Enhancement of OE through Development of Unit Leadership Roles.

THE EFFECTS OF LEADER TRANSITION ON UNIT PERFORMANCE:
AN EVALUATION OF THE COMTRAIN TRANSITION GUIDE

BRIEF

Requirements:

To evaluate the effectiveness of the COMTRAIN transition guide in assisting Company Commanders to effect a smooth and orderly change of command and to determine what additional variables impact upon command transition.

Method:

The COMTRAIN transition program was implemented on an experimental basis in 45 USAREUR companies. An additional 45 companies served as the control group. Performance of the commander and the company on administration, training, maintenance and supply tasks as well as morale and discipline was evaluated by battalion commanders each month for four months after command transition. Company commanders provided information on their use of the COMTRAIN guide, previous leadership training and experiences, additional transition activities, etc. An evaluation of the guide was also provided by users. Finally, interviews were conducted with selected battalion and company commanders involved in the program.

Findings:

Comparisons were made between those commanders who received the COMTRAIN program and those who did not on ratings of performance. Included were each of the specific task activities and each of the monthly ratings following transition. No differences were found. However, it was found that COMTRAIN interacted with other variables to produce performance differences. Specifically, the performance of commanders who believed that their success would rest primarily on extrinsic factors outside their own control was enhanced by the use of COMTRAIN along a number of performance dimensions. Conversely, commanders who believed that their success would be primarily a result of their own intrinsic efforts performed better without COMTRAIN.

A second consistent finding was that the performance of commanders whose assignment immediately prior to transition was proximal to command, e.g., executive officer, platoon leader, etc., was not enhanced by COMTRAIN use. Conversely, the performance of commanders whose assignment immediately prior to transition was not proximal to command, e.g., students, staff position at higher headquarters, etc., was enhanced with COMTRAIN use. Finally, commanders with only a short time in their battalion prior to the assumption of command scored higher on some performance dimensions with COMTRAIN USE.

Additional variables which can be seen to impact positively upon performance after transition included time in the battalion, completion of the Officer's Advanced Course and previous assignment. Transition activities impacted most strongly on the 1st month's performance dropping dramatically in effect subsequently.

Evaluations by guide users themselves consistently endorsed the value of the COMTRAIN program and interviews with both battalion commanders and users indicated that some positive effects were not measured in the performance evaluation form.

Utilization of Findings:

The results of this study indicate that the transition to command and subsequent performance of certain company commanders could be improved by utilization of the COMTRAIN transition program. Specifically, COMTRAIN could be expected to enhance the performance of commanders without experience in the battalion, without an internal orientation towards success as well as those who do not come directly from a job proximal to command. Copies of this report and related instructional materials should be made available to battalion commanders for optional use with appropriate personnel.

THE EFFECTS OF LEADER TRANSITION ON UNIT PERFORMANCE:
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THE EFFECTS OF LEADER TRANSITION ON UNIT PERFORMANCE:
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INTRODUCTION

Transition, rotation, succession, change of command; all are words used to describe a central facet of organizational leadership: that leaders follow one another. Despite the frequent occurrence of leader successions in nearly all groups, especially in large stable organizations, relatively little research has addressed this phenomenon. An early review by Gibb (1969) reported on studies of leader emergence and succession mode. In particular, the importance of establishing leadership/followership through early, shared, significant experiences was noted. Gibb stressed that an important aspect of the organizational climate for the new leader derives from the policies of the former leader, the consequences of which shape follower's expectations, morale and interpersonal relations.

In a study of small group processes, Pryor, Flint and Bass (1962) found group performance significantly related to leadership stability. Leader rotation resulted in decreased effectiveness. Studies by Trow (1960) and Rogers, Ford, and Tassone (1961) also found performance decrements to result from increases in personnel turbulence. Finally, Champion (1971), in an extensive unpublished review of the literature cited by Fiedler (1974) concluded that leadership succession causes turbulence and instability in most organizations and thus constitutes a major challenge to organizations generally.

As an organization, the U.S. Army rotates leaders at a frequency substantially higher than most comparable civilian organizations. This high number of leader rotations is believed necessary in order to (1) assure that Army officers have sufficient command experience in order to be effective leaders and (2) provide a broad base of staff and command experiences for the Officer's Corps. As a case in point, two-thirds of the company-sized units in the U.S. Army in Europe (USAREUR) experience a change of command each year. Despite high leader rotation rates and the organizational challenge that they present, no USAREUR-wide formal procedure exists for effecting a smooth change of command at the company level. Company commanders assume command with little or no transition period between assignments. To be effective in their new command, they must quickly acquire a wide range of information on the current policies, programs, problems, priorities, and personnel in their battalion.

The early weeks of command are likely to be important determinants of long-term effectiveness. For the new commander and subordinates alike, it is a period of both raised expectations and uncertainty. In this situation, the commander's early actions are likely to establish persistent patterns in (a) his own leadership behaviors, (b) the expectations and attitudes of his subordinates, and (c) his relationships with the battalion staff.

Thus, at the same time that the new commander's actions have a highly formative effect on patterns of leadership and followership, he/she is less equipped to make informed and appropriate decisions than at any later point in his command. Consequently, in the period of command transition, the need for systematic guidance and the opportunities for positive influence on leadership patterns are both high.

To meet this organizational challenge, Buxton (1977) developed a structured process to facilitate command transition which was designated COMTRAIN. This process guides the commander-designate through the period just before and just after assuming command of a company, battery or troop. It is designed to assist the commander in: (1) acquiring the current and critical information needed for early effectiveness in command; and (2) establishing at the outset productive relationships with subordinates, peers, superiors, and supporting staff members. An interview guide provides the necessary structure for the COMTRAIN transition process.

COMTRAIN Interview Guides

Much of the information a new company commander needs to know in order for his actions to be appropriate and effective is current and specific to his own company and battalion. It is not feasible for this kind of information to be communicated through either a USAEUR-wide course or manuals. For example, effective management of the company's training requires mastery of: (a) the scheduling methods used by that battalion's S-3 section; (b) the community's training, duty, and education cycles; (c) the current training priorities for the battalion, brigade, and division; (d) the nature of and the constraints on training resources such as the local training area; (e) training policies and programs currently in effect; (f) the calendar of major events such as ARTEP evaluations and live firing; and (g) the current training status of the company and its sub-elements. Regardless of his prior education in developing, executing, and evaluating unit training, there remains a great deal of current and unit-specific information for the new commander to assimilate.

The COMTRAIN interview guides, an example of which is contained in Appendix B, provide the new commander with a self-managed, flexible outline for conducting discussions with individuals in the battalion who can serve as informational resources during the transition. The guides, which can be tailored and updated by the battalion before use, identify the major issues to explore with each resource-person, i.e., the areas of current problems, programs, and priorities to discuss with each of the staff sections in battalion headquarters.

This self-managed approach, besides being appropriate for a company-grade officer, seems a practical necessity since prior staff assignments make some areas much more familiar than others. Further, arrangements for the interviews must take existing relationships, individual strengths and weaknesses, and the new commander's work schedule into account. In addition, the new commander should be able to adapt the interview approach

to fit his/her own interpersonal style. Thus, the new commander is really in the best position to manage the in-briefing/transition process.

The guide's influence on establishing productive relationships at the beginning of the command is designed to be covert rather than overt. The limited time available for the transition requires that the guide be focused directly on priority information. However, the nature and form of the suggested interview questions are intended to facilitate positive first impressions and productive working relationships. In general, the guide casts the commander-in transition in an active listening role, seeking information that will improve the effectiveness of command, and approaching interviewees as valued resources. Further, specific questions seek inputs for improved cooperation and enhanced effectiveness.

Previous research (Buxton, 1978) has found a relationship between the kinds of activities prescribed in the COMTRAIN guide and effective leadership. However, due to the correlational approach used, it is not possible to know with certainty that effective leadership was a result of COMTRAIN type transition activities. An alternative interpretation would be that effective leaders were more likely to circumstantially engage in COMTRAIN type activities.

The primary purpose of this research was to ascertain the impact of the systematic transition guide (COMTRAIN) approach to command change on leader and unit performance using a controlled experimental method. An additional purpose was to determine the effects of other factors traditionally associated with leader effectiveness, both singly or in concert with COMTRAIN, on leader and unit performance during the period immediately following command change. Four such factors were included in the study. These were leader experience, leadership training, leader traits and two circumstances likely to affect the organizational knowledge of the leader: time in the battalion prior to assumption of command and time in/time to go of the Company 1st. Sergeant.

Leader Experience

It is a commonly held belief that individuals learn from their experiences. However, a paper by Friedler entitled "Leadership experience and leader performance: Another hypothesis shot to hell," reanalyzed 13 previous studies and found little relationship between years of leadership experience and leader performance. Correlations ranged from $-.53$ to $.42$ with a median correlation of $-.12$. Similar results were obtained by McNamara (1968), and Csoka (1972) found that only relatively intelligent leaders profit from leadership experiences. In the present study, the interaction between leadership experience and the leader's ability to utilize the COMTRAIN transition guide will be examined.

Leadership Training

Despite extensive research on leadership training and numerous, albeit widely diverse programs for preparing leaders, amazingly little study has been given to the effects of this training on subsequent on-the-job performance. Of the 73 studies reviewed by Campbell et.al. (1970), 52 used internal evaluations, i.e., questionnaires, interviews or tests to determine whether trainees had learned anything. Of those 21 studies which used external criteria, i.e., productivity, personnel turbulence, disciplinary problems, only 13 used a control group design. By and large, the results have indicated either no effects or small gains resulting from leader training programs. In the present study, leaders with and without specific training experiences will be evaluated on their organization's performance as well as their own leadership. In addition, a possible interaction between prior training in leadership and utilization of the COMTRAIN transition program will be examined.

Leader Traits

The study of leader traits was one of the first areas of leadership research to be initiated. Reviews by Bird (1940), Jenkins (1947), Mann (1959) and Stogdill (1948, 1974) have summarized hundreds of such studies. In general it was found that situational variables are more predictive of leadership than personal characteristics. However, some traits have rather consistently been found to relate to leadership. One such trait is self-confidence which has been shown to be positively related to leadership. For example, Stogdill (1974) reports on 11 studies between 1904-1947 and 28 studies done between 1948 and 1970 which provide evidence relating self-confidence and leadership. Most of these studies compared the self-confidence of leaders and non-leaders. However, the role of confidence among leaders themselves and the impact if any on performance are still to be systematically examined.

A second trait that could be seen as interacting with COMTRAIN usage to affect performance is the leader's perceived locus of control. Rotter (1966) and his colleagues have utilized an I-E scale to measure two fairly stable sets of expectations within which people attribute causal outcomes to external or internal circumstances. A standard finding in studies which use the I-E approach is that externals are more responsive to people than are internals. For example, Heilbrun (1970) has found externals to be more responsive to social reinforcement and Crowne and Liverant (1963) have noted that externals are more prone to conformity pressures. In addition, it seems that individuals who commonly believe that others supply the rewards they receive (external control) come to value those rewards more while the internally controlled individual more often values intrinsic rewards. For example, Baron and Ganz (1972) have noted that "externals" preferred receiving performance feedback from others rather than supplying it for themselves.

It was hypothesized that leaders with an external orientation would profit more from the COMTRAIN approach which emphasizes external resources

while "internals" may be less able to effectually utilize an approach which is inconsistent with their expectations about what is necessary for success.

Effective leadership requires social insight and empathy for others (Stogdill, 1974). One aspect of social insight is self-awareness. Studies by Cox (1926) and Newcomb (1943) have suggested that self-awareness impacts on leadership ability. The development of self-awareness depends significantly upon social comparison processes (see Suls and Miller 1978). Thus, leaders with sufficient opportunity for social comparison may be expected to form stable self-concepts which should enhance their abilities to lead others. In the present study, preferences for social comparison others was elicited. According to the theory (Festinger, 1950), individuals who choose similar others for comparison purposes should form more stable self-evaluations.

Organizational Knowledge

Two additional factors which could logically be expected to make a difference in leader performance were included in this study. These were the length of time the leader had served in the battalion prior to assumption of command and the length of time the 1st Sergeant had served with the company when the commander took command. It was hypothesized that time in the battalion provides an opportunity for accomplishing some COMTRAIN tasks and could thereby minimize the impact of the transition program. With regard to the 1st Sergeant, previous research by Buxton (1978) has suggested that the dynamics of the leadership task confronting the new commander differs depending on whether the 1st Sergeant is also new, experienced or "short."

In summary, the present study was designed to (1) provide an understanding of the command transition process and its impact on an organization; (2) assess the effectiveness of the COMTRAIN guide in assuring an orderly change of command; and (3) explore additional factors which may make a difference in the utilization of COMTRAIN and ultimately in performance subsequent to the assumption of command.

METHOD

Sample

In order to ascertain the effectiveness of the COMTRAIN Transition Guide, a sample of Army battalions experiencing command rotation at the company level was required. To obtain this sample, all USAREUR battalions in the branches of Artillery, Infantry, Armor, Signal and Engineering received a request from the Deputy Chief of Staff for Personnel, USAREUR, soliciting their cooperation in identifying projected command turnover during a period of three (3) months and assisting the Army Research Institute in conducting this study (see Appendix A-2). This letter

generated replies from one hundred and sixty-one (161) battalion commanders of which eighty-four (84) were selected for inclusion in the research study. Thus, subjects were 90 company commanders (some battalions had more than one command transition scheduled) who took command of their units between December 1978, and March 1979. These commanders were sorted by branch and one-half of the commanders in each branch were randomly assigned to receive the COMTRAIN Transition Guide while the other half served as the control group. The battalion commanders participating in the program then received instructions and materials for the implementation and evaluation of the COMTRAIN program. (See Appendix A-4,6.)

Instruments

The principal instrument used to measure company and commander performance subsequent to command transition was the Battalion Commanders Evaluation Form (BCEF). On this form, Battalion Commanders evaluated companies on four separate dimensions. These four dimensions were administration, training readiness, maintenance and supply, and morale and discipline. These dimensions were selected based on a factor analysis of a much larger set of performance activities utilized in previous COMTRAIN research (see Buxton, 1976). In addition to these dimensions of company performance, a fifth area, "commander's own overall effectiveness," was included.

On the instruction sheet accompanying the evaluation forms, each of the five performance dimensions was defined. In general, Administration was defined as (1) meeting suspense requirements (2) compliance with administrative tasks, and (3) efficiency in administering special programs. Training readiness was defined as how well the unit sustained its ability to perform its combat mission. Included as indicators were ARTEPs, SQTs, and other company tests. Maintenance and supply was defined to include the operational readiness of equipment, minimization of shortages, etc. Morale and Discipline included consideration of measures designed to prevent/handle problems and incidents. See Appendix C for a complete set of these definitions.

For the first month after command transition, Battalion Commanders were asked to complete two evaluations, each with a different point of comparison. In the first evaluation, companies were rated in comparison to the other companies in the battalion. Battalion Commanders rated the company on each dimension along an eleven point scale which ranged from (10) Exceedingly Above Battalion Average through (5) Typical Company (Battalion Average) to (0) Exceedingly Below Battalion Average.

In the second evaluation, companies and the new commander were rated in comparison to the company's performance during the month prior to command transition (Questions 1-4) and the previous commander's performance level (Question 5). Battalion Commanders rated the amount of change from the month before command transition to the month after on an eleven point scale ranging from (10) Exceedingly Improved through (5) No Change to (0) Exceedingly Declined.

On subsequent evaluations (months 2-4) the eleven point scales were scored from (+5) exceedingly improved through (0) no change to (-5) exceedingly declined. These change scores were added to the score for the previous month in order to create the subsequent month's score. Thus, the month 2 performance ratings consisted of the month 2 change scores added to the 1st month's performance rating. If a commander received the maximum month 1 score of 10 and continued to improve at the maximum rate a final (month 4) score of 25 could be obtained. Conversely, if a commander received the lowest possible score on the first month's rating (0) and continued to decline at the fastest rate possible, a final (month 4) rating of -15 could be obtained.

A second source of evaluative information about the effectiveness of COMTRAIN in facilitating command transition was the company commander who utilized the program. Each such commander received a 12 item User Evaluation Form which contained questions designed to (1) assess the usefulness of COMTRAIN; (2) determine the manner in which the package was utilized; and (3) provide an opportunity for users to offer suggestions aimed at improving the COMTRAIN program. More specific information about the utilization of the COMTRAIN guide was provided in the Company Check List on which each user indicated how each topic suggested for inclusion in the guide was dealt with. This form contained a list of each suggested topic which was followed by four possible response categories. These categories were (1) Discussion was not needed (already knew or irrelevant); (2) Had no time to discuss this; (3) Talked briefly about this; and (4) Talked about this in detail.

