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IMPROVED EFFECTIVENESS OF RESERVE
FORCES DURING RESERVE DUTY TRAINING

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Carlisle Barracks, Pennsylvania

22 October 1973

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IMPROVED EFFECTIVENESS OF RESERVE FORCES
DURING RESERVE DUTY TRAINING

by

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The problem areas of motivation, job enrichment, recruiting and retention are addressed from the viewpoint of the behavioral scientist. Special attention is given to relating job enrichment and motivation techniques, as successfully demonstrated in industry, to the United States Army Reserve. Research method utilized was a literature review correlating salient findings of attitude surveys with recent findings of behavioral scientists. Principal recommendations include better information to the prospective Reservist,		

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utilization of attitude surveys, innovative training and job enrichment techniques.

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The high draft calls during the Viet Nam conflict pressured many young men to join the United States Army Reserve. These men were usually more advanced with their formal education than the men filling the draft calls--in fact, many of the men joining the Army Reserve were signing up for the six-month active duty program to minimize the impact of military service on their formal educational program. This group, motivated by the Viet Nam conflict to join the United States Army Reserve, solved the recruiting problem of that era but created numerous other problems for the Army Reserve. Some of the significant problem areas were:

- . Drill attendance
- . Personal appearance
- . Interest in training
- . Unit effectiveness
- . Retention

The problem areas of drill attendance and personal appearance were usually resolved by continuing command emphasis and individual counselling.

Interest in training and unit effectiveness were improved by programs such as:

- . Mutual support missions
- . Community relations activities
- . Adventurous training
- . Performance-orientated training

In the area of retention, the problem is particularly critical this year, 1973, since the first of the six-year enlistments, dating back to 1967, begin to terminate. We now have in the Army Reserve Program many men who were probably motivated to join the Reserve Program because of the Viet Nam conflict. They are usually above average intellectually and, in most cases, have not been overly impressed with the opportunities offered by the Reserve Program. The challenge becomes:

- . How do we improve the effectiveness of the Army Reserve with this type in the Reserve Program?

Many parallels can be drawn between the United States Army Reserve and industry. Adoption of some of industry's findings can serve the Army Reserve as well. In the areas of motivation, meaningful work, and job enrichment, many studies have been made, and it would be well to review briefly some of the more salient points.

MOTIVATION

Men of intelligence and emotional stability will not always perform in an effective manner since without adequate motivation individuals do not mobilize their strengths. While most men will, by virtue of their background and the pressures exerted on them by their environment, put forth the effort required to become and remain self-supporting and upright citizens, some few will not be motivated to meet society's standards and ideals.¹

What can be done to motivate the individual to his highest level of performance and thereby maximize the effectiveness of the unit?

Assignments can be used to motivate men to do better work and thus contribute to the overall management objective of effective performance. It is well known, although management frequently fails to act on the knowledge, that some men are strongly motivated to work, others only slightly. A large organization is particularly able to learn more about the motivation of its work force and then to make use of its wide range of assignments to exploit this knowledge. While the performance of men over time will usually enable management to differentiate between the strongly and the poorly motivated, this knowledge can be secured more quickly and with less expense if an organization permits men to choose from among different types of jobs that fall within their competence. There is much

more room for self-selection than most managements are willing to grant.²

Does level of education attained influence individual motivation?

In view of the lower quality of education available to Negroes before World War II, one might expect that at each educational level the Negro would have fared worse in his postwar readjustment than whites. The fact that the better-educated Negro, on the whole, did much better than the whites may well have been due to their generally high motivation to succeed, especially in a civilian, non-segregated environment. Many of the better-educated Negroes were from Northern states and had found little in a segregated Army to motivate them to good performance, but once they returned to civilian life, their rekindled motivation facilitated their readjustment.³

Does organizational policy influence individual motivation?

The crucial importance of a basic stability in policy can be illustrated by observing the impact of an organization's policy on the individual's expectations and motivation. When men know what to expect, when they understand what management considers important and what unimportant, when it will reward and when it will discipline, they will make an effort to perform as management would like them to perform. They stand to gain from this and to lose if they fail to comply. However, if the policy emanating from the

top is subject to frequent change, individuals in the lower echelons cannot know what is wanted of them, and, even less, how they can gain favor, and therefore, they do not put forth special effort. In fact, if they work for long in a situation where the objectives and standards are constantly being altered, they are likely to become indifferent, which in turn will be reflected in poorer performance.⁴

What impact does leadership have on individual motivation and group effectiveness?

