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Instructional Needs Analysis of the U.S. Army Recruiting Command (USAREC) On-the-Job Recruiter Training Program

Gary L. Hull and Wayne A. Nelson
Independent Contractor

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During 1990 the U.S. Army Research Institute for the Behavioral and Social Sciences conducted research on Army recruiter on-the-job training (OJT) programs. This report is one of a series of three reports that document the research efforts. The report contains the results of a training needs analysis of recruiter OJT programs and training methods. It also addresses training issues for developing recruiters' skills and productivity. Last, the report contains recommendations for recruiting policy makers to guide future change and research efforts.

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Instructional Needs Analysis of the U.S. Army Recruiting Command (USAREC) On-the-Job Recruiter Training Program

Gary L. Hull and Wayne A. Nelson
Independent Contractor

During 1990, the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) conducted research on Army recruiter on-the-job training (OJT) programs. This report is one of a series of three reports that document the research efforts. The report contains the results of a needs analysis of recruiter OJT programs and training methods. It also addresses training issues for developing recruiters' skills and productivity. Last, the report contains recommendations for recruiting operations and training policy makers to guide future research efforts in these areas.

ARI's participation in this effort is part of an ongoing research program designed to enhance the quality of Army personnel. This work is an essential part of the mission of ARI's Manpower and Personnel Policy Research Group (MPPRG), which is to conduct research to improve the Army's capability to effectively and efficiently recruit its personnel requirements. The research was undertaken in 1990 under a Memorandum of Agreement "Research in Support of the U.S. Army Recruiting Command On-the-Job Training – 16 October 1990" (with project completion scheduled for Spring 1991) between the U.S. Army Recruiting Command (USAREC) and ARI. The training needs research results reported here were briefed to the USAREC Deputy Commander (East) on 8 February 1991, and to the USAREC Chief of Staff on 6 March 1991. ARI was subsequently asked to provide the USAREC Chief of Staff with an organizational structure and staffing plan for the development of a Directorate of Training at USAREC Headquarters.

EDGAR M. JOHNSON
Technical Director

INSTRUCTIONAL NEEDS ANALYSIS OF THE USAREC ON-THE-JOB RECRUITER TRAINING PROGRAM

EXECUTIVE SUMMARY

Research Requirement:

The U.S. Army Research Institute for the Behavioral and Social Sciences, in cooperation with the U.S. Army Recruiting Command (USAREC), established a program to conduct an instructional needs analysis of the USAREC On-the-Job (OJT) Recruiter Training Program. The objective of this program was to define existing USAREC on-the-job Army recruiter training programs and develop a model of instructional capabilities, strengths, shortcomings, and threats to effectiveness.

Procedure:

This research primarily focused on determining the training and instructional needs, effectiveness, implementation, and requirements of the existing USAREC on-the-job Army recruiter training programs. These programs were limited to those that had been developed and implemented for persons on active recruitment production. Therefore, the project examined on-the-job training activities for Army recruiters and Station Commanders. In completing this task, the researchers examined the instructional capabilities, strengths, shortcomings, and threats to the effectiveness of this program. Interviews of company leadership teams, Station Commanders, and recruiters were used to investigate six elements that commonly determine OJT program effectiveness: (1) organizational structure, (2) tasks/content involved, (3) the instructional strategies employed, (4) the media and materials utilized, (5) the environment in which training is conducted, and (6) the participants within on-the-job training (student participants and instructor/supervisor participants).

Findings:

Findings of the research program revealed great variation in the implementation of the various OJT programs across the command. Most recruiters expected a structured program with a high degree of supervision, but this was not the case. Little time is allowed for training, and there are many discrepancies in the management practices for the various OJT programs. Respondents across all levels of personnel expressed the desire for training that established and maintained the skills most critical to their

jobs, especially sales and prospecting. In general, the strategies used to train recruiters are ineffective, and inefficient use is made of training materials and media.

A review of the literature related to effective OJT suggests that any program should (1) focus on task proficiency and qualification training, (2) provide qualified recruiters for each position in Army recruitment, (3) provide valid information related to its effectiveness in training recruiters to fill positions, and (4) have a high degree of flexibility to adjust to changes in mission at any organizational level.

Utilization of Findings:

An alternative model for USAREC on-the-job training was developed. The model includes modifications to the selection, orientation, training, assessment, and management functions of current training programs. The major recommendations related to this proposed model stress improved selection criteria for new recruiters, the development of an orientation program at the company/station level, the creation of structured and paired training activities, and improved training management procedures. Specific findings for each of the researched elements are presented in detail.

INSTRUCTIONAL NEEDS ANALYSIS OF THE USAREC ON-THE-JOB
RECRUITER TRAINING PROGRAM

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INSTRUCTIONAL NEEDS ANALYSIS OF THE USAREC ON-THE-JOB RECRUITER TRAINING PROGRAM

Introduction

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI), in cooperation with the U.S. Army Recruiting Command (USAREC), established a program to conduct an instructional needs analysis of the USAREC on-the-job (OJT) recruiter training program. This research focused on analyzing the current OJT program content and methods as well as gathering data to support the development of program changes needed to react to changes in the recruiting environment and policies over time.

