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Improving the Trainee Socialization Process in Basic Combat Training

M. Glenn Cobb
U.S. Army Research Institute

David M. Sluss
Georgia Institute of Technology

Stephanie T. Muraca
Experimentation and Analysis Element,
Training Support and Schools Directorate, Fort Jackson ATC

Brandy A. Brown
Clemson University
Consortium Research Fellows Program

Margaret S. Salter
The Wexford Group International

Raina M. Rutti
Dalton State College

ARI - Fort Benning Research Unit
Scott E. Graham, Chief

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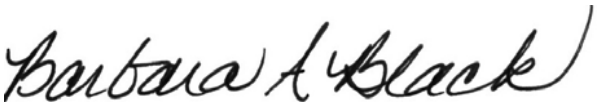

BARBARA A. BLACK
Research Program Manager
Training and Leader Development Division

MICHELLE SAMS
Director

Research accomplished under contract
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Technical review by
Thomas R. Graves, U.S. Army Research Institute

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14. ABSTRACT (Maximum 200 words): During discussions with the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) in Feb 2006, the Commanding General (CG), Ft. Jackson, requested that ARI determine what assimilation into the Army culture consists of, while developing and testing prototype methodologies, measurement instruments, and analytical strategies to ascertain which aspects of the Army socialization process are or are not succeeding. To address these concerns, a reliable set of metrics were developed to track attitude and value change at three points in basic training. Data were collected at Ft. Jackson, SC, and Ft. Benning, GA, during Reception, near the end of BCT-White Phase (equivalent to the midpoint of OSUT), and just before graduation. Exploratory and confirmatory factor analyses were used in conjunction with repeated measures ANOVA and hierarchical linear regression to examine how new Soldiers' attitudes and relational identification change during basic training. Selected findings indicate: (1) basic training effects positive changes in Soldier attitudes regardless of variations in personality and other individual difference measures, (2) identification with Battle Buddies, Drill Sergeants, and their platoon significantly impacted Soldierization outcomes during basic training and changed as training progressed, and (3) by the end of basic training, the degree to which their DSs have modeled the Army's values and desired behaviors emerges as one of the most significant factors in the Soldierization process. These findings are discussed in terms of DS training tactics and the relationships that develop among Soldiers and between Soldiers and DSs during basic training.

15. SUBJECT TERMS

Basic Combat Training (BCT), soldierization, new soldier transformation, new soldier socialization, training methodology, initial entry training, basic training, One Station Unit Training (OSUT)

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M. Glenn Cobb
U.S. Army Research Institute

David M. Sluss
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2511 Jefferson Davis Highway, Arlington, Virginia 22202-3926

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EXECUTIVE SUMMARY

Research Requirement:

During discussions with the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) in Feb 2006, the Commanding General (CG), Ft. Jackson, expressed his belief that while commanders and training designers were doing well in gauging the physical development and skill acquisition of basic training Soldiers, the Army still did not have a good understanding of what, if any, impact basic training was actually having on transforming the attitudes and values of incoming Soldiers. Specifically, he expressed concern that there currently existed no reliable means for identifying how much new Soldiers" attitudes change and the key factors that contribute to or hinder this transformation during basic training. To address these concerns, he requested that ARI determine what assimilation into the Army culture consists of, while developing and testing prototype methodologies, measurement instruments, and analytical strategies to ascertain which aspects of the Army socialization process are and are not succeeding.

Procedure:

Surveys were administered to 1,863 Soldiers completing basic training at Ft. Jackson, SC, and Ft. Benning, GA, during Reception, near the end of Basic Combat Training (BCT)white phase or the mid-point of One Station Unit Training (OSUT), and just before graduation. Responses to these surveys were analyzed in order to determine the level to which these Soldiers" attitudes and perceptions of the U.S. Army were altered by their experiences during basic training.

Findings:

Even with differences in sample size and personality traits, consistent increases were found in Soldiers" identification with the Army (i.e. organization), identification with being a Soldier (i.e. role), and perceived fit with the Army. Of the four DS tactics identified in this effort (i.e. overall DS tactics, DS share experiences, DS coercion, and DS personalization), DS personalization, i.e. knowing the Soldiers, was most influential at the midpoint of training and only influenced Person-BCT Fit at graduation. Soldiers" identification with their Battle Buddies, Drill Sergeants, and platoon significantly impacted Soldierization outcomes during basic training and changed as training progressed.

Attitudinally, new Soldiers enter basic training already identifying fairly strongly with the Army, confident in their fit with the Army and its values, and believing they are capable of performing well enough to attain their goals. Based on an assessment of their dominant personality traits, new Soldiers are moderately agreeable and conscientious, and somewhat extroverted, emotionally stable, and open to new experiences. The only significant differences found in Soldiers entering OSUT versus those entering BCT were that the OSUT Soldiers arrived more confident in their perceived fit with the Army and tended to be more extroverted than their BCT counterparts.

Our results also illustrated how the degree to which DSs modeled the values and behaviors of the Army and the unit significantly impacted the Soldier‟s identification with the Army and with accepting their role as a Soldier. The greater the degree to which DSs were seen as modeling the Army Values, the stronger identification their Soldiers had with the Army Values.

Finally, the instruments and strategy developed for and employed in this effort proved to be an effective means of assessing the impact of the soldierization process during basic training. Our analyses also showed that the instruments developed for this effort were equally reliable and valid for both types of basic training populations, i.e. BCT and OSUT.

Utilization and Dissemination of Findings:

Results of this effort have been briefed to the Commanding General, Ft. Jackson, and his staff, as well as to the BCT proponent at Ft. Jackson, SC.

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Improving the Trainee Socialization Process in Basic Combat Training

Introduction

The Program of Instruction (POI) for Basic Combat Training (BCT) is designed to provide new Soldiers with the ethical foundation and basic core skills they need to quickly transition into the Army, enable their success during Advanced Individual Training (AIT), and contribute to their assigned units after graduation from AIT or One Station Unit Training (OSUT).[1] Training schedules largely use a traditional building block approach, one in which an initial set of basic skills is reinforced in succeeding weeks.

Failures to complete training are unfortunate but not unexpected. Most difficult to explain are the cases in which new Soldiers, particularly those who successfully meet physical fitness and warrior task competency standards, fail to adhere to Army rules and standards, or otherwise do not conform to the expectations of the basic training sites and the cadre who staff them. These Soldiers have shown they have the skills necessary to succeed, but seem to lack the will or ethical foundation needed to inculcate the Army‟s values and Warrior Ethos.

Candidates who fail to complete BCT, or who complete initial entry training (IET) [2] but are quickly discharged from their first duty station because of an inability to adhere to Army standards, are expensive losses given the time and resources expended to recruit and train them. These candidates also represent a greater problem for the Drill Sergeants (DSs) whose job it is to turn civilians into Soldiers. The negative attitude and apathy displayed by these Soldiers during training may influence other Soldiers. Although the issue is not attrition per se, attrition within basic training, or in the first few weeks following graduation from IET, is a symptom of a larger problem: that is, an inability or unwillingness to accept or adapt to a new identity as a U.S. Army Soldier.

Problem Definition

TRADOC Regulation 350-6, *Enlisted Initial Entry Training (lET) Policies and Administration* (Aug, 2007), places nearly as much emphasis on the importance of new Soldiers‟ psychological development as on their physical progress and achievements in IET. However, in implementing this “Soldierization” process,[3] the Command also recognizes that measuring changes in a Soldier‟s motivation and commitment to the Army Values and Warrior Ethos is a much more difficult task than quantifying their physical development and performance (see TRADOC, 2007). Unfortunately, there have been few, if any, attempts to systematically define or record the desired attributes of BCT graduates or to identify the aspects of the overall Army culture that directly impact them. Similarly, little effort has been expended toward identifying aspects of the process by which the individual personalities and behaviors of new Soldiers are

[1] OSUT combines BCT and AIT into one, expanded basic training program, using the same DSs for one long continuous training cycle.

[2] Initial entry training (IET) refers to the compilation of all enlisted basic training from initial reception through the completion of BCT and AIT or OSUT.

[3] This socialization or indoctrination process immerses new Soldiers into an environment which sets high standards of behavior and performance, provides positive role models, and uses every training opportunity to reinforce basic Soldier skills and the Army values.

melded into the common and cohesive identity of BCT graduates, as well as determining how training experiences impact a Soldier"s transformation. In some cases, this transformation appears effortless; in others, the struggle is more apparent, or ultimately unsuccessful.

Previous research by Army personnel and the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) focused on identifying and refining the values-based attributes associated with the Army"s Warrior Ethos and crafting training strategies and materials that could be used to enhance Warrior Ethos training during IET (e.g., Sando, 2004; Riccio, Sullivan, Klein, Salter, & Kinnison, 2004; Klein, Salter, Riccio, & Sullivan, 2006). As Riccio et al. (2004) pointed out, the Warrior Ethos embodied in the Soldier"s Creed is the motivational foundation of the Army"s transformational process. Their research identified seven general behavioral and psychological attributes embedded within the tenets of the Warrior Ethos (Riccio et al., 2004):

- Perseverance
- Ability to set priorities
- Ability to make tradeoffs
- Ability to adapt
- Ability to accept responsibility for others
- Ability to accept dependence on others
- Motivated by a higher calling

Subsequent research by Klein et al. (2006) built upon these results to devise training strategies and materials that would enhance the capability of instructors to identify and reinforce these attributes during IET. This effort not only provided training designers with an expanded teamwork development training support package (TSP) that offered DSs additional tools to highlight, review, and expand on observed behaviors during training that demonstrated these unique attributes, but it also created unique train-the-trainers compact discs to help DSs identify and coach new Soldiers on attributes of the Warrior Ethos (Klein et al., 2006).

Despite these research efforts and the uniquely focused training materials they produced, as well as increased efforts within BCT TSPs to highlight the importance of aligning new Soldiers" attitudes, beliefs, and values with those desired by the U.S. Army, there were still unanswered questions. As described by the Commanding General (CG), Ft. Jackson, in discussions with ARI researchers in Feb 2006, while commanders and training designers were doing well in gauging the physical development and skill acquisition of basic training Soldiers, the Army still did not have a good understanding of what, if any, impact basic training was having on transforming the attitudes and values of incoming Soldiers. Further, while it"s commonly accepted that DSs are critical to this process, little is known about how different levels of identification with the Army, their DS, or even their fellow battle-buddy may influence a Soldier"s emerging attitudes and values during basic training.

Research has largely overlooked relational contexts, especially relationships with immediate supervisors, as a source for increasing identification and, therefore, adjustment, within an organization (with some exceptions; e.g., Kammeyer-Mueller & Wanberg, 2003; Major, Kozlowski, Chao, & Gardner, 1995). Indeed, the research indicates that salient

supervisory relationships, much like those that form between new Soldiers and their DSs and fellow Soldiers, serve a formative and facilitative function in organizational and occupational experiences (e.g., Gersick, Bartunek, & Dutton, 2000; Sias, 2009). However, DSs vary greatly in their „leadership styles." Some may be supportive and encouraging whereas others may be highly demanding, as well as a range of hybrid styles between those two extremes (Cobb, Muraca, Sluss, Rutti, & Ployhart, 2009). Therefore, the BCT experience is in many ways a naturally occurring developmental process in which socialization unfolds over time and most of the variability in individual Soldier"s experiences can be found when examining their relationships with their assigned DSs. Although we know that the supervisory relationship can be a generative resource within one"s overall work experience (Dutton & Ragins, 2007), researchers, like their military counterparts, still know surprisingly little about *how* and *under what conditions* a supervisor influences a newcomer"s identification and adjustment.

Technical Objectives

As originally requested by the CG, Ft. Jackson, the intent of this research was to determine what assimilation into the Army culture consists of, while developing and testing prototype methodologies, measurement instruments, and analytical strategies to ascertain which aspects of the Army socialization process are or are not succeeding. This effort was also designed to identify what can be done to make the transformation from civilian to Soldier during BCT more successful. The specific research objectives were to develop survey instruments and methodologies that would:

- Identify a New Soldier typology in terms of the attitudes, values and characteristics they bring with them into basic training.
- Operationalize Soldierization during basic training by determining what a BCT graduate should look like in terms of attitudes, values, and characteristics, then comparing this with what most graduates actually *do* look like.

Method

Information was gathered using a variety of measures to allow us to operationalize the Soldierization concept and to develop a typology of New Soldiers and BCT graduates. This was achieved by investigating the possible predictors of Soldierization, i.e. the new Soldier process of adjustment and socialization. The investigated variables included: (1) incoming characteristics and experiences; (2) personality traits; (3) DS Soldierization tactics (i.e., methods by which DSs train and help new Soldiers adjust); and (4) the new Soldier"s identification with their Platoon, DSs, and Battle Buddy.[4] Surveys were administered at 3 different times at two different installations to capture Soldier traits at intake and their attitudinal changes over their time in either BCT or OSUT.

[4] "Battle Buddy" refers to the individual (or, in some cases, individuals) paired with the Soldier during basic training. The team members mutually support and rely upon one another throughout training which enhances the development of individual initiative, responsibility, and dependability. (TRADOC 2007)

Measures

Personality Traits. The five factor model is one of the most widely used frameworks for personality assessment – especially within the organizational or institutional literature (e.g., Barrick & Mount, 1991; Mount & Barrick, 1998). This model postulates Extraversion, Agreeableness, Conscientiousness, Openness, and Emotional Stability as the five core components of personality. To measure the Five Factor Model of personality traits, Benet-Martínez and John"s (1998) English-based, 44-item scale was used at Time 1. Self-efficacy was measured using 7 items adapted from Lee, Ashford, Walsh, and Mowday (1992), which were developed for use in similar research.

DS Soldierization Tactics Scale. We conducted a qualitative pilot project consisting of semi-structured interviews with 15 DSs at Ft. Jackson to identify tactics or methods they routinely use to train new Soldiers. In other words, we sought to identify what practices they have developed to transform civilians into U.S. Army Soldiers. Based on these interviews, we defined "Soldierization Tactics" as consistent practices or methods DSs employ to help new Soldiers adjust to and successfully complete BCT. The 15 DSs reflected a variety of MOS categories and experience on the "trail"[5] and in the Army. With regard to MOS, 7 were Combat Arms, 5 were Combat Support, and 3 were Combat Service Support. [6] No systematic differences were observed in the comments from the DSs across these categories. Of the 15 interviewed for this initial pilot, 6 were female.

Institutionalized socialization practices within an organization provide newcomers with information, skills, and resources they need to successfully adjust to their new work environment and organizational culture (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007). Employing socialization tactics developed over time, organizations traditionally attempt to enhance newcomer adjustment by increasing their knowledge of and experience with performance requirements, organizational-specific language, organizational values and history, and teamwork (e.g., Chao et al., 1994; Morrison, 1995). Using this frame of reference and axial coding strategies refined by Strauss and Corbin (1990), the interviews were coded for consistent themes and patterns that reflected how DSs routinely trained new Soldiers and that aligned with the themes listed above. Combining the results of this thematic coding with an extensive literature review identified seven tactics that DSs consistently employ to train and „Soldierize" new Soldiers. The tactics that emerged were: task training effectiveness, Army-specific language training, team and Army values training, leadership training, sharing Army experience, coercive methods, and personalized knowledge of Soldiers.

New Soldier Identification. We assessed new Soldier"s identification with three proximal referents – namely, the Platoon, the Platoon DSs, and their Battle Buddy. All three forms of identification were expected to be positively related to the new Soldier"s Soldierization outcomes

[5] Time on the trail is an IET colloquialism for the length of time an NCO has been a Drill Sergeant.
[6] Although current publications now refer to Maneuver and Fires Division (MFD), Operations Support and Effects (OSE), and Force Sustainment (FS), the previous general classifications of Combat Arms, Combat Support, and Combat Service Support are used throughout this report to remain consistent with SME and participant comments at the time of data collection.

(i.e., attachment, commitment, and confidence). That said, situations in which one referent was more predictive than the others would provide valuable insights concerning which of the relational identifications was most influential at different points in basic training.

For platoon identification, we adapted Mael and Ashforth‟s (1992) measure for organizational identification – substituting "my organization" with "my Platoon." In order to assess DS and Battle Buddy identification, we adapted Sluss‟ (2006) measure for relational identification by substituting "my relationship with my DSs (or Battle Buddy)" for "my relationship with my immediate supervisor" in the appropriate items.

Soldierization Outcome Measures

Generally, we conceptualized Soldierization outcomes in three ways: (1) identification with the Army, (2) identification with being a Soldier; and (3) commitment to making the Army a career. The dependent variables measuring attachment, identification, commitment to the Army, and the role as a Soldier were adapted from existing measures. Copies of each of the final surveys are provided in Appendix A.