The performance of large groups is always dependent to a marked degree on the quality of leadership. It is a good investment for an organization, especially one that is expanding rapidly, to devote considerable resources to the indoctrination and training of its supervisory personnel.⁵

Will promotions influence motivation?

If promotions do not go to those who have earned them, or if punishment is not meted out to those who have broken the rules, others in the organization are not motivated either to strive to perform effectively or to abide by the regulations. They have nothing to gain and nothing to lose--or least nothing that they can count on.⁶

In summary, a man's performance is greatly affected by his motivation. Management and leaders must seek to avoid establishing or perpetuating conditions which will weaken the motivation of individuals to work effectively.⁷

The Reservist must be motivated as well as the man involved with employment in industry and other fields of

endeavor. As we move closer to the All Volunteer Army, we must move closer to the standards and opportunities available in industry to men about to make a choice of the Army vs. a civilian career.

MEANINGFUL WORK

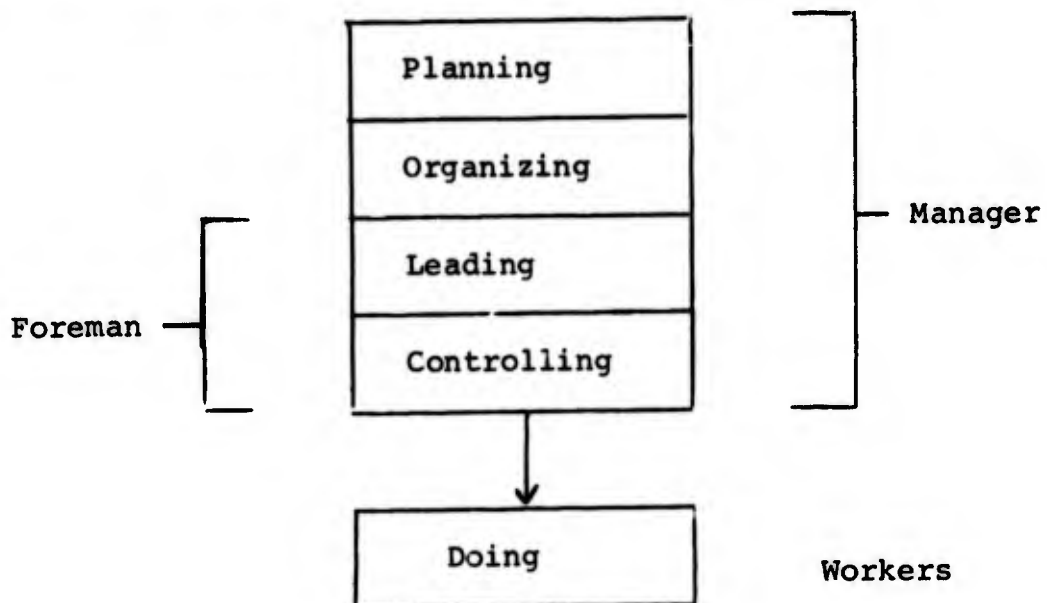
If the route to motivation is contained in the "work itself," what is a meaningful job? A job is meaningful if it involves the worker in the identification and solution of the problems that affect him personally as he perceives it. Meaningful work includes the planning and controlling as well as the doing of the job.⁸ Motivation by this technique increases the desire for work and reduces the contradiction between personal and company goals.⁹ It also helps to eliminate the idea that work is punishment and advances the concept that work can be just as enjoyable as fishing or other forms of recreation. Today, most jobs and organizational policies are such that it is a rare man in the rare company that gets any fun out of his job or organizational life.¹⁰

Most companies in the past have designed jobs to minimize training and unit costs. This type of job design was brought about by mass technology and the use of such tools as industrial engineers, methods specialists, work simplification, and work measurement. The job was specialized and simplified where the employee was asked to perform only standardized repetitive tasks requiring little knowledge or skill and utilizing only a few of the low order abilities. This approach destroyed everything that might make a job interesting.¹¹ However, it did lower the price of many articles such as refrigerators, cars, etc.,

thereby, accelerating the satisfaction of the survival and security needs.¹²

There still remain some meaningful jobs, but they are on the management side of the business and usually quite high up the ladder. These jobs include the complete cycle of plan-do-control. The worker is not only plagued by mass technology, but also the traditional management perception of how the business should be run. The typical management functions of planning, organizing, leading, and controlling are associated with the manager, but not the worker. This is illustrated by the following table:

TABLE 1
THE MANAGER'S TRADITIONAL PERCEPTION OF HIS JOB¹³



The above relationship implies that the workers are unintelligent, uninformed, uncreative, irresponsible, and need the guidance of management. This has created an

alienation gap between management and labor. This gap has been widened and formalized by labor unions whose charters depend on convincing labor that management is their natural enemy. Therefore, where a manager may align with company goals, the worker aligns with two groups, the company and the union.¹⁴

With 80 percent of the people at work in traditional conformity-oriented job categories, the lack of meaningful work is quite evident. There is a definite need to restructure or redesign our work as we know it today in order to create meaningful work.

In this area, with the present Army concepts of cubicle jobs, chain of command, and traditions, the change-over would have to be very dramatic to allow the individual Reservist's job to be restructured so as to create meaningful work.

JOB ENRICHMENT

Definition

There are many definitions of job enrichment. One definition which appears to be representative of the field is:

Job enrichment seeks to improve both task efficiency and human satisfaction by means of building into people's jobs, quote specifically, greater scope for personal achievement and its recognition, more challenging and responsible work, and more opportunity for individual advancement and growth.¹⁵

Job enrichment first started as a program in the late 1950's. As a concept though, it can be traced back to the early writings of Douglas McGregor and Warren Bennis. It is understandable that a movement this new and still feeling its way along has problems with terminology. There are many titles for job enrichment with some meaning different things to different people. The term job enlargement was once used to describe the process of increasing the amount of work or variety of tasks performed by the worker.¹⁶ This approach was not very successful. In an example given by Professor Herzberg of asking a worker to tighten 20,000 bolts a day instead of 10,000 bolts a day, the result was the same as multiplying zero times zero.¹⁷ There are some behavioral scientists who use job enrichment and job enlargement interchangeably. The term "participative management" is used and is often confused

with the old human relations concept. The term "problem solving" is used to describe job redesign, but this usually is one segment of the job enrichment program.

Purpose

The purpose of job enrichment is to eliminate the undesirable characteristics of the job, especially the highly repetitive and specialized job. This is accomplished by changing the scope of the job to provide for personal achievement and its recognition, more challenging and responsible work, and more opportunity for individual advancement and growth.¹⁸