In order to collect information about non-guide aspects of the transition process all Company Commanders were asked to complete a 17 item survey. This survey (see Appendix E) was designed to provide a comparison of the transition activities of experimental and control groups as well as to obtain additional variables which might impact on post-transition performance. Included in the survey were items designed to elicit information concerning the commander's pre-transition experience, transition activities, and attitudes. Pre-transition experiences included (1) schooling (completion of Officer's Advanced Course and Company Commander's Course; (2) previous assignment; (3) prior command experience; and (4) amount of time served in the battalion before command transition. Transition activities included: (1) transfer of property; (2) in-briefings; (3) review of records; (4) reading; and (5) orientation meetings with 14 designated battalion and company personnel. Also, commanders rated their own and their companies performance on each of the dimensions used in the BCEF. Two attitude items assessed the perceived control (internal-external) and social comparison preferences of the Company Commander. Finally, the relative experience of the 1st Sergeant in the company was determined.

To explore the problems of implementing COMTRAIN, to collect information about the expected differences between guide users and non-guide users and to formulate explanations for the consequences of COMTRAIN use, an interview schedule was developed for use with Company and Battalion Commanders

and key staff personnel. Questions for the Company Commander included: (1) How did you learn about the COMTRAIN program? (2) Were there particular instructions on its use from your battalion? (3) Did the battalion provide additional transition activities? (4) Trace the use of the guide and other transition activities from the beginning of transition up to two weeks after transition. (5) What non-transition demands were placed upon you during this time? and (6) Are there any perceived differences in your style of leadership as a result of COMTRAIN?

Questions for the Battalion Commander included: (1) What were the performance indicators which you used to assess the company and commander's performance? (2) Were there any differences in performance which were not reflected in the BCEF ratings? And (3) What is your opinion of the COMTRAIN program generally? In addition to these questions, interviewees were allowed to interject their own topics of relevance for the discussion.

Procedure

Approximately three weeks before a battalion was scheduled for a command transition at the company level, battalion commanders received the COMTRAIN Guide and accompanying evaluation forms as well as instructions on their use. Battalion commanders were requested to provide new company commanders in the experimental group with the COMTRAIN Guide and user's check list two weeks prior to command transition. Thirty days after assumption of command, Company Commanders in the experimental group were provided with the User's Evaluation Form and the transition activities questionnaire. Control group commanders received only the transition activities questionnaire at this time. All commanders then mailed these completed forms directly to the Army Research Institute (ARI) for processing. Also the Battalion Commander's first evaluation of the new Company Commander (Experimental and Control) was completed 30 days after command transition. Again, the form was mailed at this time directly to ARI for processing. Subsequent evaluations were completed by battalion commanders every month for four months following transition. A master schedule of when the various forms were due at ARI was used to keep track of submission rates. Approximately two weeks after a form should have been received, commanders received a telephone call reminding them to complete and submit the appropriate forms. This procedure helped insure complete collection of the various evaluation instruments.

After the final (4th month) battalion commander's evaluations had been received, 17 battalion commanders were contacted and interviews were arranged with nine of them and their participating company commanders. Five of these interviews were conducted with battalion and company commanders at their units while the remaining four were conducted telephonically.

RESULTS

Sample Randomization Check

In order to determine whether the random assignment procedures had in fact resulted in randomizing across conditions those aspects of a commander's experience which could be expected to make a difference in performance scores, chi square analyses were performed on the numbers of COMTRAIN commanders and control group commanders with various characteristics. These characteristics were (1) previous command experience; (2) amount of time prior to command served in the battalion; (3) completion of the USAREUR Company Commander's Course at Vilseck; (4) completion of the Officer's Advanced Course; (5) the relative experience of the 1st Sergeant in the Commander's Company; and (6) the commander's assignment immediately prior to assumption of command. Table 1 presents the percentages and chi square tests for each of these variables. As can be seen, there are no significant differences between the experiences of the commanders in the experimental and control groups.

Aggregate Performance Scores

Performance data consisted of battalion commander ratings of company performance of administrative tasks, training tasks, maintenance activities, morale and discipline of the unit, and commander's effectiveness for the four months following command transition. In order to simplify the presentation of the data, two types of score aggregation were performed. First, each of the five separate task ratings for each month were combined to create monthly composite performance ratings across tasks. All five task scores were summed and divided by five for each monthly evaluation. To insure that these scores could be meaningfully combined, an inter-item correlation coefficient was computed for the five task ratings (admin, training, maintenance, morale and commander performance) for each monthly period. As noted earlier, two separate Month 1 ratings were conducted. The correlation coefficients for the first month's ratings using the battalion average as the comparison point ranged from $r=.33$, $p<.008$ to $r=.57$, $p<.001$, with a X corr. $=.51$. On the ratings using the company and previous commander's performance during the month prior to command turnover as the comparison point the correlation coefficients among the task ratings ranged from $r=.29$, $p<.019$ to $r=.64$, $p<.001$. Combining both sets of these first month ratings into an overall Month 1 composite score and subjecting them to Pearson r analysis yielded correlation coefficients ranging from $r=-.34$, $p<.006$ to $r=.64$, $p<.001$ with the average correlation being $r=.20$. Thus it would seem that the degree of relationship among the individual task performance ratings would warrant combining each of the first month's task scores into two separate composite scores but not into one overall score. Similar analyses were performed on the task ratings for months two through four. In each case the correlations were found to be statistically significant

Table 1

Characteristics of Commanders in Experimental and Control Groups

CHARACTERISTICS	SCALE	COMTRAIN %	NON-COMTRAIN %	TEST OF SIGNIFICANCE	SIGNIFICANCE OF DIFFERENCE
Previous Command	Yes	43.8	35.3	$\chi^2 = .07$	$p = n.s.$
	No	56.3	64.7		
Time in Battalion	0-23 weeks	37.5	50.0	$\chi^2 = .27$	$p = n.w.$
	30-156 weeks	62.5	50.0		
Completed Commander's Course	Completed before command	31.3	29.4	$\chi^2 = .03$	$p = n.s.$
	Completed after command	18.8	20.6		
	Not taken yet	50.0	50.0		
Completed Officer's Advanced Course	Yes	75.0	85.3	$\chi^2 = .23$	$p = n.s.$
	No	25.0	14.7		
Tour Status of 1st Sergeant	1-6 months to date	37.5	27.3	$\chi^2 = 3.21$	$p = n.s.$
	Mid-tour	37.5	21.2		
	1-6 months remaining	25.5	51.5		
Prior Assignment	Proximal to command	56.3	44.1	$\chi^2 = .24$	$p = n.w.$
	Not proximal to command	43.8	55.9		

at the $p < .01$ to $p < .001$ level and thus to allow aggregation. Specifically, the correlation coefficients for the ratings among the task activities at the second month ranged from $r = .38$, $p < .003$ to $r = .71$, $p < .001$ with an average correlation of $r = .54$. Ratings of the task activities at the third month correlated between $r = .56$, $p < .001$ to $r = .84$, $p < .001$, with an average of $r = .73$. Finally, the ratings of the separate task activities at the fourth month correlated with one another at a level ranging from $r = .61$, $p < .001$ to $r = .87$, $p < .001$, with an average correlation of $r = .77$.

A second set of aggregate scores was created by combining each of the monthly ratings for each specific task activity by adding together the Month 1 rating and each subsequent change score. This yielded a separate proficiency score for administration, training, maintenance and supply, (4) morale and discipline, and (5) commander effectiveness across all monthly evaluations. By and large, these correlations were not as high as the within-month correlations although some of this reduced significance was due to the differences between the two bases of comparison at Month 1. Nevertheless, the average among these performance indicators across time was generally significant at the $p < .01$ level. For administration, the correlation coefficient ranged from $r = .06$ to $r = .61$ with an average correlation of $r = .35$. Ratings across months 1-4 of morale and discipline were correlated between $r = .16$ to $r = .69$ with an average of $r = .29$. Maintenance and supply ratings were correlated between $r = .01$ to $r = .69$ with an average correlation of $r = .32$. Training ratings were correlated from $r = .07$ to $r = .62$ with an average of $r = .31$. Finally, the correlation coefficients among commander effectiveness ratings across time ranged from $r = .04$ to $r = .58$, with an average correlation of $r = .29$.

One other set of performance ratings was aggregated. After one month in command, commanders rated their own and their company's performance along the same dimensions used by battalion commanders. These five scores (admin., training, morale, maintenance and commander performance) were combined to yield a single performance rating. The correlation coefficients among these five performance ratings ranged from $r = .40$, $p < .002$ to $r = .59$, $p < .001$ with an average correlation of $r = .51$.

Independence of Composite Scores

As a result of the previously outlined data transformations, two primary sets of composite scores were created. The first set consisted of Monthly Performance Ratings. The second set comprised five task specific ratings across time. To determine the extent to which the ratings in each set of composite scores were independent of one another, inter-item correlations were again computed. The correlations among the five monthly ratings ranged from $r = .02$ to $r = .63$ with an average correlation of $r = .33$. The correlations among the five composite task ratings ranged from $r = .04$ to $r = .85$ with an average rating of $r = .58$. Thus, it would seem that there is a fair amount of consistency in rated performance from month to month although the extent of the overlap does not preclude treating each monthly score separately. The degree of consistency in rated performance among

the types of tasks is higher which suggests a kind of halo effect operating. Nevertheless, the degree of consistency is probably not so high as to preclude separate reporting of performance on each task dimension. Therefore, the data to be presented will include both sets of composite scores: Monthly and task specific.

Performance Ratings by Battalion Commanders

Table 2 presents the aggregate performance ratings provided by Battalion Commanders for each month following the Company Commander's assumption of command. Both monthly ratings systems are represented. These were the between month change score and the computed total score (previous month's score + change score). Also, the Company Commander's own Month 1 evaluation is presented. Table 2 also presents a summary table of the one-way analyses of variance which were performed on the monthly mean performance ratings. No significant differences were obtained between COMTRAIN Guide users and the control group commanders.

Table 3 presents the means and one-way analyses of variance on the Battalion Commander ratings (composite scores) for each task activity across time. Again, no significant differences between COMTRAIN Guide users and control group commanders were obtained.

The evidence thus far would suggest that COMTRAIN had no measurable impact upon rated performance. This finding could be due to a failure of the COMTRAIN Guide to enhance performance in the manner predicted, a failure of guide user's to properly utilize the guide, or a failure of the evaluation system to detect real differences between guide users and non-users. The second of these, the failure to utilize the guide properly can be easily examined. The guide called for a minimum amount of time to be devoted to specified activities. Did commanders receive the designated amount of time and if so did they follow the guide's recommendations? Table 4 presents the mean amount of time devoted to transition activities by COMTRAIN users and control group commanders. The two items especially critical for evaluating guide use are: (1) amount of time devoted to briefings/discussions; and (2) the amount of time devoted to meetings before command; two different ways of reporting on transition tasks which are both central guide activities. No significant differences between guide users and non-users were obtained on these or any of the other transition activity items although COMTRAIN users did receive somewhat more time on the average for transition activities both before and after assumption of command than did control group commanders. Also, it should be noted that the average amount of time devoted to the two critical activities noted above was a good bit less than the 1-2 weeks recommended in the guide. This would suggest that perhaps the lack of differences in performance between users and non-users was a consequence of the lack of differences between them in transition activities.

In order to test this hypothesis further, analyses were computed comparing those COMTRAIN users who did receive sufficient time for proper

Table 2

Monthly Performance Ratings: Means and Analyses of Variance

Month	COMTRAIN	Non-COMTRAIN	MS	F
	\bar{X}	\bar{X}		
1st-Battalion Average	5.70	5.67	.006	.003
1st-Previous Performance Level	5.40	5.39	.002	.001
1st-Self-Evaluation	3.59	3.91	1.14	.83
1st-Battalion Average + Previous Performance Level	5.55	5.53	.003	.004
1-2-Change Score	1.60	1.52	.059	.032
2nd-Total Score	7.40	6.97	1.52	.53
2-3-Change Score	2.16	2.03	.15	.06
3rd-Total Score	9.58	9.55	.01	.001
3-4-Change Score	2.33	2.44	.10	.05
4th-Total Score	12.27	12.71	1.29	.11

Table 3

Aggregate Performance Scores on Each Rated
Activity: Means and Analyses of Variance

<u>Activity</u>	<u>\bar{X}</u> <u>COMTRAIN</u>	<u>\bar{X}</u> <u>Control</u>	<u>Test</u>
Administration	9.57	9.97	<u>F</u> = .01
Training	11.88	11.25	<u>F</u> = .61
Morale & Discipline	8.47	10.69	<u>F</u> =1.16
Maintenance & Supply	10.13	9.41	<u>F</u> =1.11
Commander Effectiveness	10.13	11.16	<u>F</u> = .01

Note: Higher scores indicate higher performance ratings. Score possibilities range from 25=highest to -15=lowest.

Table 4

Mean Time Spent in Transition Activities and Test of Differences
Between CONTRAIN Guide Users and Non-CONTRAIN Control Commanders

<u>ACTIVITY</u>	<u>SCALE</u>	<u>\bar{x}</u> <u>CONTRAIN</u>	<u>\bar{x}</u> <u>NON-CONTRAIN</u>	<u>TEST OF</u> <u>DIFFERENCE</u>	<u>SIGNIFICANCE</u> <u>OF</u> <u>DIFFERENCE</u>
Transfer of Property	actual hours	99.75	78.79	$F=0.73$	$p=n.s.$
Briefings/Discussions	actual hours	17.94	13.94	$F=0.37$	$p=n.s.$
Reviewing Records and Reports	actual hours	10.06	11.47	$F=0.05$	$p=n.s.$
Reading Reference Materials	actual hours	11.81	13.53	$F=0.09$	$p=n.s.$
Total Preparation Time	actual hours	162.75	161.06	$F=0.01$	$p=n.s.$
Meetings <u>Before</u> Command	actual hours	45.94	29.47	$F=2.56$	$p<.11$
Meetings <u>After</u> Command	actual hours	34.25	18.94	$F=3.14$	$p<.08$
Ratio: Before to After	1=before > after 2=before < after	1.62	1.61	$F=0.01$	$p=n.s.$

utilization of the guide to those control group commanders who received less than that amount of time for transition activities. These analyses represent the most lenient possible test of COMTRAIN.

Four separate one-way analyses of variance were conducted in this series of tests. In the first test, COMTRAIN users who received two weeks or more of transition time were compared to control group commanders who received less than two weeks transition time. Neither the monthly composite performance ratings nor the activity specific performance ratings showed any differences, $F_{s < 1}$. The second test compared COMTRAIN users who spent 40 hours or more in pre-command transition meetings to control group commanders who spent less than 36 hours in such meetings. Again, no differences on either the monthly composite performance ratings or the activity specific performance ratings were obtained, $F_{s < 1}$. The final two tests were repeats of those above with one difference. In these tests a median split was used to divide the groups into those with more or less time devoted to transition activities. Again, no differences were obtained on the analysis of variance performed on the mean composite monthly and activity specific ratings. Thus, it would seem that COMTRAIN's lack of impact cannot be accounted for simply by commander's frequent inability to secure adequate implementation time although the problem of a selection or other artifact operating with regard to the securing of transition time makes this series of tests somewhat inconclusive. The other possible explanations (no effect or inadequate evaluation) for the null finding, i.e., no measurable performance enhancement through COMTRAIN, will be addressed in a subsequent section of this report which presents interview data gathered from battalion and company commanders.

If COMTRAIN does not predict performance as represented in Battalion Commander ratings, what, if anything, does? To answer this question, regression analyses were performed on each of the composite performance ratings (monthly and activity specific) using the information about commander's attitudes, experiences and behaviors provided by the Commander's confidential survey of both users and non-users of COMTRAIN. Also, analyses of variance were computed on the performance ratings using that subset of variables which could be reasonably classified as independent of commander control. Included among these were prior assignment, completion of the Officer's Advanced Course, previous command experience, time in the battalion, attendance of the commander's course at Vilseck, and tour status of the company's 1st Sgt.

Predictors of Company and Commander Performance

Tables 5 through 18 present the regression analyses in which each of the monthly and activity ratings is included as a criterion variable and various aspects of the commanders' attitudes and behavior serve as predictor variables. In each of the regression problems, the independent variables were entered stepwise based on the relative contribution of each to the amount of explained variance in the criterion variable. The chart which follows contains the independent variable labels used in the

ensuing tables, a brief explanation of these labels and the range of values used in the correlation matrix of the variables.