Army Identification was measured using 6 items. A single-item visual report, based on the organizational identification measurement developed by Bergami and Bagozzi (2000), was adapted to state, "Circle the picture below that best respresents how much the Army is a part of who you as a person." Five additional items were adapted from Mael and Ashforth‟s (1992) organizational identification scale to complete the Army Identification measure. Items included, "When I talk about the Army, I usually say „we‟ rather than „they‟" and "When someone praises the Army, it feels like a personal compliment." Measurements were taken at both Time 2 and 3.

Eight items were adapted from Saks and Ashforth‟s (2002) subjective Person-Organization (P-O) Fit scale to compose the two fit measures at Time 2 and 3. Four items were used to measure *Person-Army Fit*, and four additional items measured *Person-Basic Training Fit*. Items for *Person- Army Fit* included, "The Army is a good match for me" and "The Army values are similar to my values." Items for *Person-Basic Training Fit* included, "My personality matches the personality/image of Basic Training" and "My knowledge, skills and abilities match what I did in Basic Training."

Soldier Role Identification was measured using 4 items adapted from Frone, Russell, and Cooper‟s (1995) job involvement measure, which was based on a measure originally developed by Kanungo (1982). Sample items included, "Being a Soldier is a very important part of my life" and "Being a Soldier is a very large part of who I am." This was measured at both Times 2 and 3.

Ten items were used to measure *Army Career Commitment*. Seven items were adapted from the commitment propensity measure developed by Lee, Ashford, Walsh, and Mowday (1992). Items included, "I have a strong desire to be a Soldier" and "I feel very committed to an Army career." Other items included, "I would feel like I had let my country down if I left the Army at this time" and "Being a Soldier can help me achieve what I want in life."

Survey Administration

We administered surveys to 1863 new Soldiers completing basic training at Forts Benning, GA, and Jackson, SC, at three points during their basic training from Sep 07 through May 08.[7] Based on their published POIs and training support packages (TSPs), organizational level procedures and methods of socialization were clearly identified and routinely emphasized throughout the Soldiers‟ basic training experience.

Surveys were administered at three points in time in order to track attitudinal changes emerging over time and to reduce common method bias (see Mitchell & James, 2001; Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). We administered the Time 1 survey within the first week of Soldiers arriving at their basic training locations. During this period of three to five days, designated as "Reception," new Soldiers were given additional medical assessments, issued uniforms and other basic equipment, and completed final administrative in-processing before entering BCT. They did not meet nor work with their BCT DSs during this time.[8] The first (Time 1) survey collected demographic data and initial baseline personality and identification data.

The Time 2 survey was administered four to five weeks after BCT began, or as close to the midpoint of training as unit schedules would permit. Given the nature of the BCT environment, this provided enough time for a personalized role-relationship between the Soldiers and their DSs to emerge (Hinde, 1997). The Time 2 survey focused on both the Soldiers‟ relational identification with their DSs, as well as providing information on the degree to which they perceived their DSs promoted prototypical Army values. In addition, we collected data during this survey on the Soldiers‟ identification with the role of being a Soldier, now that they had some time to form a basic understanding of what being a Soldier really meant, beyond basic preconceptions framed by their family history, recruitment process, and/or civilian work experiences.

Following recommendations by Saks and Ashforth (1997), we administered the Time 3 survey approximately nine weeks after BCT began – that is, just prior to graduation from BCT. The Time 3 survey focused on the Soldiers‟ organizational identification (with the U.S. Army) and role identification (with being a U.S. Army Soldier). A copy of the final surveys is provided in Appendix A.

In addition to collecting data from multiple BCT Companies at Ft. Jackson, we also collected data from one OSUT Company and one BCT Company at Ft. Benning. We did this in order to validate the surveys using a separate population and to determine if the general trends noted at Ft. Jackson, using a gender integrated sample, also held for an all-male population at Ft.

[7] This data was collected in units executing a nine-week BCT schedule. Following the completion of data collection for this effort, the Army expanded BCT to 10 weeks effective Oct 2008.

[8] This research was conducted prior to the implementation of blended and expedited Reception strategies at the participating locations. These strategies are designed to limit the amount of time spent in Reception to no more than 3.5 days. Although no longer employed in any basic training location (effective Oct 2009), blended Reception also integrated the newcomers‟ assigned BCT DSs into the Reception process from the first day.

Benning. The sample at Ft. Benning was more limited than that of Ft. Jackson due to resource, time, and training constraints. Due to the different lengths of their training program (16 weeks), OSUT Soldiers were surveyed during Reception (Time 1), as near the midpoint of training as their unit schedules would permit (approximately 63 days following the first survey) (Time 2), and prior to graduation (approximately 31 days after the second survey) (Time 3).

Participants

The initial sample at Ft. Jackson responding to the Time 1 survey was *N*=1113 Soldiers. One-thousand (*N*=1000) Soldiers participated in the Time 2 survey and *N*=902 participated at the Time 3. However, after identifying only those Soldiers who completed all three surveys, our final Ft. Jackson sample was N=680. The initial Time 1 survey was completed during Reception by *N*=750 Soldiers at Ft. Benning. The Time 2 survey was completed by *N*=611 Soldiers, and the Time 3 survey by *N*=590. After focusing on those Soldiers who completed all three surveys, our final sample for Ft. Benning was *N*=460. Of these 460 Soldiers, *N*=356 were in BCT (67%), whereas *N*=104 Soldiers were in OSUT (33%).

Of the 1863 Soldiers who participated in the initial surveys, only 21% were female (all from Ft. Jackson). A little over half the Soldiers (64%) reported their highest level of education as a high school degree or GED, while 35% indicated either having a college degree or completing some college courses toward a degree before joining the Army. Additionally, 1% reported completing a graduate degree. Military occupational specialties (MOSs) were varied, but the majority (63%) reported being in Combat Service Support, leaving 22% in Combat Arms, 12% reported assignment to Combat Support, and 3% reported they were officer candidates. Our sample was dominated by those entering the regular Army (62%), while 14% were in the Reserves and 24% in the National Guard. Their reasons for joining the Army were varied with 33% reporting that they joined the Army to serve their country or to be a Soldier. Only 1% reported that they had served in the military previously. Table 1 provides a detailed summary of the demographic characteristics of the Soldiers participating in this research from each of the three training environments that completed the initial survey.

Table 1
Demographic Variable Percentages by Location and Training Group (Initial)

Variable	**Ft. Jackson** *N = 1113*	**Ft. Benning- BCT** *N = 470*	**Ft. Benning- OSUT** *N = 280*
Gender			
Male	64	100	100
Female	36	0	0
Education			
GED	25	26	34
High School Degree	39	30	45
Some College	28	29	18
College Degree	7	14	3
Graduate Degree	1	1	0
Military Occupational Specialty (MOS)			
Combat Arms	13	9	100
Combat Support	12	16	
Combat Service Support	74	65	
Officer Candidate	1	10	

Variable	Ft. Jackson *N = 1113*	Ft. Benning- BCT *N = 470*	Ft. Benning- OSUT *N = 280*
Reason to Join Army			
To serve country or to be a Soldier	30	34	51
Other reason*	70	66	49
Enlistment Option			
Regular Army	66	55	60
Army Reserve	14	19	1
National Guard	20	26	39
Previous Military Service			
No	98	100	99
Yes	2	0	1

Note. *See Table B-1 in Appendix B for a full breakdown of the responses to this item.

Based on the initial survey, the average age for the Soldiers participating in this research was 21.89 (SD = 4.63). The average general technical (GT) score for the group was 105.38 (SD = 12.74). The Soldiers reported participating in an average of 4.02 (SD = 2.27) activities that developed skills and attitudes relevant to becoming a Soldier (e.g., JROTC, Civil Air Patrol, sports) before joining the Army. Of these activities, 75% of the Soldiers reported having a full-time job at some point before joining the Army, while 56% indicated they had part-time jobs. 65% indicated they had participated in team sports and 55% reported they had routinely engaged in other fitness activities (e.g. gym membership, martial arts, running). They also indicated that an average of 3.29 (SD = 3.15) Family members had served or were serving in the military. Table 2 provides a detailed summary of the Soldiers from each of the three training groups sampled in this effort in terms of their age, GT score, Pre-Army activities, and number of Family members in the military.

Table 2
Means and Standard Deviations of Age, GT Score, Pre-Army Activities, & Number of Family Members in Military

	Ft. Jackson		Ft. Benning- BCT		Ft. Benning- OSUT	
Variable	**M**	**SD**	**M**	**SD**	**M**	**SD**
Age	22.00	4.80	22.14	4.49	20.64	3.72
GT score	103.77	11.85	109.24	13.94	105.87	12.99
Pre-Army Activities	3.89	2.22	4.37	2.28	3.88	2.38
Family Members in Military (past & present)	3.37	3.36	3.13	2.75	3.28	2.85

Data Analysis Overview

A variety of analytical techniques were used to examine the data collected during this effort. Following convention, we first employed exploratory and confirmatory factor analysis to determine if our measures of Soldier attitudes, relational identifications, etc. were valid by examining how our set of observed measures tended to covary with each other, i.e. factor loading. When observed measures tend to „load“ together, it indicates that the observed measures may in fact be associated with a construct that is not directly observable. This technique enabled us to confirm that we accurately identified and assessed separate DS tactics. Then reliability analyses were applied to ensure that all other measures were internally consistent (represented by values of Cronbach“s alpha). Combining results of our factor analyses and

reliability analyses, we also confirmed that our measures of relational identification were both related to a latent construct and were internally consistent. Following the establishment of the reliability of our measures and constructs we moved forward with analyzing the results produced from these measures.

Prior to investigating the specific issues framing this research, we had to resolve one final point – did our Soldiers differ by location (Ft. Jackson or Ft. Benning) or type of IET (BCT, OSUT). We began investigating these concerns using Analysis of Variance (ANOVA) techniques. ANOVAs are used to uncover group differences (one-way ANOVAs), differences within a group by time (repeated measures ANOVAs), and if there are any interaction effects within these factors (example: time by location). As discussed in detail in this report, these analyses supported our decision to combine the BCT samples into a single group and to further examine how these two groups (BCT and OSUT) differed in terms of their Soldierization attitudes and relational identifications over time.

Since group differences were discovered for our BCT and OSUT sample populations, separate descriptive statistics and percentages were determined for each group and were followed by independent t-tests. This process allowed us to determine if our findings were significantly different enough by group to not have occurred by chance and to provide profiles of new Soldiers at intake for each of our groups. Independent and paired t-tests were also employed in the final stage of analysis to provide profiles of new Soldiers at graduation.

At this stage our next major objective was to determine whether specific types of individuals Soldierized better than others. We first completed a correlation analysis to examine the strength of the relationships between all appropriate variables with our Soldierization outcomes. This allowed us to apply very conservative rules of both ratio to IV and significance in order to establish confidence in placing variables into more conclusive analyses. These rules identified variables with particularly strong relationships to Soldierization. Two different types of multiple regression were then employed to discover how much variance or change in a dependent variable, in this case Soldierization outcomes, can be predicted by other variables. Specifically, hierarchical regression analyses were conducted to determine if individual differences predicted levels of Soldierization and moderated multiple regression analyses were accomplished to determine if and how relational identifications impacted Soldierization outcomes.

Results

Factor Analyses

Factor analyses (using maximum-likelihood estimation with varimax rotation) examining DS tactics showed that both a seven factor solution as well as a four factor solution fit the data in an acceptable fashion (i.e., no low loading on the identified factor or high cross-loading on non-hypothesized factor). Given our modeling of institutionalized socialization tactics at the relational level, we chose to operationalize the DS Soldierization Tactics scale as a four factor model in which „task training“, „language training“, „team and Army value training“, and „leadership training“ formed an overall DS training tactic whereas „coercive training methods“

formed a DS coercion tactic, „sharing Army experience" formed a DS share experiences tactic and „personalized knowledge of the Soldiers" formed a DS personalization tactic (cf. Ashforth, Sluss, & Saks, 2007).

In order to support this conceptual operationalization, we conducted additional factor analyses on each group separately. For the Ft. Jackson (n = 888) and Ft. Benning-OSUT (n = 177) populations, the factor analyses followed the same patterns of acceptable fit with no items loading lower than .40 and no high cross-loadings, respectively. However, the Ft. Benning-BCT population (n = 383) did not produce the same loading factor. Subsequently, we conducted multiple confirmatory factor analyses for each variable set across the samples using maximum likelihood estimation via LISREL 8.51. All our hypothesized factor structures demonstrated good simple fit. Specifically, we looked at whether the root mean squared error of approximation (RMSEA) showed acceptable fit between the hypothesized factor structure and the data. Since RMSEA is based upon an analysis of residuals, smaller values indicate better fit. Values equal to or less than .10 indicate acceptable fit between the hypothesized factor model and the data (Kelloway, 1998; Steiger, 1990; cf. Hu & Bentler, 1999). See Table B-2 in Appendix B for RMSEA, X^2 and degrees of freedom values.

Six of the "overall DS Soldierization training tactics" items loaded on the "DS Share Experience" factor. In light of additional problems with this population"s responses within the Five Factor personality items, we believe this discrepancy was not reflective of the measure"s actual construct validity. Four tactics (i.e., overall DS tactics, DS share experiences, DS coercion, and DS personalization) explained 53% of the variance. Full scales and the alpha reliability coefficients are reported in Appendix B.

We followed the same procedures in examining our new Soldier relational identifications. Platoon identification was only measured at Time 2 and the alpha reliabilities were .85, .70, and .78 for Ft. Jackson BCT, Ft. Benning BCT, and Ft. Benning OSUT, respectively. The alpha reliability was .89, .91, and .88 for DS relational identification and .92, .93, and .91 for Battle Buddy relational identification for each group, respectively. Given that these three variables were conceptually and operationally similar, we performed a factor analysis to check for discriminant validity. Using maximum-likelihood estimation with varimax rotation, as with DS tactics, factor analysis of the combined populations showed that the data consistently discriminated between the three proposed factors in an acceptable fashion (i.e., no low loading on hypothesized factor or high cross-loading on non-hypothesized factor). We also conducted a factor analysis on each population separately. Overall, the factor analyses followed the same patterns of acceptable fit with no items loading lower than .40 and no high cross-loadings.

As before, we conducted multiple confirmatory factor analyses for each variable set across the samples using maximum likelihood estimation via LISREL 8.51. All our hypothesized factor structures demonstrated sufficient discriminant validity. See Table B-2 in Appendix B for RMSEA, X^2 and degrees of freedom values found for these relational identifications.

Finally, the reliability coefficients for all Soldierization outcome measures ranged from .71 to .92 for the Ft. Jackson BCT population, from .69 to .92 for the Ft. Benning BCT

population, and .69 to .91 for the Ft. Benning OSUT population. Table B-3 in Appendix B identifies the exact coefficients for each of the constructs measured in this research effort.

We examined the factor structure of our various measures across each of our three groups (i.e., Ft. Jackson, Ft. Benning BCT, and Ft. Benning OSUT). All conceptualized factor structures fit the data appropriately across the three samples, see Table B-2. Note that we only had to modify one model out of the fifteen. Given the results, we deleted two items from the DS Tactics scale (in the Ft. Benning BCT sample) that demonstrated low loadings on their hypothesized factor. We compared the intercorrelations between the substantive variables (i.e., personality, DS tactics, identification, and outcomes at Time 2 and Time 3) *with and without* these two items and found no differences. That said, one must note that the sample size for the Ft. Benning OSUT was significantly lower than the other two samples. Confirmatory factor analysis and their associated factor loadings are highly susceptible to sample size and power.

Analyses of Variance

Our initial exploration of the data focused on the changes in attitudes emerging in our participating Soldiers throughout the course of basic training. First a series of one-way ANOVAs were conducted to test if the outcome differences were significantly different between the three groups. The significant findings mirrored one another in that Ft. Benning"s OSUT sample scored significantly higher than both BCT samples (Ft. Jackson and Ft. Benning). The BCT samples did not score significantly differently on any of the variables. Due to missing data and homogeneity of variance concerns, Tamhane"s T2 post-hoc testing was used when significant group differences were found for identification with the Army and Soldier Role Identification (Garson, 2009). These findings are summarized in Table 3 and support further decisions to consider the two separate locations for BCT as one sample, while examining OSUT separately.