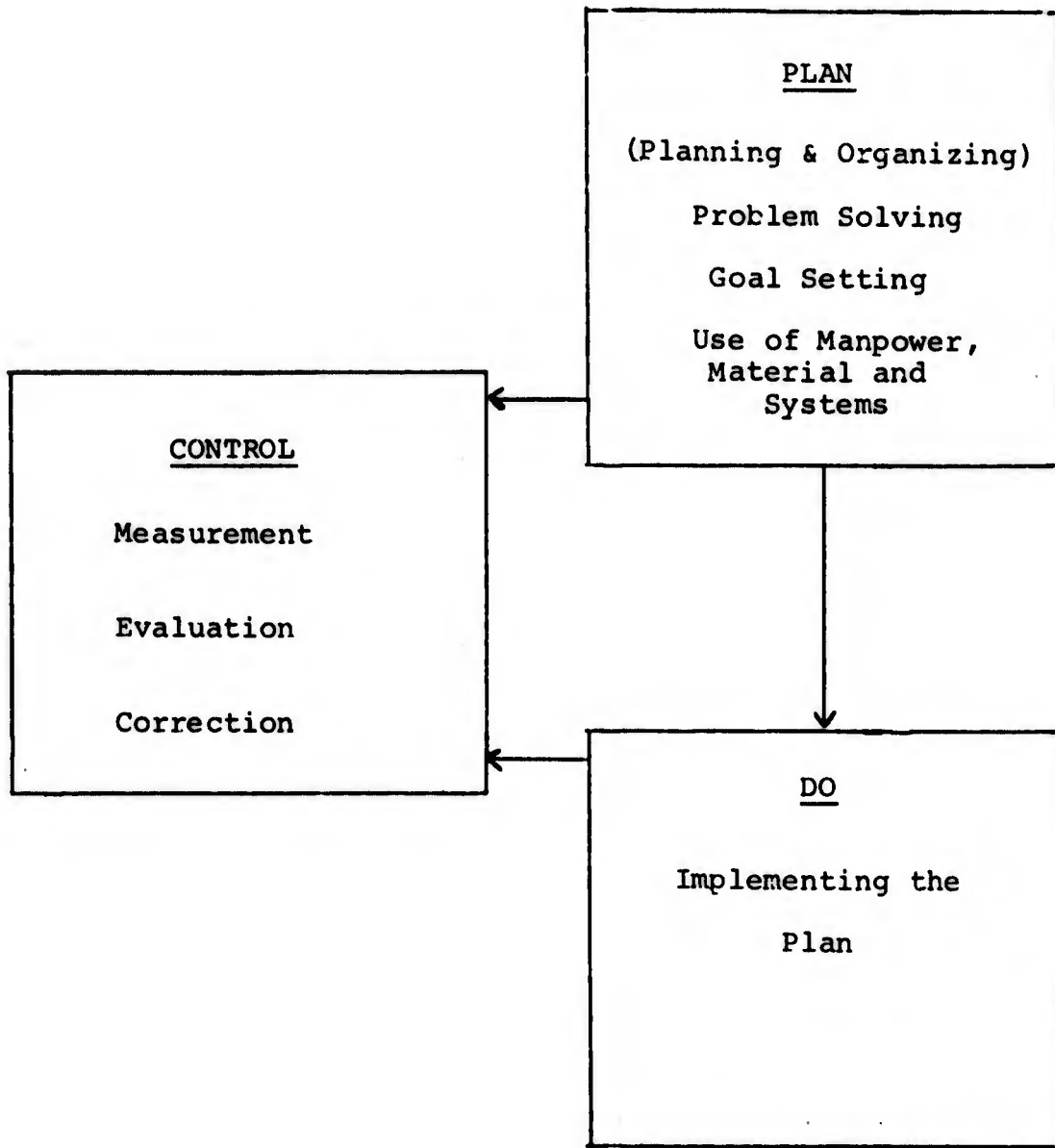
Cycle

As stated previously, in order to provide "meaningful work" there must be involvement in the complete cycle of plan-do-control. This cycle is shown in Table 2. The planning includes such items as problem solving, goal setting, use of manpower and materials, etc. The "do phase" is the actual implementing of the plan. The control part of the cycle is the measurement of progress, evaluation, and making the necessary corrections. Feedback found in this part of the cycle is a major contributor in creating "meaningful work." The planning and controlling items may appear unrealistic as to the competence of the worker. However, if a similar job managed by a person who works for himself is analyzed, the concept may appear to be more realistic. "The farmer, for example, plans and

organizes in terms of crop selection, utilization of land, purchase of equipment, and the employment of manpower. He typically has a major role in implementing his plan, and, of course, he is the person most involved in measuring, evaluating, and correcting his program as the basis for future success."¹⁹

This use of similar jobs in the entrepreneurial situation of someone working for himself is quite useful in job enrichment.²⁰

TABLE 2
PLAN-DO-CONTROL CYCLE²¹



Job Loading

In order to include such items as planning and controlling in the job, the job must usually be restructured and this can come in the form of horizontal and vertical job loading. Horizontal loading is the adding of a variety of similar functions. An example would be assemblers on an assembly line performing single operations. The job may be horizontally loaded by having assemblers assemble an entire unit or trained to perform all operations and then the assemblers rotated. Horizontal loading by itself reduces the boredom, but does not provide meaningful work. Vertical job loading enables worker to have a hand in the planning and controlling previously restricted to management. An example would be assemblers on assembly line being given information on customer contract commitments in terms of price, quality specifications, delivery schedules, company data on material and personnel costs, breakdown performance, and potential profit margins. Assemblers and engineers work together in methods and design improvements. Assemblers inspect, adjust, and repair their own work, help test completed units, and receive copies of customer inspection reports. There could be a combination of horizontal and vertical loading in restructuring a job. Vertical loading is the major contributor to enriching a job.²² Principles of vertical job loading are shown in Table 3, as follows:

