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EVALUATION OF THE
RECRUIT COMPANY COMMANDER
LEADERSHIP AND MANAGEMENT
EDUCATION AND TRAINING
(LMET) COURSE

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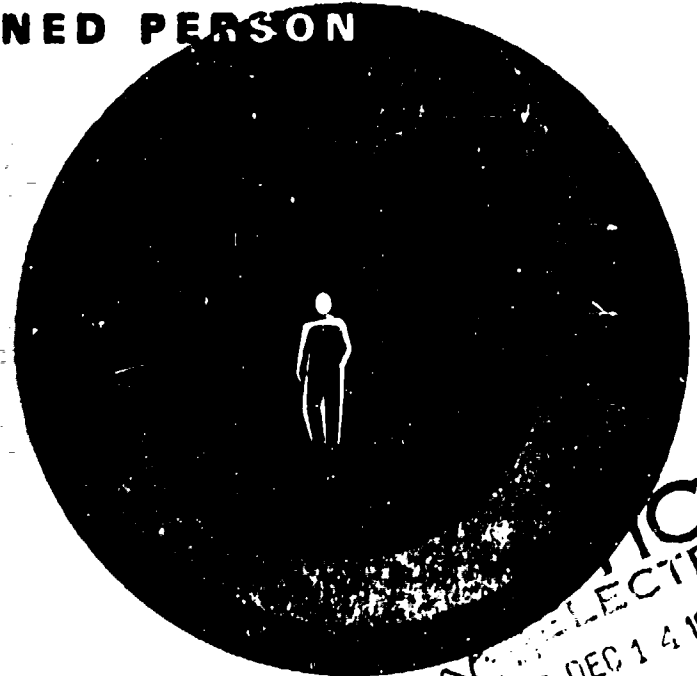Technical Memorandum 83-8

EVALUATION OF THE RECRUIT COMPANY COMMANDER
LEADERSHIP AND MANAGEMENT EDUCATION AND TRAINING (LMET) COURSE

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Training Analysis and Evaluation Group

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This study developed an evaluation system to determine the effectiveness of the Recruit Company Commander (RCC) Leadership and Management Education and Training (LMET) course and demonstrated its use. A structured interview method was used to collect data from recent RCC LMET course graduates about the usefulness of the training on the job. The curriculum was determined to be useful; strengths and weaknesses were identified, and recommendations for improvement provided.

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SECTION I

INTRODUCTION

In 1978, the Chief of Naval Operations (CNO) established as an objective the improvement of professional leadership and management capabilities of individuals at all supervisory levels in the Navy Total Force.[1] The resulting plan specifically provided for the phased development of Leadership and Management Education and Training (LMET) courses to be used in instructing all Navy supervisory personnel. The plan stipulated that initially LMET courses of instruction would be provided to officers and petty officers en route to new assignments afloat. In the second phase, this plan called for the implementation of LMET courses for supervisors reporting to selected shore billets. This included the implementation of an LMET course for Navy Recruit Company Commanders (RCC). The various LMET courses have been developed under a contract managed by the CNO (OP-15) and taught by Navy instructors. The Chief of Naval Education and Training's (CNET) participation in this plan included evaluation of the effectiveness of LMET courses.[2]

The RCC LMET course was planned to meet the unique leadership training requirements of petty officers who must lead newly enlisted personnel through their transition from civilians to Navy men and women. This course would be conducted at the Navy's Recruit Training Commands (RTCs) at Orlando, Florida; Great Lakes, Illinois; and San Diego, California. Unlike graduates of fleet-oriented LMET courses, RCC LMET course graduates will remain at their training sites for duty. This affords the CNET a unique opportunity to use the opinions and recommendations of RCCs "on the drill deck" in course evaluations. As a result, the CNET tasked the Training Analysis and Evaluation Group (TAEG) to develop an evaluation system to measure the effectiveness of the RCC LMET course.[3]

PURPOSE

The purpose of this project was to develop an RCC LMET course evaluation method and demonstrate the method.

BACKGROUND

A prototype RCC LMET course was conducted in January 1983 at RTC, Orlando. After this course was completed, significant revisions to the course were made. Field testing of the revised RCC LMET course was initiated during March and April 1983 at the three RTCs. The field testing

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[1]Chief of Naval Operations, CNO Objective Number: CNO-12, Objective Title: Leadership and Management in the Navy, 16 January 1978, Washington, DC.

[2]Chief of Naval Operations, Human Resource Management Support System, Navy Training Plan (NTP X 00 8001), 27 August 1980, Washington, DC.

[3]CNET ltr Code 01401 of 11 May 1983.

was to continue until formal acceptance of the contractor developed curriculum by the Navy. At that time the RCC LMET course would become an integral part of RCC training for the Navy.

This project was conducted in two phases from January to September 1983. The first phase consisted of TAEG participation in identifying problem areas in the prototype course. The design of the evaluation method presented in this study constitutes the second phase.

This report provides feedback to the Contracting Officer Technical Representative concerning the effectiveness of the early field tests of the contractor-prepared RCC LMET curriculum prior to acceptance of the course by the Navy.