Table 3
One-way ANOVA Results for Group Differences on Soldierization Outcomes

		Army ID	**Person-Army Fit**	**Person- BCT Fit**	**Soldier Role ID**	**Career Commitment**
One-way ANOVA Results	*F*	4.098	1.85	.986	7.68	2.69
	p	.02	.16	.37	.00	.06
Ft. Jackson	*M*	3.99	4.00	3.78	3.83	3.59
	SD	.75	.76	.81	.83	.72
Ft. Benning – BCT	*M*	4.01	4.05	3.76	3.85	3.55
	SD	.72	.72	.8	.79	.69
Ft. Benning – OSUT	*M*	4.17	4.12	3.86	4.08	3.69
	SD	.68	.67	.76	.73	.73
Significant Post-hoc results (Tamhane"s T2)		OSUT > BCT			OSUT > BCT	

These group difference findings were further supported by examining the repeated measurements of Soldierization attitudes gathered throughout this effort. These analyses revealed significant differences in each outcome by time, but not by group. The findings showed that group by outcome interactions lacked sufficient power (<.08) to predict significant interactions for the OSUT group and that the BCT groups were not significantly different at any

stage of data collection (a summary of this analysis is in Table B-4). The power and prediction problems with the OSUT group are likely due to the large differences in sample size which resulted in violations of the assumptions associated with using the general linear model. However, when we explored the descriptive statistics for this group (see Table B-5) we can see that these new Soldiers regularly scored higher on Soldierization outcomes – even if we cannot say that they are statistically significantly higher than the attitudes of those observed in BCT, a visual illustration of these findings are presented in Figure 1 regarding Army Identification.

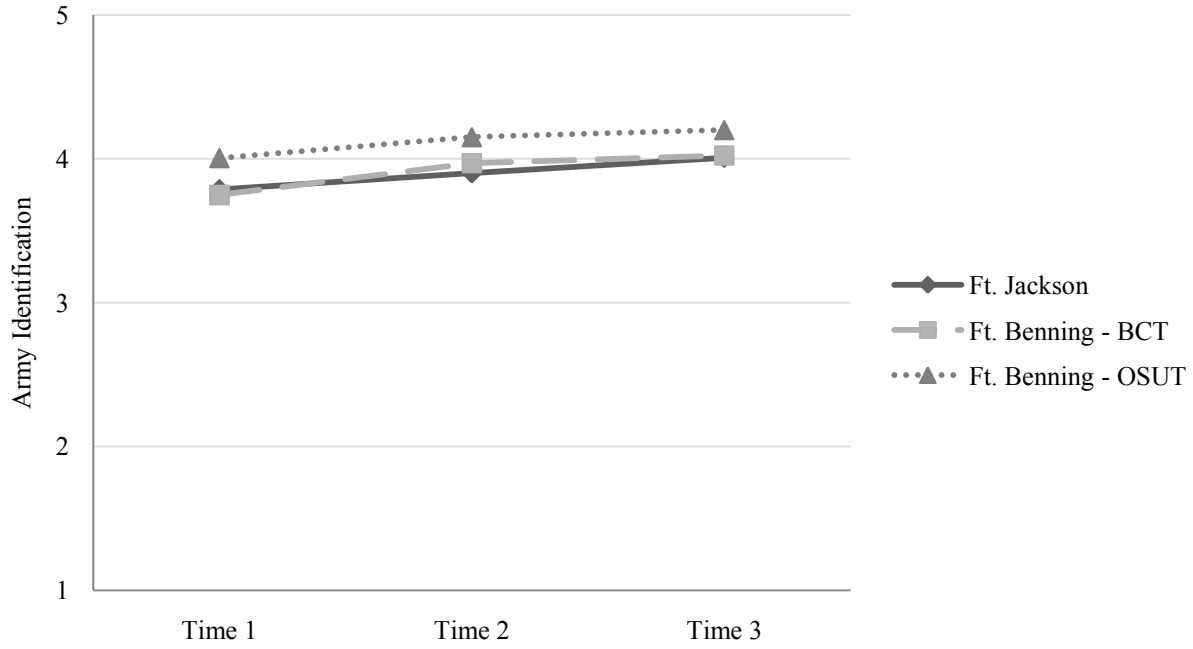

Figure 1. *Army Identification by Group and Time.*

A repeated measures ANOVA of identification with the Army by group violated the assumption of sphericity, $\chi 2$ (2) = 27.21, $p < .01$, therefore degrees of freedom were corrected using Huynh-Feldt estimates of sphericity ($\varepsilon = .98$). The results show that there was a significant change in Army Identification over time, $F(1.96, 2375.02) = 41.14$, $p < .01$, and significant differences in Army Identification by group, $F(2, 1465) = 4.10$, $p < .05$. Pairwise comparisons by time revealed significant increases from Time 1 to Time 2 (*Mean Difference* = .160, $p < .01$) and from Time 2 to Time 3 (*Mean Difference* = .07, $p < .01$). Pairwise comparisons by group revealed significant differences in both Ft. Jackson BCT and OSUT (*Mean Difference* = -.170, $p < .01$) and Ft. Benning BCT and OSUT (*Mean Difference* = -.156, $p < .05$), but not between the different BCT locations (*Mean Difference* = -.014, $p = .985$). We were unable to explore interactions of group and time on Soldierization outcomes due to the power and sample issues discussed previously. The significant findings from these repeated measures analyses are summarized in Table B-4.

New Soldier Profiles

Tables 4 and 5 provide demographic profiles of the Soldiers entering BCT and Infantry OSUT based on the significant training group differences noted in our data.

Table 4
Profile of the Average New Soldier at BCT Intake

The Average New Soldier at BCT Intake…	Percent	M	SD
…is male,	75.2%		
…around 22 years old,		22.06	4.7
…has a high school education,	36.5%		
…or some college,	28.3%		
…has a GT score between 93 and 117,		105.33	12.72
…has no military experience,	98.7%		
…but had up to 3 Family members who served,		3.29	3.19
…joined the regular Army,	62.9%		
…and joined to serve\ be a Soldier,	31.0%		
…to support their Family,	17.6%		
…and to make something of themselves.	15.8%		
(see Table B-1 in Appendix B for a complete breakdown of New Soldier reasons for joining the Army.)			

Note. Means and standard deviations can only be reported for variables which were not answered categorically.

Table 5
Profile of the Average New Soldier at OSUT Intake

The Average New Soldier at OSUT Intake…	Percent	M	SD
…is male,	75.2%		
…around 20 years old,		20.64	3.72
…has a high school education,	45.0%		
…or their GED,	33.9%		
…has a GT score between 92.87 and 118.87,		105.87	13.00
…has no military experience,	98.7%		
…but probably had 1-3 Family members who served,		3.28	2.85
…joined the regular Army,	59.8%		
…and joined to serve\ be a Soldier,	51.2%		
…to make something of themselves	13.4%		
…and to support their Family.	9.1%		
(see Table B-1 in Appendix B for a complete breakdown of New Soldier reasons for joining the Army.)			

Note. Means and standard deviations can only be reported for variables which were not answered categorically.

At intake, personality trait and appropriate attitudinal information was also gathered. Overall, the Cronbach‟s alpha reliabilities ranged from .72 to .79 for Benet-Martínez and John‟s (1998) English-based, 44-item scale that was used in the Time 1 survey. The reliability coefficients for each group of Soldiers participating in this research, Ft. Jackson BCT, Ft. Benning BCT, and Ft. Benning OSUT, were, respectively (in parentheses): extraversion (α = .78, .83, .82), agreeableness (α = .71, .75, .69), conscientiousness (α = .77, .83, .84), emotional stability (α = .79, 82, .85), openness to experience (α = .72, .75, .71). Initially the openness to experience scale provided a reliability of .67. Self-efficacy was measured using 7 items adapted from Lee, Ashford, Walsh, and Mowday (1992) which they developed for use in similar research (α = .77, .81, .74). However, after one item was deleted due to reported respondent confusion about the item, the reliability was acceptable (above .70).

Although combining BCT groups resulted in very different sample sizes, as discussed earlier, doing so permitted more in-depth comparisons with the trends emerging in the OSUT group and was supported by the initial analyses. When equality of variance was achieved, these two groups, i.e. BCT and OSUT, could reliably be compared using independent t-tests. In doing so, it was found that Soldiers entering BCT and OSUT were significantly different in their beliefs in their Army fit and level of extraversion. Intake profiles of participating Soldiers' attitudes and personalities are presented in Figure 2.

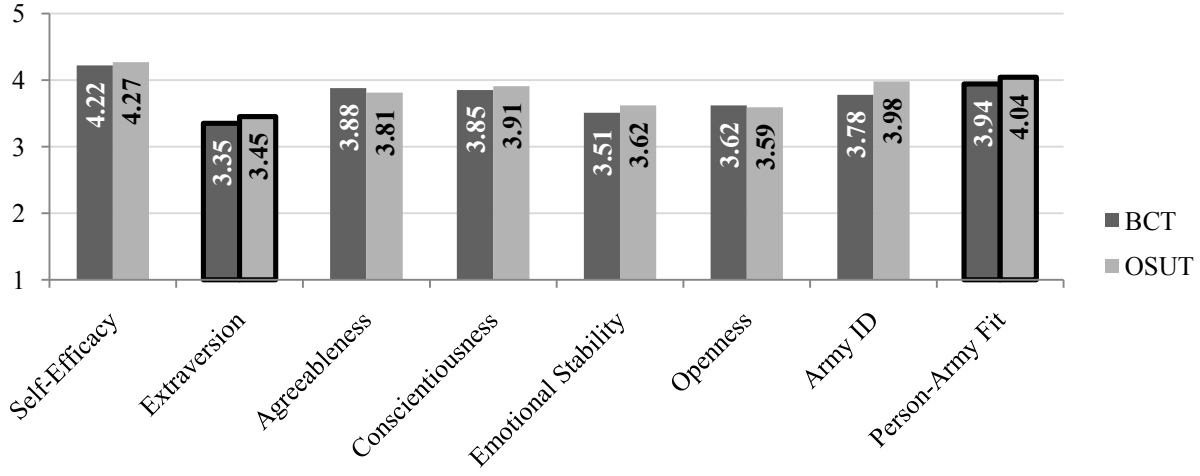

Figure 2. *New Soldier personality and attitudinal variable means by groups at intake.*
Note. Outlined variables represent those with statistically significant differences.

By focusing on this data, it was possible to construct general profiles of these new Soldiers at the point they began training (Table 6). The stem statements in Table 6 describe how the different personality variables and attitudes were reflected, on average, across the Soldiers participating in the initial survey. All construct scores presented in Table 6 were based on items measured on a 5 point Likert scale, ranging from strongly disagree (1) to strongly agree (5).

Table 6
Profile Comparison of the All New Soldiers at Intake

The Average New Soldier at Intake…	**Statistical Results**
… is confident they fit with the Army,	OSUT Soldiers (*m = 4.04*) felt significantly more confident of their Army fit than those in BCT (*m = 3.94*), $t(1552) = -2.01$, $p < .05$
…believes they are capable of satisfactorily performing,	Self-efficacy: $m = 4.23$, $SD = .52$
…is somewhat extroverted,	OSUT Soldiers were significantly more extroverted ($m = 3.45$) than those entering BCT ($m = 3.35$), $t(1582) = -2.08$, $p < .05$
…is moderately agreeable and conscientious,	Agreeableness: $m = 3.87$, $SD = .52$ Conscientious: $m = 3.86$, $SD = .55$
…and is somewhat emotionally stable and open.	Emotional Stability: $m = 3.52$, $SD = .65$ Openness: $m = 3.61$, $SD = .49$

Note. Where only descriptive statistics are presented no significant group differences were found.

Correlational Analyses

An analysis of the data that focused on determining the antecedents of the significant changes observed in Soldiers‟ attitudes over time was conducted for the two identified groups, i.e. BCT and OSUT. To prepare the data for the regression analysis, all variables were examined for normality (skewness, kurtosis), linearity, homoscedasity (examined plots of standardized predicted values and standardized residuals), and multicollinearity (variance inflation factor (VIF) values). The data were found to meet all regression assumptions with no need for transformations. This is likely due to the mono-method approach, identical scaling for responses, and validity of the scales. It should be noted that our sample was not random[9] and the sizes of the respective groups varied due to missing data that was excluded on a case by case basis[10]. Due to the large number of possible predictors, lack of a priori hypotheses, and different sample sizes for the main groups, it was determined that a $p<.001$ would constitute a significant correlation and help to limit Type I errors, which tended to be met at an r of .3 or higher (Garson, 2009). Using these criteria, no significant correlates were found for demographic variables for either group. Significant correlates with our outcomes are provided in the Table 7 for BCT in the following order: Personality variables, DS Soldierization Tactics, and Soldier‟s identification with the Platoon, DSs, and Battle Buddy.

Table 7
Significant Correlates for BCT Soldiers

	Army ID			***Person-Army Fit***			***Person-BCT Fit***			***Soldier Role ID***		***Career Commitment***	
Time:	*1*	*2*	*3*	*1*	*2*	*3*	*1*	*2*	*3*	*2*	*3*	*2*	*3*
Personality													
Self-Efficacy	.325			.458			.462						
Agreeableness				.306									
Conscientiousness				.416			.365						
Emotional Stability				.390			.329						
DS Tactics													
Know Soldiers					.355			.466		.375			
Identifications													
Platoon		.431	.354		.325					.325		.333	
DS												.315	
Battle Buddy		.436	.331		.384	.352		.418	.365	.428	.361	.334	

Note. All correlations are significant at the <.001 level

The OSUT sample outcomes had significant missing data for Person-OSUT Fit at Time 1 requiring that outcome be removed from the analyses. Significant correlates with our outcomes are reported in the Table 8 for OSUT in the following order: Personality variables, DS Tactics, and Soldier‟s identification with the Platoon, DSs, and Battle Buddy.

[9] Once the supporting training Companies were identified by the supporting installations, all assigned Soldiers over 17 years of age were eligible to participate – researchers had no input into which specific Companies would participate or which Soldiers would be assigned to each.
[10] Reported significant levels lack their usual interpretation but are presented here in compliance with social science convention.

Table 8
Significant Correlates for OSUT Soldiers

	Army ID			Person-Army Fit			Person-OSUT Fit		Soldier Role ID		Career Commitment	
Time:	*1*	*2*	*3*	*1*	*2*	*3*	*2*	*3*	*2*	*3*	*2*	*3*
Personality												
Self-Efficacy	.466	.316		.650	.364		.331		.301			
Extraversion	.312			.369		.403	.302					
Agreeableness	.320			.390			.403	.303				
Conscientiousness	.395	.304		.499	.360	.425			.366			
Emotional Stability	.406	.300		.529	.338	.363	.387		.331			
DS Tactics												
DS Training (All)		.386			.313		.387					
Identifications												
Platoon		.413	.422		.359	.344	.402	.319	.407	.402		
DS		.343			.389	.361	.392		.434			
Battle Buddy	.320	.400	.311		.427	.340	.378		.413	.301	.311	

Note. All correlations are significant at the <.001 level

Regression Analyses

Based on these identified correlates, we hierarchally regressed Soldierization outcomes on these variable groups as blocks of predictors of Soldierization: (1) personality variables, (2) DS Soldierization Tactics, and (3) the Soldier"s identification with the Platoon, DSs, and Battle Buddy. These regressions were accomplished by group (BCT and OSUT), separately for the outcomes by time of measurement, inputting only those significant correlates previously identified for the blocks. Complete results of these regressions are presented in Table B-6 and B-7, respectively, in Appendix B.

For the BCT sample, the lowest number of cases on a variable was *N*=1113, thus allowing for up to 50 predictors to be examined without violating the cases to IV ratio of 20:1 (Tabachnick & Fidell, 2001). Our identified 8 correlates fell well within that assumption. For all regressions, the amount of variance in attitudes explained by the predictors was fairly small (from 14.6% to 35.7%) but highly significant at the p<.001 level. The most interesting trend in the amount of attitudinal variance explained was that it was highest midway through training, and lowest at graduation, except in the case of Army Identification.

Personality variables were very influential at intake for participating Soldiers, predicting from 14.6% to 27% of the variance in Army Identification and Person-Army Fit. However, it must be noted that Soldiers were reflecting their perceptions of their identification and fit at intake rather than any actual basic training experiences. The influence of the Big 5 personality variables" (Agreeableness, Conscientiousness, and Emotional Stability) we measured generally eroded throughout the Soldiers" time in training. However, self-efficacy influenced both Person-Army Fit and Person-BCT Fit throughout their entire training experience, and both Conscientiousness and Emotional Stability were significantly influential on final measures of Career Commitment.

As can been seen in Table B-6 (in Appendix B), the DS tactic of knowing the Soldiers was most influential at the midpoint of training and only influenced Person-BCT Fit at graduation. Relational identifications (Platoon, Battle Buddy, and DS) significantly impacted all attitudes at the midpoint of training. Although their influence waned as training continued, they remained significant factors at graduation. The amount of variance in Career Commitment was the least explained outcome by all predictors at graduation (16.1%) and was the least influenced by relational variables (see Table B-6 in Appendix B).