<u>Label</u>	<u>Explanation</u>	<u>Values</u>
TIME IN BATTALION	Number of weeks the new commander had served in the battalion before taking command	0-154
PREVIOUS ASSIGNMENT	Coded to reflect proximity to command during assignment just prior with 5 representing command and 1 representing school	5-1
PRIOR COMMAND	Had commander served as commander previously	1=yes 0=no
COMMANDER's COURSE ATTENDANCE	Taken before command transition..... Taken after command transition..... Not taken.....	=1 =2 =3
OFFICER's ADVANCED COURSE COMPLETION	Prior to taking command of the company	1=yes 0=no
TOUR STATUS OF 1ST SGT.	New (1-6 months to date)..... Experienced (between new & short).... Short (1-6 months to go).....	=1 =2 =3
RATIO OF MEETING TIME	Meeting time greater than time spent in reviewing records and reading..... Vice versa.....	=1 =0
PROPERTY TRANSFER	Hours spent in transfer of property prior to command trans.	0-240
IN BRIEFING TIME	Hours spent in discussions preparatory to command transition	0-99+
REVIEWING RECORDS	Hours spent reviewing SOP's, records and reports preparatory to command transition	-99+
READING REFERENCES	Hours spent reading reference materials preparatory to command transition	0-99+
TOTAL PREP TIME	Hours before command spent preparing for command	0-530

<u>Label</u>	<u>Explanation</u>	<u>Values</u>
RECOMMENDED PREP TIME	Hours Commanders thought necessary for adequate transition	0-240
MEETINGS BEFORE COMMAND	In-Briefings or Orientation Meetings with Battalion Resource Personnel (hours)	0-99+
MEETINGS AFTER COMMAND	In-Briefings or Orientation Meetings with Battalion Resource Personnel (hours)	0-99+
RATIO BRIEFINGS TO READING	Preparatory time spent in briefings >time spent reading..... =3 Briefings = reading time..... =2 Briefings < reading time..... =1	
RATIO OF MEETING TIME	Meeting time spent prior to transition, time spent after transition..... =3 Pretransition time = post tr. time. =2 Pretransition time < post tr. time. =1	
PERCEIVED CONTROL	Attribution of success as a commander to luck (1) or intrinsic skill (7)	1-7 scale 7=internal 1=external
CHOICE OF COMPARISON OTHERS	Self-evaluation of performance based on comparison with similar or dissimilar others	Co. Cdr.=1 Other =2

To simplify the presentation somewhat, the independent variables will be grouped, for explanatory purposes, into five categories. These are (1) transition activities (meetings, property transfer, reading, etc.); (2) leader experience, which includes previous assignment and command experience; (3) leader training (O.A.C. and Vilseck Commander's Course); (4) leader traits (perceived control, choice of comparison others); and (5) organizational knowledge (time in the battalion and tour status of the 1st Sergeant).

A stepwise regression analysis will be computed separately for each group of variables as well as for the combination of all predictor variables.

Table 5 presents the relative contribution of each of the predictor variables in explaining overall company/commander performance on month 1 after transition. These performance ratings were based on company/commander performance relative to the performance of other companies/commanders in the battalion. Transition activities alone accounted for a total of twelve percent of the variance in performance. Each of the transition activities was positively correlated with the performance ratings. Leader experience, i.e., previous assignment, alone accounted for eight percent of the variance, $p < .05$. Commanders whose assignment immediately prior to transition was proximal to command received higher performance ratings. No significant proportion of variance was accounted for by leader training, organizational knowledge or leader traits when considered separately. In the stepwise regression analysis of all variables, previous assignment was the single best predictor of performance. Transition activities accounted for a total of twenty-two percent of additional variance. Organizational knowledge contributed an additional four percent to the amount of variance explained. However, while time in the battalion was positively correlated with performance, tour status of the 1st Sgt. was negatively correlated. Thus, performance ratings were lower in companies with more experienced 1st Sergeants. Leader training added six percent, and leader traits added two percent to the amount of variance explained. It should be noted that while completion of the Officer's Advanced Course made a positive contribution to performance, attendance, prior to command at the Vilseck Commander's Course made a negative contribution to performance. All together, these predictor variables accounted for forty percent of the variance in company/commander performance.

Table 6 presents the relative contribution of each of the predictor variables in explaining overall company/commander performance one month after transition. However, these performance ratings were based on the company/commander's performance relative to the company's performance during the previous month and the previous commander's performance. Thus, these scores provide a kind of base-line comparison from the month before transition to the month after. Transition activities accounted for a significant proportion of the variance in performance ratings. The three activities which increased the R^2 the most were total pre-transition time, property transfer time and total preparation for command time. All together, transition activities accounted for thirty-three percent of the variance independent of other predictor variables. Each of the transition activities was positively correlated with performance. None of the other categories of predictor variables, i.e., leader experience, training, traits, or organizational knowledge accounted for any significant proportion of variance when considered independently. In the stepwise regression analysis of all variables, the best single predictor variable was property transfer time. Transition activities accounted for a total of thirty-two percent of additional variance. Leader experience accounted for an additional five percent of the variance. Each of the experience factors was positively correlated with performance. Leader training accounted for three percent of additional variance. Again, completion of

Table 5

Predictors of Performance One Month After Transition
(Battalion Average Comparison)

<u>Predictor</u>	<u>R</u>	<u>R²</u>	<u>R² Change</u>	<u>F</u>
Transition Activities				
Total Pre-Transition Time	.23	.05	.05	2.94
In Briefing Time	.10	.11	.06	3.17
Property Transfer Time	-.09	.11	-	2.15
Ratio Pre- to Post-Time	.07	.12	-	1.60
Ref Read Time	.01	.12	-	1.27
Ratio: Briefings/Read & Review	.08	.12	-	1.05
Total Post-Transition Time	.01	.12	-	.89
Total Prep Time	-.08	.12	-	.77
Record Review Time	-.02	.12	-	.67
Leader Experience				
Previous Assignment	.28	.08	.08	4.53*
Number of Previous Commands	-.08	.09	.01	2.48
Leader Training				
Off. Advance Course Completion	.22	.05	.05	2.68
Cmdrs. Course Attendance	.08	.09	.04	2.42
Organizational Knowledge				
Time in Battalion	.21	.04	.04	2.37
1st Sgt. Tour Status	-.11	.06	.02	1.66
Leader Traits				
Perceived Control	-.02	-	-	.03
Choice of Comparison Other	-.02	-	-	.04
All Variables				
Previous Assignment	.28	.08	.08	4.53*
Total Pre-Transition Time	.23	.17	.09	5.08*
In Briefing Time	.10	.21	.04	4.32**
Time in Battalion	.21	.23	.03	3.71*
Cmdrs. Course Attendance	.08	.26	.03	3.35*
Off. Advance Course Completion	.22	.28	.03	3.10*
Perceived Control	.02	.30	.02	2.81*
Record Review Time	-.02	.33	.03	2.71*
Total Post-Transition Time	.01	.35	.03	2.66*
Ratio Pre to Post Time	.07	.36	.01	2.43*
Total Prep Time	-.08	.37	.01	2.28*
Ref Read Time	.01	.38	.01	2.12*
1st Sgt. Tour Status	-.11	.39	.01	1.98*
Property Transfer Time	-.09	.40	.01	1.85
Prior Command	.13	.40	-	1.69
Choice of Comparison Other	-.02	.40	-	1.55

* $p < .05$ ** $p < .01$

Table 6

Predictors of Performance One Month After Transition
(Previous Performance Level Comparison)

<u>Predictor</u>	<u>R</u>	<u>R²</u>	<u>R² Change</u>	<u>F</u>
Transition Activities				9.03**
Property Transfer Time	.39	.15	.15	7.96**
Total Pre-Transition Time	.38	.24	.09	6.91***
Total Prep Time	.25	.29	.06	5.43**
Ref Read Time	.08	.31	.01	4.41**
Ratio: Briefings/Read & Review	.05	.32	.01	3.68**
In Briefing Time	.14	.32	.01	3.13*
Total Post-Transition Time	.29	.32	-	2.71*
Ratio Pre to Post Time	.01	.33	-	
Leader Experience:				1.25
Previous Assignment	.13	.02	.02	.76
Prior Command	.22	.03	.01	.65
Number of Previous Commands	.15	.04	.01	
Leader Training				.47
Cmdrs. Course Attendance	-.10	.01	.01	.25
Off. Advance Course Completion	.07	.01	-	
Organizational Knowledge				.82
Time in Battalion	.12	.02	.02	
Leader Traits				.24
Perceived Control	-.07	.01	.01	.29
Choice of Comparison Other	-.06	.01	.01	
All Variables				9.03**
Property Transfer Time	.39	.15	.15	7.96**
Total Pre-Transition Time	.38	.24	.09	6.91***
Total Prep Time	.25	.29	.06	6.08***
Choice of Comparison Other	-.06	.33	.04	5.12**
Previous Assignment	.15	.35	.02	4.48**
Number of Previous Commands	.03	.36	.02	3.94**
Record Review Time	.01	.38	.01	3.55**
Time in Battalion	.12	.39	.01	3.34**
Off. Advance Course Completion	.07	.41	.02	3.02**
Prior Command	.02	.41	.01	2.74**
Total Post-Transition Time	.29	.42	.01	2.54*
Cmdrs. Course Attendance	-.10	.43	.01	2.32*
1st Sgt. Tour Status	-.01	.43	-	2.13*
Perceived Control	-.07	.43	-	1.96*
Ref Read Time	.08	.44	-	1.81
In Briefing Time	.14	.44	-	1.66
Ratio Pre to Post Time	.01	.44	-	

* $p < .05$ ** $p < .01$ *** $p < .001$

the Officer's Advanced Course was positively correlated with performance while completion of the Commander's Course was negatively correlated with performance. Organizational knowledge added one percent of additional variance and leader traits added an additional four percent of variance accounted for. Time in the battalion was positively correlated with performance. Choice of similar others and internal locus of control were negatively related to performance. All together, forty-four percent of the variance in company/commander performance can be accounted for by these predictor variables.

Table 7 presents the relative contribution of each of the predictor variables in explaining overall company/commander performance one month after transition using the company commander's own ratings. Transition activities alone accounted for twenty-three percent of the variance in these performance ratings. All transition activities were positively correlated with performance except for property transfer. Leader experience alone accounted for a total of fifty-six percent of the variance in commander's self-ratings of performance. All of the experience factors correlated positively with performance. Leader training considered independently accounted for thirty-three percent of the variance in Company Commander's ratings of performance. Both completion of the Officer's Advanced Course and completion of the Company Commander's Course at Vilseck were positively correlated with performance. Organizational knowledge considered independently accounted for nineteen percent of the variance in performance. The time in the battalion of the Commander as well as the 1st Sergeant was positively correlated with performance. Leader traits considered independently accounted for a total of twenty-nine percent of the variance in performance. Choices of dissimilar others and perceived internal locus of control were positively related to self-ratings of performance. In the stepwise regression analysis of all the variables, the best single predictor of performance was prior command which accounted for twenty-nine percent of the variance. An additional twenty-six percent of the variance was accounted for by the number of previous commands held by the Company Commander. Transition activities accounted for an additional nine percent of the variance. Time in the battalion and choice of comparison others each accounted for one percent of the variance. All in all, sixty-seven percent of the variance in the Commander's own ratings of company/commander performance can be accounted for by these predictor variables.

Table 8 presents the relative contribution of each of the predictor variables in explaining the overall performance changes in company/commander performance ratings between the first and second months following transition. No significant differences were found for transition activities which when analyzed independent of the other variables only accounted for eight percent of the variance. Similarly, none of the other principle groupings of variables were found to account for a significant proportion of variance in the performance change scores. However, in the stepwise analysis of all variables, a number of variables did account for significant ($p < .05$) proportions of variance. The single best

Table 7

Predictors of Performance One Month After Transition
(Commander's Self Ratings)

<u>Predictor</u>	<u>R</u>	<u>R²</u>	<u>R² Change</u>	<u>F</u>
Transition Activities				
Ratio: Briefings/Read & Review	.37	.13	.13	8.04*
Total Pre-Transition Time	.24	.16	.03	4.94*
Property Transfer Time	-.03	.18	.02	3.62*
Ratio Pre to Post Time	.19	.20	.02	3.05*
Total Post-Transition Time	.16	.20	-	2.44
In Briefing Time	.07	.21	-	2.02
Total Prep Time	.05	.22	.01	1.83
Record Review Time	.16	.23	.01	1.65
Ref Read Time	.16	.23	-	1.43
Leader Experience				
Prior Command	.54	.29	.29	21.44***
Number of Previous Commands	.16	.55	.26	31.29***
Previous Assignment	.36	.56	.01	21.08***
Leader Training				
Cmdrs. Course Attendance	.49	.24	.24	16.81***
Off. Advance Course Completion	.49	.33	.09	12.72***
Organizational Knowledge				
1st Sgt. Tour Status	.41	.17	.17	10.47**
Time in Battalion	.09	.19	.02	5.89**
Leader Traits				
Choice of Comparison Other	.50	.25	.25	17.50***
Perceived Control	-.34	.29	.04	10.40***
All Variables				
Prior Command	.54	.29	.29	21.44***
Number of Previous Commands	.16	.55	.26	31.29***
Property Transfer Time	-.03	.59	.04	24.42***
Total Post-Transition Time	.16	.62	.03	20.32***
Choice of Comparison Other	.50	.64	.01	16.79***
Record Review Time	.16	.64	.01	14.11***
In Briefing Time	.07	.65	-	11.95***
Ref Read Time	.16	.65	-	10.34***
Ratio: Briefings/Read & Review	.37	.65	-	9.12***
Ratio Pre to Post Time	.19	.65	-	8.10***
Total Pre-Transition Time	.24	.66	.01	7.34***
Time in Battalion	.09	.66	.01	6.76***
Off. Advance Course Completion	.49	.67	-	6.18***
Perceived Control	-.34	.67	-	5.65***
1st Sgt. Tour Status	.41	.67	-	5.16***
Cmdrs. Course Attendance	.49	.67	-	4.72***

* $p < .05$ *** $p < .001$

Table 8

Predictors of Performance Change Between First
and Second Month After Transition

<u>Predictor</u>	<u>R</u>	<u>R²</u>	<u>R² Change</u>	<u>F</u>
Transition Activities				
Property Transfer Time	.20	.04	.04	2.08
In Briefing Time	.05	.06	.02	1.71
Total Post-Transition Time	.10	.07	.01	1.25
Ratio Pre to Post Time	.04	.08	.01	.99
Record Review Time	-.02	.08	-	.81
Ref Read Time	-.09	.08	-	.69
Ratio: Briefings/Read & Review	.02	.08	-	.59
Total Prep Time	.10	.08	-	.51
Leader Experience				
Previous Assignment	.20	.04	.04	2.13
Number of Previous Commands	.17	.07	.03	1.77
Prior Command	.03	.07	-	1.24
Leader Training				
Off. Advance Course Completion	.25	.06	.06	3.48
Cmdrs. Course Attendance	-.08	.06	-	1.75
Organizational Knowledge				
1st Sgt. Tour Status	-.09	.01	.01	.43
Time in Battalion	.07	.01	-	.32
Leader Traits				
Choice of Comparison Other	-.24	.06	.06	3.17
Perceived Control	.10	.06	-	1.59
All Variables				
Off. Advance Course Completion	.25	.06	.06	3.48
Time in Battalion	.07	.15	.09	4.48*
Property Transfer Time	.20	.18	.03	3.75*
Number of Previous Commands	.17	.22	.04	3.52*
Perceived Control	.10	.25	.02	3.12*
Ratio: Briefings/Read & Review	.02	.27	.03	2.93*
Previous Assignment	.20	.29	.02	2.68*
1st Sgt. Tour Status	-.09	.30	.01	2.43*
Total Post-Transition Time	.10	.31	.01	2.23*
Ref Read Time	-.09	.33	.02	2.13*
Record Review Time	-.02	.35	.02	2.08*
Prior Command	.03	.36	.01	1.94
In Briefing Time	.05	.37	.01	1.81
Total Pre-Transition Time	.01	.38	.01	1.67
Cmdrs. Course Attendance	-.08	.38	-	1.55
Choice of Comparison Other	-.24	.38	-	1.43
Ratio Pre to Post Time	.04	.38	-	1.31
Total Prep Time	.10	.38	-	1.21

* $p < .05$

predictor of performance change between the first and second months after transition was completion of the Officer's Advanced Course which was positively correlated with performance and accounted for six percent of the variance. An additional nine percent of the variance was accounted for by time in the battalion which was also positively correlated with performance. Transition activities accounted for an additional thirteen percent of the variance. Property transfer and in-briefing time, pre and post-transition time were all positively correlated with performance. Time spent reviewing records and reading were not positively correlated with performance. Leader experience explained an additional seven percent of the variance. Experience factors were positively correlated with performance while the correlations between leader traits and performance indicated that external control and choice of dissimilar others were associated with higher performance ratings. All together, these predictor variables explained thirty-eight percent of the variance in performance change scores between months one and two.

Table 9 presents the relative contribution of each of the predictor variables in explaining overall company/commander performance two months after transition. Transition activities alone accounted for thirteen percent of the variance but did not explain a significant proportion of the variance at any step. Previous assignment accounted for eight percent of the variance, $p < .05$. Proximity to command was positively correlated with performance. Completion of the Officer's Advanced Course was also positively correlated with performance and also accounted for eight percent of the variance, $p < .05$. Considered separately, neither organizational knowledge or leader traits accounted for significant proportions of explained variance. In the stepwise regression analysis of all the variables, previous assignment was found to be the best single predictor of performance and accounted for eight percent of the variance. An additional twenty-two percent of the variance was accounted for by transition activities. All of the transition activities were positively correlated with performance except for time spent reading and reviewing reference materials. Prior command was positively correlated with performance and accounted for two percent of the variance. Leader training explained six percent of the variance with completion of the Officer's Advanced Course being positively correlated with performance while attendance at the Commander's Course at Vilseck prior to transition was negatively correlated with performance. Organizational knowledge and leader traits both accounted for less than one percent of the variance in performance. All together, these predictor variables accounted for forty-five percent of the variance in company/commander performance two months after transition.