ORGANIZATION OF THE REPORT

In addition to this introduction, the report contains three sections and an appendix. Section II presents the course evaluation method, including descriptions of instruments, procedures used for data collection, and techniques used for data analysis. The results of the analysis are given in section III. Section IV presents conclusions and recommendations. The appendix contains samples of the instruments designed for use in RCC LMET course evaluation data collection.

SECTION II

METHOD

This section describes the method used to evaluate the effectiveness of the RCC LMET course. This includes a review of the curriculum followed by structured interviews with course graduates and open-ended interviews with RCC supervisors and LMET instructors at the three training sites.

CURRICULUM REVIEW

The LMET curriculum was reviewed to determine the degree of correspondence (i.e., the hierarchial relationship)[4] between the enabling objectives (EO) and the terminal objective (TO) for the course, and the degree to which the final test measured the capability of a student to perform the competencies taught in the course. These competencies are listed in table 4 in section III.

TRAINING FEEDBACK INTERVIEWS

A structured interview method was selected for data collection from recent RCC LMET graduates. When available, course graduates who had completed the course within the last 8-10 weeks, and who had completed leading at least one recruit company, were selected for interview. A structured interview technique was used to collect data about RCC leadership behavior and training. Recruit company commanders were interviewed concerning specific topics of the course. It was believed that because of the recency of instruction they could relate their recruit leadership experiences to specific areas of course content. These data are often highly personal and subjective in nature and difficult to collect by other means. The instruments are listed below and a sample of each is provided in the appendix of this report:

- a TAEG-developed questionnaire (see attachment 1 to the appendix) to collect:

  .. background information

  .. course usefulness data

  .. opinions about RCC LMET competency training and use

  .. reason codes related to why course lesson topics or competencies may not have been useful or well taught

- an interview guide administered to the RCC to follow-up responses to questionnaire items and to obtain responses to supplemental questions (see attachment 2 to the appendix).

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[4]Chief of Naval Education and Training, Procedures for Instructional Systems Development. NAVEDTRA 110A, 18 September 1981, Pensacola, FL.

Open-ended interviews were conducted with those staff personnel in a position to have observed RCC LMET graduates, but not familiar with specific RCC LMET course topics or competencies. These included:

- Division Officers assigned to the Military Training Department

- Division Adjutants/Leading Chief Petty Officers (LCPOs) assigned to Divisions within the Military Training Department

- Division staff personnel assigned to the Military Training Department who were qualified RCCs.

The questions that formed the basis of the interviews are listed in attachment 3 to the appendix.

Open-ended interviews were also held with RCC LMET instructors concerning progress of the field testing to identify possible curriculum problems and/or course management difficulties that might impact significantly on student learning.

Questionnaire and interview data analyses consisted primarily of determining frequency distributions and mean usefulness/helpfulness ratings of lesson topics and LMET competencies. Answers to open-ended interview questions were analyzed to determine the main themes or points useful for curriculum review.

SECTION III

RESULTS

This section presents an evaluation of course objectives and the final test. It also contains an analysis of the training feedback interview data.

COURSE OBJECTIVES AND FINAL TEST EVALUATION

The RCC LMET course of instruction and the course objectives were compared and a substantial inconsistency was noted. The terminal objective (TO) does not adequately reflect the scope or depth of instruction provided. The TO for the RCC LMET course reads as follows:

> Given a list of the 18 competencies identified as needed for superior performance in Leadership and Management Education and Training for Recruit Company Commanders, definitions, a list of associated behavioral indicators and a written case study based upon actual occurrences/incidents involving Navy recruits and Recruit Company Commanders, which includes at least 9 of the 18 competencies and their associated behaviors, students will IDENTIFY the bracketed passages and INDICATE the competency to which the behavior applies. Eighty percent accuracy is required.[5]

The inadequacy of the TO is demonstrated by the fact that of the 28 enabling objectives (EO), only 10 mention a specific competency, or group of competencies, by name, and require a behavior that is supportive of the TO at the behavioral level specified.

The remaining EOs either designate more advanced learning than that specified in the TO (e.g., "self-assess"/"reassess," "generate strategies," "analyze a series of ... case studies") and/or are not clearly related to learning a specific competency (e.g., "write a learning contract," "prioritize ... a list of ... functions," "outline a 3-5 minute speech").

The major result of the inconsistency between the course objective and instruction is found in the final test. The TO specifies a performance standard of 80 percent recognition of 9 of the 18 competencies. This assessment standard suggests that a student could, theoretically, satisfactorily demonstrate completion of the RCC LMET course by recognizing 40 percent of the competencies while the course actually teaches practical application of all 18 competencies.

TRAINING FEEDBACK INTERVIEW DATA ANALYSIS

Structured interviews with RCC LMET graduates and open-ended interviews with military training division personnel and LMET instructors resulted in detailed information about the effectiveness of the RCC LMET course.

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[5] Recruit Company Commander Leadership and Management Education and Training Lesson Topic Guide. Boston, MA: McBer and Company, 1983.