Our main interest in comparing the OSUT sample to the BCT sample was to confirm that our Soldierization measure as well as the other measures provided meaningful and valid results for this training sample. For the OSUT sample, the lowest number of cases on any single variable was N=123, thus allowing for up to 6 predictors to be examined without violating a conservative cases to IV ratio. However, our correlations identified nine significant possible predictors for inclusion in the regression. In order to compare our OSUT results to the BCT analyses, it was decided to keep all identified predictors in the regression analysis. The regressions explained higher amounts of variance in attitudes (22.8% to 45.7%). However, this was likely due to the comparatively low sample size and large number of predictors, which violated the case assumption. This could in theory cause the regression to overestimate the prediction effects. In general, the regressions run on the OSUT sample mirrored the results found for the BCT sample, with less influence by personality variables (Self-Efficacy, Extraversion, Agreeableness, Conscientiousness, Openness, and Emotional Stability), DS tactics (All), and greater impact by relational identifications (Platoon, BB, and DS).

The most interesting differences between the two groups were found in the pattern of prediction and variance accounted for in Person-Army Fit and Soldier Role Identification, which increased in the OSUT sample throughout training (vs. being highest midway through) to a final 40.2% and 34.9% of variance explained respectively by the predictors. Platoon identification was the most influential variable across all times and attitudes in the OSUT group, often being singled out as the only significant predictor variable in the regression equation (e.g. Person-Army Fit, Person-OSUT Fit, Soldier Role Identification, and Career Commitment) (See Table B-7 in Appendix B).

In order to examine the effects of Soldiers' perceptions of how well their DSs demonstrated and modeled prototypical Army Values and Warrior Ethos (i.e. DS prototypicality) on their identification with the Army (i.e. organization), we conducted a moderated multiple regression analysis (Cohen, Cohen, West, & Aiken, 2003). As such, we standardized the independent variables (i.e., relational identification, prototypicality). We then regressed our dependent variables (i.e., organizational identification, role identification) on the predictors in three steps: (1) on the relevant control variables (i.e., Combat Arms classification, baseline measure of relevant dependent variable); (2) on the independent variables (i.e., relational identification, prototypicality); and (3) on the interaction variable (i.e., relational identification by prototypicality). If the change in R-squared is significant for the identification by prototypicality term, then we were able to conclude that the interaction between the variables adds predictive value above identification and prototypicality as individual variables in the equation. Recall that the predictor variables were measured at time periods preceding the time at

which we measured the dependent variable. The results of this regression are located in Appendix B, Table B-8 specifically.

Based on the nature of the DS-Soldier relationship during basic training, it was expected that DS prototypicality would moderate the relationship between relational identification and organizational identification such that, in conditions of higher perceived prototypicality, the relationship would be stronger (i.e., more positive). The interaction term significantly predicted additional variance in organizational identification ($\beta = .16$, $p < .01$) – indicating initial support for this position (see Table 9). It was also expected that DS prototypicality would moderate the relationship between relational identification and role identification such that, in conditions of higher perceived prototypicality, the relationship will also be stronger. As in the previous analysis, the interaction term significantly predicted additional variance in explaining role identification ($\beta = .06$, $p < .05$; see Table 9).

Table 9
Moderating Effects of Prototypicality and Relational Identification on Organizational Identification and Role Identification

Independent Variables	**Organizational Identification (Time 3)**			**Role Identification (Time 3)**		
	Step 1	**Step 2**	**Step 3**	**Step 1**	**Step 2**	**Step 3**
Controls (Step 1)						
Combat Arms(T1) (no=0; yes=1)	0.03	0.03	0.03	0.04	0.03	0.04
Organizational Id. (T1)	0.50*	0.48*	0.45*			
Role Identification (T2)				0.63*	0.61*	0.60*
Main Effects (Step 2)						
Relational Identification (T2)		0.16*	0.16*		0.09*	0.09*
Supervisor Prototypicality (T2)		-0.06	0.04		0.02	0.02
Moderating Effect (Step 3)						
Relational Identification by Supervisor Prototypicality			0.16*			0.06*
R^2	0.25	0.27	0.29	0.39	0.40	0.41
ΔR^2		0.02	0.02		0.01	0.01
F Δ	194.39*	24.82*	23.96*	398.27*	20.48*	3.95*

Note. N=1101. * Effect is significant at $p \leq .05$.

We plotted the interactions (Cohen et al., 2003) and the general patterns of the interactions supported our initial expectations as you can see in both Figures 3 and 4. However, we also computed the significance of the simple slopes. We found that the slope for the relationship between relational identification and organizational identification, in the high prototypicality condition, is significantly positive ($p < .01$) whereas the slope in the low prototypicality condition is not significantly different than zero ($p > .05$). As such, the analysis confirmed our expectations.

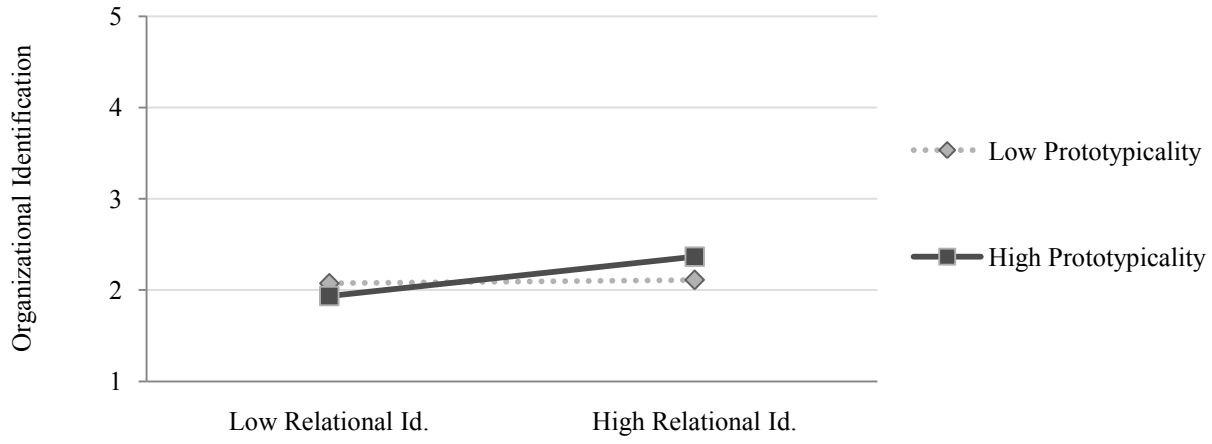

Figure 3. *Moderating Effect of Prototypicality and Relational Identification on Org. Identification*

Providing further support for our findings, the simple slope for the high prototypicality condition was significantly positive ($p < .01$), whereas the simple slope for the low prototypicality condition was not significantly different than zero ($p > .05$). Note that the effect sizes take into account the baseline control for our dependent variable. In addition, the effect sizes are aligned with extant research (see review by Aguinis, Beaty, Boik, & Pierce, 2005).

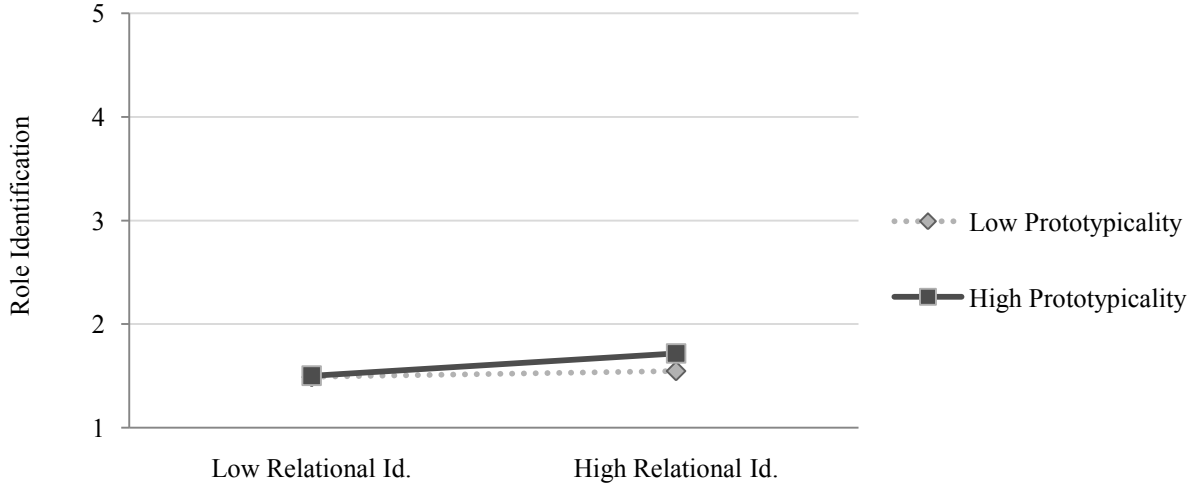

Figure 4. *Moderating Effect of Prototypicality and Relational Identification on Role Identification*

Exit Soldier Profiles

Our final analyses, illustrated in Figure 5, provided a portrait of Soldier attitudes at the end of basic training, compared to the profiles found earlier at intake (see Figure 2). These two groups have largely different sample sizes, but when equality of variance was achieved, they could reliably be compared in independent t-tests.

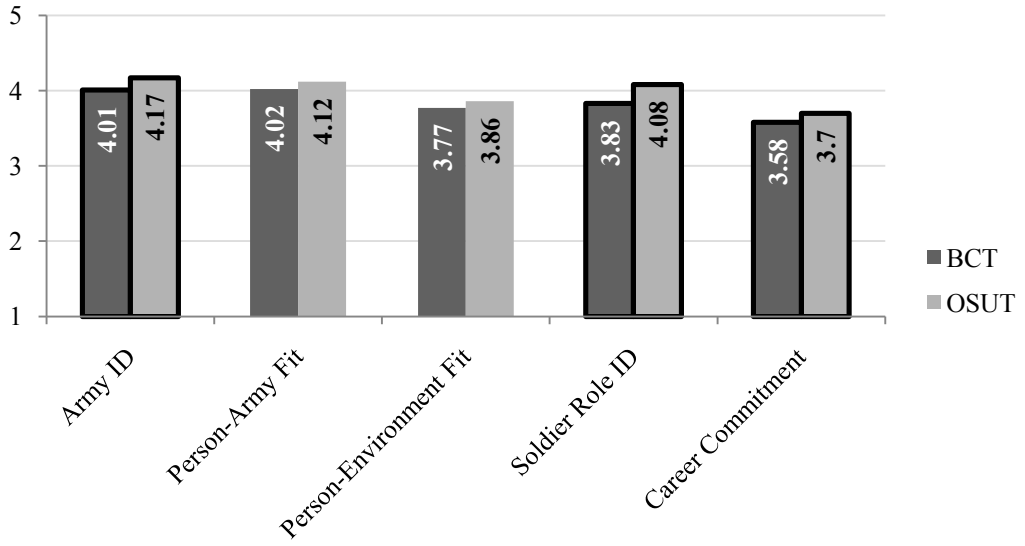

Figure 5. *Soldier personality and attitudinal variable means by groups at graduation*
Note. Outlined variables represent those with statistically significant differences.

The intake profiles revealed group differences in that that Soldiers entering BCT and OSUT were significantly different in terms of their identification with the Army, their role as a Soldier, and their commitment to a career in the Army. Paired t-tests were conducted to compare attitudinal change over time (intake vs. graduation) regarding Army Identification and Person-Army Fit. These tests revealed that levels of identification and perceived fit were significantly greater at graduation. Just as Table 6 summarized the significant attributes of the average Soldier in our sample entering training, Table 10 profiles the average Soldier graduating from basic training based on our data. As in Table 6, the stem statements in Table 10 describe how the different personality variables and attitudes were reflected, on average, across the Soldiers participating in the final survey. All construct scores presented in Table 10 were based on items measured on a 5 point Likert scale, ranging from strongly disagree (1) to strongly agree (5).

Table 10
Profile Comparison of New Soldiers at IET Graduation

The Average Soldier at Graduation…	Statistical Results
…identifies with the Army, significantly more than they did at intake	Group differences: OSUT Soldiers (*m = 4.17*) identified more strongly with the Army than those in BCT (*m = 4.01*), $t(1466) = -2.85$, $p < .01$ Time differences: BCT $t(1134) = -10.54$, $p < .001$, OSUT $t(125) = -3.18$, $p < .05$
… is confident they fit with the Army, significantly more than they did at intake,	Person-Army Fit: $m = 4.03$, $SD = .76$ Time differences: All new Soldiers: $t(1235) = -3.62$, $p < .001$
… is confident they fit with their training environment,	Person-BCT/OSUT Fit: $m = 3.78$, $SD = .81$

The Average Soldier at Graduation…	Statistical Results
…identifies with their role as a Soldier,	Group differences: OSUT Soldiers (*m = 4.08*) identified more strongly with their role as a Soldier than those in BCT (*m = 3.84*), $t(1449) = -3.90$, $p < .001$
…are committed to their Army career.	Group differences: OSUT Soldiers (*m = 3.70*) were more committed to an Army career than those in BCT (*m = 3.60*), $t(1458) = -2.13$, $p < .05$

Note. Where only descriptive statistics are presented no significant group or time differences were found.

Discussion

It is worth noting that the results of our analyses indicated that basic training had a significant socialization effect on new Soldiers, i.e. the Soldierization process seems to work regardless of normal personality variations and individual differences! Even with the differences in sample size and personality traits, consistent increases were noted in Soldiers‟ identification with the Army (i.e. organization), identification with being a Soldier (i.e. role), and perceived fit with the Army. Of the four DS tactics identified in this effort (i.e. overall DS tactics, DS share experiences, DS coercion, and DS personalization), DS personalization, i.e. knowing the Soldiers, was most influential at the midpoint of training and only influenced Person-BCT Fit at graduation.

Relational identifications (Platoon, Battle Buddy, and DS) significantly impacted all emerging attitudes at the midpoint of training. However, as one might expect, the primacy effect of different relational identifications changed as training progressed. Initially, new Soldiers‟ relationship with their Battle Buddy were central to framing their emerging attitudes toward being in the Army and becoming a Soldier. Fairly soon in the process, the degree to which they identified with their DSs became more influential in their changing attitudes. By the end of training, their identification with their platoon began to exert a greater amount of influence over the strength of their organizational identification and fit. In a sense, as a Soldier progresses through basic training, they begin to better understand and accept, i.e. internalize, the Army Values and Warrior Ethos, which in turn seemed to reduce their need to look to others to define and demonstrate how these attributes are to be reflected in his/her own behavior. The only exception to this trend was Career Commitment, as this seemed least affected by the relationships available during basic training.

Again, slight differences were noted in the OSUT sample, as Person-Army Fit and Soldier Role Identification increased in the OSUT sample throughout training (vs. being highest at the midpoint of training). Unlike the general trend noted in BCT, platoon identification was the most influential variable across all times and attitudes in the OSUT sample, often being singled out as the only significant predictor variable in the regression equation (e.g. Person-Army Fit, Person-OSUT Fit, Soldier Role Identification, and Career Commitment). Given the emphasis on platoon level activities and interactions during infantry training, this finding is not completely surprising.

Using the results of our analyses, it was possible to identify a new Soldier typology in terms of the attitudes, values, and characteristics they bring with them into basic training. Based on the Soldiers participating in this research, new Soldiers arriving at basic training are largely

male, around 22 years old, have a high school education or some college, and a GT score of 105. They also have no military experience, but have at least 3 Family members who served, and predominately joined to serve/be a Soldier, to make something of themselves, and to support their family.

Attitudinally, new Soldiers enter basic training already identifying fairly strongly with the Army, confident in their fit with the Army and its values, and believing they are capable of performing well enough to attain their goals. Based on an assessment of their dominant personality traits, new Soldiers are moderately agreeable and conscientious, and somewhat extroverted, emotionally stable, and open to new experiences. The only significant differences found in Soldiers entering OSUT versus those entering BCT were that the OSUT Soldiers arrived more confident in their perceived fit with the Army and tended to be more extroverted than their BCT counterparts.

Based upon doctrinal and training guidance reviewed for this research, a Soldier graduating from BCT should, in addition to being competent in performing core Soldier skills, be more confident in their ability to perform as a Soldier, more certain of their perceived fit with the Army, and take greater pride in, or more strongly identify with, being a US Army Soldier than they were at the start of their training. The results of our analyses indicated that their basic training experiences were indeed effectively strengthening new Soldiers‟ confidence and their identification with and commitment to the Army, as significant increases were noted in each of these areas from intake. As might be expected, given their higher levels of confidence and perceived fit at intake, OSUT Soldiers were more committed to making the Army a career and identified more strongly with the Army and being a Soldier at graduation than the BCT Soldiers surveyed in this effort. It is interesting to note that our analyses also indicated that the personality variables we measured had no significant impact on these results.

Our results also illustrated how the degree to which DSs modeled the values and behaviors of the Army and the unit significantly impacted the Soldier‟s identification with the Army and with accepting their role as a Soldier. The greater the degree to which DSs were seen as modeling the Army Values, the stronger identification their Soldiers had with the Army Values. While generally a well accepted “fact” and practice across basic training, this is one of the few research efforts that has successfully measured and examined this process in action.

Finally, the instruments and strategy developed for and employed in this effort proved to be an effective means of assessing the impact of the Soldierization process during basic training. Our analyses also showed that the instruments developed for this effort were equally reliable and valid for both types of basic training populations, i.e. BCT and OSUT.