Table 10 presents the relative contribution of each of the predictor variables in explaining the change in overall company/commander performance between the second and third months after transition. Transition activities did not significantly affect the amount of explained variance in these change scores and all together accounted for ten percent of the variance. Leader experience accounted for eleven percent of the variance

Table 9

Predictors of Performance Two Months After Transition

Predictor	R	R ²	R ² Change	F
Transition Activities				
Property Transfer Time	.21	.04	.04	2.30
In Briefing Time	.04	.06	.02	1.74
Total Pre-Transition Time	.19	.12	.05	2.17
Ratio: Briefings/Read & Review	.06	.12	.01	1.67
Total Post-Transition Time	.15	.13	.01	1.37
Record Review Time	-.02	.13	-	1.13
Ratio Pre to Post Time	.01	.13	-	.96
Total Prep Time	.10	.13	-	.82
Leader Experience				
Previous Assignment	.29	.08	.08	4.68*
Number of Previous Commands	.09	.09	.01	2.47
Prior Command	.06	.09	-	1.62
Leader Training				
Off. Advance Course Completion	.28	.08	.08	4.47*
Cmdrs. Course Attendance	-.05	.09	.01	2.39
Organizational Knowledge				
1st Sgt. Tour Status	-.11	.01	.01	.61
Leader Traits				
Choice of Comparison Other	-.20	.04	.04	2.13
All Variables				
Previous Assignment	.29	.08	.08	4.68*
Total Pre-Transition Time	.19	.14	.06	4.27*
Off. Advance Course Completion	.28	.19	.05	3.96*
Time in Battalion	.01	.26	.07	4.26**
Ratio: Briefings/Read & Review	.06	.31	.06	4.39**
Prior Command	.06	.33	.02	3.89**
Property Transfer Time	.21	.35	.02	3.53**
Perceived Control	.05	.37	.02	3.24**
Ref Read Time	-.05	.38	.02	3.01**
Record Review Time	-.02	.41	.03	3.02**
Total Prep Time	.10	.43	.02	2.90**
Cmdrs. Course Attendance	-.05	.44	.01	2.65*
In Briefing Time	.04	.44	.01	2.45*
Number of Previous Commands	.09	.45	-	2.26*
Choice of Comparison Other	-.20	.45	-	2.07*
1st Sgt. Tour Status	-.11	.45	-	1.91*
Total Post-Transition Time	.15	.45	-	1.75

* $p < .05$ ** $p < .01$

Table 10

Predictors of Performance Change Between Second
and Third Month After Transition

Predictor	R	R ²	R ² Change	F
Transition Activities				
Property Transfer Time	.19	.04	.04	1.95
In Briefing Time	.03	.05	.02	1.40
Ratio Pre to Post Time	.02	.06	.01	1.14
Ratio: Briefings/Read & Review	.09	.07	.01	.94
Total Post-Transition Time	.08	.08	.01	.81
Total Pre-Transition Time	-	.09	.01	.75
Record Review Time	-.05	.09	-	.65
Total Prep Time	.10	.10	.01	.60
Leader Experience				
Previous Assignment	.32	.10	.10	5.99*
Prior Command	.13	.11	-	2.98
Number of Previous Commands	.03	.11	-	2.00
Leader Training				
Off. Advance Course Completion	-.27	.07	.07	4.10
Cmdrs. Course Attendance	-.20	.08	.01	2.24
Organizational Knowledge				
1st Sgt. Tour Status	-.12	.02	.02	.81
Time in Battalion	.11	.03	.02	.80
Leader Traits				
Choice of Comparison Other	-.16	.03	.03	1.35
Perceived Control	.12	.03	.01	.81
All Variables				
Previous Assignment	.32	.10	.10	5.99*
Ratio: Briefings/Read & Review	.09	.16	.05	4.74*
Off. Advance Course Completion	.27	.23	.08	5.04**
Property Transfer Time	.19	.26	.03	4.35**
Perceived Control	.12	.28	.01	3.66**
Time in Battalion	.11	.29	.01	3.12*
Cmdrs. Course Attendance	-.20	.29	-	2.67*
Prior Command	.13	.30	.01	2.36*
Ref Read Time	-.04	.30	.01	2.10
Total Post-Transition Time	.08	.31	.01	1.91
In Briefing Time	.03	.31	-	1.73
Ratio Pre to Post Time	-.02	.32	-	1.58
Total Pre-Transition Time	-	.32	-	1.48
Choice of Comparison Other	-.16	.32	-	1.33
Number of Previous Commands	.03	.32	-	1.21
1st Sgt. Tour Status	-.12	.32	-	1.11
Total Prep Time	.10	.33	-	1.02
Record Review Time	-.05	.33	-	.94

* $p < .05$ ** $p < .01$

with previous assignment accounting for the significant ($p < .05$) proportion explained (10%). Proximity to command was related to higher performance change scores. Leader training accounted for eight percent of the variance. Completion of the Officer's Advanced Course was positively correlated with performance change and explained seven of the eight percent accounted for. Organizational knowledge and leader traits both accounted for three percent of the variance, a non-significant amount. In the stepwise regression analysis of all the variables, the best single predictor of performance change between Months 2 and 3 was previous assignment which accounted for ten percent of the variance. An additional eleven percent of the variance was explained by transition activities all of which were positively correlated with performance except reading and reviewing written materials. The only other variable which accounted for more than one percent of the variance was completion of the Officer's Advanced Course which was positively correlated with performance and accounted for eight percent of the variance. All together, these predictor variables accounted for thirty-three percent of the variance in the Month 2-3 performance change scores.

Table 11 presents the relative contribution of each of the predictor variables in explaining overall company/commander performance three months after transition. None of the transition activities made a significant impact on the amount of variance accounted for and all together explained twelve percent of the variance. Previous assignment alone accounted for twelve percent of the variance ($p < .05$). Proximity to command during the assignment immediately prior to transition was positively correlated with performance. Completion of the Officer's Advanced Course was also positively correlated with performance and explained ten percent of the variance. No significant effects of organizational knowledge or leader traits were found on the amount of performance variance explained. In the stepwise regression analysis of all the variables, the best single predictor of performance was previous assignment which accounted for twelve percent of the variance. An additional nineteen percent of the variance was accounted for by transition activities, all of which were positively correlated with performance except for reading and reviewing reference materials. Leader experience accounted for an additional fourteen percent of the variance. Each experience item was positively correlated with performance. Leader training, i.e., completion of the Officer's Advanced Course was positively correlated with performance and accounted for an additional six percent of the variance. Organizational knowledge accounted for an additional three percent of the variance. Time in the battalion was positively correlated with performance but tour status of the 1st Sergeant was not. Leader traits accounted for an additional two percent of the variance. Internal control was negatively correlated with performance. All together, these predictor variables accounted for forty-four percent of the variance in performance three months after transition.

Table 11

Predictors of Performance Three Months After Transition

<u>Predictor</u>	<u>R</u>	<u>R²</u>	<u>R² Change</u>	<u>F</u>
Transition Activities	.23	.05	.05	2.79
Property Transfer Time	.04	.08	.03	2.08
In Briefing Time	.11	.10	.02	1.81
Total Pre-Transition Time	.01	.10	.01	1.42
Ratio Pre to Post Time	.13	.11	.01	1.24
Total Post Transition Time	.08	.12	-	1.02
Ratio: Briefings/Read & Review				
Leader Experience				6.94*
Previous Assignment	.34	.12	.12	3.51*
Number of Previous Commands	.07	.12	-	2.33
Prior Command	.11	.12	-	
Leader Training				5.68*
Off. Advance Course Completion	.31	.10	.10	
Organizational Knowledge				.90
1st Sgt. Tour Status	-.13	.02	.02	.55
Time in Battalion	.05	.02	-	
Leader Traits				2.29
Choice of Comparison Other	-.21	.04	.04	1.15
Perceived Control	.09	.04	-	
All Variables				6.94*
Previous Assignment	.34	.12	.12	5.66**
Off. Advance Course Completion	.31	.18	.06	6.19**
Ratio: Briefings/Read & Review	.08	.27	.09	5.63**
Property Transfer Time	.23	.32	.04	5.06**
Time in Battalion	.05	.35	.03	4.44**
Total Pre-Transition Time	.12	.36	.02	4.00**
Perceived Control	.09	.38	.02	3.72**
Prior Command	.11	.40	.02	3.40**
Ref Read Time	-.05	.41	.01	3.26**
Record Review Time	-.04	.43	.02	2.93**
Total Prep Time	.12	.43	-	2.65*
Number of Previous Commands	.13	.44	-	2.41*
Total Post-Transition Time	-.13	.44	-	2.20*
1st Sgt. Tour Status	-.01	.44	-	2.01*
Ratio Pre to Post Time	.04	.44	-	1.84
In Briefing Time	.13	.44	-	1.69
Cmdrs. Course Attendance				

* $p < .05$ ** $p < .01$

Table 12 presents the relative contribution of each predictor variable in explaining overall company/commander performance changes between the third and fourth months after transition. None of the factors accounted for a significant proportion of the variance in performance ratings.

Table 13 presents the relative contribution of each predictor variable in explaining overall company/commander performance four months after transition. None of the transition activities accounted for any significant proportion of the variance. All together, they accounted for eight percent of the variance. Previous assignment accounted for ten percent of the variance with proximity to command during the assignment immediately prior to transition being positively correlated with performance. Completion of the Officer's Advanced Course was positively correlated with performance and accounted for nine percent of the variance. No significant differences were found to be due to organizational knowledge or leader traits. In the stepwise regression analysis of all the variables, the best single predictor of performance was previous assignment. Transition activities accounted for an additional eight percent of the variance with each of the transition activities being positively correlated with performance. Leader training accounted for an additional six percent of the variance. Organizational knowledge and leader traits both added two more percent of explained variance. All together, these predictor variables accounted for thirty-one percent of the variance in company/commander performance four months after transition.

Table 14 presents the relative contribution of each of the predictor variables in explaining company performance of administrative tasks during the first four months after transition. Among the separate analyses of each group of predictor variables, only previous assignment made a significant contribution to the amount of performance variance explained. Commanders whose assignment immediately prior to command transition was proximal to command received higher ratings on performance of administrative tasks. This factor was the single best predictor of performance in the stepwise regression analysis of all of the variables, accounting for nine percent of the variance. An additional fourteen percent of the variance was accounted for by transition activities. All of the transition activities except for time spent reading and reviewing reference materials were positively correlated with performance. An additional four percent of the variance was accounted for by completion of the Officer's Advanced Course which was positively correlated with performances. All together, the predictor variables accounted for a total of twenty-seven percent of the variance in the performance of administrative tasks.

Table 15 presents the relative contribution of each of the predictor variables in explaining company performance of training tasks during the first four months subsequent to transition. None of the separate groupings of predictor variables accounted for a significant proportion of the variance. In the stepwise regression analysis of all of the variables,

Table 12

Predictors of Performance Change Between Third
and Fourth Month After Transition

<u>Predictor</u>	<u>R</u>	<u>R²</u>	<u>R² Change</u>	<u>F</u>
Transition Activities				
In Briefing Time	.21	.04	.04	1.82
Ratio Pre to Post Time	.13	.06	.02	1.28
Property Transfer Time	.04	.07	.01	.93
Ref Read Time	-.10	.07	.01	.74
Total Post-Transition Time	-.13	.08	.01	.62
Total Pre-Transition Time	.18	.08	-	.51
Leader Experience				
Number of Previous Commands	.12	.01	.01	.53
Previous Assignment	.11	.03	.01	.51
Prior Command	.08	.03	.01	.41
Leader Training				
Cmdrs. Course Attendance	-.06	-	-	.12
Off. Advance Course Completion	.04	.01	-	.10
Organizational Knowledge				
1st Sgt. Tour Status	-.11	.01	.01	.46
Time in Battalion	.06	.02	.01	.33
Leader Traits				
Choice of Comparison Other	-.18	.03	.03	1.36
All Variables				
In Briefing Time	.21	.04	.04	1.82
Choice of Comparison Other	-.18	.07	.03	1.53
Cmdrs. Course Attendance	-.06	.12	.05	1.72
Previous Assignment	.10	.16	.04	1.71
Ratio Pre to Post Time	.13	.18	.02	1.57
Number of Previous Commands	.11	.20	.02	1.48
Perceived Control	.03	.21	.01	1.33
Prior Command	.08	.23	.01	1.21
Off. Advance Course Completion	.04	.23	.01	1.08
Total Pre-Transition Time	.18	.24	.01	.98
Time in Battalion	.06	.25	.01	.88
Total Post-Transition Time	-.13	.25	.01	.81
Property Transfer Time	.04	.25	-	.73
Ratio: Briefings/Read & Review	.13	.25	-	.66
Total Prep Time	.10	.26	-	.60
Record Review Time	-.10	.26	-	.55
Ref Read Time	-.10	.26	-	.50
1st Sgt. Tour Status	-.11	.26	-	.45

Table 13

Predictors of Performance Four Months After Transition

Predictor	R	R ²	F ² Change	F
Transition Activities				
Property Transfer Time	.18	.03	.03	1.70
In Briefing Time	.07	.06	.03	1.64
Total Prep Time	.08	.07	.01	1.18
Ratio: Briefings/Read & Review	.02	.07	.01	.96
Total Pre-Transition Time	.03	.08	.01	.81
Ref Read Time	-.05	.08	-	.68
Total Post-Transition Time	.07	.08	-	.58
Ratio Pre to Post Time	.02	.08	-	.50
Record Review Time	-.04	.08	-	.44
Leader Experience				
Previous Assignment	.32	.10	.10	5.97*
Prior Command	.18	.11	.01	3.18
Number of Previous Commands	.04	.12	.01	2.25
Leader Training				
Off. Advance Course Completion	-.30	.09	.09	4.94*
Cours. Course Attendance	-.16	.09	-	2.46
Organizational Knowledge				
1st Sgt. Tour Status	-.14	.02	.02	1.01
Time in Battalion	.06	.03	.01	.66
Leader Traits				
Choice of Comparison Other	-.23	.05	.05	2.87
Perceived Control	.12	.06	-	1.49
All Variables				
Previous Assignment	.32	.10	.10	5.97*
Off. Advance Course Completion	-.30	.16	.06	4.84*
Ratio: Briefings/Read & Review	.02	.21	.05	4.29*
Property transfer Time	.18	.24	.03	3.76*
Time in Battalion	.06	.25	.02	3.27*
Perceived Control	.12	.27	.02	2.88*
1st Sgt. Tour Status	-.14	.27	-	2.47*
Number of Previous Commands	.04	.28	-	2.14
Total Pre-Transition Time	.03	.28	-	1.89
In Briefing Time	.07	.29	.01	1.72
Record Review Time	-.04	.30	.01	1.60
Ref Read Time	-.05	.30	.01	1.48
Choice of Comparison Other	-.23	.31	-	1.35
Ratio Pre to Post Time	.02	.31	-	1.23
Cours. Course Attendance	-.16	.31	-	1.12

* p < .05

Table 14

Predictors of Performance of Administrative Tasks

<u>Predictor</u>	<u>R</u>	<u>R²</u>	<u>R² Change</u>	<u>F</u>
Transition Activities				
Property Transfer Time	.17	.03	.03	-1.52
Total Pre-Transition Time	.14	.04	.01	1.03
In Briefing Time	-	.06	.02	1.04
Ratio Pre to Post Time	-	.06	-	.79
Total Prep Time	.11	.06	-	.64
Record Review Time	-.01	.07	-	.55
Total Post Transition Time	.09	.07	-	.47
Leader Experience				
Previous Assignment	.30	.09	.09	4.90*
Prior Command	.13	.09	-	2.45
Number of Previous Commands	.02	.09	-	1.63
Leader Training				
Off. Advance Course Completion	.26	.07	.07	3.72
Cmdrs. Course Attendance	-.13	.07	-	1.83
Organizational Knowledge				
Time in Battalion	.15	.02	.02	1.10
1st Sgt. Tour Status	-.10	.04	.01	.91
Leader Traits				
Choice of Comparison Other	-.10	.01	.01	.49
All Variables				
Previous Assignment	.30	.09	.09	4.90*
Off. Advance Course Completion	.26	.13	.04	3.76*
Ratio: Briefings/Read & Review	.06	.19	.06	3.77*
Total Pre-Transition Time	.14	.21	.03	3.25*
Property Transfer Time	.17	.23	.02	2.80*
Number of Previous Commands	.02	.24	.01	2.41
Ref Read Time	-.01	.25	.01	2.19
Record Review Time	-.01	.26	.01	1.92
Choice of Comparison Other	-.10	.26	-	1.70
Ratio Pre to Post Time	-	.27	-	1.51
Total Post-Transition Time	.09	.27	-	1.36
In Briefing Time	-	.27	-	1.22
Prior Command	.13	.27	-	1.10

* $p < .05$

Table 15

Predictors of Performance of Training Tasks

<u>Predictor</u>	<u>R</u>	<u>R²</u>	<u>R² Change</u>	<u>F</u>
Total Post-Transition Time	.18	.03	.03	1.74
In Briefing Time	.10	.09	.06	2.45
Ratio Pre to Post Time	-	.10	.01	1.77
Total Prep Time	.02	.11	.01	1.46
Total Pre-Transition Time	.03	.11	-	1.17
Ref Read Time	-	.11	-	.99
Property Transfer Time	.08	.12	-	.85
Ratio: Briefings/Lead & Review	.02	.12	-	.74
Leader Experience				
Previous Assignment	.27	.07	.07	3.92
Number of Previous Commands	.07	.07	-	2.02
Prior Command	.07	.07	-	1.34
Leader Training				
Off. Advance Course Completion	.18	.03	.03	1.77
Cmdrs. Course Attendance	-.04	.04	-	.94
Organizational Knowledge				
1st Sgt. Tour Status	-.11	.01	.01	.59
Time in Battalion	.04	.01	-	.37
Leader Traits				
Choice of Comparison Other	-.22	.05	.05	2.56
Perceived Control	.12	.05	-	1.36
All Variables				
Previous Assignment	.27	.07	.07	3.92
Total Post-Transition Time	.18	.12	.05	3.43*
In Briefing Time	.10	.16	.04	3.09*
Choice of Comparison Other	-.22	.19	.03	2.81*
Record Review Time	-.01	.20	.01	2.39
1st Sgt. Tour Status	-.11	.21	.01	2.08
Property Transfer Time	.08	.22	.01	1.82
Total Pre-Transition Time	.03	.22	.01	1.61
Number of Previous Commands	.07	.23	.01	1.45
Total Prep Time	.02	.23	-	1.30
Off. Advance Course Completion	.18	.24	-	1.18
Time in Battalion	.04	.25	.01	1.11
Prior Command	.07	.25	-	1.02
Perceived Control	.12	.25	-	.94
Ratio: Briefings/Read & Review	.02	.25	-	.86
Ratio Pre to Post Time	-	.25	-	.79
Cmdrs. Course Attendance	-.04	.26	-	.73

* $p < .05$

the best single predictor of performance was previous assignment which accounted for seven percent of the variance. Commanders whose assignment immediately prior to transition was proximal to command received high ratings on the performance of training tasks. Transition activities accounted for an additional twelve percent of the variance. Each of the transition activities was positively correlated with performance except for time spent reviewing records. Choice of a comparison other accounted for an additional three percent of the variance. Performance was positively correlated with choice of a similar other for social comparison. All together, the predictor variables accounted for twenty-six percent of the variance in the performance of training tasks.