STRUCTURED INTERVIEW ADMINISTRATION AND DESCRIPTION OF PERSONNEL INTERVIEWED. The Recruit Company Commander Leadership and Management Education and Training Questionnaire and follow-up interviews were conducted from 13 July to 26 August 1983, with 55 RCCs at the RTCs at Great Lakes, Orlando, and San Diego. Table 1 contains a description of questionnaire respondents/interviewees by LMET training site, various leadership experience factors (e.g., rate) and gender.

The small sample size reflects the newness of the RCC LMET course to the RCC training pipeline and the unavailability for interviewing of some eligible RCCs because of scheduling conflicts. New RCCs reporting to RTCs complete the RCC LMET course as a regular module of instruction in the company commander school. In addition, RTC Great Lakes provides LMET as refresher training for all RCCs rotating back to companies. Consequently, there are currently more course graduates at RTC, Great Lakes, from which to select individuals for questionnaire administration than at the other two RTCs. Most RCC LMET graduates were leading companies during the period of questionnaire/interview administration. Responsibilities to their companies precluded many otherwise eligible RCCs from being able to complete the questionnaire and interview.

OVERALL COURSE USEFULNESS. The results of the course usefulness analysis are contained in table 2. Data for the sample as a whole as well as for subgroups with different leadership experience levels are presented. In general, the course was rated as being "useful" to "very useful." The course was rated more useful by RCCs with higher levels of previous Navy and/or recruit training leadership experience; however, some senior petty officers with extensive previous leadership experience (e.g., Command Master Chief, SEABEE Platoon Commander) did report the course had limited usefulness to them.

Responses to interview questions about how the course was useful indicated that benefits were highly individual. Many respondents reported personal gains from the course in a wide range of leadership and management skills. Examples of improved time management, stress management, and ability to motivate recruits were listed.

Benefits to RCCs, as a group, occur in the form of:

. a broader view of an RCC's job

. an opportunity for self-appraisal prior to assuming the responsibilities of an RCC

. help in learning how to analyze recruit/company problems and/or maintain a flexible approach in looking for solutions

. a confidence building experience or an opportunity to acquire a more positive attitude about the job

. instruction in counseling skills and information about available resources at referral sites.

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TABLE 1.   DESCRIPTION OF RCC LMET GRADUATES INTERVIEWED

TOTAL INTERVIEWED	55
SITE OF INTERVIEW	
Great Lakes	37
Orlando	7
San Diego	11
RATE OF INTERVIEWEE	
E5	11
E6	17
E7	18
E8	7
E9	1
Unknown	1
NUMBER OF TOURS AS AN RCC	
Currently in First	49
Currently in Second (or more)	6
PRIOR MILITARY LEADERSHIP EXPERIENCE*	
1	0
2	3
3	12
4	15
5	25
GENDER	
Male	51
Female	4
INSTRUCTOR TRAINING (IT) GRADUATE	
Yes	53
No	1
Unknown	1
LED COMPANY SINCE LMET	
Yes	40
No	10
Unknown	5

*A rating scale from 1-5 was used as the assessment for the respondent's depth of previous military leadership experience involving direct supervision of large groups of subordinates, "1" representing very little and "5" a considerable amount (e.g., a PO2 from an administrative rating who had supervised only 3 subordinates would be assigned a "2," while a CPO who had been an RCC, SEABEE platoon commander, etc., would be assigned a "5").

TABLE 2. MEAN USEFULNESS RATING OF THE RCC LMET COURSE BROKEN
DOWN BY RESPONDENTS' NUMBER OF PREVIOUS TOURS AS AN RCC,
RATE AND PRIOR MILITARY LEADERSHIP EXPERIENCE

	Mean Rating	$\underset{\sim}{n}$
OVERALL MEAN USEFULNESS	3.8*	(55)
Numbers of Tours as CC		
First	3.7	(49)
Second or more	4.5	(06)
Rate**		
E-5	3.4	(11)
E-6 and above	3.9	(43)
Prior Military Leadership Experience***		
3 or less	3.4	(15)
4 or more	3.9	(40)

*Rated on a scale of 1 (of no use) 2,3,4, and 5 (extremely useful).
**The rate of one interviewee was not recorded.
***A rating scale from 1-5 was used as the assessment for the respondents'
previous military leadership experience involving direct supervision of
large groups of subordinates, "1" representing very little and "5" a
considerable amount (e.g., a PO2 from an administrative rating who had
supervised only 3 subordinates would be assigned a "2," while a CPO who
had been an RCC, SEABEE platoon commander, etc., would be assigned a
"5").

In addition to these positive points, certain general problem areas and
inadequacies in the RCC LMET course were noted. These are listed below:

. making practical application of course material to typical recruit
leadership and management problems

. providing realistic role play in the practice teaching and
counseling lessons

. providing experience with recruit companies (i.e., "shadow time")
prior to the course

. validity of the end-of-course test as either a learning experience
or an evaluation instrument

. screening company commander school students prior to the LMET
module for individuals whose previous military experience
indicates possible minimal benefit from the course.

A number of the RCCs interviewed expressed surprise that their well-intentioned attempts to apply various competencies recently learned in the course did not meet with success on the job. For example, one RCC reported that her attempts to "demonstrate genuine concern for recruits" seemed ultimately to discourage her recruits from taking initiative to solve their own problems. In a similar experience, another RCC indicated that she actually became more nervous about teaching recruits following the course's practice teaching role play because of the high anxiety level it produced.