Limitations

As with all research efforts, there are several limitations that influenced our approach and results. First, all the variables were collected from the same source – the new Soldier. That said, we temporally separated the collection of our predictor and criterion variables and performed tests for discriminant validity in order to reduce concerns about common method bias (Podsakoff et al., 2003).

Second, resources and training schedules limited our capability to balance the samples between BCT and OSUT units. While our more constrained OSUT sample was adequate for our primary purpose: that is, to validate our instruments and protocols for a different subject population, it was not sufficient enough to provide a more comprehensive comparative analysis.

Third, although efforts were made to provide similar testing environments within and between the two military installations, there were some differences due to company locations, training schedules, and other unforeseeable last minute complications that altered the timing of the surveys. It was simply impossible to provide completely controlled conditions for the surveys administered to Soldiers in these dynamic training environments. However, none of these administrative differences significantly impacted our findings.

Recommendations

While our results provide substantial evidence that the Soldierization process works independent of individual differences and that DSs are effective agents in framing the emerging attitudes of new Soldiers, they also point out that relationships between the Soldier and his/her Battle Buddy and platoon significantly impact the process at different points in training. This would seem to indicate that greater attention needs to be paid to the importance of these relationships at the beginning (Battle Buddy) and end (Platoon) of training. Our results also indicate that DSs must be constantly aware of how the values and behaviors they model have a direct and significant impact on their Soldiers" emerging attitudes and identification with the Army.

In many ways, this research merely opened the door to a reliable way to examine Soldierization processes throughout basic training. Additional research is needed that combines data from multiple Army training centers, especially various OSUT units, and multiple training cycles to gain a more accurate and expansive understanding of the Soldierization process. The measures of DS tactics used in this research outlined several factors that merit further examination. In particular they revealed that the training objectives outlined in the TSPs and POIs do form an overall training strategy or factor that operates independently of other individual DS tactics. This important finding opens up a promising next step for this effort involving developing measures to accurately describe and capture those individual DS tactics independent of the prescribed training objectives. Those measures, in combination with the Soldierization measures validated during this research, would allow us to present a more comprehensive research-based set of best practices on DS tactics.

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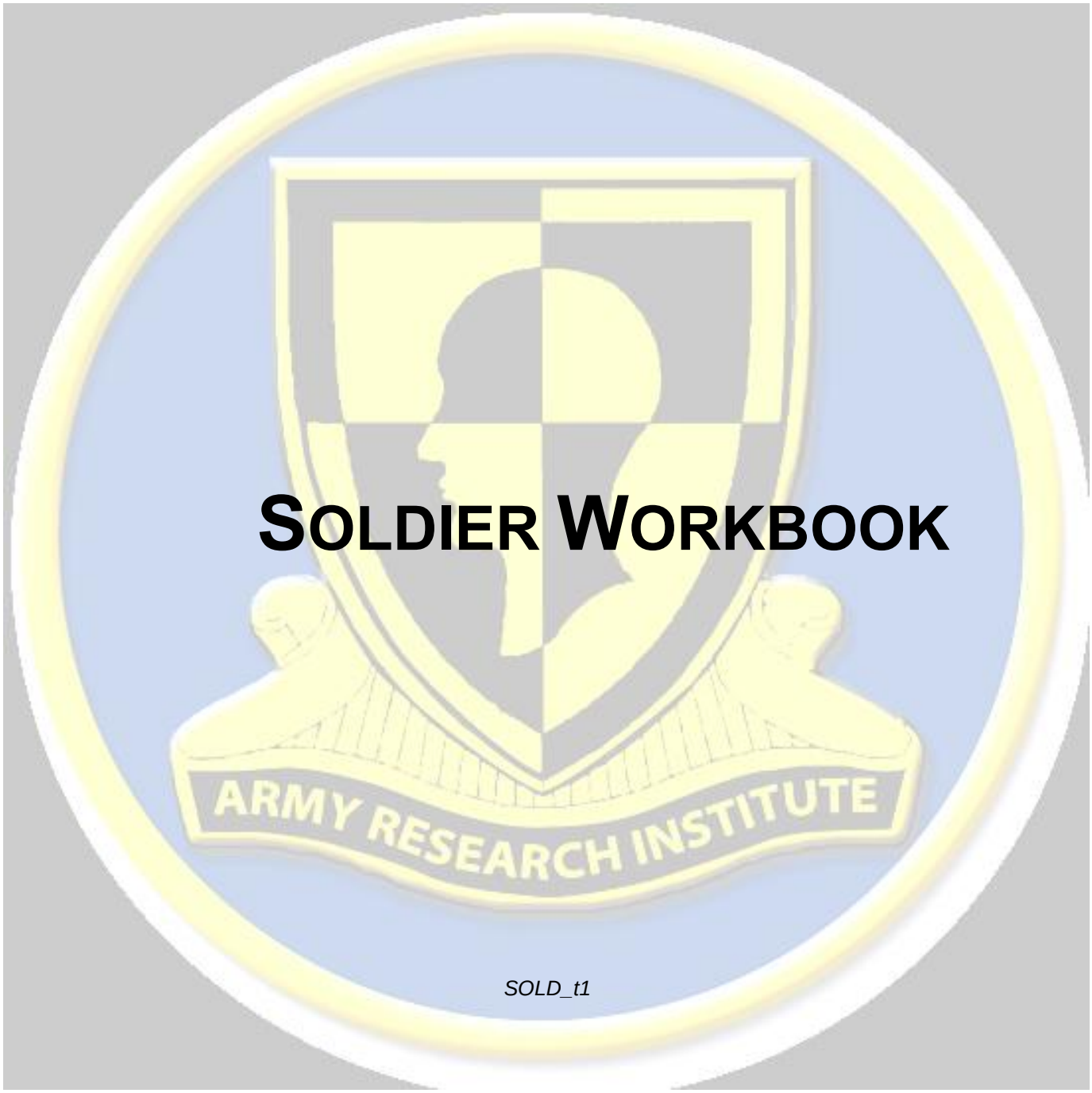
Acronyms

AIT	Advanced Individual Training
ANOVA	Analysis of Variance
ARI	U.S. Army Research Institute for the Behavioral and Social Sciences
BCT	Basic Combat Training
CG	Commanding General
DS	Drill Sergeant
DV	Dependent Variable
FS	Force Sustainment
GT Score	General Technical Score [A composite score derived from the Armed Services Vocational Ability Battery (ASVAB)]
ID	Identification
IET	Initial Entry Training
IV	Independent Variable
JROTC	Junior Reserve Officer Training Corps
MFD	Maneuver and Fires Division
MOS	Military Occupational Specialty
OSE	Operations Support and Effects
OSUT	One Station Unit Training
NCO	Noncommissioned Officer
P-O	Person-Organization
POI	Program of Instruction
RMSEA	Root Mean Squared Error of Approximation
SD	Standard Deviation
SME	Subject Matter Expert
TRADOC	U.S. Army Training and Doctrine Command
TSP	Training Support Package
VIF	Variance Inflation Factor

APPENDIX A

FORT JACKSON SURVEY FORMS



SOLDIER WORKBOOK

SOLD_t1

U.S. ARMY RESEARCH INSTITUTE
FOR THE BEHAVIORAL AND SOCIAL SCIENCES

INFANTRY FORCES RESEARCH UNIT, FT. JACKSON ELEMENT

PRIVACY ACT STATEMENT

This package contains experimental instruments under development as part of the official research mission of the U.S. Army Research Institute for the Behavioral and Social Sciences (10 U.S. Code 2358). Researchers will combine this data with administrative and other data to be collected later to evaluate the effectiveness of these instruments for assessing new Soldier training processes and outcomes. As authorized by Executive Order 9397, the forms request personal identifiers (e.g., name, SSN) to link data files together. *Full anonymity of all Soldiers will be maintained during data processing and reporting.* Your individual results will NOT be reported to anyone in your chain of command and will in no way impact your Army career. While your participation is voluntary, successful development of these instruments requires the contribution of Soldiers like you. Please indicate your willingness to participate by signing below.

Signature _____

SOLDIER BACKGROUND INFORMATION

Name _____
Print (LAST, First, MI)

Social Security Number ____ ____ ____ - ____ ____ - ____ ____ ____ ____

Age _____	**Gender** Male (__) Female (__)	**MOS** _____
RECBN Company: A B C D E		**Platoon Number** _____

Circle the HIGHEST level of education you have completed:

GED	HS Degree	Some College	College Degree	Graduate Degree

Component: RA/Regular Army (__) USAR/Army Reserve (__) ARNG/National Guard (__)

***(if active duty)* Number of years you enlisted for:** _____

Select the activities that you have participated in (Mark an **X** for all that apply)**:**

Delayed Entry Program events	JROTC	Boy/Girl Scouts
Team Sports Player (e.g., football, soccer, softball)	Team Sports Captain or Coach	Other Fitness Activities (e.g., gym membership, karate, running)
Student Government	Peer Counselor	Peer Tutor
School, Church or Community Volunteer Activities	Youth Group Leader	Full-Time Job
ROTC	Part Time/After School Job	Other Similar Activity _____

How many of your extended Family members served or are serving in the military? _____

Of the above family members, how many are immediate family (e.g., Spouse, Parent, Brother or Sister)? _____

How many of your immediate family members have served or are serving in the U.S.:

___ Army ___ Navy ___ Air Force ___ Marines ___ Coast Guard

Have you been involved in/attended any of the following organizations:

U.S. Military Academy
West Point
NO
YES (# of years) ____

ROTC (circle branch)
(USA -USN-USAF-USMC)
NO
YES (# of years) ___

U.S. Naval Academy
Annapolis
NO
YES (# of years) ___

Junior ROTC (circle branch)
(USA-USN-USAF-USMC)
NO
YES (# of years) ___

U.S Air Force Academy
Colorado Springs
NO
YES (# of years) ___

Civil Air Patrol or Naval Sea Cadets
NO
YES (# of years) ___

People join the U.S. Army for many different reasons, some of which are listed below. Read through the list. In the space next to each reason:

a. Mark an **X** if it was **NOT** a reason why you joined;

b. Write the number **1** next to the **MOST IMPORTANT** reason why you joined, number **2** next to the **SECOND MOST IMPORTANT** reason, etc., for as many reasons as apply to you;

c. If you don't see one of the reasons why you joined below, please write it in the space marked **Other**.

_____ To serve my country

_____ I want to be a Soldier

_____ To make my parents proud

_____ To support my family

_____ Family tradition

_____ To get money for school

_____ To repay college loan

_____ Bored – had nothing better to do

_____ To escape from home / Family issues

_____ Travel

_____ To learn a useful skill

_____ To fight in Iraq or Afghanistan

_____ For the bonus

_____ To learn discipline

_____ To figure out what I am made of

_____ To make something of myself

_____ There were no other / better jobs

_____ My buddy talked me into joining

_____ Prior Service – missed the camaraderie

_____ The Army Recruiter

_____ Other: _____

Have you served in any other branch of the U.S. Military?

Army	Navy	Air Force	Marines	Coast Guard
YES NO	YES NO	YES NO	YES NO	YES NO
# of years ___	# of years ___	# of years ___	# of years ___	# of years ___
Highest Rank	Highest Rank	Highest Rank	Highest Rank __	Highest Rank

If YES, why did you leave?

Think about how you usually treat others (for example, at school or work, and at home). Indicate how much you agree or disagree with each statement:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am loyal.	1	2	3	4	5
I have a sense of duty.	1	2	3	4	5
I respect others.	1	2	3	4	5
I perform acts of selfless service/help others.	1	2	3	4	5
I have a sense of honor.	1	2	3	4	5
I have integrity.	1	2	3	4	5
I have personal courage.	1	2	3	4	5

How often do you generally feel like this – not just at school and/or work, but on average?

	Not at All	A Little	Sometimes	Quite a Bit	Almost Always
Interested	1	2	3	4	5
Excited	1	2	3	4	5
Strong	1	2	3	4	5
Enthusiastic	1	2	3	4	5
Proud	1	2	3	4	5
Alert	1	2	3	4	5
Inspired	1	2	3	4	5

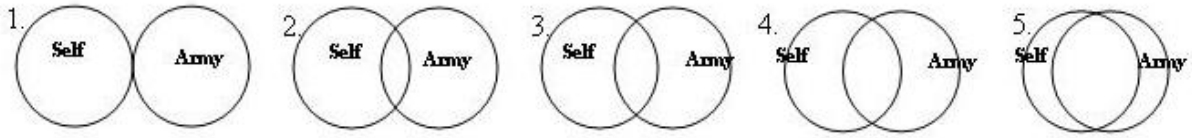
Indicate how much you agree or disagree with each statement:					
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
Based on my ability and the amount of work I do, I think I will excel in the Army.	1	2	3	4	5
When someone criticizes the Army, it feels like a personal insult.	1	2	3	4	5
Anything I try I can usually do.	1	2	3	4	5
I have a good idea about what the Army is really like.	1	2	3	4	5
When I talk about the Army, I usually say “we” rather than “they.”	1	2	3	4	5
I expect to do well in the Army.	1	2	3	4	5
The Army’s successes are my successes.	1	2	3	4	5
I have not failed at too many things I have tried to do.	1	2	3	4	5
When someone praises the Army, it feels like a personal compliment.	1	2	3	4	5
I have the necessary abilities to succeed in the Army.	1	2	3	4	5
I have a good idea about what Army training will be like.	1	2	3	4	5
I am not sure if I can do something I’ve never tried to do.	1	2	3	4	5
I have a good idea of what my job in the Army will be like.	1	2	3	4	5
If a story in the media criticized the Army, I would feel embarrassed.	1	2	3	4	5
I have always been able to do well in everything I have tried.	1	2	3	4	5
Someday, the people I know will look up to me and respect me.	1	2	3	4	5
I have a good idea of how my Drill Sergeants will treat me.	1	2	3	4	5

Indicate how much you agree or disagree with each statement:					
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
I expect to accomplish whatever I set out to do.	1	2	3	4	5

Based on what you learned from your <u>Recruiter</u> and what you are learning from the <u>Drill Sergeants</u>, indicate how strongly you agree or disagree with the following:

	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
The Army Values are similar to my values.	1	2	3	4	5
My personality matches the personality/image of the Army.	1	2	3	4	5
The Army meets my needs.	1	2	3	4	5
The Army is a good match for me.	1	2	3	4	5

Circle the picture below that best represents how much the Army is a part of who you are as a person:



Based on what you learned from your <u>Recruiter</u> and what you are learning from the <u>Drill Sergeants</u>, indicate how strongly you agree or disagree with the following:

	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
My knowledge, skills, and abilities match what I'll have to do in Basic Training.	1	2	3	4	5
My personality matches the personality/image of Basic Training.	1	2	3	4	5
Basic Training will meet my needs.	1	2	3	4	5
Basic Training will be a good match for me.	1	2	3	4	5

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PART ONE

INSTRUCTIONS: Think about how you usually feel or behave at home, at work, and/or at school. Then, indicate how strongly you agree or disagree with each of the following statements by filling in the circle on your answer sheet. **WORK AT A QUICK PACE** – do not spend a lot of time on any one question. There are no right or wrong answers.