Table 16 presents the relative contribution of each of the predictor variables in explaining ratings of morale and discipline during the first four months after command transition. The only factor which accounted for a significant proportion of the variance when analyzed separately was leader experience. Each of the facets of leader experience: previous assignment, prior command, and the number of previous commands accounted for significant increases in the amount of variance explained and were all positively correlated with performance. All together, these variables accounted for seventeen percent of the variance in morale and discipline. In the stepwise regression analysis of all of the variables, the best single predictor of morale and discipline was the previous assignment of the Commander which alone accounted for twelve percent of the variance. Proximity to command during the assignment immediately prior to transition was positively correlated with morale and discipline ratings. An additional five percent of the variance was accounted for by transition activities most of which were negatively correlated with morale and discipline except for in-briefing time. Other significant increases to the amount of variance accounted for were made by Officer's Advanced Course completion which accounted for an additional four percent of the variance and time in the battalion which accounted for an additional three percent of the variance. Both of these variables were positively correlated with ratings of morale and discipline. All together the predictor variables accounted for thirty-one percent of the variance in ratings of morale and discipline.

Table 17 presents the relative contribution of each of the predictor variables in explaining company performance of maintenance and supply tasks during the first four months after transition. In the separate analyses only previous assignment accounted for a significant proportion of the variance. In the stepwise analysis, previous assignment was the best single predictor of performance. Commanders whose assignment immediately prior to transition was proximal to command received higher performance ratings. An additional fourteen percent of the variance was accounted for by transition activities, all of which were positively correlated with performance. Completion of the Officer's Advanced Course accounted for an additional four percent of the variance and was positively correlated with performance. Time in the battalion accounted for an

Table 16

Predictors of Morale and Discipline

Predictor	<u>R</u>	<u>R²</u>	<u>R² Change</u>	<u>F</u>
Transition Activities				
In Briefing Time	.18	.03	.03	1.68
Property Transfer Time	.09	.07	.04	1.76
Ratio: Briefings/Read & Review	-.10	.09	.05	1.65
Total Prep Time	-.04	.10	.01	1.36
Record Review Time	-.17	.11	.01	1.19
Total Post-Transition Time	-.09	.11	-	.98
Total Pre-Transition Time	-.10	.11	-	.83
Leader Experience				
Previous Assignment	.35	.12	.12	7.37**
Prior Command	.24	.14	.02	4.21*
Number of Previous Commands	.07	.17	.03	3.35*
Leader Training				
Off. Advance Course Completion	.27	.07	.07	4.03
Cndrs. Course Attendance	-.14	.07	-	1.99
Organizational Knowledge				
1st Sgt. Tour Status	-.15	.02	.02	1.26
Time in Battalion	.01	.02	-	.63
Leader Traits				
Choice of Comparison Other	-.27	.07	.07	4.07
Perceived Control	-.14	.08	-	2.09
All Variables				
Previous Assignment	.35	.12	.12	7.37**
Off. Advance Course Completion	.27	.17	.05	5.07*
Time in Battalion	.01	.20	.03	4.12*
Ratio: Briefings/Read & Review	-.10	.21	.01	3.29*
Ref Read Time	-.17	.22	.01	2.77*
Total Prep Time	-.04	.24	.02	2.44*
In Briefing Time	.18	.25	.01	2.17
Choice of Comparison Other	-.27	.26	.01	1.94
1st Sgt. Tour Status	-.15	.27	.01	1.79
Perceived Control	.14	.28	.01	1.64
Cndrs. Course Attendance	-.14	.28	-	1.51
Prior Command	.24	.29	.01	1.38
Number of Previous Commands	.07	.30	.01	1.31
Total Pre-Transition Time	-.10	.30	-	1.21
Total Post-Transition Time	-.09	.31	.01	1.13
Record Review Time	-.17	.31	-	1.04
Property Transfer Time	.09	.31	-	.95
Ratio Pre to Post Time	-.05	.31	-	.88

* $p < .05$ ** $p < .01$

Table 17

Predictors of Performance, Maintenance and Supply Tasks

<u>Predictor</u>	<u>R</u>	<u>R²</u>	<u>R² Change</u>	<u>F</u>
Transition Activities				
Property Transfer Time	.22	.05	.05	2.65
In Briefing Time	.05	.05	-	1.38
Record Review Time	.06	.06	-	.98
Total Prep Time	.16	.06	-	.74
Ref Read Time	.02	.06	-	.59
Total Pre-Transition Time	.05	.06	-	.48
Total Post-Transition Time	.09	.06	-	.41
Ratio Pre to Post Time	.11	.06	-	.35
Ratio: Briefings/Read & Review	.06	.06	-	.31
Leader Experience				
Previous Assignment	.29	.08	.08	4.78*
Prior Command	.14	.09	-	2.42
Number of Previous Commands	.04	.09	.01	1.68
Leader Training				
Off. Advance Course Completion	.23	.05	.05	2.85
Cmdrs. Course Attendance	-.15	.06	-	1.49
Organizational Knowledge				
1st Sgt. Tour Status	-.15	.02	.02	1.15
Time in Battalion	.04	.03	-	.65
Leader Traits				
Choice of Comparison Other	-.15	.02	.02	1.19
Perceived Control	-.14	.03	.01	.84
All Variables				
Previous Assignment	.29	.08	.08	4.78*
Property Transfer Time	.22	.14	.05	4.07*
Off. Advance Course Completion	.23	.17	.04	3.51*
Ratio: Briefings/Read & Review	.06	.22	.04	3.35*
Perceived Control	.14	.24	.03	3.04*
Time in Battalion	.04	.26	.02	2.80*
Record Review Time	.06	.27	.01	2.46*
Ref Read Time	.02	.28	.01	2.20*
Number of Previous Commands	.04	.29	.01	2.00
Choice of Comparison Other	-.15	.30	.01	1.82
Ratio Pre to Post Time	.11	.30	.01	1.66
Total Pre-Transition Time	.05	.31	.01	1.53
Total Prep Time	.16	.31	-	1.40
Total Post-Transition Time	.09	.32	.01	1.30
In Briefing Time	.05	.32	-	1.21
Cmdrs. Course Attendance	-.15	.33	-	1.12

* $p < .05$

Table 18

Predictors of Commander Effectiveness

Predictor	<u>R</u>	<u>R²</u>	<u>R² Change</u>	<u>F</u>
Transition Activities				
Property Transfer Time	.23	.05	.05	2.81
In Briefing Time	.07	.09	.04	2.44
Ratio Pre to Post Time	.02	.10	.02	1.92
Total Prep Time	.11	.11	.01	1.54
Ratio: Briefings/Read & Review	.01	.12	.01	1.28
Ref Read Time	-.05	.12	-	1.07
Total Post-Transition Time	.06	.12	-	.92
Total Pre-Transition Time	.01	.12	-	.79
Leader Experience				
Previous Assignment	.30	.09	.09	4.98*
Prior Command	.23	.11	.02	3.13
Number of Previous Commands	-	.12	.01	2.18
Leader Training				
Off. Advance Course Completion	.34	.12	.12	6.85*
Cmdrs. Course Attendance	-.23	.12	.01	3.61*
Organizational Knowledge				
1st Sgt. Tour Status	-.12	.01	.01	.76
Time in Battalion	.07	.02	.01	.56
Leader Traits				
Choice of Comparison Other	-.28	.08	.08	4.34*
Perceived Control	.15	.08	-	2.26
All Variables				
Off. Advance Course Completion	.34	.12	.12	6.85*
Property Transfer Time	.23	.18	.06	5.57**
Previous Assignment	.30	.24	.06	5.19**
Ratio: Briefings/Read & Review	.01	.26	.02	4.30**
Time in Battalion	.07	.29	.03	3.83**
Perceived Control	.15	.31	.03	3.57**
1st Sgt. Tour Status	-.12	.32	.01	3.13**
In Briefing Time	.07	.33	.01	2.78*
Choice of Comparison Other	-.28	.34	.01	2.54*
Record Review Time	-.04	.35	.01	2.31*
Total Pre-Transition Time	.01	.35	-	2.09*
Ref Read Time	-.05	.36	-	1.88
Ratio Pre to Post Time	.02	.36	-	1.70
Total Post-Transition Time	.06	.36	-	1.55

* $p < .05$ ** $p < .01$

additional two percent of the variance and was positively correlated with performance. Finally, leader traits accounted for an additional four percent of the variance with internal locus of control and choice of similar others being positively correlated with performance. All together, these variables accounted for a total of thirty-three percent of the variance.

Table 18 presents the relative contribution of each of the predictor variables in explaining commander performance during the first four months after transition. Transition activities considered separately explain twelve percent of the variance in commander performance. However none of the individual activities make a significant contribution to the amount of variance explained. Leader experiences accounts for twelve percent of the variance with previous assignment making a significant contribution to the proportion of variance explained. Leaders whose assignment immediately prior to transition was proximal to command received higher performance ratings. Leader training accounts for twelve percent of the variance with completion of the Officer's Advanced Course and attendance at the Company Commander's Course both making significant contributions to the proportion of variance explained. However, the former was positively correlated with performance while the latter was negatively correlated with performance. Organizational knowledge accounts for two percent of the variance which is not significant. Leader traits account for eight percent of the variance with choice of comparison other making a significant contribution to amount of variance explained. Choice of a similar comparison other was positively correlated with performance. In the stepwise regression analysis, the best single predictor of commander effectiveness was completion of the Officer's Advanced Course, accounting for twelve percent of the variance. Transition activities accounted for an additional eleven percent of the variance. All of the activities which made a significant contribution to the proportion of variance explained were positively correlated with performance. Previous assignment was positively correlated with performance and accounted for an additional six percent of the variance.

Organizational knowledge accounted for an additional four percent of the variance. Time in the battalion was positively correlated with performance while experience of the 1st Sergeant was negatively correlated with performance. Leader traits accounted for an additional four percent of the variance. All together, these predictor variables accounted for thirty-six percent of the variance in ratings of commander effectiveness.

Interactive Effects of COMTRAIN

In the previous section, data was presented which indicated that non-COMTRAIN variables could account for up to forty-four percent of the variance in the ratings of various aspects of commander/company performance. While data presented earlier demonstrated that there was no main effect of utilizing the COMTRAIN transition package, the question of possible

interactive effects of COMTRAIN and other variables needs to be examined. This section will thus explore the question: Does COMTRAIN work under certain conditions, or with certain individuals? Put differently, are there individuals whose past experiences, interpersonal orientation or present circumstances allow them to benefit from the use of the COMTRAIN package? Specifically, the following variables were examined: Time in the battalion, previous assignment, tour status of the 1st. Sergeant, previous command experience, completion of the Officer's Advanced Course, attendance at the Vilseck Company Commander's Course, choice of comparison others, perceived control and self-confidence. For those variables which were continuous, a median split was used to divide them into two discrete categories. The analyses consisted of a two-way analysis of variance on all of the monthly and activity specific performance ratings using the treatment (COMTRAIN) condition and the recoded additional variables as factors.

The results indicated a significant COMTRAIN X Previous Assignment interaction on a number of the performance dimensions. Table 19 presents these means. Significant interactions were found on performance ratings for administrative tasks, $F(1,48)=8.95$, $p<.005$; morale and discipline, $F(1,48)=5.43$, $p<.025$; maintenance and supply, $F(1,48)=9.32$, $p<.005$; and Commander effectiveness, $F(1,48)=6.82$, $p<.01$.

On the composite monthly scores the first sign of a significant difference can be seen in the second month's scores, $F(1,48)=1.65$, $p<.20$. The change scores between the second and third months are significant, $F(1,48)=9.85$, $p<.005$. The subsequent month's scores continue this significant trend. Month 3, $F(1,48)=5.87$, $p<.02$; Month 3-4, $F(1,48)=6.17$, $p<.02$; and Month 4, $F(1,48)=7.64$, $p<.01$ are all significant.

For each comparison, the higher ratings went to the COMTRAIN users whose assignment immediately prior to transition was not proximal to command and to the Commanders not using COMTRAIN whose assignment immediately prior to transition was proximal to command. Obversely, the lower ratings were received by COMTRAIN users whose assignment immediately prior to transition was proximal to command and to the Commanders not using COMTRAIN who came from an assignment which was not proximal to command.

One other set of significant interactions was found. COMTRAIN also interacted with Perceived Locus of Control along a number of performance dimensions. Table 20 presents these means. Significant interactions were found on the performance ratings for administrative tasks, $F(1,47)=5.18$, $p<.025$; training tasks, $F(1,47)=4.05$, $p<.05$; morale and discipline, $F(1,47)=13.01$, $p<.001$ and Commander effectiveness, $F(1,47)=5.05$, $p<.03$.

On the composite monthly scores, the Month 1 scores indicate a marginally significant difference, $F(1,47)=3.56$, $p<.06$ which becomes increasingly significant by the next month. Thus the differences in the Month 1-2 change scores, $F(1,47)=12.76$, $p<.001$, are substantial enough to maintain

Table 19

Mean Performance Scores by COMTRAIN Use and Previous Assignment

Group	Activity Specific Composite Scores			2nd	Monthly Composite Scores				
	Admin	Morale	Mainten.		Odr.	2-3	3rd	3-4	4th
COMTRAIN									
Command Proximal	7.25	6.33	7.87	7.88	5.83	1.11	6.94	.78	7.72
Not Command Proximal	12.21	11.21	13.00	13.00	7.33	2.69	10.01	2.69	12.70
Non-COMTRAIN									
Command Proximal	12.57	12.33	12.70	13.53	7.42	2.62	10.04	2.80	12.84
Not Command Proximal	7.92	9.39	6.82	9.29	6.16	.80	6.96	1.68	8.64

Table 20

Mean Performance Scores by COMTRAIN Use and Perceived Control

Group	Activity Specific Composite Scores			Monthly Composite Scores					
	Admin	Training	Morale	Odr.	1st Month	1-2 Month	2nd Month	3rd Month	4th Month
COMTRAIN									
Internals	7.83	10.40	6.50	8.55	5.10	.30	5.60	6.94	8.32
Externals	12.17	14.33	11.75	12.75	5.90	2.00	7.97	10.53	12.53
Non COMTRAIN									
Internals	10.38	12.35	11.26	11.88	5.49	1.49	6.71	8.91	11.20
Externals	9.56	10.15	10.12	10.44	5.28	.87	7.03	7.73	9.79

these differences through Month 2, $F(1,47)=8.35$, $p<.005$; Month 3, $F(1,47)=7.81$, $p<.01$; and Month 4, $F(1,47)=6.53$, $p<.01$.

The means indicate that Commanders with an external locus of control received higher ratings with COMTRAIN use than they did without it while commanders with an internal locus of control received higher ratings without COMTRAIN than they did with it.