TABLE 3
 PRINCIPLES OF VERTICAL JOB LOADING²³

<u>Principle</u>	<u>Motivators Involved</u>
A. Removing some controls while retaining accountability	Responsibility and personal achievement
B. Increasing the accountability of individuals for own work	Responsibility and recognition
C. Giving a person a complete natural unit of work (module, division, area, and so on)	Responsibility, achievement, and recognition
D. Granting additional authority to an employee in his activity; job freedom	Responsibility, achievement, and recognition
E. Making periodic reports directly available to the worker himself rather than to the supervisor	Internal recognition
F. Introducing new and more difficult tasks not previously handled	Growth and learning
G. Assigning individuals specific or specialized tasks, enabling them to become experts	Responsibility, growth, and advancement

The principles of vertical job loading could very easily be applied to the Military Occupational Specialty System of the Army Reserve. With early emphasis on the menial type jobs of the Army Reservist, jobs could be restructured so as to create meaningful work, motivate, and challenge the capabilities of the individual.

RECRUITING AND RETENTION

In the area of recruiting and retention, many attitude surveys have been made in an effort to analyze the attitudes of young men to see what might motivate a man to join the Army Reserve. Selected data from such surveys of high school students reveal the following:

Young men have different concerns about the type of job they get. Male students in the upper ten percent of their class were more concerned with "challenging work" than they were with "amount of pay" or "security." Boys in the middle and lower third of their class rate pay and security as the more important considerations. Work to a young man is more than earning a living. Some stress an opportunity to be creative, some want congenial associates, and some want a chance to travel. Only by knowing the many facets of various jobs can youths make intelligent job decisions.²⁴

Young people want more career information. The problems of getting more job information and counsel to young people grows more urgent as their numbers over-burden school guidance facilities and personnel. At the same time, job requirements are becoming stiffer and career programs more complex. Eighty percent of senior high school boys in the middle and lower third of their class do not feel that they have as much information as they would like in deciding upon the type of work they want to do. Students in the upper part of the class are more satisfied

with the available information mainly because their career plans are school orientated.²⁵

Continuing the survey after these young men had been drafted into the Army revealed that the core of the problem of career commitment for all categories of personnel studied seems to be whether they believe they are currently being employed effectively by the U. S. Army. Career opportunities and job satisfactions build career commitments and where these attitudes are not developed by actual experiences, there is not likely to be any professional commitment.²⁶

During periods of obligated service, the Army has an unequalled opportunity to measure and modify the attitudes of the officers and enlisted men it needs to attract and retain. For critical personnel categories, it would not be unreasonable to use the entire period of their obligated service in an attempt to develop a career commitment. Certainly, the minimum effort should include research and operational studies of the attitudes, beliefs, motivations, perceived opportunities, and career experiences of personnel classes of special importance to the Army.²⁷

There are many important inducements related to the basic reasons why young men join or consider joining the Army. One of these concerns is "Self-development"--developing maturity, gaining purpose, and building character. This is a major attraction to many young men, and efforts to enhance or publicize this seem worthwhile.

Another basic appeal for many young men involves effective training--usually with civilian applications--and they are more attracted by increased choice in training and duty assignments.²⁸

The Army has three principal attractions that warrant major promotional effort.²⁹ These areas, which high proportions of young men rate both important to them and excellent in the Army, are listed below. The attractions are mentioned especially often by young men interested in joining the Armed Forces and by recent Army enlistees, and are made up of specific ingredients, as listed:

Self-fulfillment

Builds character

Makes a man more mature

Teaches discipline

Develops self-reliance

Helps one do something worthwhile with his life

Makes for a broader outlook on life

Builds self-respect

Helps one make new friends

Allows a man to start a new life

Training

Teaches a trade

Provides job training for civilian life

Offers educational opportunity, such as working toward a high school diploma

Economic benefits

Job security

Medical and dental care

Pension and retirement benefits

When given the opportunity to voice opinions as to what changes in the Army they would like to see made, the typical soldier expressed a desire for more personal consideration in making his tour more meaningful and productive by taking into consideration his talents and abilities. His working environment should be characterized by good leadership and supervision, and there should be meaning and purpose to what he does. His desire to work with those who have as much interest and incentive for accomplishment as he does was evidenced in the suggestion to eliminate dissenters, as well as to improve recruiting. He sees the job as having certain functions and feels that these should receive his attention, energy, and effort toward improvement (training). Unnecessary activities, such as extra details, which distract from the tour should be eliminated. He wants to belong to a professional Army which is both organized and efficient, thus giving him greater satisfaction and counteracting the present feeling he has of wasting his time or having no mission. The personal options afforded the average man in business should be his; namely, to select the type of work, to choose a location (within reason) in which to work, and to receive adequate compensation for doing a good job (pay and promotion).³⁰