COURSE USEFULNESS BY LESSON TOPICS. Table 3 presents mean scale scores for each lesson topic of the RCC LMET course for all respondents in the sample.

TABLE 3. OVERALL USEFULNESS OF RCC LMET LESSON TOPICS

Lesson Topics	Mean Usefulness*
Four Roles of a Recruit Company Commander: Leader, Manager, Counselor, Instructor	4.0
Expectations and Norms	3.6
The Young Adult Recruit	3.8
Recruit Problems	3.8
Time Management	4.1
Achievement Simulation	3.3
How to Manage Recruit Behavior	3.8
Recruit Company Commander as Leader	3.9
Power Bases and Strategies	3.9
Leadership Styles	3.8
Establishing Your Leadership Style With Recruits	3.7
Counseling Recruits	4.1
Recruits Accepting Responsibility for Change	3.9
Counseling Practice	3.5
Doing What is Best for the Navy, the Company, the Recruit, and You	3.9
Self-Assessment	3.8
Stress and the Recruit Company Commander	3.6
Recruit Company Commander as Instructor	3.7
Practice Teaching	3.3
Selection of Recruit Staff	3.6
Goal Setting	3.6

*Rated on a scale consisting of 1 (of no use at all) 2, 3, 4, and 5 (extremely useful).

Three lesson topics were identified as areas of greatest usefulness. These were:

- Four Roles of a Recruit Company Commander: Leader, Manager, Counselor and Instructor

.   Time Management

.   Counseling Recruits.

The selection of these lesson topics as the most useful is consistent with the general interview responses. The lesson topics covering the four roles of the RCC reflect the overall view of an RCC's job, while the other two lessons teach two areas highlighted as being particularly helpful.

Similarly, three lesson topics were reported to be relatively less useful than other parts of the course. These were:

.   Achievement Simulation

.   Counseling Practice

.   Practice Teaching.

Reason codes and qualitative comments were reviewed to ascertain respondent perceptions associated with these lower responses.

Responses concerning the Achievement Simulation suggest that the purpose of this exercise, and/or its relevance to RCCs, is not made sufficiently clear. Other responses, which may also relate to this perception, suggest that additional time may be required to present this lesson and that more care should be given in that presentation.

Reasons for the lower ratings for the other two lesson topics are more clearly defined. Counseling Practice includes role playing with other RCC LMET students to provide this practice. Respondents ranking this lesson topic low commented that it lacks realism, that the group members involved, not being recruits, cannot assume the recruit role well enough to allow the technique to be effective. Practice Teaching is perceived to also lack realism for the same reason, but is also perceived as having already been accomplished through attendance at Instructor Training (IT) School, with the implication that additional practice may not be necessary.

COMPETENCY ANALYSIS. Table 4 contains mean scale scores describing the usefulness of a competency to the RCC and the helpfulness of the course in learning or improving leadership ability in that competency. All competencies are rated as very useful, and responses suggest the course provides adequate instruction in each.

SEQUENCE OF COMPANY COMMANDER SCHOOL TRAINING. Of the 52 respondents who answered the question concerning the sequence of company commander school trainin' 37 said they had "shadow time" prior to LMET and 15 said they did not. A in, of 52 respondents, 27 thought that "shadow time" should precede LMET, 13 thought it should follow LMET, and 12 either expressed no preference or thought that "shadow time" should both precede and follow LMET. Further, of 46 respondents answering, 32 thought that LMET fits well or extremely well in the RCC training pipeline. In general, therefore, LMET appears to come at the right point in the RCC pipeline, after company commander school and, for most, after a period of "shadow time."

TABLE 4. MEAN RATINGS OF THE USEFULNESS OF RCC LMET COMPETENCIES
TO RCCs AND THE HELPFULNESS OF THE RCC LMET COURSE IN
LEARNING THOSE COMPETENCIES

Competencies With Behavioral Indicators	Usefulness* of Competency	Helpfulness** of Course
Demonstrate recruit-centered diagnosis: identify patterns in behavior and cause-and-effect relationships.	4.1	3.5
Monitor results: monitor work through information and direct observation, check on results of own and others' actions.	4.5	3.7
Accept responsibility: see company as reflection of Company Commander's effectiveness and accept responsibility for failures.	4.3	3.7
Demonstrate concern for achievement: strive for excellence and look for ways to do better job.	4.3	3.7
Take initiative: anticipate situations, initiate new actions, and be resourceful and persistent.	4.4	3.7
Plan and organize: identify action steps, resources or obstacles, prepare and implement action plans, analyze and prioritize courses of action, organize resources in new way to accomplish task, and maximize use of time.	4.6	4.0
Optimize use of human and other resources: analyze jobs and match people, consider trade-offs between tasks and morale.	4.4	3.9
Set high performance standards: set goals that exceed normal standards, communicate clear standards and enforce them, introduce standards where none have existed.	4.4	3.8
Use symbolic power: describe or display symbolic power, anticipate how recruits will react to Company Commander to maximize impact, empower recruit leaders through delegation of authority.	4.4	4.0

*Rated on a scale of 1 (not at all useful) 2, 3 (somewhat useful), 4, and 5 (extremely useful).
**Rated on a scale of 1 (not at all helpful) 2, 3 (somewhat helpful), 4, and 5 (extremely helpful).