Please indicate how much you agree or disagree with each statement:						
		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
1.	I talk a lot.	1	2	3	4	5
2.	I tend to find fault with others.	1	2	3	4	5
3.	I do a thorough job.	1	2	3	4	5
4.	I tend to be depressed, blue.	1	2	3	4	5
5.	I am original, come up with new ideas.	1	2	3	4	5
6.	I tend to be shy, reserved.	1	2	3	4	5
7.	I am helpful and unselfish with others.	1	2	3	4	5
8.	I can be somewhat careless.	1	2	3	4	5
9.	I am relaxed, handle stress well.	1	2	3	4	5
10.	I am curious about many different things.	1	2	3	4	5
11.	I am full of energy.	1	2	3	4	5
12.	I tend to start fights with others.	1	2	3	4	5
13.	I am a reliable worker.	1	2	3	4	5
14.	I can be tense.	1	2	3	4	5
15.	I am a deep thinker.	1	2	3	4	5
16.	I tend to generate a lot of enthusiasm.	1	2	3	4	5
17.	I have a forgiving nature.	1	2	3	4	5
18.	I tend to be disorganized.	1	2	3	4	5
19.	I worry a lot.	1	2	3	4	5
20.	I have an active imagination.	1	2	3	4	5
21.	I tend to be quiet.	1	2	3	4	5
22.	I am generally trusting.	1	2	3	4	5
23.	I tend to be lazy.	1	2	3	4	5
24.	I am emotionally stable, not easily upset.	1	2	3	4	5
25.	I am inventive.	1	2	3	4	5
26.	I have an assertive personality.	1	2	3	4	5
27.	I can be cold and unfriendly.	1	2	3	4	5
28.	I keep going until the task is done.	1	2	3	4	5
29.	I can be moody.	1	2	3	4	5

Please indicate how much you agree or disagree with each statement:						
		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
30.	I value artistic experiences.	1	2	3	4	5
31.	I am sometimes shy, inhibited.	1	2	3	4	5
32.	I am considerate and kind to almost everyone.	1	2	3	4	5
33.	I do things efficiently.	1	2	3	4	5
34.	I remain calm in tense situations.	1	2	3	4	5
35.	I prefer work that is routine.	1	2	3	4	5
36.	I am outgoing, sociable.	1	2	3	4	5
37.	I am sometimes rude to others.	1	2	3	4	5
38.	I make plans and follow through with them.	1	2	3	4	5
39.	I get nervous easily.	1	2	3	4	5
40.	I like to think, play with ideas.	1	2	3	4	5
41.	I have few artistic interests.	1	2	3	4	5
42.	I like to cooperate with others.	1	2	3	4	5
43.	I am easily distracted.	1	2	3	4	5
44.	I am sophisticated in literature, art and music.	1	2	3	4	5
45.	In social situations, I can change my behavior if I feel like I should.	1	2	3	4	5
46.	I can usually tell how people feel by looking at their eyes.	1	2	3	4	5
47.	I can control the way I come across to people, depending on how I want them to see me.	1	2	3	4	5
48.	When I'm talking to people, I can tell how they feel by looking at their expressions.	1	2	3	4	5
49.	I'm pretty good at understanding others' emotions and motives.	1	2	3	4	5
50.	I usually know when people are offended by a joke, even though they may laugh convincingly.	1	2	3	4	5
51.	I can change my image if I think it isn't working.	1	2	3	4	5
52.	I can usually tell when I've said something inappropriate by the reaction of others around me.	1	2	3	4	5
53.	I have trouble changing my behavior to fit different people and different situations.	1	2	3	4	5
54.	I can change my behavior to meet the needs of any situation I find myself in.	1	2	3	4	5
55.	If someone is lying to me, I usually know it at once from the way that person acts.	1	2	3	4	5
56.	Even when it might be to my advantage, I have difficulty putting up a good front.	1	2	3	4	5

Please indicate how much you agree or disagree with each statement:						
		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
57.	Once I know what the situation calls for, it's easy for me to change my actions to fit in.	1	2	3	4	5
58.	I believe that honesty is the basis for trust.	1	2	3	4	5
59.	I don't speak my mind freely when there might be negative results.	1	2	3	4	5
60.	In school or work, I don't miss group meetings or team practices.	1	2	3	4	5
61.	I try to respond with understanding when someone treats me badly.	1	2	3	4	5
62.	I tend to give up easily.	1	2	3	4	5
63.	I try to make sure everyone in a group feels included.	1	2	3	4	5
64.	I usually have no trouble eating healthy foods.	1	2	3	4	5
65.	I support my teammates or my group members.	1	2	3	4	5
66.	I can be trusted to keep my promises.	1	2	3	4	5
67.	I can face my fears.	1	2	3	4	5
68.	I let bygones be bygones, don't hold grudges.	1	2	3	4	5
69.	I don't quit a task before it is finished.	1	2	3	4	5
70.	I can always say "enough is enough."	1	2	3	4	5
71.	I have difficulty getting others to work together.	1	2	3	4	5
72.	I am not very good at getting things done.	1	2	3	4	5
73.	I work best when I am alone.	1	2	3	4	5
74.	I have a hard time getting my point across to others.	1	2	3	4	5
75.	I have taken frequent stands in the face of strong opposition.	1	2	3	4	5
76.	I am a brave person.	1	2	3	4	5
77.	I never seek revenge.	1	2	3	4	5
78.	I am a goal-oriented person.	1	2	3	4	5
79.	I am good at helping people work well together.	1	2	3	4	5
80.	I am a highly disciplined person.	1	2	3	4	5
81.	I enjoy being part of a group.	1	2	3	4	5
82.	I am true to my own values.	1	2	3	4	5
83.	I call for action while others just talk about it.	1	2	3	4	5
84.	I tend to hold grudges.	1	2	3	4	5

Please indicate how much you agree or disagree with each statement:						
		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
85.	I usually don't finish what I start.	1	2	3	4	5
86.	I am often told that I am a strong but fair leader.	1	2	3	4	5
87.	I can't resist eating candy or cookies if they are around.	1	2	3	4	5
88.	I prefer to do everything alone.	1	2	3	4	5
89.	I like to exaggerate my troubles.	1	2	3	4	5
90.	I speak up in protest when I hear someone say mean things.	1	2	3	4	5
91.	I allow others to make a fresh start.	1	2	3	4	5
92.	I finish things despite obstacles in the way.	1	2	3	4	5
93.	I give in to my urges.	1	2	3	4	5
94.	I am not good at planning group activities.	1	2	3	4	5

STOP!

Do not continue until instructed to do so.

PART TWO

INSTRUCTIONS: Think about how you usually feel or behave at home, at work, and/or at school. Then, indicate how strongly you agree or disagree with each of the following statements by bubbling your answer on the pink answer sheet. **WORK AT A QUICK PACE** – do not spend a lot of time on any one question. There are no right or wrong answers.

Please indicate how much you agree or disagree with each statement:						
		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
95.	I avoid things that are bad for me in the long run even if they make me feel good in the short run.	1	2	3	4	5
96.	I keep to myself.	1	2	3	4	5
97.	I avoid dealing with awkward situations.	1	2	3	4	5
98.	I lie to get myself out of trouble.	1	2	3	4	5
99.	I don't hesitate to express an unpopular opinion.	1	2	3	4	5
100.	I feel I must respect the decisions made by my group.	1	2	3	4	5
101.	I do not give anyone a second chance to hurt me.	1	2	3	4	5
102.	I do not tend to stick with what I decide to do.	1	2	3	4	5
103.	I try to make my group members happy.	1	2	3	4	5
104.	I don't start tasks until the deadline is very close.	1	2	3	4	5
105.	I keep my promises.	1	2	3	4	5
106.	I do not stand up for my beliefs.	1	2	3	4	5
107.	I don't think it's important to socialize with others.	1	2	3	4	5
108.	I feel like an imposter.	1	2	3	4	5
109.	I avoid dealing with uncomforTable emotions.	1	2	3	4	5
110.	I believe that it is best to forgive and forget.	1	2	3	4	5
111.	I am a hard worker.	1	2	3	4	5
112.	I can stay on a diet.	1	2	3	4	5
113.	I am not good at taking charge of a group.	1	2	3	4	5
114.	I am not good at working with a group.	1	2	3	4	5
115.	I hate to see anyone suffer, even my worst enemy.	1	2	3	4	5
116.	I let myself be taken over by urges to spend or eat too much.	1	2	3	4	5

Please indicate how much you agree or disagree with each statement:						
		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
117.	I don't get sidetracked when I work.	1	2	3	4	5
118.	I don't try to get even.	1	2	3	4	5
119.	I don't exercise on a regular basis.	1	2	3	4	5
120.	I do things according to a plan.	1	2	3	4	5
121.	I express myself easily.	1	2	3	4	5
122.	I can't make up my mind.	1	2	3	4	5
123.	I act according to my conscience.	1	2	3	4	5
124.	I let others determine my choices.	1	2	3	4	5
125.	I oppose authority.	1	2	3	4	5
126.	I try to lead others.	1	2	3	4	5
127.	I stay calm under pressure.	1	2	3	4	5
128.	I have excellent ideas.	1	2	3	4	5
129.	I anticipate the needs of others.	1	2	3	4	5
130.	I make plans and stick to them.	1	2	3	4	5
131.	I am not highly motivated to succeed.	1	2	3	4	5
132.	I feel threatened easily.	1	2	3	4	5
133.	I can handle complex problems.	1	2	3	4	5
134.	I take others' interests into account.	1	2	3	4	5
135.	People who overuse their credit generally have a good reason for doing so.	1	2	3	4	5
136.	I automatically take charge.	1	2	3	4	5
137.	I need things explained only once.	1	2	3	4	5
138.	I let myself be directed by others.	1	2	3	4	5
139.	I appreciate people who wait on me, like waiters or clerks.	1	2	3	4	5
140.	It is never ok for people to cheat.	1	2	3	4	5
141.	I let others make the decisions.	1	2	3	4	5
142.	I handle tasks smoothly.	1	2	3	4	5
143.	I do not have a good imagination.	1	2	3	4	5
144.	I try not to think about people worse off than I am.	1	2	3	4	5
145.	Sometimes, it's ok for people to spend more money than they have.	1	2	3	4	5
146.	I stick to a workout schedule.	1	2	3	4	5
147.	I panic easily.	1	2	3	4	5
148.	I wait for others to lead the way.	1	2	3	4	5
149.	I like to be of service to others.	1	2	3	4	5
150.	I formulate ideas clearly.	1	2	3	4	5
151.	I respect authority.	1	2	3	4	5
152.	I exercise often.	1	2	3	4	5
153.	I don't know why I do some of the things I do.	1	2	3	4	5
154.	I am the first to act.	1	2	3	4	5

Please indicate how much you agree or disagree with each statement:						
		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
155.	I try to forgive and forget.	1	2	3	4	5
156.	I don't do much on my own.	1	2	3	4	5
157.	I do things by the book.	1	2	3	4	5
158.	I'm much more likely than others to feel weak after moving something heavy.	1	2	3	4	5
159.	I take control of things.	1	2	3	4	5
160.	I pay attention to details.	1	2	3	4	5
161.	I return extra change when a cashier makes a mistake.	1	2	3	4	5
162.	I never challenge things.	1	2	3	4	5
163.	I resist authority.	1	2	3	4	5
164.	I can't come up with new ideas.	1	2	3	4	5
165.	I enjoy physical challenges that others avoid.	1	2	3	4	5
166.	I mess things up.	1	2	3	4	5
167.	I am able to cooperate with others.	1	2	3	4	5
168.	I am quick to understand things.	1	2	3	4	5
169.	I act without planning.	1	2	3	4	5
170.	I know how to convince others.	1	2	3	4	5
171.	I think quickly.	1	2	3	4	5
172.	I enjoy lifting weights.	1	2	3	4	5
173.	I am polite to strangers.	1	2	3	4	5
174.	I feel that I'm unable to deal with things.	1	2	3	4	5
175.	I can do a lot more push-ups than most other people of my gender and age.	1	2	3	4	5
176.	Without some place to work, I would feel incomplete.	1	2	3	4	5
177.	I'd like to be a part of where I work – to see its successes and failures as my own successes and failures.	1	2	3	4	5
178.	An important part of who I am would be missing if I had nowhere to work.	1	2	3	4	5
179.	Generally, I don't need to identify or feel like I'm "part of" where I work.	1	2	3	4	5
180.	Generally, the more my goals, values and beliefs overlap the goals, values and beliefs of where I work, the happier I am.	1	2	3	4	5
181.	Generally, I like to say "we" instead of "they" when talking about where I work.	1	2	3	4	5
182.	My close relationships are an important reflection of who I am as a person.	1	2	3	4	5
183.	When I feel very close to someone, it feels like that person is an important part of who I am.	1	2	3	4	5
184.	I'm usually very proud when someone close to me is successful.	1	2	3	4	5
185.	I think you can get a strong sense of who I am by looking at my close friends.	1	2	3	4	5

Please indicate how much you agree or disagree with each statement:						
		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
186.	When I think of myself, I usually think of my close friends and Family also.	1	2	3	4	5
187.	If a person hurts someone close to me, I feel personally hurt.	1	2	3	4	5
188.	In general, my close relationships are an important part of my opinion about myself.	1	2	3	4	5
189.	Overall, my close relationships have a lot to do with how I feel about myself.	1	2	3	4	5
190.	My close relationships are important to what kind of person I am.	1	2	3	4	5
191.	My sense of pride comes from knowing who I have as close friends.	1	2	3	4	5

Thank You

You have reached the end of the survey.

BCT IN-PROGRESS SURVEY

Sold_t2

Instructions: Read each question carefully, and then mark your response by filling in the circle on the answer sheet. **Work at a quick pace** – do not spend a lot of time on any one question. There are no right or wrong answers.
Please do not write in this test booklet.

1. What **Company** are you in?				
1. A	2. B	3. C	4. D	5. E
2. What **Platoon** are you in?				
1. First	2. Second	3. Third	4. Fourth	

At this point in your training, how strongly do you agree or disagree with each of the following statements:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	The Army Values are similar to my values.	1	2	3	4	5
4.	My personality matches the personality/image of the Army.	1	2	3	4	5
5.	The Army meets my needs.	1	2	3	4	5
6.	The Army is a good match for me.	1	2	3	4	5
7.	My knowledge, skills, and abilities match what I'm doing in Basic Training.	1	2	3	4	5
8.	My personality matches the personality/image of Basic Training.	1	2	3	4	5
9.	Basic Training meets my needs.	1	2	3	4	5
10.	Basic Training is a good match for me.	1	2	3	4	5
11.	Based on my ability and the amount of work I do, I think I will excel in the Army.	1	2	3	4	5
12.	When someone criticizes the Army, it feels like a personal insult.	1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13.	I usually complete any task I attempt in training	1	2	3	4	5
14.	The Army is pretty much like I thought it would be.	1	2	3	4	5
15.	When I talk about the Army, I usually say “we” rather than “they.”	1	2	3	4	5
16.	I am doing well in the Army.	1	2	3	4	5
17.	The Army’s successes are my successes.	1	2	3	4	5
18.	I have not failed at too many tasks I have tried to do in the Army.	1	2	3	4	5
19.	When someone praises the Army, it feels like a personal compliment.	1	2	3	4	5
20.	I have the necessary abilities to succeed in the Army.	1	2	3	4	5
21.	BCT is pretty much like I thought it would be.	1	2	3	4	5
22.	I am not sure if I can do something I’ve never tried to do.	1	2	3	4	5
23.	I have a good idea of what my job (MOS) in the Army will be like.	1	2	3	4	5
24.	If a story in the media criticized the Army, I would feel embarrassed.	1	2	3	4	5
25.	I have been able to do well in everything I have tried in the Army.	1	2	3	4	5
26.	Someday, the people I know will look up to me and respect me.	1	2	3	4	5
27.	My Drill Sergeants treat me pretty much like I thought they would.	1	2	3	4	5
28.	I expect to accomplish whatever I set out to do in the Army.	1	2	3	4	5

Think about your Platoon's Drill Sergeants:

How often do your Drill Sergeants do the following:		Never	Almost Never	Sometimes	Almost Always	Always
29.	Tell us what to do, show us how to do it, and then have us practice it.	1	2	3	4	5
30.	Make sure everyone in my Platoon can do the task before moving on to the next task.	1	2	3	4	5
31.	Make us repeat steps until they become muscle memory.	1	2	3	4	5
32.	Train us on a task over and over until we get it.	1	2	3	4	5
33.	Tell us about their experiences in the Army.	1	2	3	4	5
34.	Tell us about their deployments / combat experience.	1	2	3	4	5
35.	Correct us if we address them, other NCOs, or Officers the wrong way.	1	2	3	4	5
36.	Correct us if we use civilian words/phrases instead of Army words/phrases.	1	2	3	4	5
37.	Reinforce Army customs and courtesies.	1	2	3	4	5
38.	Explain new Army terms and acronyms.	1	2	3	4	5
39.	Have us recite our Platoon / company motto.	1	2	3	4	5
40.	Push us to help our battle buddies.	1	2	3	4	5
41.	Tell us not to let the Platoon down.	1	2	3	4	5
42.	Encourage us to be loyal to our Platoon.	1	2	3	4	5
43.	Encourage us to use Soldier leaders (PG, APG, Bay leader, etc.) to solve our problems.	1	2	3	4	5
44.	Explain how they select Soldiers for leadership positions.	1	2	3	4	5
45.	Explain why they remove Soldiers from leadership positions.	1	2	3	4	5
46.	Help Soldiers in leadership positions improve their leadership skills.	1	2	3	4	5
47.	Yell at us during training and PT.	1	2	3	4	5
48.	Use mass punishment.	1	2	3	4	5
49.	Degrade, belittle or "disrespect" Soldiers.	1	2	3	4	5
50.	Try to break the Soldiers down.	1	2	3	4	5

How often do your Drill Sergeants do the following:		Never	Almost Never	Sometimes	Almost Always	Always
51.	Explain why the skills we're learning are important in the Army.	1	2	3	4	5
52.	Explain why the skills we're learning are important in combat.	1	2	3	4	5
53.	Explain why they're punishing or "smoking" us.	1	2	3	4	5
54.	Explain what we can do to become better Soldiers.	1	2	3	4	5
55.	Teach us about Army Values and history.	1	2	3	4	5
56.	Link the Army values to our training.	1	2	3	4	5