There are many who contend that the real attraction of soldiering is the attraction of professionalism.³¹ An attitude of professionalism is not restricted to career soldiers; it can be developed in anyone, regardless of his rank or tenure of service. Its components are simple to describe: willing self-discipline and a determination to do one's job with real competence and commitment. This attitude grows in people who feel that what they do matters-- both because it is something which needs to be done, and because their efforts are recognized and rewarded--job satisfaction.

The crucial measures devoted to bringing day-to-day reality to the fundamental truth that every soldier, from private to general, plays an important part in doing a difficult job well include:

1. Back to basics
2. Exciting and meaningful training
3. Educational development
4. Leadership for professionals

CONCLUSIONS

This increased concern with work satisfaction and self-development has surfaced in many attitude surveys. Suggestions by lower enlisted grades to increase discipline, improve training, and strengthen professionalism were practically nonexistent in the VOLAR-71 survey, but appeared in the top 19 suggestions in the MVA survey. Another suggestion that surfaced frequently in the latter survey of the lower enlisted grades was the need for recruiters to provide better information concerning the Army. Specifically, many young soldiers complained that the recruiter painted a glowing picture of Army life that did not correspond to actual conditions.³²

Job enrichment techniques as currently practiced in industry have much to offer the U. S. Army Reserve. The two major advantages of job enrichment, as demonstrated by industry, are:

- Reduced costs
- Increased job satisfaction

In this era of budgetary restraints and recruiting and retention problems, the management tool or technique of job enrichment must not be overlooked.

It is apparent that the more intelligent types currently participating in the U. S. Army Reserve are not content to be just soldiers--they want to be a "SIR".
Give them:

S Satisfaction
I Involvement
R Recognition

The individual soldier currently serving in the Reserve Training Divisions must have job satisfaction. He must be involved in his job and training--he must be challenged. He must have recognition for the job he is doing. He wants to be a "SIR". Only with job satisfaction, involvement and recognition can this type of individual be retained in the Army Reserve Program.

RECOMMENDATIONS

The recommendations made as a result of this study are interesting in that some are already observable while others must be classified as predictions. The results inferred by the foregoing research are as follows:

1. Recruiters must provide better information to the prospective Reservist concerning the U. S. Army Program and how he can benefit from the Program.

2. Attitude and operational surveys must become a way of life for the United States Army Reserve Divisions (training). Statistical cross sections of personnel must be surveyed periodically to determine attitudes, the effectiveness of training, sources of irritants, and any other item influencing human behavior. The data from these surveys must be assessed promptly and appropriate action programs implemented. Followup has to be an item for Command emphasis during Staff visits and "rap" sessions. The officers and men must see visible results of their participation and/or contribution in the surveys. Action programs and highly visible results will motivate the participants in these surveys to strive for an even greater contribution in the next survey.

3. In the area of training, there must be continuing innovation, experimentation, and evaluation. The potential range of innovative training has not been fully

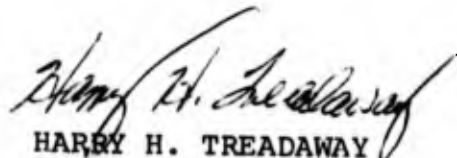

explored and/or implemented, nor have their effects been full evaluated.

4. Job enrichment techniques must be implemented in the U. S. Army Reserve. This management tool could be best evaluated in one of the 13 Reserve Training Divisions at the brigade level.

5. There must be a concerted effort to come up with a title to replace "enlisted man." Industry has a similar problem with the term "wage roll." The recent recommendation to call top non-commissioned officers of the Air Force "superintendents" is an approach in the right direction.

6. Each military occupational specialty must be examined to ensure that the task is challenging, necessary, stimulating, and provides the Reservist with job satisfaction and appropriate recognition.

7. The Congress and Department of Defense must make a concerted effort to enhance military prestige and keep the pay and benefits package for the Army Reservist competitive with the civilian community.


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COL EN-USAR


FOOTNOTES

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3. Ibid., p. 204.
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22. Ibid., p. 263.
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