TABLE 4. MEAN RATINGS OF THE USEFULNESS OF RCC LMET COMPETENCIES
TO RCCs AND THE HELPFULNESS OF THE RCC LMET COURSE IN
LEARNING THOSE COMPETENCIES (continued)

Competencies With Behavioral Indicators	Usefulness* of Competency	Helpfulness** of Course
Demonstrate self-confidence: see self as a positive role model, make clear cut decisions, describe self as good company commander, act decisively in stressful situations.	4.6	4.1
Motivate with rewards: create incentives for good performance, provide concrete rewards for good performance, publicly praise recruits for good performance.	4.5	3.8
Maintain control of unit: provide negative feedback when appropriate, resolve disciplinary and other problems within unit, hold subordinates accountable and give discipline.	4.7	3.8
Demonstrate tactical flexibility: adjust tactics to fit situation or recruit.	4.7	3.9
Team builds: disciplines and rewards company as a group, explicitly encourages teamwork	4.7	4.0
Demonstrate enthusiasm: express enthusiasm for Company Commander job, react strongly to company or recruit successes or failures.	4.6	3.9
Demonstrate concern for helping recruits: empathize with recruits, reassure recruits who have problems, put in extra time to help recruits who have problems.	4.5	3.8
Demonstrate positive expectations: demonstrate belief that recruits can perform well, communicate positive expectations to recruits.	4.6	4.0
Communicate training concepts clearly: use analogies to explain concepts, explain reasons for an activity, dramatize negative consequences.	4.5	3.8

MILITARY TRAINING DIVISION SUPERVISORY PERSONNEL TRAINING FEEDBACK. None of the supervisory individuals interviewed had graduated from the RCC LMET course; however, all perceived the course to be a worthwhile addition to the company commander school curriculum. They did not, as a group, express any strong opinions about the performance of RCC LMET graduates in comparison with nongraduates. This was partly due to the newness of the course and the difficulty of separating the experience factor from the training factor. Eighty-nine percent of the RCC LMET graduates interviewed were also new RCCs. The supervisors' major comments about RCC leadership performance, therefore, concerned their expectations of RCC school graduates. Comments centered around RCCs' <u>attitudes</u> and their use of <u>time management</u>.

All of the supervisors considered attitude to be the most crucial element in good leadership. This included (1) a positive attitude toward the Navy as an organization, (2) desiring to do the best job possible in training future shipmates, and (3) presenting oneself in the best role possible for his/her recruits. As supervisors of RCCs, these individuals considered problems with time management the major downfall of RCCs. Inability to manage time wisely can lead to undue pressure, stress and potential maltreatment of recruits. Difficulty in planning ahead using the Master Training Schedule was identified as a specific problem for RCCs, in general.

LMET INSTRUCTOR COMMENTS. The RCC LMET instructors were very enthusiastic about the course. These instructors followed the progress of many of their course graduates and were pleased with the number of RCCs whose companies had excelled in the recruit competitive program. All of the senior instructors expressed gratification at having been instrumental in course development and implementation. The instructors, as a group, stated that the course had provided RCCs a common language for explaining what they do as RCCs. Two major problem areas of continuing concern at all three RTCs were (1) making available quality "shadow time" during the course and (2) devising an adequate final test. Solutions had not been found at the time of interview for providing quality "shadow time" during the course because of the large number of RCC school students and the limited number of companies participating in particular evolutions at any one time. Consideration was being given to using videotapes and/or commercially available movies depicting Navy or other service recruit training leaders as an interim means for demonstrating to students the use of the RCC LMET competencies in a recruit training environment. The final test was considered another problem area because of the degree of student difficulty achieving clear differentiation between some competencies in the case study used.

SECTION IV

CONCLUSIONS AND RECOMMENDATIONS

Based on this analysis of the Navy RCC LMET courses, the following conclusions and recommendations are prese.ted.

CONCLUSIONS

. The RCC LMET course is considered "useful" to "very useful" by course graduates. Students with substantial prior Navy and/or RCC leadership experience perceive the course to be more useful than students with less experience.

. The RCC LMET course provides an opportunity for RCCs to:

.. gain perspective on the leadership competencies they will use leading recruits

.. conduct a meaningful self-appraisal concerning their readiness for the job

.. analyze and solve unique recruit leadership problems

.. adapt and/or improve their ability to manage time and to counsel subordinates under the constraints of the recruit training mission and environment

.. develop a higher level of self-confidence prior to assuming leadership responsibilities for recruit companies.

. The TO specified for the RCC LMET course does not reflect the scope of the course or the level of leade. ship competency acquisition the course is designed to achieve.

. The final course test does not evaluate student competency performance at the level actually taught in the course (i.e., the test responds to the TO in that it evaluates the student's ability to identify competencies, not their capacity to perform them). In addition, the standards established are extremely low.

. The aspects of RCC leadership training considered most useful by RTC military training division supervisors are those that deal with (1) facilitating a positive attitude toward the job and (2) time management.