How strongly do you agree or disagree with the following:		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
57.	My Drill Sergeants know what is going on with my life.	1	2	3	4	5
58.	My Drill Sergeants understand me / know who I really am.	1	2	3	4	5
59.	My Drill Sergeants know how to motivate me.	1	2	3	4	5
60.	My Drill Sergeants know why I joined the Army and try to help me achieve my goals.	1	2	3	4	5
61.	My Drill Sergeants are open about what they did before joining the Army.	1	2	3	4	5
62.	My Drill Sergeants are open about why they joined the Army.	1	2	3	4	5
63.	My Drill Sergeants tell us about the Army - what it is really like.	1	2	3	4	5
64.	My Drill Sergeants tell us about their deployment / combat experiences.	1	2	3	4	5
65.	My Drill Sergeants live the Army values.	1	2	3	4	5

At this point in your training, how strongly do you agree or disagree with each of the following statements:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
66.	Training is less challenging than I want it to be.	1	2	3	4	5
67.	I am often bored during training.	1	2	3	4	5
68.	I often feel stressed / overwhelmed with training.	1	2	3	4	5
69.	I usually don't have to work very hard during training.	1	2	3	4	5
70.	There is usually too much to do, and not enough time to do it.	1	2	3	4	5
71.	I am frustrated because other Soldiers take too long to learn / get things done.	1	2	3	4	5
72.	Training is very difficult for me.	1	2	3	4	5
73.	The most important things that have happened to me involve being a Soldier.	1	2	3	4	5
74.	Most of my interests are centered on being a Soldier.	1	2	3	4	5
75.	Being a Soldier is a very large part of who I am.	1	2	3	4	5
76.	Being a Soldier is a very important part of my life.	1	2	3	4	5
77.	I am very personally invested in being a Soldier.	1	2	3	4	5
78.	I would not leave the Army right now because I have a sense of obligation to the people in it.	1	2	3	4	5
79.	I would feel like I had let my country down if I left the Army at this time.	1	2	3	4	5
80.	Being a Soldier in the Army can help me achieve what I want in life.	1	2	3	4	5
81.	I have a strong desire to be a Soldier.	1	2	3	4	5
82.	I regret my decision to enlist in the Army.	1	2	3	4	5
83.	I feel very committed to an Army career.	1	2	3	4	5
84.	I am interested in an Army career, but if it doesn't work out, I will be just as happy doing something else.	1	2	3	4	5
85.	An Army career is the only career I can imagine for myself.	1	2	3	4	5
86.	I can't imagine staying in the Army until retirement.	1	2	3	4	5
87.	I see the Army as my life's work.	1	2	3	4	5
88.	During training, I seem to learn much faster than most of the other Soldiers in my Platoon.	1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
89.	I often rely on other Soldiers to help me learn new skills.	1	2	3	4	5
90.	Too much is expected of me during training.	1	2	3	4	5
91.	Compared to other Soldiers, it takes me longer to understand things.	1	2	3	4	5
92.	I entered the Army already knowing how to do most of what we're covering in training	1	2	3	4	5
93.	The slower Soldiers hold me back.	1	2	3	4	5
94.	I am looking forward to my training in AIT.	1	2	3	4	5
95.	I am looking forward to my first unit assignment.	1	2	3	4	5
96.	I do not think I "belong" in the Army.	1	2	3	4	5

Think about the Soldiers in your <u>Platoon</u> -- a*t this point in your training*, how strongly do you agree or disagree with each of the following statements:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
97.	Soldiers keep each other informed about formation, uniform, and training.	1	2	3	4	5
98.	Soldiers perform tasks the right way, in the right order.	1	2	3	4	5
99.	Soldiers anticipate each others' actions.	1	2	3	4	5
100.	My Platoon moves as fast as our slowest member.	1	2	3	4	5
101.	Soldiers listen to each others' suggestions.	1	2	3	4	5
102.	Soldiers help each other.	1	2	3	4	5
103.	Soldiers watch out for each other.	1	2	3	4	5
104.	Soldiers back each other up.	1	2	3	4	5
105.	Soldiers correct each other when they see a mistake.	1	2	3	4	5
106.	Soldiers get along well together.	1	2	3	4	5
107.	Soldiers support each other.	1	2	3	4	5
108.	Soldiers try to avoid arguments and fights.	1	2	3	4	5
109.	Soldiers respect each other.	1	2	3	4	5
110.	Soldiers respect the Drill Sergeants.	1	2	3	4	5
111.	Soldiers agree on the way to do things.	1	2	3	4	5
112.	Soldiers prefer to work together.	1	2	3	4	5
113.	When someone criticizes my Platoon, it feels like a personal insult.	1	2	3	4	5
114.	I am very interested in what others think of my Platoon.	1	2	3	4	5
115.	When I talk about my Platoon, I usually say "we" rather than "they."	1	2	3	4	5
116.	My Platoon's successes are my successes.	1	2	3	4	5
117.	When someone praises my Platoon, it feels like a personal compliment.	1	2	3	4	5
118.	My Platoon is squared-away.	1	2	3	4	5

Think about how you interact or work with your Platoon's Drill Sergeants and your Battle Buddy -- how strongly do you agree or disagree with each of the following statements:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
119.	My work relationship with my Drill Sergeants is important to how I see myself.	1	2	3	4	5
120.	My work relationship with my Drill Sergeants is an important part of who I am.	1	2	3	4	5
121.	If someone criticized my work relationship with my Drill Sergeants, it would be a personal insult.	1	2	3	4	5
122.	My work relationship with my Drill Sergeants reflects the kind of person I am.	1	2	3	4	5
123.	My work relationship with my Battle Buddy is important to how I see myself.	1	2	3	4	5
124.	My work relationship with my Battle Buddy is an important part of who I am.	1	2	3	4	5
125.	If someone criticized my work relationship with my Battle Buddy, it would be a personal insult.	1	2	3	4	5
126.	My work relationship with my Battle Buddy reflects the kind of person I am.	1	2	3	4	5

Thank You!

You have reached the end of the survey.

PRIVACY ACT STATEMENT

This package contains experimental instruments under development as part of the official research mission of the U.S. Army Research Institute for the Behavioral and Social Sciences (10 U.S. Code 2358). Researchers will combine the data with administrative and other data collected earlier to evaluate the effectiveness of these instruments for assessing new Soldier training processes and outcomes. As authorized by Executive Order 9397, the forms request personal identifiers (e.g., name, SSN) to link data files together. *Full confidentiality of all Soldiers will be maintained during data processing and reporting.* Your individual results will NOT be reported to anyone in your chain of command and will in no way impact your Army career. Please indicate your willingness to participate by signing below.

Signature: _____

Name: _____
(PRINT Last, First, MI)

Social Security Number: ____ ____ ____ - ____-____ - ____ ____ ____ ____

Age: _____ **Gender:** Male (__) Female (__) **MOS: _____**

BCT Company: A B C D E **Platoon Number: _____**

What were the most challenging / difficult parts of BCT for you? Please read through the list below and select the FOUR MOST CHALLENGING parts of BCT:

a. Mark the number **'1'** next to the MOST challenging, **'2'** next to the SECOND most challenging, **'3'** next to the THIRD most challenging, and **'4'** next to the FOURTH most challenging part.

b. If you don't see one of the most challenging / difficult parts of BCT listed below, please write it in the space marked "**Other**."

___ BRM	___ Working as a team	___ PT / Meeting physical requirements	___ Having to listen to the Drill Sergeants
___ Living conditions	___ Having to listen to other Soldiers	___ Remembering new things	___ Field Exercises (Ft.X)
___ Having to do too much too fast	___ Confidence Courses	___ Staying motivated	___ Not having enough to do
___ Keeping the right attitude	___ Staying out of fights/arguments	___ Land Navigation	___ Drill & Ceremony
___ Boredom	___ Stress	___ Doing the right thing	___ NBC Training

Other: _____

Why are you serving as a Soldier in the United States Army? Please read through the list below and select the FOUR MOST IMPORTANT reasons.

a. Mark the number **'1'** next to the MOST important reason, **'2'** next to the SECOND most important, **'3'** next to the THIRD most important, and **'4'** next to the FOURTH most important reason.

b. If you don't see one of the reasons why you are serving listed below, please write it in the space marked "**Other**."

_____ To serve my Country	_____ To learn a useful skill
_____ I want to be a Soldier	_____ To fight in Iraq or Afghanistan
_____ To make my parents proud	_____ For the bonus
_____ To support my Family	_____ To learn discipline
_____ Family tradition	_____ To figure out what I am made of
_____ To get money for school	_____ To make something of myself
_____ To repay college loan	_____ There were no other / better jobs
_____ Bored – had nothing better to do	_____ My buddy talked me into joining
_____ To escape from home / Family issues	_____ Prior Service – missed the camaraderie
_____ Travel	_____ I Don't know why

_____ Other: _____

BCT END-OF-CYCLE SURVEY

Sold_t3

Instructions: Read each question carefully, and then mark your response by filling in the circle on the answer sheet. **Work at a quick pace** – do not spend a lot of time on any one question.

1. What best describes your attitude about being a Soldier?				
Extremely Negative	*Negative*	*Neutral*	*Positive*	*Extremely Positive*
1	2	3	4	5
2. How has your attitude about being a Soldier changed since the start of BCT?				
Much More Negative	*More Negative*	*No Change*	*More Positive*	*Much More Positive*
1	2	3	4	5
3. How motivated are you to be a Soldier?				
Not At All	*Very Little*	*Somewhat*	*Very*	*Extremely*
1	2	3	4	5
4. How has your motivation changed since the start of BCT?				
Much Less Motivated	*Less Motivated*	*No Change*	*More Motivated*	*Much More Motivated*
1	2	3	4	5
5. How important is the mission of a Soldier?				
Not At All	*Very Little*	*Somewhat*	*Very*	*Extremely*
1	2	3	4	5
6. How has your feeling about the mission of a Soldier changed since the start of BCT?				
Much Less Important	*Less Important*	*No Change*	*More Important*	*Much More Important*
1	2	3	4	5
7. How confident are you that you will be an effective Soldier?				
Not At All	*Very Little*	*Somewhat*	*Very*	*Extremely*
1	2	3	4	5
8. How has your confidence changed since the start of BCT?				
Much Less Confident	*Less Confident*	*No Change*	*More Confident*	*Much More Confident*
1	2	3	4	5

How confident are you that…

		Not At All Confident	Not Very Confident	Somewhat Confident	Very Confident	Extremely Confident
9.	you can accurately engage enemy targets?	1	2	3	4	5
10.	you can effectively react to enemy fire?	1	2	3	4	5
11.	you can effectively operate in combat?	1	2	3	4	5
12.	you can effectively react to a convoy attack?	1	2	3	4	5
13.	you can care for an injured Soldier until a MEDEVAC arrives?	1	2	3	4	5
14.	you can effectively react to a gas or chemical attack?	1	2	3	4	5
15.	you can properly move as a member of a fire team?	1	2	3	4	5
16.	the training you received in BCT will help make you a successful Soldier?	1	2	3	4	5

How confident are you in your:

		Not At All Confident	Not Very Confident	Somewhat Confident	Very Confident	Extremely Confident
17.	Warrior Skills and knowledge?	1	2	3	4	5
18.	BRM skills?	1	2	3	4	5
19.	Drill & Ceremony skills?	1	2	3	4	5
20.	First Aid/CLS skills?	1	2	3	4	5
21.	NBC skills?	1	2	3	4	5
22.	PT ability?	1	2	3	4	5
23.	Overall physical strength and endurance?	1	2	3	4	5

How motivated are you to:

		Not At All Motivated	Not Very Motivated	Somewhat Motivated	Very Motivated	Extremely Motivated
24.	Complete missions and tasks?	1	2	3	4	5
25.	Do the right thing?	1	2	3	4	5
26.	Live the Army values?	1	2	3	4	5
27.	Work with other Soldiers to complete a task or mission?	1	2	3	4	5

How strongly do you agree or disagree with each of the following statements:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
28.	As long as I pass my final PT test, it doesn't matter what score I get.	1	2	3	4	5
29.	The fireguard before me usually has a hard time getting me up for my shift.	1	2	3	4	5
30.	I've given up some of my personal time to help out another Soldier.	1	2	3	4	5
31.	I always try for 300 on a PT test.	1	2	3	4	5
32.	My BRM goal was to shoot Expert.	1	2	3	4	5
33.	As long as the Drill Sergeants can't hear me, it's ok to talk softly in the dining facility.	1	2	3	4	5
34.	On a confidence course, I'll do what I can to help a Soldier who's having trouble.	1	2	3	4	5
35.	Sometimes, it's ok to walk during an ability group run.	1	2	3	4	5
36.	As long as I qualify with my weapon, it doesn't matter if I shoot Marksman, Sharpshooter or Expert.	1	2	3	4	5
37.	I always sound-off in formation.	1	2	3	4	5
38.	I have trouble keeping track of my equipment.	1	2	3	4	5
39.	I'm only as strong as the weakest Soldier in my Platoon.	1	2	3	4	5
40.	I'll keep an argument going as long as it takes to get my way.	1	2	3	4	5
41.	During BCT, only the Drill Sergeants could tell me what to do; I did not listen to other Privates.	1	2	3	4	5
42.	If someone needs a Battle Buddy, I'll usually volunteer.	1	2	3	4	5
43.	I frequently read my Smart Book.	1	2	3	4	5
44.	I get annoyed when other Privates try to help me.	1	2	3	4	5
45.	I have trouble marching in step.	1	2	3	4	5
46.	If I see litter on the ground, I'll pick it up (when not in formation).	1	2	3	4	5
47.	It seems like the other Privates are always moving faster than I am.	1	2	3	4	5
48.	My uniform is always squared-away.	1	2	3	4	5
49.	I'm usually one of the last Privates out of the bay for morning formation.	1	2	3	4	5
50.	If I've done something wrong, I'll drop automatically, even if nobody saw it.	1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
51.	As long as the Drill Sergeants can't hear me, it's ok to talk softly in formation.	1	2	3	4	5
52.	I drop when my Battle Buddy is dropped, even if I haven't done anything wrong.	1	2	3	4	5
53.	If something in my Bay needs to be cleaned, I'll usually wait for another Private to do it.	1	2	3	4	5
54.	It's usually a waste of time to listen to the other Privates in my Platoon.	1	2	3	4	5
55.	If I'm good at something, I'll take the time to help out a Private having trouble.	1	2	3	4	5
56.	Overall, I contributed to my Platoon's success this cycle.	1	2	3	4	5
57.	In Basic Training, you have to know how to get around the rules and beat the system.	1	2	3	4	5
58.	If a group I'm working with doesn't perform a task to standard, I'll insist we continue working until we get it right.	1	2	3	4	5
59.	Even if I disagree with them, I'll still listen to what other Privates have to say.	1	2	3	4	5
60.	I had to put my needs first in order to succeed in Basic Training.	1	2	3	4	5
61.	I really didn't do much to make my Platoon look good this cycle.	1	2	3	4	5
62.	The Drill Sergeants really had to push me to try things that seemed difficult or frightening.	1	2	3	4	5
63.	I always try to do what's right.	1	2	3	4	5
64.	At times, my courage motivated other Privates to face their fears.	1	2	3	4	5

How well do these statements describe you now (compared to *before* you started BCT):

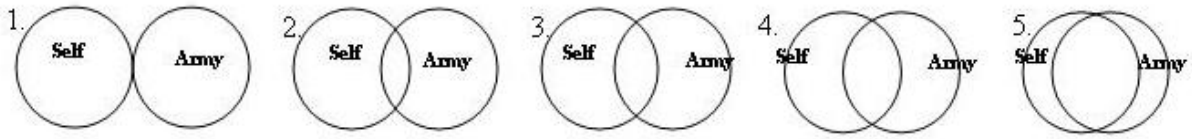
This statement describes me:		Much Less Now	Less Now	Same Now as Before	More Now	Much More Now
65.	I am loyal.	1	2	3	4	5
66.	I have a sense of duty.	1	2	3	4	5
67.	I respect others.	1	2	3	4	5
68.	I perform acts of selfless service/help others.	1	2	3	4	5
69.	I have a sense of honor.	1	2	3	4	5
70.	I have integrity.	1	2	3	4	5
71.	I have personal courage.	1	2	3	4	5