Finally, on the ratings of commander effectiveness, a significant COMTRAIN X Time in Battalion interaction was obtained, $F(1,47)=4.74$, $p=.03$. No significant differences between COMTRAIN users ($X=10.05$) and non-users ($X=12.26$) were found among commanders whose tenure in the battalion prior to the assumption of command was over twenty weeks. However, commanders whose tenure in the battalion prior to assumption of command was less than twenty weeks profited by the use of COMTRAIN ($X=12.75$) as compared to those who did not receive COMTRAIN ($X=8.55$). Most of the commanders in the "less than twenty weeks" group either had no tenure at all in the battalion (26%) or less than two months tenure in the battalion (52%).

Evaluation by Guide Users

Company Commanders who utilized the COMTRAIN Guide were asked twelve questions of an evaluative nature about that guide. This section presents their responses to those questions. The first question was: How necessary is the kind of preparation for command recommended by the COMTRAIN Guide? This question was accompanied by a Likert type scale which ranged from (1) very necessary to (7) very unnecessary. Forty-three percent of the commanders who utilized the COMTRAIN Guide considered this kind of preparation very necessary. Thirty-six percent of those commanders considered this kind of preparation moderately necessary. Twenty-one percent considered it slightly necessary. None of the commanders who utilized the COMTRAIN Guide considered this information in any way unnecessary.

The second question concerned how helpful the COMTRAIN materials were in preparing for command. Again, using a 7-point scale, 29 percent considered these materials very helpful, while 43 percent considered them moderately helpful and 29 percent considered them slightly helpful. No neutral or negative responses to this question were recorded.

Question number three asked: "Would you recommend the COMTRAIN transition program to a friend taking over a company level command?" This question was accompanied by a 5-point scale which ranged from definitely yes, through perhaps, to definitely no. Thirty-six percent of the commanders using the COMTRAIN Guide answered "definitely yes" to this question. Fifty-seven percent of the commanders answered "probably yes," and seven percent answered "perhaps." No negative responses were received regarding this question.

Question Number 4 asked: "In general, how did you arrange to contact the individual specified in the guide?" The available responses to this question were: (1) met at their request; (2) set up a meeting; (3) walked in and asked to talk; or (4) other. The purpose of this question was to determine the style and initiative shown by guide users. In no case did a guide user meet at the request of a staff member. This finding is important since it again underscores the lack of real socialization and orientation programs being provided by battalions for company commanders. Thirty-eight percent of our COMTRAIN users set up a meeting ahead of time in order to contact staff personnel. Fifty-four percent walked in and asked to talk. Eight percent used another method.

Question Number 5 asked: "In general, when did you tell those you talked with, what you wanted to talk about?" This question was accompanied by two possible responses: (1) either before the meeting or (2) during the meeting. Again, the intent of this question was to determine the style and preparedness of COMTRAIN users in utilizing the guide. Thirty-eight percent of the COMTRAIN users briefed the individual they were to meet before the meeting about the content of the meeting. The remaining sixty-two percent simply requested a meeting and asked the questions during the meeting.

Question Number 6 asked whether or not notes were taken by the guide user during the interview and if so, where? Fourteen percent of the COMTRAIN users took no notes during their meetings. Twenty-nine percent of the COMTRAIN users took notes in the guide itself while the remaining fifty-seven percent took notes outside of the guide.

Question Number 7 reads: In general, during the interviews, who raised most of the issues covered? Again, this question was designed to examine the adequacy of the socialization and orientation procedures that the battalion itself promoted for new commanders. Eighty-six percent of our sample raised those issues that were discussed themselves. The remaining fourteen percent had experienced situations where some of the people that they contacted raised critical issues.

Two questions were asked regarding the adequacy of the guide itself. Question Number 8 examined the style and wording of the guide. Eighty-six percent of the guide users considered the guide "Okay as it is." Fourteen percent had specific recommendations for rewriting. Question Number 9, which asked users to list topics which should be added to the guide, came up with a thirty percent response of no additional topics needed, and a seventy percent response of one or two topics needed. No users generated more than two additional topics.

The final question in the users evaluation form was: "Do you think that a different approach to command preparation for new commanders, of company level units, is necessary?" Ninety-one percent of the guide users answered "no" to this question.

Because of the seeming inconsistency between the positive evaluations by the officers who received the COMTRAIN transition package and the lack of differences between the Battalion Commanders' ratings of users and non-users, interviews with both battalion and company commanders were scheduled. The next section presents the data gathered in those interviews regarding the impact of COMTRAIN.

Interviews With Battalion and Company Commanders

In order to clarify the relationship or lack thereof between COMTRAIN and performance, nine battalion and eleven company commanders were individually interviewed. Each commander was presented the information contained in Sections 4 and 7 of the Results portion of this report in a summarized form. Interviewees were then asked to (1) help us understand this possible inconsistency; (2) reflect closely upon specific areas of performance not evaluated in the COMTRAIN forms; and (3) discuss the impact of the COMTRAIN on commanders' attitudes and behaviors of a non-performance nature. Consistent information provided by two or more respondents from each category is presented in summary form below.

Battalion Commanders. COMTRAIN was perceived to be particularly helpful in orienting new commanders, especially those who had not served in the battalion prior to assumption of command, to the unique aspects and challenges to be faced. It surprised no one however that COMTRAIN did not impact significantly on performance since so many other factors (state of the unit, training cycle, personnel turbulence, etc.) should also impact and serve to mask COMTRAIN effects. Some battalion commanders noted that the interface between staff sections and COMTRAIN commanders seemed smoother than was typically the case. Finally, battalion commanders reported that COMTRAIN commanders seemed to show a better grasp of "systems" problems than did most new commanders.

Company Commander. Company commanders reported that the manner in which they went about accomplishing their duties was altered by the COMTRAIN experience. In particular, COMTRAIN commanders felt that they were "a leg up" on knowing specifically how things got done in their battalions. While some commanders expressed that COMTRAIN contributed to a feeling of self-confidence, others noted that many of their expectations about how to command were challenged during the interviews with battalion staff personnel. COMTRAIN commanders interviewed expressed surprise at the finding of no-differences and wondered about the adequacy of the evaluation instrument in measuring what, to them, were clear, albeit subtle, differences in their behavior which they attributed to COMTRAIN.

DISCUSSION

Effects of the COMTRAIN Transition Package

The principal question posed by this study was: does the structured interview approach embodied in COMTRAIN (1) significantly enhance command transition and (2) improve initial performance of a unit and its commander. The answer to the first part of the question seems to be positive while the answer to the second part is a qualified yes. Data from the interviews with both the company commanders who used COMTRAIN and their battalion commanders as well as the results of the formal evaluative survey of company commanders demonstrates that COMTRAIN was perceived to clearly and consistently facilitate the transition process. Company commanders indicated that they found the COMTRAIN package to be necessary, helpful, appropriate, generally well constructed, of sufficient depth, and worthy of recommendation to others. Battalion commanders noted COMTRAIN's role in fostering improved commander-staff interactions as well as fostering a "systems perspective" among company commanders. Furthermore, information from company commanders suggests that the transition activities prescribed in COMTRAIN are not likely to be automatically enacted without the program.

As to COMTRAIN's impact on initial performance, the results are not as simple and straightforward. Analysis of variance comparisons of COMTRAIN users to non-users indicated no overall performance differences on any of the performance indices used in the study. Reanalysis of the data comparing only those COMTRAIN users who were allowed the suggested implementation time to non-users without adequate transition time also found no differences. This test ruled out the notion that the lack of performance differences between the two groups could be accounted for by a lack of key behavioral differences between the groups. A second reason for this finding of no differences could be that the performance indices were not really adequate to measure the changes brought about by COMTRAIN. This reason received some support from the interviews with company and battalion commanders who felt that (1) other forces could mask COMTRAIN's impact and (2) behavioral consequences of the COMTRAIN transition might be more subtle and diverse than the evaluation instruments were capable of measuring. A final reason for no overall differences between COMTRAIN users and non-users could be that not all commanders are able to profit from the COMTRAIN experience.

Perhaps some commanders because of past experiences, interpersonal orientation or present circumstances find COMTRAIN of more or less benefit. To test this, the interaction of COMTRAIN and a variety of other factors which could limit or facilitate its use was computed. Two principal sets of interactions were found. The first set of interactions were between COMTRAIN use and perceived locus of control. This interaction was found on the task specific ratings of administration, training, morale and discipline, and commander effectiveness. Also, the interaction was obtained on the monthly ratings for months 1, 2, 3, and 4 as well as the month 1-2 change scores. The means indicate that commanders whose

belief that success is principally a product of external forces (luck, other people, events) seem to profit from the use of COMTRAIN. Conversely, commanders whose belief that success is primarily a product of their own intrinsic skills seem to be negatively affected by COMTRAIN. It is likely that the nature of the COMTRAIN task which heightens the user's awareness of outside resources as well as external requirements fits nicely into the world view of those who are externally oriented. On the other hand, the individual who is internally oriented may find that the COMTRAIN experience provides information which is difficult to assimilate since it focuses on many aspects of the organizational environment which may be beyond the company commander's immediate sphere of influence. The time it takes to accommodate the realities of the environment with the commander's enduring perceptions of control may account for these initial deficits in performance.

The second set of interactions were between COMTRAIN use and previous assignment. This interaction was found on the task specific ratings of administration, morale and discipline, maintenance, and commander effectiveness. Also, the interaction was obtained on the monthly ratings for months 2, 3, and 4 as well as the month 2-3 and month 3-4 change scores. The means indicated that officers whose assignment immediately prior to command transition was in a position proximal to command, e.g., Executive Officer, Platoon Leader, did not seem to profit from the use of COMTRAIN. Conversely, officers whose assignment immediately prior to command transition was in a position non-proximal to command, e.g., student, staff officer at a higher headquarters, did seem to profit from the use of COMTRAIN. While it is reasonable that those furthestest from a vicarious learning possibility should most profit from the COMTRAIN program, it is not at all clear why the commanders whose previous assignment was proximal to command should be negatively affected by COMTRAIN.

Perhaps, a line of reasoning employed in explaining the negative impact of COMTRAIN on internally oriented leaders can account for this finding. Thus, it may be that those who have had an opportunity to "test out" their leadership skills in a vicarious manner are somewhat unsettled by the amount and kind of information provided by COMTRAIN which may not be readily assimilated into existing expectations and prepared modes of action.

While the interactions between COMTRAIN, perceived locus of control, and previous assignment were the only ones to occur repeatedly, one other interaction was found. Ratings of commander effectiveness were significantly higher with COMTRAIN use if the individual had not been in the battalion long before assumption of command. No differences resulted from COMTRAIN use among those commanders who had been in the battalion long before command transition. This interaction effect

suggests that a particular target for COMTRAIN use are those commanders who have not served in the battalion prior to the assumption of command.

Factors Affecting Command Transition

This section will review the data regarding those factors previously hypothesized to be of importance in leader succession. The first of those factors was leader experience. Consistent with the results of Fiedler (1970) and others, prior command experience was not a particularly significant predictor of current command performance. Only on the commanders' own ratings did prior command experiences show a really strong effect, where it was in fact, the single best predictor of performance and accounted for fifty-five percent of the variance. The only other indices affected by command experience independent of other variables were ratings of morale and discipline and one of the monthly ratings. It should be noted, however, that within the context of the overall regression equation, prior command experiences did add significantly to the amount of variance explained in five of the fourteen performance dimensions. On the other hand, the previous assignment of the commander just before taking command was very often a significant predictor variable. Previous assignment was a significant predictor of performance, independent of other variables, for the commanders' own ratings, the ratings of months 2, 2-3, 3, 4, and the activity specific scores on all but training tasks. In eight of the ratings it was found to be the best single predictor of performance. The correlations were consistently positive (generally about .30) and significant. The positive nature of these correlations indicates that performance increases with previous proximity to command. Thus, while prior command at some point doesn't seem to make a difference, recent command proximity does. Two explanations offer themselves. First, it may be that the recency of the experience is of overriding importance. Past leader skills could likely become dated and/or forgotten during the intervening assignments. Secondly, many of those officers who were proximal to command were in a unique position to observe the process of command without being directly responsible for the consequences. Perhaps, this observational learning is easier to assimilate than that which occurs in those directly tasked to solve the multitude of problems facing a company commander. Further research is needed to clarify this relationship.

The second factor expected to affect initial performance was leadership training. The previous research on this has mixed results, which largely show little or no effect. In the present study, however, completion of the Officer's Advanced Course was a significant predictor of the monthly performance ratings for months 2, 3, and 4 as well as for the ratings of commander effectiveness. Also, it was a significant predictor of the commanders' own ratings. The correlations were consistently positive and significant which would indicate that performance is enhanced by completion of the Officer's Advanced Course. In addition, within the

context of the overall regression equation, completion of the Officer's Advanced Course significantly increased the amount of variance explained in twelve of the fourteen performance dimensions. It would seem that this study joins the ranks of those few that do demonstrate a difference resulting from training, at least from one type of training. However, a caution should be applied. Attendance at the Officer's Advanced Course is not a random event and other factors besides training could explain these data. Thus, there may be differences between commanders who have or have not attended the course besides training. Also, battalion commanders may rate attendees differently than non-attendees.

One other type of training was included as a variable in this study: the Unit Commanders Course taught at Vilseck under USAREUR sponsorship. The findings in this study were that attendance at the Commanders Course prior to assumption of command was negatively correlated with performance. This negative correlation was generally rather low and only reached significance on the ratings of commander effectiveness. These findings suggest that this course is not of great benefit to new commanders prior to assumption of command.

The third factor expected to affect initial performance was leader self-confidence. No performance differences were found between commanders whose self-evaluation was high and those whose self-evaluation was low using the analysis of variance statistic. Also, there were no significant correlations between self-ratings and performance scores on any of the performance dimensions. To the extent that the self-evaluations prepared by the commanders represent a measure of confidence, there is no evidence that greater confidence leads to better performance. Also, the lack of relationship between the self-evaluations and performance ratings is in itself an interesting finding. It would seem that battalion and company commanders are monitoring different aspects of performance.

Leader traits, the variable which was among the very first to receive research attention by social scientists and still captures much of the laymans' imagination was not found to make much of an impact on performance ratings except in combination with other variables. Thus, perceived control significantly increased the amount of variance explained in ten of the fourteen performance indices. Choice of comparison others significantly increased the amount of variance explained in five of the performance indices and had a significant effect independently on the ratings of commander effectiveness. Choice of a similar comparison others was associated with higher performance ratings. To the extent that performance is enhanced by a stable self-concept it is understandable that comparison with similar others has a positive effect.

Organizational knowledge included the variables "time in the battalion" and tour status of the 1st Sergeant. Tour status of the 1st Sergeant had little effect. Time in the battalion figures significantly in all but three of the performance ratings, but never made a significant difference independently of other variables. The knowledge and experience derived from time in the battalion impacted in a predictable way by improving initial performance on all tasks.

Transition activities made their most significant impact in the first month following command transition where they accounted for thirty-two percent of the variance alone in the performance ratings. In the subsequent months, transition activities only significantly affected performance in combination with other variables. Thus, transition activities figured significantly in each of the monthly and activity specific regression equations with less impact as time went by.

In summary, the following variables can be seen to impact positively upon performance after transition: previous assignment, completion of the Officer's Advanced Course and time in the battalion. In addition to these variables, transition activities impact strongly on early performance with less and less effect as time goes by.

The results of this study indicate that the transition to command and subsequent performance of certain company commanders could be improved by utilization of the COMTRAIN transition program. Copies of this report and related instructional materials should be made available to battalion commanders for optional use with their personnel.

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APPENDIX A

Letters to Commanders Regarding COMTRAIN

1. Letter from DCSPER, USAREUR to Pattalion Commanders.
2. Letter from Chief, ARI to Battalions Implementing COMTRAIM.
3. Letters from Chief, ARI to Control Battalions.



DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY, EUROPE, and SEVENTH ARMY
OFFICE OF THE DEPUTY CHIEF OF STAFF, PERSONNEL
APO NEW YORK 09403

PERI-OE

12 DEC 1978

SUBJECT: Company Commander Transition Program

1. The Army Research Institute is conducting a study under the sponsorship of ODCSPER concerning the effects of commander transition of company/battery commanders. Purpose of the study is to assess the value of a transition guide package in facilitating initial commander effectiveness.
2. As a part of this study, USAREUR battalion commanders with company commanders taking command during the next three months will be requested to utilize the transition guide and to evaluate the subsequent progress of these company commanders. The transition guide requires a time commitment from 2 days to 1 week for company commanders prior to the time of taking command. The battalion commander's evaluation will require approximately fifteen minutes each month for the next six months. Details concerning support requirements, schedule, and conduct of the study are outlined at Incl 1.
3. Request that you provide administrative support indicated on Incl 1. Please note that identification of company commanders scheduled to assume command between 1 December 1978 and 1 March 1979 is required by 20 December 1978. Your cooperation and assistance are solicited to provide information which is of considerable interest and concern to this Headquarters.
4. ARI POC for this action is Dr. Richard L. Miller, HBG Mil (2121-)8734.