. Course graduates consider the achievement simulation exercise, the counseling role play, and the practice teaching role play the least effective lesson topics of the course. Difficulty with the achievement simulation exercise appears related to confusion about its purpose. Both of the role play exercises appear to lack the necessary degree of realism required for optimum benefit. In

addition, the practice teaching role play is perceived to duplicate material covered by students in their IT course.

. The opportunity for students to observe experienced RCCs with their companies (i.e., "shadow" time) before the RCC LMET course enables them to understand the material better.

RECOMMENDATIONS

It is recommended that consideration be given to RCC LMET course changes in the following areas. Revise the:

. terminal objective to reflect the scope of the course and the required/desired job behaviors following course completion

. final test to assess achievement in terms of the revised TO

. achievement simulation exercise to make its purpose clearer to the student

. counseling role play to make it more realistic

. practice teaching role play to make it more realistic and to emphasize the uniqueness of instruction to the RTC environment (i.e., that there is not an overlap with IT school).

In addition to curriculum changes recommended, it is also suggested that the RTC commanders consider implementing two initiatives that may affect the use of the course and the student's understanding of the curriculum. The first is to provide the opportunity for prospective RCC LMET students to "shadow" a company in training prior to the RCC LMET training. The second is to monitor prospective students for the RCC LMET course to determine those individuals who may not require additional LMET leadership training.

APPENDIX

DATA COLLECTION INSTRUMENTS

This appendix contains the data collection instruments used to evaluate the effectiveness of the RCC LMET course. This appendix is comprised of three attachments. Attachment 1 is the questionnaire completed by RCC LMET graduates. It also includes sample reason codes used to facilitate answers in the structured interviews. Attachment 2 contains the questions used by TAEG in the structured interviews of the RCC LMET graduates following completion of the questionnaire. Attachment 3 contains the open-ended questions used to interview RCC supervisors.

ATTACHMENT 1

SAMPLE RCC LMET TRAINING EFFECTIVENESS QUESTIONNAIRE

Department of the Navy
NAVAL TRAINING EQUIPMENT CENTER (N-1)
Orlando, FL 32813

RECRUIT COMPANY COMMANDER
LEADERSHIP & MANAGEMENT EDUCATION AND TRAINING

QUESTIONNAIRE

SECTION I: Background Information

Last four digits of Social Security Number: _____

Rate/Rating: _____   Age: _____   Time in Service: _____

Sex: ____(1) Male   RTC to which assigned: ____(1) Great Lakes
     ____(2) Female   ____(2) Orlando
                                                  ____(3) San Diego

Educational background: ____(1) Some High School
                        ____(2) Graduated from High School
                        ____(3) Some college
                        ____(4) Graduated from college
                        ____(5) Postgraduate study

Prior military experience: (List most recent previous tours, highlights, etc.)

Is this your first tour as a Company Commander? ____(1) Yes
                                                 ____(2) No

    If YES, how many companies did you lead without RCC LMET? _____
    If YES, how many companies have you lead since RCC LMET? _____

    If NO, to which RTC were you previously assigned? _____
    If NO, how many total companies did you lead without RCC LMET? _____
    If NO, how many companies did you lead during previous tours? _____
    If NO, how many companies have you led during this current tour? ____

During previous duty assignments, not RTC, both sea and shore,
what is the largest number of people you have directly supervised? _____

Have you attended any other LMET (LMT) course? ____(1) Yes
                                                ____(2) No

    If YES, indicate which course(s) you took (LPO, LCPO, etc.) and
    the approximate date(s) you graduated:

    _____

    _____

YOUR GENERAL EVALUATION OF THE RCC LMET COURSE:

	No Use				Very Useful
Before you begin to make specific responses to questions about RCC LMET, we would like your general evaluation of this course. Based on the complete course, how useful do you think the material and information contained in the course is (or will be) to you in your role as a CC? (Circle the number that best describes how you feel.)	(1)	(2)	(3)	(4)	(5)

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SECTION II. This section deals with the usefulness to Company Commanders of specific parts or segments of the CC LMET Course. For each one of the course segments listed below, circle the number that best indicates how useful you think the material or activity is (or will be) to you as a Company Commander. A (1) indicates that the material or activity is (or will be) of no use at all; a (5) indicates that you think that the material is (or will be) extremely useful to a CC.