How strongly do you agree or disagree with each of the following statements:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
72.	When someone criticizes the Army, it feels like a personal insult.	1	2	3	4	5
73.	When I talk about the Army, I usually say "we" rather than "they."	1	2	3	4	5
74.	The Army's successes are my successes.	1	2	3	4	5
75.	When someone praises the Army, it feels like a personal compliment.	1	2	3	4	5
76.	If a story in the media criticized the Army, I would feel embarrassed.	1	2	3	4	5
77.	I have been able to do well in everything I have tried in the Army.	1	2	3	4	5
78.	Someday, the people I know will look up to me and respect me.	1	2	3	4	5
79.	I expect to accomplish whatever I set out to do in the Army.	1	2	3	4	5
80.	I would not leave the Army right now because I have a sense of obligation to my fellow Soldiers.	1	2	3	4	5
81.	I would feel like I had let my country down if I left the Army at this time.	1	2	3	4	5
82.	Being a Soldier can help me achieve what I want in life.	1	2	3	4	5
83.	I have a strong desire to be a Soldier.	1	2	3	4	5
84.	I regret my decision to enlist in the Army.	1	2	3	4	5
85.	I feel very committed to an Army career.	1	2	3	4	5
86.	I am interested in an Army career, but if it doesn't work out, I'll be just as happy doing something else.	1	2	3	4	5
87.	An Army career is the only career I can imagine for myself.	1	2	3	4	5
88.	I can't imagine staying in the Army until retirement.	1	2	3	4	5
89.	I see the Army as my life's work.	1	2	3	4	5
90.	I am looking forward to continuing my training in AIT.	1	2	3	4	5
91.	I am looking forward to my first unit assignment.	1	2	3	4	5
92.	I do not think I "belong" in the Army.	1	2	3	4	5
93.	I am very personally invested in being a Soldier.	1	2	3	4	5
94.	Being a Soldier is a very important part of my life.	1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
95.	Being a Soldier is a very large part of who I am.	1	2	3	4	5
96.	Most of my interests are centered on being a Soldier.	1	2	3	4	5
97.	The most important things that have happened to me involve being a Soldier.	1	2	3	4	5
98.	My knowledge, skills and abilities match what I did in Basic Training.	1	2	3	4	5
99.	My personality matches the personality/image of Basic Training.	1	2	3	4	5
100.	Basic Training met my needs.	1	2	3	4	5
101.	Basic Training was a good match for me.	1	2	3	4	5
102.	The Army values are similar to my values.	1	2	3	4	5
103.	My personality matches the personality/image of the Army.	1	2	3	4	5
104.	The Army meets my needs.	1	2	3	4	5
105.	The Army is a good match for me.	1	2	3	4	5

106. Circle the picture below that best represents how much the Army is a part of who you are as a person:



How strongly do you agree or disagree with each of the following statements:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
107.	My Battle Buddy acted as a leader to other Soldiers in my platoon.	1	2	3	4	5
108.	My Battle Buddy was good at explaining things to other Soldiers.	1	2	3	4	5
109.	My Battle Buddy could persuade other Soldiers to do the right thing.	1	2	3	4	5
110.	I acted as a leader to other Soldiers in my platoon.	1	2	3	4	5
111.	I was good at explaining things to other Soldiers.	1	2	3	4	5
112.	I could persuade other Soldiers to do the right thing.	1	2	3	4	5

113. Which of the following shows U.S. Army Unit organization in order from the SMALLEST element to LARGEST?

1) squad, platoon, company, brigade, division, battalion
2) squad, company, platoon, battalion, division, brigade
3) platoon, squad, division, company, battalion, brigade
4) squad, platoon, company, battalion, brigade, division

114. Which of the following persons is NOT in your NCO Support Channel?

1) your Platoon Sergeant
2) your Battalion CSM
3) your Platoon Leader
4) your Squad Leader

115. Identify the following rank insignia:

1) Master Sergeant
2) First Sergeant
3) Sergeant Major
4) Sergeant First Class

116. A person wearing the following rank is most likely:

1) a Platoon Leader
2) a Division / Post Commander
3) a Company Commander
4) a Brigade Commander

117. You and your battle buddies are working on a detail indoors. There is a Captain in the room with you. A First Lieutenant enters the room. What should you do?

1) Continue working quietly.
2) Call “At Ease!” and stand at ease until instructed to “carry on.”
3) Call the room to “Attention!” and render a salute.
4) Move to the position of attention and stand at attention until instructed to “carry on.”

118. You and your battle buddy are walking outside when a Staff Sergeant approaches. What should you do?

1) Continue walking quietly.
2) Call “At Ease!” and stand at ease until instructed to “carry on.”
3) Walk at ease until you pass the Staff Sergeant, and render the greeting of the day as you pass.
4) Continue walking and render the greeting of the day as you pass the Staff Sergeant.

119. You are outside working on a detail and reveille sounds, what actions do you take?

1) Come to the position of attention, face the flag pole or music, and render the hand salute.
2) Move to the position of attention and wait for an NCO or officer to give the order to “Present arms.”
3) Stand at ease and render a salute.
4) Continue working.

THANK YOU!
You have completed the survey.

APPENDIX B

SUPPLEMENTARY DATA TABLES

Table B-1
Reasons for Serving as a Soldier in the US Army Percentage Responses by Group

Response	***BCT Percentage***	***OSUT Percentage***
To serve my country	21.9	32.9
To support my Family	17.6	9.1
To make something of myself	15.8	13.4
To get money for school	9.4	4.3
To be a Soldier	9.1	18.3
To learn a useful skill	5.5	.6
To make my parents proud	4.5	1.2
To learn discipline	3.1	4.3
To figure out what I am made of	2.9	2.4
For the bonus	2.0	2.4
To escape my home/Family issues	1.8	1.8
There were no other/better jobs	1.4	1.2
Family tradition	1.1	-
To repay college loan	1.0	1.2
Travel	1.0	-
To fight in Iraq or Afghanistan	.9	4.9
Bored – had nothing better to do	.5	1.2
My buddy talked me into joining	.5	.6

Table B-2
Confirmatory Factor Analysis for All Populations

Ft. Jackson	**χ^2 (df)**	**RMSEA**
Personality Variables	4864.93 (1209)	.07
DS Tactics	1501.32 (303)	.07
Identification Battery	455.27 (62)	.09
Outcome at Time 2*	1664.04 (265)	.08
Outcome at Time 3**	1815.03 (265)	.09
Ft. Benning (BCT)	**χ^2 (df)**	**RMSEA**
Personality Variables	3099.78 (1209)	.07
DS Tactics	1159.07 (252)	.10
Identification Battery	155.49 (62)	.08
Outcome at Time 2*	1150.39 (265)	.10
Outcome at Time 3**	1115.84 (265)	.10
Ft. Benning (OSUT)	**χ^2 (df)**	**RMSEA**
Personality Variables	2445.08 (1209)	.08
DS Tactics	573.88 (303)	.07
Identification Battery	187.79 (62)	.10
Outcome at Time 2*	560.30 (265)	.08
Outcome at Time 3**	654.06 (265)	.10

Note. Values $\leq .1$ indicate acceptable fit between the hypothesized factor model and the data (Kelloway, 1998; Steiger, 1990; cf. Hu & Bentler, 1999)

Table B-3
Cronbach's Alpha Reliability Coefficients for Measures

Measure	***Time***	***Ft. Jackson (BCT)***	***Ft. Benning (BCT)***	***Ft. Benning (OSUT)***
Self-Efficacy	1	.768	.808	.737
Extroversion	1	.775	.834	.816
Agreeableness	1	.707	.754	.683
Conscientiousness	1	.771	.832	.839
Emotional Stability	1	.793	.819	.852
Openness	1	.718	.754	.710
Drill Sergeant (DS) Tactics All	2	.906	.918	.909
DS Tactic Training	2	.835	.657	.853
DS Tactic Language	2	.706	.790	.741
DS Tactic Values	2	.892	.892	.825
DS Tactic Leadership Development	2	.772	.688	.791
DS Tactic- Coercion	2	.722	^	.717
DS Tactic- Share Experiences	2	.890	.706	^
DS Tactic- Know Soldiers	2	.817	.895	.838
Platoon Identification	2	.852	.698	.777
DS Identification	2	.893	.91	.877
Battle Buddy Identification	2	.921	.932	.912
Army Identification	2	.783	.807	.743
Army Identification	3	.848	.855	.859
Person-Army Fit	2	.813	.829	.817
Person-Army Fit	3	.880	.882	.865
Person-Basic Training Fit	2	.834	.842	.805
Person-Basic Training Fit	3	.850	.855	.863
Soldier Role Identification	2	.887	.895	.898
Soldier Role Identification	3	.901	.902	.900
Career Commitment	2	.812	.685	.858
Career Commitment	3	.769	.733	.781

Note. Due to missing data the variable *DS-Coercion* in the Ft. Benning BCT sample and *DS Tactic – Share Experiences* in the Ft. Benning OSUT sample were excluded from analysis.

Table B-4

Summary of Repeated Measures Analyses of Time 3 Soldierization Outcomes by Group and Time

			Army ID	Person-Army Fit	Person-BCT/OSUT Fit	Soldier Role ID	Career Commitment
Main Effect: Group		*F*	4.10*	6.07*	-	5.85*	3.67*
		p	.02	.00	-	.00	.03
Main Effect: Time		*F*	61.79**	4.70*	4.49*	5.83*	12.01**
		p	.00	.01	.04	.02	.00
Group x Time		*Unable to measure: Insufficient power for group interactions*					
Post-Hoc Comparisons	**Group: Ft. J BCT to Ft. B BCT**	*Mean Diff.*	-.014	-.029	-	-.052	.067
		p	.99	.42	-	.25	.09
	Group: Ft. J BCT to Ft. B OSUT	*Mean Diff.*	-.170*	-.191**	-	-.212	-.090
		p	.01	.00	-	.06	.10
	Group: Ft. B BCT to Ft. B OSUT	*Mean Diff.*	-.156*	-.161*	-	-.160	-.158*
		p	.04	.01	-	.07	.01
	Time: 1 to 2	*Mean Diff.*	-.118**	-.059*	.127**	-	-
		p	.00	.02	.00	-	-
	Time: 1 to 3	*Mean Diff.*	-.221**	-.077*	.069*	-	-
		p	.00	.01	.04	-	-
	Time: 2 to 3	*Mean Diff.*	-.103**	-.018	-.058*	-.053*	-.065**
		p	.00	.47	.03	.02	.00

Notes. p ≤ 05*, p ≤ 001**, All post-hoc comparisons were LSD or Tamhane‟s T2 post-hoc tests.
Missing data for Person-OSUT fit made group comparisons impossible for that outcome.
Soldier Role ID and Career Commitment were only measured at times 2 and 3.

Table B-5

Means and Standard Deviations in Repeated Measures of Soldierization Outcomes by Group

Location	Time	Army ID		Person-Army Fit		Person-BCT Fit		Soldier Role ID		Career Commitment	
		M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Ft. Jackson	1	3.78	.72	3.96	.67	3.85	.67	-	-	-	-
	2	3.90	.68	3.89	.70	3.66	.78	3.74	.84	3.51	.77
	3	4.00	.76	4.01	.76	3.78	.81	3.98	.83	3.59	.73
Ft. Benning – BCT	1	3.75	.70	3.88	.69	-	-	-	-	-	-
	2	3.94	.69	4.00	.66	3.94	.76	3.85	.84	3.45	.58
	3	4.02	.72	4.05	.72	3.76	.80	3.85	.80	3.55	.69
Ft. Benning - OSUT	1	4.00	.61	4.04	.72	-	-	-	-	-	-
	2	4.12	.62	4.15	.60	3.74	.74	3.94	.77	3.63	.78
	3	4.17	.68	4.12	.67	3.86	.76	4.08	.73	3.70	.73

Table B-6

Hierarchical Regression Analyses Predicting Soldierization Outcomes by Time for BCT

	Army Identification			Person-Army Fit			Person-BCT Fit			Soldier Role Identification		Career Commitment	
Time:	1	2	3	1	2	3	1	2	3	2	3	2	3
Personality													
Self-Efficacy	.237**	.018	.040	.294**	.075*	.076*	.356**	.090*	.078*	.040	.054	.056	.050
Agreeableness	.167**	.043	.059	.087*	-.025	.030	.088*	-.013	.059	.066*	.061	.011	.018
Conscientiousness	.088*	.079*	.083	.132**	.095*	.102*	.087*	.043	.060	.052	.056	.038	.098*
Emotional Stability	-.020	.003	-.019	.135**	.142**	.049	.086*	.103*	.058	-.015	.017	.139**	.083*
DS Tactics													
Know Soldiers		.043	.022		.125**	.039		.136**	.114**	.126**	.055	.060	.059
Identifications													
Platoon		.377**	.264**		.232**	.113*		.146**	.000	.172**	.077*	.154**	.116*
Battle Buddy		.112**	.107*		.094*	.161**		.138**	.192**	.098*	.144**	.077	.116*
Drill Sgt.		.148*	.109*		.146**	.151**		.201**	.171**	.249**	.204**	.186**	.112*
R^2	.146	.357	.214	.270	.308	.211	.251	.295	.216	.296	.197	.212	.161
ΔR^2	.146	.242	.136	.270	.127	.105	.251	.132	.093	.153	.109	.097	.067
F	57.52**	65.27**	28.21**	123.48**	52.51**	27.46**	78.74**	49.22**	28.30**	49.40**	25.23**	31.62**	19.80**

Note. Unless otherwise indicated, the values in the Table are the standardized Beta coefficients.

$p \leq 05$*, $p \leq 001$**

Table B-7

Hierarchical Regression Analyses Predicting Soldierization Outcomes by Time for OSUT

	Army Identification			Person-Army Fit			Person-OSUT Fit		Soldier Role Identification		Career Commitment	
Time:	1	2	3	1	2	3	2	3	2	3	2	3
Personality												
Self-Efficacy	.277**	.127	-.079	.167	.139	-.027	.074	-.042	.157	.024	.085	.012
Extraversion	.054	.047	.069	.133	.134	.054	.211*	.054	.029	.110	.078	.048
Agreeableness	.068	.026	.201*	-.023	-.086	.148	-.064	.173	-.050	.000	-.148	.030
Conscientiousness	.092	.060	.007	.183	.122	.256*	.124	.162	.128	.188	.019	.152
Emotional Stability	.148	.075	.040	.128	.091	.116	.145	-.037	.117	.018	.164	-.026
DS Tactics												
Tactics (All)		.145	.099		.104	.126	.216*	.143	.040	-.009	.052	.068
Identifications												
Platoon		.275*	.397**		.176*	.206*	.292**	.271*	.316**	.430**	.294*	.345**
Battle Buddy		.222*	.080		.174	.016	-.078	.055	.070	.105	.133	.069
Drill Sgt.		-.035	-.047		.149	.141	.217*	.012	.088	-.010	.009	-.007
R^2	.261	.369	.300	.202	.341	.402	.457	.259	.341	.349	.236	.228
ΔR^2	.261	.121	.149	.202	.119	.069	.110	.076	.120	.189	.107	.118
F	13.08**	7.53**	4.95**	6.14**	8.174**	7.75**	10.85**	4.04**	6.68**	6.19**	3.97**	3.41**

Note. Unless otherwise indicated, the values in the Table are the standardized Beta coefficients.

$p \leq 05$*, $p \leq 001$**

Table B-8

Descriptive Statistics, Reliability Coefficients, and Correlations for Prototypicality Analyses

Variable	*M*	*SD*	1	2	3	4	5	6	7	8	9	10	11	12
1. Age (T1)	11.74	4.47	n/a											
2. Sex [a] (T1)	0.21	0.41	-0.01	n/a										
3. Combat Arms[b] (T1)	0.21	0.40	-0.05	-0.23*	n/a									
4. Combat Support[b] (T1)	0.13	0.32	-0.05	-0.07*	-0.18*	n/a								
5. Service Support[b] (T1)	0.66	0.48	0.03	0.27*	-0.68*	-0.49*	n/a							
6. Army Status[c] (T1)	0.60	0.49	-0.07*	-0.03	0.03	0.12*	-0.14*	n/a						
7. Org. Identification (T1)	3.79	0.70	0.01	-0.03	0.12*	-0.11*	-0.02	-0.04	**0.77**					
8. Role Identification (T2)	3.91	0.80	-0.09*	-0.05	0.10*	-0.05	-0.03	0.01	0.39*	**0.85**				
9. Relational Identification (T2)	3.31	1.07	-0.03	0.16*	0.08*	-0.02	-0.01	0.10*	0.20*	0.18*	**0.90**			
10. Prototypicality (T2)	4.09	0.99	-0.06	0.20*	0.07*	-0.06	-0.01	0.14*	0.10*	0.03	0.64*	**0.85**		
11. Org. Identification (T3)	4.03	0.74	-0.01	-0.02	0.09*	-0.05	-0.02	-0.01	0.51*	0.50*	0.21*	0.08*	**0.85**	
12. Role Identification (T3)	3.88	0.80	-0.10*	-0.04	0.12*	-0.08*	-0.03	0.02	0.37*	0.64*	0.23*	0.07*	0.60*	**0.90**

Notes. $n = 1101$; * $p \leq .05$; T1 = Time 1; T2 = Time 2; T3 = Time 3; alpha reliabilities are bolded on the diagonal.

[a] Male = 0; Female = 1

[b] No = 0; Yes = 1

[c] Reserve or National Guard = 0; Regular Army = 1