1 Incl
as

William H. Pitts
WILLIAM H. FITTS
Brigadier General, GS
Deputy Chief of Staff, Personnel

CONDUCT AND SUPPORT OF STUDY

1. Conduct: After identification of selected units, participating Bn Cdrs issue transition Guide to Co Cdrs assuming command and provide time for Co Cdrs to use the Guide. Each month participating Bn Cdrs will complete Questionnaire which assesses the progress of new Co Cdr in assuming command.

2. Support Requirements:

a. Provide a list of expected command rotation of the company level for the period 1 December 1978 to 1 March 1979 to the ARI POC no later than 20 December 1978.

b. Provide time (2 days - 1 week depending on local circumstances) for new company commander to utilize the ARI supplied COMTRAIN transition guide prior to assumption of command.

c. Provide a monthly evaluation of unit and Co Cdr progress on forms provided by ARI for six months following commander rotation.

3. Schedule:

DATE	ACTION
20 December 1978	Co Command turnover identified
30 December 1978	COMTRAIN Transition Package and Company evaluation form received by selected Battalion.
1 Jan - 1 March	New Commander utilize Co Transition Guide
1 Jan - 1 Aug	Bn Commander evaluation conducted



DEPARTMENT OF THE ARMY
ARI FIELD UNIT, USAREUR
U.S. ARMY RESEARCH INSTITUTE
FOR THE
BEHAVIORAL AND SOCIAL SCIENCES
APO NEW YORK 09403

PERI-OE

27 December 78

SUBJECT: Company Commander Transition Program

1. Reference: Letter, HQ USAREUR, PERI-OE, 12 Dec 78, SAB.
2. Reference requested battalions with company commanders assuming command during the Dec 78 - Feb 79 time frame use the enclosed transition guide and evaluate transition of new commanders. Information received in response to reference indicates will be assuming command of _____ on _____. This individual has been selected for participation in the study.
3. Enclosed are the materials you will need in order to implement the Comtrain Transition Program.
 - a. For the Company Commander:
 - (1) A copy of the COMTRAIN Guide which should be provided to your incoming Company Commander approximately two weeks before he assumes command.
 - (2) A User Evaluation form and a Comtrain Transition Program check list should be filled out by the Company Commander and returned to ARI in the envelopes provided one week after the Commander takes command.
 - (3) A Transition Activities Survey which the new Company Commander should complete after one month in command and return to ARI in the envelopes provided.
 - b. For the Battalion Commander:

Six evaluation forms for rating the commander and his unit's effectiveness each month beginning one month after he assumes command. Please return to ARI in the envelopes provided.

PERI-OE

27 December 78

SUBJECT: Company Commander Transition Program

4. Thank you again for your cooperation and assistance in providing ,
information which is of considerable interest and concern to
HQ USAREUR.

for Charles D. Acree
WILLIAM W. HAYTHORN, Ph.D. *CTC, GS*
Chief
ARI Field Unit - USAREUR



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APO NEW YORK 09403

PERI-OE

3 Jan 79

SUBJECT: Company Commander Transition Program

1. Reference: Letter, HQ USAREUR, PERI-OE 12 Dec 78, SAB.
2. Reference requested battalions with Company Commanders assuming command during the Dec 78 - Feb 79 time frame participate in the ARI Company Commander Transition project.
3. Information received by this office indicates that a unit in your battalion will experience a change in command during Jan - Feb 79. While your unit is not slated for utilization of the COMTRAIN training package, your participation in this project is still desired. Specifically, we would like you to provide "comparison" information about your upcoming command transition which will allow us to determine the effectiveness of our package.
4. Enclosed are materials you will need in order to provide an evaluation for research purposes of the recent command transition in your battalion. Included are the following materials:
 - a. A transition Activities Survey which your new Company Commander should complete one month after assuming command and return to ARI in the envelope provided.
 - b. Six evaluation forms for rating the new Company Commander and his unit's effectiveness each month beginning one month after he assumes command. Please return to ARI in the envelopes provided.
5. Thank you again for your cooperation and assistance in providing information which is of considerable interest and concern to HQ USAREUR.

William W. Haythorn
WILLIAM W. HAYTHORN, Ph.D.
Chief
ARI Field Unit - USAREUR

APPENDIX B

COMTRAIN TRANSITION GUIDE

(INFANTRY VERSION)

ARI FIELD UNIT

USAREUR

COMTRAIN: TRANSITION PROGRAM

FOR COMPANY/BATTERY COMMANDERS

INTERVIEW GUIDE

by W. A. Buxton and Richard L. Miller, Ph.D

Human Resources Research Organization
300 North Washington Street
Alexandria, Virginia 22314

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FOR THE BEHAVIORAL AND SOCIAL SCIENCES
OFFICE OF THE DEPUTY CHIEF OF STAFF FOR PERSONNEL
DEPARTMENT OF THE ARMY



COMTRAIN TRANSITION PROGRAM

FOR THE COMPANY COMMANDER: How To Use This Guide

THIS GUIDE is a checklist of the principal areas a new commander needs to master in order to be effective in command. The issues to be addressed are specific to the assigned unit--where the unit stands, what are its resources, problems, and current practices, etc. Studies in USAREUR have shown that commanders who take the time to master this kind of information before taking command become fully effective sooner and that their units are rated higher during the first six months of their command.

THE GUIDE is organized as a self-managed in-briefing outline. Each section covers one type of contact on the battalion staff or in the assigned company and is subdivided into "Basics and Specifics Sub-sections." The "Basics Sub-section" outlines a suggested approach to the in-briefing interview that should help you to enlist support for the command transition. Under the "Specifics Sub-section" you will find additional areas of detailed information to cover with the staff or company contact.

NATURALLY, you are free to use the guide however you wish, adding or deleting topics and conducting the in-briefing interviews in the way you find most suitable. In general, it is suggested that you approach the contacts as informal interviews rather than requesting formal in-briefings.

TIMING. In a survey of USAREUR company commanders in their first six months of command up to two full weeks were recommended as the average time needed for preparation for command. This time includes a headstart on the transfer of property from outgoing to incoming commander. The time needed is not reduced appreciably by familiarity with battalion operations (e.g., a battalion staff assignment before command) or by prior command experience. If your current assignment does not allow much time for preparation, it should still be possible to prepare on a part-time basis, possibly completing some of the in-briefings in the first few days after you have received the colors.

Best wishes for a successful command!

Possible Resources for Change in Command

1. Battalion Commander
2. Battalion Executive Officer
3. Command Sergeant Major
4. S-1 Shop
5. Battalion Legal Clerk
6. S-2 Shop
7. S-3 Shop
8. S-4 Shop
9. Battalion Maintenance Officer
10. Current Company Commander
11. Company Executive Officer
12. Company First Sergeant
13. Company Supply Sergeant
14. Company Motor Sergeant
15. Enlisted Advisory Council Representative

Battalion Commander

BASIC ISSUES

1. What are the main battalion goals and priorities?
 - a) next quarter
 - b) next 6 months
 - c) next 12 months
2. To meet those goals and priorities, as you see it, what will my company have to accomplish?
3. As a new Company Commander, what are the main "alligators" I ought to watch out for--the things I or my company might do or fail to do that would cause problems?
4. As you see it, what will it take to make (or keep) my company as the best in the battalion?
5. To get off at the best and fastest start as the new Commander, are there any action steps you would suggest I take?

Battalion Executive Officer

NOTE: As part of the discussion with the Executive Officer, you may want to go over the whole guide together to expand it, modify it, and plan the way you'll go about preparing to take command.

BASIC

1. Basically, how does the battalion staff operate?
 - a) What is each shop accountable for?
 - b) How do they coordinate their operations?

2. What are some of the critical points at which the company depends on staff support, and how do the different shops and the company interface?
 - a) e.g., in getting ready for an FTX
 - b) e.g., in handling drugs, discipline, or legal problems
 - c) e.g.,
 - d) e.g.,
 - e) e.g.,

3. How can my company work more smoothly and effectively with the staff?

4. What are the "alligators" the company and I ought to watch out for?

Battalion Executive Officer

SPECIFICS

1. What is the battalion maintenance program?
 - a) how it operates
 - b) priorities for maintenance
 - c) current status of company maintenance

2. How does the readiness reporting system work?
 - a) how it operates--forms, dates, etc.
 - b) current status of company

Battalion Command Sergeant Major

1. As the battalion's senior enlisted man, how do you see your role?
 - a) in the battalion
 - b) in supporting the companies

2. How are NCO job assignments determined?
 - a) when NCO's first arrive in the battalion
 - b) on a continuing basis

3. Looking ahead, how do you see the needs for skilled NCOs in my company in the next 3 months? 6 months? 12 months?
 - a) any shortages foreseeable in certain ranks?
 - b) any shortages in certain MOS areas?
 - c) any specific steps the company should take to make sure we have enough of the right people in the right jobs at the right time?

4. How does the system for assigning taskings and details work at the battalion level?

5. As you see it, what are some things an incoming Company Commander can do to make a smooth change of command?

S-1 Shop

BASICS

1. Basically, what are the main areas in which the S-1 shop and the companies have to work together or coordinate efforts?
2. What are the major things the companies depend on the S-1 shop for?
3. What can companies do to reduce your shop's heartburn--help make your operation more effective?
4. What can companies do to make better use of the S-1 staff?
5. What are the "alligators" you can see to watch out for?
 - a) administrative areas
 - b) legal areas
 - c) replacement/promotion/ratings areas
 - d) others
6. What would you suggest as steps that might help make for a smooth and effective change of command?

S-1 Shop

SPECIFICS

(Explore details of areas such as examples below--how to's, alligators, ' future needs, opportunities, etc. The balance of responsibilities between S-1 and your company will vary, depending on whether your battalion operates on the CABL/PAC system. If on PAC, you may want to make brief contact with each of the personnel specialists in the S-1 shop as part of your orientation.)

1. manpower planning--anticipating turbulence and manpower needs
2. replacement system
 - a) peacetime
 - b) combat
3. casualties
4. orientation of new troops and NCOs
5. determining enlisted assignments
6. personnel actions
7. pay system
8. leaves/passes
9. EER/SEER system
10. promotion system
11. race relations/equal opportunities program
12. health and welfare inspections
13. disciplinary/legal action
14. CDAAC program
15. counseling/handling of personnel problems
(congressionals, indebtedness, family problems, etc.)
16. unit fund
17. command information program

Battalion Legal Clerk

1. When an incident involving legal or disciplinary action occurs, at what point does the Battalion Legal Clerk get involved?
 - a) What comes up from the company?
 - b) What do you do then?
 - c) When do higher echelons get involved?

2. Basically, how do these type of actions work, and what points are critical for the company to be aware of?
 - a) Article 15s
 - b) eliminations
 - expeditious discharge program
 - Chapter 13s
 - Chapter 16s
 - c) courts martial

3. What does the recent track record look like?
 - a) in the battalion
 - b) in the company

4. Any actions pending that I ought to be aware of?

S-2 Shop

BASICS

1. Basically, what are the main areas in which the S-2 shop and the companies have to work together or coordinate efforts?
2. What are the things the companies depend on the S-2 shop for?
3. What can the companies do to reduce your shop's heartburn--help make your operation smoother? (e.g., spct reports and map requests)
4. What can companies do to make better use of the S-2 staff? (e.g., target recognition training)
5. What are the "alligators" you can see to watch out for?
 - a) weapons and equipment security
 - b) personal property register
 - c) COMSEC
 - d) physical security of barracks, vehicles
 - e) fire and safety
6. What would you suggest as steps that might help make for a smooth and effective change of command?

S-2 Shop

SPECIFICS

(Explore additional details of specific S-2 areas such as listed below-- ,
how to's, alligators, foreseeable needs, opportunities, etc.)

1. intelligence reporting
2. weapons security
3. communications security
4. physical security
5. personnel security
6. target recognition
7. border and SMLM procedures
8. maps
9. unit funds (if applicable)

S-3 Shop

BASICS

1. Basically, what are the main areas in which the S-3 shop and the companies have to work together or coordinate efforts?
2. What are the major things that companies depend on the S-3 shop for?
3. What can companies do to reduce your shop's heartburn--help make your operation smoother?
4. What can companies do to make better use of the S-3 staff?
5. What are the major training opportunities my company will have next quarter? next 6 months? next 12 months? (e.g., ARTEP, MTAs, FTXs, exercises, etc.)
6. What is the XYZ plan (or equivalent) for coordinating unit training, individual training, details, and education?
7. What are the "alligators" you can see to watch out for?
 - a) individual training
 - b) unit training
 - c) major events--companies tests, ARTEP, etc.
 - d) company taskings for commitments
 - e) others
8. What is the battalion's GDP mission, and how specifically does my company fit into the plan?
9. What would you suggest as steps that might help make for a smooth and effective change of command?

S-3 Shop

SPECIFICS

1. past unit results in:
 - a) ARTEPs
 - b) inspections
 - c) gunnery--individual/crew-served
 - d) major exercises--e.g., Reforger
2. training schedules
3. future company test, ARTEPs
4. individual sustainment training and SQTs
5. crew training
6. squad and platoon training
7. company training
8. GED, PREP, Headstart, etc.
9. use of LTA/MTA
10. ranges
11. ammo forecast
12. ammo uploads
13. taskings for commitments

Company Executive Officer

1. At this point, how do you see the XO's role in the company?
2. Do you see any ways in which the XO would make a greater contribution to the effectiveness of the company?
3. If you were Company Commander, what kinds of things would you want to:
 - a) keep the same?
 - b) see less of?
 - c) see more of?
4. As you read the people in the unit, what are their expectations for the change in command?
 - a) things they might be concerned about
 - b) things they want to know about soon
 - c) things they hope will happen
5. Are there ways in which the Commander can help you:
 - a) do a better job as executive officer?
 - b) develop your own leadership skills
6. Any suggestions for getting off to a smooth start in the company?

S-4 Shop

BASICS

1. Basically, what are the main areas in which the S-4 shop and the companies have to work together or coordinate efforts?
2. What are the major things the companies depend on the S-4 shop for?
3. What can companies do to reduce your shop's heartburn?
4. What can companies do to make better use of the S-4 staff?
5. What are the "alligators" you can see to watch out for?
 - a, maintenance
 - b) budgets
 - c) property accountability
 - d) other logistics
6. What would you suggest as steps that might help make for a smooth and effective change of command?

S-4 Shop

SPECIFICS

1. roles of S-4/Battalion Maintenance Officer/ Maintenance Warrant Officer. companies

2. Budget management, status, problems, and plans:

-Class I	-Class VII
-Class II	-Class VIII
-Class III	-Class IX
-Class IV	
-Class V	
-Class VI	

3. property accountability system

Battalion Maintenance Officer

1. Which specific types of maintenance are handled at:
 - a) company level
 - b) battalion level
 - c) direct support level

2. What's the battalion maintenance program?
 - a) how it operates
 - b) major goals/priorities
 - c) foreseeable problems, needs

3. How can the company do a better job in the maintenance area?

4. How can we make better use of key maintenance people?

5. Any suggestions for short-term priorities?

Current Company Commander

BASICS

1. Basically, how do you see the Company Commander's job? What are the most critical things he does to make a good company?
2. What do you see as special--unique--about this company now?
 - a) the good things it has going for it
 - b) the problems it faces
3. From your own point of view, what are the main things you would like to see maintained or built up in the company in the next year?
4. What do you see as areas where the company should improve in the next year?
5. How do you work with the key people in the company?
 - a) 1st sergeant
 - b) executive officer
 - c) platoon leaders
 - d) platoon sergeants
 - e) enlisted advisory council representative
 - f) motor sergeant
 - g) supply sergeant
6. How do you work with other Company Commanders?
7. How do you work with the staff?
 - a) XO
 - b) S-1
 - c) S-2
 - d) S-3
 - e) S-4
8. What are the main "alligators" the Company Commander has to watch out for?
9. What's the pattern of disciplinary actions that people in the company expect from the Commander? (e.g., 1st offense, 2nd offense, etc.)
10. Looking back on your own early command, what would you suggest as ways to get a handle on things in the first couple of months?

Current Company Commander

SPECIFICS

1. GDP mission
2. training status
 - individual
 - crew
 - squad/platoon
 - Company
3. training scheduling
4. off-line programs-CDAAD, PREP, etc.
5. race relations
6. property accountability
7. personnel actions
8. maintenance
9. status of personnel in company
10. security
11. logistics/budgets
12. taskings/details
13. handling of personal problems
14. unit fund
15. off-duty activities

Company First Sergeant

1. At this point, how do you see the First Sergeant's role in the Company?
2. Can you see any ways in which the First Sergeant could make a greater contribution to the effectiveness of the company?
3. As you read the people in the unit, what are their expectations for the change in command?
 - a) things they might be concerned about
 - b) things they want to know about soon
 - c) things they hope will happen
4. Are there ways in which the Commander can help you do your job better?
5. What are the main "alligators" we need to watch out for?
6. How do you work with the key people in the unit?
 - a) executive officer
 - b) platoon leaders
 - c) platoon sergeants
 - d) motor sergeant
 - e) supply sergeant
7. How do you work with the battalion staff?
8. What's the pattern of disciplinary actions that people in the company expect from the Commander?
9. Any suggestions for getting off to a smooth start in the company?