Course Segment

	No use at all				Extremely useful
A. Four Roles of a Recruit Company Commander: Leader, Manager, Counselor, and Instructor. How a CC performs all of these roles and how they relate to each other.	(1)	(2)	(3)	(4)	(5)
B. Expectations and Norms: presents the "real-ideal" model and discusses goal setting using an action plan.	(1)	(2)	(3)	(4)	(5)
C. The Young Adult Recruit: provides information on the growth and development of adolescents and young people. Talks about stress among youth; how young people differ.	(1)	(2)	(3)	(4)	(5)
D. Recruit Problems: reviews the problems and conflicts of adolescents and youth, particularly those found among recruits. Individual vs. group behaviors.	(1)	(2)	(3)	(4)	(5)
E. Time Management: how to use time efficiently; assigning priorities to tasks. Exercise using the Master Schedule in learning to determine which jobs of the CC are most important.	(1)	(2)	(3)	(4)	(5)
F. Achievement Simulation: Exercise using the "locker building" drill to show the importance of motivations for achievement among recruits.	(1)	(2)	(3)	(4)	(5)
G. How to Manage Recruit Behavior: the motivation and management of recruits. Organizational climate and setting standards.	(1)	(2)	(3)	(4)	(5)
H. Recruit Company Commanders as Leaders: Use of "socialized" instead of "personalized" power. Use of influence and symbols of power in leading recruits.	(1)	(2)	(3)	(4)	(5)
I. Power Bases and Strategies: the kinds of power and influence that CCs can use; the context in which different kinds of power work best or don't work at all.	(1)	(2)	(3)	(4)	(5)
J. Leadership Style: reviews various leadership styles, their characteristics, and how and when they may be used.	(1)	(2)	(3)	(4)	(5)
K. Establishing Your Leadership Style with Recruits: the application of particular styles to particular situations; practice and evaluation of CC leadership situations.	(1)	(2)	(3)	(4)	(5)

Course Segment

	No use at all				Extremely useful
L. Counseling Recruits: Overview and definitions associated with counseling. The differences between "advising" and "helping" recruits while acting as a counselor.	(1)	(2)	(3)	(4)	(5)
M. Recruits Accepting Responsibility for Change: the 3 stages of the counseling process. Describes the primary counseling techniques used in CC work.	(1)	(2)	(3)	(4)	(5)
N. Counseling Practice: role playing exercise.	(1)	(2)	(3)	(4)	(5)
O. Doing What is Best for the Navy, the Company, the Recruit and You: referring problems that you can't and shouldn't handle; how to tell the difference and resources available to help you.	(1)	(2)	(3)	(4)	(5)
P. Self Assessment: Exercises provided before, during and after the LMET course to help you assess your strengths and weaknesses in various LMET competencies and CC techniques.	(1)	(2)	(3)	(4)	(5)
Q. Stress and the Company Commander: What to look for in yourself that shows stress and how to cope; practice stress management techniques.	(1)	(2)	(3)	(4)	(5)
R. Recruit Company Commander as Instructor: reviews how people learn, styles of learning, and ways you can help recruits to learn better.	(1)	(2)	(3)	(4)	(5)
S. Practice Teaching: role play exercise to demonstrate instruction on problems and solutions.	(1)	(2)	(3)	(4)	(5)
T. Selection Recruit Staff: using leadership techniques/information to select recruits who will be serving as leaders themselves. Characteristics to look for in making choices.	(1)	(2)	(3)	(4)	(5)
U. Goal Setting: Using class materials and previous information and self assessments, identify individual weaknesses and develop goals to overcome those areas. This concluding segment brings together much of the material that has been taught in other segments of the course.	(1)	(2)	(3)	(4)	(5)

SECTION III. This section deals with the 18 competencies that you studied in the Recruit Company Commander LMET course. For each of the 18 competencies down the left side of the page, please answer each of the three questions across the top by selecting the most accurate response.

1. How useful do you feel this competency is (or will be) to you as a company commander?
(1) Not at all useful
(2)
(3) Somewhat useful
(4)
(5) Extremely useful

2. How helpful was the LMET course to you in learning how to perform this competency?
(1) Not at all helpful
(2)
(3) Somewhat helpful
(4)
(5) Extremely helpful

3. Which of the statements below best describes your understanding of and ability to perform this competency?
(1) I recognize the name
(2) I understand what it means
(3) I recognize when other people do it, but I cannot do it
(4) I can perform the competency but it does not always work
(5) I can perform the competency and it usually works

Competencies	1	2	3
A. Demonstrate recruit-centered diagnosis: identify patterns in behavior and cause-and-effect relationships.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
B. Monitor results: monitor work through information and direct observation, check on results of own and others' actions.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
C. Accept responsibility: see company as reflection of Company Commander's effectiveness and accept responsibility for failures.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
D. Demonstrate concern for achievement: strive for excellence and look for ways to do better job.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
E. Take initiative: anticipate situations, initiate new actions, and be resourceful and persistent.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
F. Plan and organize: identify action steps, resources or obstacles, prepare and implement action plans, analyze and prioritize courses of action, organize resources in new way to accomplish task, and maximize use of time.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
G. Optimize use of human and other resources: analyze jobs and match people, consider trade-offs between tasks and morale.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
H. Set high performance standards: set goals that exceed normal standards, communicate clear standards and enforce them, introduce standards where none have existed.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
I. Use symbolic power: describe or display symbolic power, anticipate how recruits will react to Company Commander to maximize impact, empower recruit leaders through delegation of authority.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

SECTION III. continued

1. How useful do you feel this competency is (or will be) to you as a company commander?
   (1) Not at all useful
   (2)
   (3) Somewhat useful
   (4)
   (5) Extremely useful

2. How helpful was the IMT to you in learning how to perform this competency?
   (1) Not at all helpful
   (2)
   (3) Somewhat helpful
   (4)
   (5) Extremely helpful