Co 1st Sgt.

Company First Sergeant

SPECIFICS

1. Company SOPs
2. Status of personnel in the company

Company Supply Sergeant

1. Where does the company stand vs. its budgets?
 - a) current status
 - b) areas we're likely to come up short
 - c) areas we're likely to come in under budget
2. Any suggestions for handling the transfer of property accountability?
3. How could the company do a better job in your area?
4. How can the Commander help?

Company Motor Sergeant

1. What's the status of our vehicles?
2. Where do we stand on our budgets for maintenance?
 - a) current
 - b) foreseeable shortages
 - c) areas in which we're in good shape
3. What's needed to keep our vehicles well maintained or to improve the level of maintenance in the next year or so?
4. How can the Commander help?

Enlisted Advisory Council Representative

1. How do you see your role as EAC representative?
2. Where does the company stand now, as you see it?
3. What do you need to do a more effective job?
4. How can I help?
 - a) short term
 - b) long term

APPENDIX C

BATTALION COMMANDERS EVALUATION FORMS

1. Month 1 Form
2. Months 2-6 Form

BATTALION COMMANDERS EVALUATION FORM

1st MONTH

In the spaces below (1.) we would like you to rate the subject company on each of four (4) dimensions (administration; training and readiness; morale and discipline, maintenance and supply; and the overall effectiveness dimension (overall effectiveness)).

By Administration we mean: How well does the unit meet suspenses, comply with administrative requirements, and administer programs such as CDAAC, PREP, Affirmative Action, etc.?

By Training Readiness we mean: How well is the unit sustaining the ability to perform its combat-related missions? For example, how well would it do currently in a company ARTEP or similar unit test, how well is it maintaining the soldiers' MOS skills, and how well would it do in live-fire tests of the individual and crew-served weapons assigned to the unit?

In Maintenance and Supply we include: How well is the unit maintaining the operational readiness of equipment, and how well is it managing the supply operation to minimize shortages, maximize equipment on hand, control expenditures, etc.?

Morale and Discipline includes: How well is it maintaining morale and discipline to prevent/handle problems and incidents?

In this first evaluation you should rate the company in comparison to the other companies in your battalion, i.e., where does the company stand, on these dimensions, relative to the other units in the battalion. This evaluation is important to help us establish a beginning point for evaluating the new company commanders. As always it is important that you provide a thoughtful and frank evaluation of both company performance and individuals in order that we can obtain an accurate estimate of any changes in performance level.

To complete this form simply check the relative level of performance on each dimension. The space between the dark lines is used to indicate that the unit or commander is performing right at the average for your battalion. Spaces above and below can be used to indicate performance above or below your battalion average.

Survey Code #: / /

Battalion: _____

Co/Btry/Trp/Det:

New Company Commander:

1.

UNIT PERFORMANCE

Date:

Exceedingly Above Bn Average

Quite Above Bn Average

Moderately Above Bn Average

Somewhat Above Bn Average

Slightly Above Bn Average

Typical Company (Bn Average)

Slightly Below Bn Average

Somewhat Below 3n Average

Moderately Below Bn Average

Quite Below Bn Average

Exceedingly Below Bn Average

[illegible]

In the spaces below (2.) you should rate the performance of the unit and the new commander's overall performance in terms of how much improvement or decline was shown during the first month of the new command. Keep in mind that the performance of the individual and the unit's performance need not coincide exactly; there is sometime a lag in one or the other. In the first four columns you are rating the unit as compared to its previous performance under the outgoing commander. The column between the dark lines would be checked if no change has been observed between last month's performance and this month's. If the company has declined in performance, the extent of that decline may be checked in the boxes below the dark lines. If the company has improved since last month, the extent of that improvement may be checked using the boxes above the dark lines.

In the fifth column you are rating the new commander in his first month as compared to the old commander in his last month.

2.

Date: _____

	UNIT PERFORMANCE				
	Administrative: Unit and Program	Training Readiness	Morale and Discipline	Maintenance and Supply	Commander Performance
Exceedingly Improved					
Quite Improved					
Moderately Improved					
Somewhat Improved					
Slightly Improved					
No Change					
Slightly Declined					
Somewhat Declined					
Moderately Declined					
Quite Declined					
Exceedingly Declined					

BATTALION COMMANDERS EVALUATION FORM

2nd MONTH

In the spaces below (1.) we would like you to rate the subject company on each of four (4) dimensions (administration; training and readiness; morale and discipline; maintenance and supply) and the new commander on one (1) dimension (overall effectiveness).

By Administration we mean: How well does the unit meet suspenses, comply with administrative requirements, and administer programs such as CDAAC, PREP, Affirmative Action, etc.?

By Training Readiness we mean: How well is the unit sustaining the ability to perform its combat-related missions? For example, how well would it do currently in a company ARTEP or similar unit test, how well is it maintaining the soldiers' MOS skills, and how well would it do in live-fire tests of the individual and crew-served weapons assigned to the unit?

In Maintenance and Supply we include: How well is the unit maintaining the operational readiness of equipment, and how well is it managing the supply operation to minimize shortages, maximize equipment on hand, control expenditures, etc.?

Morale and Discipline includes: How well is it maintaining morale and discipline to prevent/handle problems and incidents?

In the spaces below you should rate the performance of the unit and the commander on the dimensions listed in terms of how much improvement or decline was shown since last month. Keep in mind that the performance of the individual and the unit's performance need not coincide exactly; there is sometimes a lag in one or the other. In the first four (4) columns you are rating the unit as compared to its performance last month. The column between the dark lines would be checked if no change has been observed between last month's performance and this month's. If the company has declined in performance, the extent of that decline may be checked in the boxes below the dark lines. If the company has improved since last month, the extent of that improvement may be checked using the boxes above the dark lines.

In the fifth column you are rating the commander's performance as compared to his performance the month before.

Survey Code #: / /

Battalion: _____

Co/Btry/Trp/Det: _____

New Company Commander: _____

UNIT'S PERFORMANCE OVER LAST MONTH

Date: _____

Exceedingly Improved

Quite Improved

Moderately Improved

Somewhat Improved

Slightly Improved

No Change

Slightly Declined

Somewhat Declined

Moderately Declined

Quite Declined

Exceedingly Declined

[illegible]

APPENDIX D

USER'S EVALUATION FORM

Battalion: _____

Co/Btry/Trp/Det: _____

Company Commander: _____

COMTRAIN TRANSITION PROGRAM
USER EVALUATION FORM

1. How necessary is the kind of preparation for command recommended by the Comtrain Guide?

Very Necessary	Moderately Necessary	Slightly Necessary	?	Slightly Unnecessary	Moderately Unnecessary	Very Unnecessary

2. How helpful are the Comtrain materials in preparing for command?

Very Helpful	Moderately Helpful	Slightly Helpful	?	Slightly Detrimental	Moderately Detrimental	Very Detrimental

3. Would you recommend the Comtrain Transition Program to a friend taking over a company level command?

Definitely Yes	Probably Yes	Perhaps	Probably No	Definitely No

4. In general, how did you arrange the contacts with the individuals specified in the Guide?

____ 1. Met at their request.
____ 2. Set up a meeting.
____ 3. Walked in and asked to talk.
____ 4. Other _____

5. In general, when did you tell those you talked with what you wanted to talk about?

____ 1. before the meeting
____ 2. during the meeting

6. During the interviews did you take notes?

____ No
____ Yes, in the Guide itself
____ Yes, elsewhere

7. In general, during the interviews, who raised most of the issues covered?

____ me
____ the people I contacted

8. With regard to the style and wording of the Guide, it is:

a) OK as is

b) Needs to be rewritten as follows: _____

9. What topics ought to be added to the Guide? _____

10. Do you think a different approach to command preparation for new commanders of company level units necessary?

____ No
____ Yes If yes, what kind of preparation should it be? _____

Battalion: _____

Co/Btry/Trp/Det: _____

Company Commander: _____

COMTRAIN TRANSITION PROGRAM
USER EVALUATION FORM

1. How necessary is the kind of preparation for command recommended by the Comtrain Guide?

Very Necessary	Moderately Necessary	Slightly Necessary	?	Slightly Unnecessary	Moderately Unnecessary	Very Unnecessary

2. How helpful are the Comtrain materials in preparing for command?

Very Helpful	Moderately Helpful	Slightly Helpful	?	Slightly Detrimental	Moderately Detrimental	Very Detrimental

3. Would you recommend the Comtrain Transition Program to a friend taking over a company level command?

Definitely Yes	Probably Yes	Perhaps	Probably No	Definitely No

4. In general, how did you arrange the contacts with the individuals specified in the Guide?

- ____ 1. Met at their request.
____ 2. Set up a meeting.
____ 3. Walked in and asked to talk.
____ 4. Other _____

5. In general, when did you tell those you talked with what you wanted to talk about?

- ____ 1. before the meeting
____ 2. during the meeting

6. During the interviews did you take notes?

- ____ No
____ Yes, in the Guide itself
____ Yes, elsewhere

7. In general, during the interviews, who raised most of the issues covered?

- ____ me
____ the people I contacted

8. With regard to the style and wording of the Guide, it is:

a) OK as is

b) Needs to be rewritten as follows: _____

9. What topics ought to be added to the Guide? _____

10. Do you think a different approach to command preparation for new commanders of company level units necessary?

____ No

____ Yes If yes, what kind of preparation should it be? _____

APPENDIX E

CONFIDENTIAL SURVEY OF
COMMANDER'S ATTITUDES, EXPERIFNCES AND BEHAVIORS

Battalion: _____

SURVEY ID # _____

Co/Btry/Trp/Det: _____

Co. Cdr: _____



THIS IS A CONFIDENTIAL SURVEY
IT TAKES ABOUT 10 MINUTES TO COMPLETE

We would like to know about your experience in taking over the command of a company-level unit in USAREUR--what preparation you had just before taking command and how things went in the first weeks in the unit. Your experience will help USAREUR improve the programs, policies, and practices affecting transition in command.

1. How long have you been in command of your unit (company/battery/troop/detachment/etc.)?

_____ weeks

2. Have you had command of a company/battery/troop before?

No _____

Yes _____ months of previous command. Number of units commanded _____

3. Before you took command, how long had you been in the battalion?

_____ weeks

4. What was your assignment just before this command?

Position: _____ Unit: _____

5. When did you take the commander's course at Vilseck?

_____ weeks before command

_____ weeks after command

_____ not taken yet

6. Have you taken the Officer's Advanced Course? Yes _____ No _____

7. About how long has your First Sergeant been in the unit? How long do you expect he will remain?

_____ months to date

_____ months to go

8. Did you have any time just before taking command to spend preparing to take over the unit? If so, how much and how was it split among the activities listed? (NOTE: It is entirely possible that you had no preparation time at all; if so, enter "0".)

Hours,

- a) Time spent in transfer of property before taking command _____
- b) Time spent with battalion and unit personnel in briefings or discussions to prepare you to take over the unit. . . _____
- c) Time spent reviewing records, reports, SOPs, etc., before taking command. _____
- d) Time spent reading reference materials, manuals, etc., just before taking command _____
- e) Other _____
- f) Total preparation time _____

9. Looking back on it, how much time do you think should have been provided for preparing to take over the unit?

_____ hours _____ days _____ weeks

10. If you have had in-briefings or orientation meetings with battalion and unit personnel before or right after taking command, please indicate how much time was spent with each on the list below.

Hours Before Command

Hours After Command

_____	Bn CO	_____
_____	Bn XO	_____
_____	Bn CSM	_____
_____	S-1 Section	_____
_____	S-2 Section	_____
_____	S-3 Section	_____
_____	S-4 Section	_____
_____	Bn Legal Clerk	_____
_____	Bn Maintenance Office	_____
_____	Outgoing Unit CO	_____
_____	Unit 1st Sgt	_____
_____	Unit Supply Sgt	_____
_____	Unit Motor Sgt	_____
_____	EAC/HRC Rep	_____
_____	Other _____	_____

On the following items, we would like your candid evaluation of how the unit stands right now.

	<u>Very Poor</u>	<u>Poor</u>	<u>Fair</u>	<u>Adequate</u>	<u>Good</u>	<u>Very Good</u>	<u>Excellent</u>
11. Administration: Unit and program (paperwork, supenses, GED, CDAAC)	1	2	3	4	5	6	7
12. Training Readiness (collective, individual, and weapons systems proficiency)	1	2	3	4	5	6	7
13. Morale and Discipline	1	2	3	4	5	6	7
14. Maintenance and Supply (equipment and vehicles on hand and ready)	1	2	3	4	5	6	7
15. Commander Effectiveness (your own)	1	2	3	4	5	6	7
16. Finally, two opinion questions. In general, I expect that most of my success as a commander of this company will be due to: (Place an X along the scale below as to which you tend to believe.							

<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> 1234567 </div>	<p>My own intrinsic skill as a leader.</p>	<p>Circumstances and events beyond my control, i.e., luck, chance, actions of others.</p>
--	--	---

17. To evaluate your own performance as a leader of soldiers which of the following individuals would you use as a comparison?

- a) Bn CO
- b) Another Co CO
- c) My 1st Sgt
- d) Other _____

THANK YOU FOR YOUR TIME AND COOPERATION. PLEASE RETURN THIS FORM IN THE ENVELOPE PROVIDED TO:

SURVEY EXEMPT FROM AR 60064 REQUIREMENT FOR MILPERCEN REVIEW. NO SURVEY CONTROL (SCN) REQUIRED.

Dr. Richard L. Miller
 HQ, USAREUR & 7th Army
 ODCSPER (ARI) Box 1789
 APO, New York 09403

APPENDIX F

COMTRAIN GUIDE UTILIZATION

CHECKLIST

(INFANTRY VERSION)

Battalion: _____

Co/Btry/Trp/Det: _____

Company Commander: _____
COMTRAIN TRANSITION PROGRAM

COMPANY CHECK LIST

Each of the suggested discussion topics in the COMTRAIN Transition Guide is noted below. Using your guide for reference, please indicate which of the items you have discussed with each individual. Check each item in the appropriate box, including those instances when you have not had discussion with the target individual.

Work on this form as you go through the program. Complete it just after you take command. Return this completed check list in the envelope provided to:

ARI Field Unit-USAREUR
c/o DCSPER
APO 09403

You should return the check list within one week after assuming command. If you have any questions, please contact Dr. Richard Miller at 2121-7437 or 2121-8734. Thank you for your assistance.

CHECK ONE BOX FOR EACH ISSUE:	Discussion was not needed (already knew, irrelevant, etc.)	Had no time to discuss this	Talked briefly about this	Talked about this in detail
<u>Battalion Commander</u>				
Basic Issue #1				
#2				
#3				
#4				
#5				
<u>Battalion Executive Officer</u>				
Basic Issue #1				
#2				
#3				
#4				
Specific Issue #1				
#2				
<u>Battalion Command Sergeant Major</u>				
#1				
#2				
#3				
#4				
#5				

	Discussion was not needed (Already knew, irrelevant, etc.)	Had no time to discuss this	Talked briefly about this	Talked about this in detail
<u>Battalion S-1</u>				
Basic Issue #1				
#2				
#3				
#4				
#5				
#6				
Specific Issue #1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				
#11				
#12				
#13				
#14				
#15				
#16				
#17				
<u>Battalion Legal Clerk</u>				
#1				
#2				
#3				
#4				
<u>Battalion S-2</u>				
Basic Issue #1				
#2				
#3				
#4				
#5				
#6				
Specific Issue #1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				

	Discussion was not needed (Already knew, irrelevant, etc.)	Had no time to discuss this	Talked briefly about this	Talked about this in detail
<u>Battalion S-3</u>				
Basic Issue #1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
<u>Specific Issue</u>				
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				
#11				
#12				
#13				
<u>Battalion S-4</u>				
Basic Issue #1				
#2				
#3				
#4				
#5				
#6				
<u>Specific Issue</u>				
#1				
#2				
#3				
<u>Battalion Maintenance Officer</u>				
#1				
#2				
#3				
#4				
#5				

C

	Discussion was not needed (Already knew, irrelevant, etc.)	Had no time to discuss this	Talked briefly about this	Talked about this in detail
<u>Current Company Commander</u>				
Basic Issue #1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				
Specific Issue #1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				
#11				
#12				
#13				
#14				
#15				

To Be Continued On Next Page

	Discussion was not needed (Already knew, irrelevant, etc.)	Had no time to discuss this	Talked briefly about this	Talked about this in detail
<u>Company Executive Officer</u>				
#1				
#2				
#3				
#4				
#5				
#6				
<u>Company First Sergeant</u>				
Basic Issue #1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
Specific Issue #1				
#2				
<u>Company Supply Sergeant</u>				
#1				
#2				
#3				
#4				
<u>Company Motor Sergeant</u>				
#1				
#2				
#3				
#4				
<u>Enlisted Advisory Council</u>				
<u>Representative</u> #1				
#2				
#3				
#4				