Which of the statements below best describes your understanding of and ability to perform this competency?
   (1) I recognize the name
   (2) I understand what it means
   (3) I recognize when other people do it, but I cannot do it
   (4) I can perform the competency but it does not always work
   (5) I can perform the competency and it usually works

Competencies	1	2	Understanding
J. Demonstrate self-confidence: see self as positive role model, make clear cut decisions, describe self an good company commander, act decisively in stressful situations.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
K. Motivate with rewards: create incentives for good performance, provide concrete rewards for good performance, publicly praise recruits for good performance.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
L. Maintain control of unit: provide negative feedback when appropriate, resolve disciplinary and other problems within unit, hold subordinates accountable and give discipline.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
M. Demonstrate tactical flexibility: adjust tactics to fit situation or recruit.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
N. Team builds: disciplines and rewards company as a group, explicitly encourages teamwork.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
O. Demonstrate enthusiasm: express enthusiasm for Company Commander job, react strongly to company or recruit successes or failures.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
P. Demonstrate concern for helping recruits: empathize with recruits, reassure recruits who have problems, put in extra time to help recruits who have problems.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
Q. Demonstrate positive expectations: demonstrate belief that recruits can perform well, communicate positive expectations to recruits.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)
R. Communicate training concepts clearly: use analogies to explain concepts, explain reasons for an activity, dramatize negative consequences.	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)	(1) (2) (3) (4) (5)

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ANNEX

SAMPLES OF REASON CODES FOR
USE IN QUESTIONNAIRE COMPLETION

REASON CODES

When a response is (1) or (2) on questions relating to the USEFULNESS of a course segment or LMET competency, select a reason from the following list:

1. RCCs don't do this.

2. I didn't learn about this very well.

3. Others may do this but I probably wouldn't. Although I could do it, it's not my style.

4. I would feel silly doing this.

5. I tried it and it didn't work.

6. I know better ways to accomplish the same objective.

7. Other

When a response is (1) or (2) on questions relating to HOW WELL THE COURSE TAUGHT THE COMPETENCIES, select a reason from the following list:

1. Already knew this information.

2. Material was not clear.

3. Coverage of this competency was too short. Needed more time.

4. Instruction was inappropriate.

5. Not enough practice/exercise in using this competency.

6. I saw no point in learning this competency.

7. Instruction or instructor was boring.

8. Missed this class session.

9. Other

ATTACHMENT 2

RCC LMET TRAINING EFFECTIVENESS INTERVIEW GUIDE

RECRUIT COMPANY COMMANDER

LEADERSHIP & MANAGEMENT EDUCATION AND TRAINING COURSE

INTERVIEW GUIDE:

After the questionnaire has been completed, review the responses on the sheets and complete the remainder of this interview package. Use the following checkpoints as a guide. Write all answers in the spaces provided on these sheets, or on the returned questionnaire.

Last four digits of Social Security Number: _____

_____ Confirm that all background data is legible.

_____ Did person being interviewed volunteer for CC duty?

                _____(1) Yes

                _____(2) No

_____ Check to be sure that the general question on the second Background sheet has been answered.

_____ If any response on Sections II or III is a (1) or (2), solicit the best reason from the "Reason Codes" sheet and enter on the page by the response. If no reason code applies, ask for the reason and write it out beside the response. Use appropriate set of reason codes.

_____ If any response to Section II or III is a (5), solicit reasons why and write out in narrative form. Use reverse side of questionnaire pages if needed. DO NOT USE REASON CODES FOR THIS RESPONSE.

_____ Complete the interview form on the following pages.

NOTE: A double asterisk (**) beside a question on the interview guide means that the question is intended only for respondents who have led companies since completing RCC LMET.

INTERVIEW QUESTIONS:

1. How well did LMET fit into the total CC training program?

    _____(1) Extremely well coordinated

    _____(2) Good

    _____(3) Poorly

    _____(4) Did not fit at all

2. Did you have "Shadow Time" prior to the beginning of the LMET course?

    _____(1) Yes

    _____(2) No

3. Should "Shadow Time" come before or after the LMET part of CC training?

    _____(1) Before

    _____(2) After

    _____(3) No preference

4. Did you attend an Instructor Training course separately from CC training?

    _____(1) Yes

    _____(2) No

5. Can you give one example of how LMET training helped you?

** 6. Can you think of any element of LMET training that you were taught that proved to be a liability to you rather than an asset?

** 7. Which of the competencies do you use most frequently?

** 8. Which of the competencies do you find you use least frequently?

9. Do you have any additional comments you might like to make regarding
    any aspect of the RCC LMET course, the course materials, or the like?

    (General or specific comments; use space below/on reverse to document.)

ATTACHMENT 3

OPEN-ENDED QUESTIONS FOR RCC SUPERVISORS

1. What is your military background?

2. What is your job in the division?

3. What do you look for in company or recruit behavior that serves as indicators or evidence of effective leadership by the RCC?

4. Do you have different expectations for first or second time RCCs in these areas?

5. Has your division received any new RCCs who have completed the RCC LMET course?

6. What impressions do you have of those RCCs? Typical? Better? Worse?

7. What are your impressions of the course based on what you have observed and what you have heard about the course?

8. Do you have any suggestions for RCC leadership training?

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