Purpose

The objectives of this program of research were: 1) develop a research/management plan for determining the training and instructional needs, effectiveness, implementations, and requirements of existing USAREC on-the-job Army recruiter training programs; 2) conduct a thorough analysis of the existing OJT program and develop a model of its instructional capabilities, strengths, shortcomings and threats to effectiveness; 3) develop design specifications and implementation strategies for an alternative state-of-the-art OJT program to correct for existing needs; and 4) evaluate the proposed program model and its compatibility with USAREC personnel and mission requirements.

Background

Prior to the introduction of the All-Voluntary Force in 1974, the U.S. Army relied on a combination of conscription (the draft) and volunteer recruits to fulfill its manpower needs. Since 1974, the U.S. Army has found it necessary to re-examine its methods of recruitment. The Army was being forced to compete with relatively high-paying private-sector business and industry for qualified young employees at a time when pro-Army sentiment was low. One of the first steps taken by the U.S. Army to alleviate this problem was to triple their recruiting force from 1970 to 1975 (Levitan and Alderman, 1977). Despite this increase in the number of recruiters, accessions fell considerably short of recruiting goals (Sabrosky, 1983). Also, the quality of those volunteers entering the force was poor. Nearly one-half of the recruiters in 1979 were in test Category IV, the lowest of the U.S. Army's mental categories (Coffey, 1983).

Therefore, the need became more critical for skilled recruiters, and recruiters that could function as sales persons.

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This was especially important given the forecasts of reductions by the mid-1990's in the number of youth reaching the age of 18. This situation would create a significant supply-side problem. It was perceived that not only would there be competition in the form of more lucrative alternative career choices, but the pool of potential recruits would also be diminished.

One solution to the problem of having to utilize less skilled recruiters was to devote greater resources and attention to the training of U.S. Army recruiting personnel. There was evidence that past attempts at increasing the level of recruiting skill of those in the field were very successful (Borman, Dunnette, and Hough, 1976), and it seemed reasonable to believe that new efforts to send new recruiters into the field with enhanced skill levels would be equally effective. This belief certainly existed in the early 1950's when the U.S. Army started to provide initial training for new recruiters.

The formal recruiting structure began as a division of the U.S. Army Personnel Department, at Fort Benjamin Harrison. In the early 1950's the Personnel Department was charged with the training of recruiters on rules and regulations involved in recruiting soldiers into the Army. Interest grew in the areas of recruiting and retention during the early to mid-1960's due to the impending discontinuation of the draft. In 1968, the U.S. Army established a new command, USAREC, and charged it with the recruiting and retention function. During the first five years, USAREC's efforts were supplemented by the draft. Since 1974, USAREC has had the sole responsibility for recruiting personnel into the Active Army, and since 1978, for recruiting into the Reserve component (Coleman, 1981).

Today, the U.S. Army maintains a school devoted entirely to recruiting and retention functions, the Recruitment and Retention School (RRS). The RRS was established as a school on January 1, 1983, when it was transferred from the Department of Personnel Management to the U.S. Army Training and Doctrine Command (TRADOC). This separation was a means of separating the administrative functions of retention from the Active Army recruiting process. The stated mission of the school is to "train Officers and Non-Commissioned Officers in the skills, knowledge, and techniques required to man and sustain the strength of the Total Army" (Staff Historical Summary, 1987), and to provide initial training for recruiters as well as further training for supervisors. In performing its functions, the RRS works closely with USAREC to insure the correct policies, procedures, and needs in the areas of recruitment and retention are implemented.

The RRS takes soldiers who are either "detail" (soldiers who are nominated for assignment to the recruiting function) or

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volunteer recruiters and has sole responsibility for providing them with the training needed for them to become effective recruiter for the U.S. Army. Both categories of recruiter must meet specific criteria before being selected to become a U.S. Army recruiter. These criteria include: 1) rank (grades of E-5, 6, or 7); 2) years of active service; 3) years remaining on current enlistment; 4) time lost on current assignment; 5) age; 6) physical condition; 7) educational achievement (high school diploma or above); and 8) intelligence level (scores on GT and ST).

The first step in the training process for Army recruiters is the enrollment in, and completion of the ARC. The ARC was instituted in 1958 as a three week course of instruction, designed to teach recruiters the rules and regulations involved in enlisting a recruit, and the standards the U.S. Army held for their new enlistees. Around the mid-1960's, it was expanded from three to four weeks in length. In 1971, the course was expanded again from four to five weeks, and in 1984, to its present length of six weeks. Increasing the length of the course was due, in large part, to changes in the technology used both to train recruiters (i.e., more simulations used in both training and evaluation) and recruit new enlistees (i.e., the Joint Optical Information Network system). The instructional format changed from classroom and lecture formats (used initially) to a self-pacing modular training system used in the 1970's to the current approach that relies heavily upon simulations.

A second phase of the recruiters' training is an "on-the-job" field training segment called the Transitional Training and Evaluation (TTE) program. This program is administered by the Recruiting Station (RS) commanders, and begins the day the new recruiter begins his/her first working (zero production) month. The TTE program is designed to reinforce and complement the training received in the ARC. Both the ARC and the TTE program are designed to prepare new recruiters to perform essential recruiting tasks within the first six months after assignment to a RS and to be effective salespersons within 9 months after assignment (this time period was changed from 12 months to 9 months during the time of this project). The RS commander provides both training and evaluation functions during the duration of the TTE program. The Station Commanders are also trained at the RRS. A Station Commanders Course (SCC) was implemented as a one week course in 1978, and then expanded to three weeks in 1979. Station Commanders are given training on the implementation and administration of the TTE program in this course.

In addition to the TTE program, on-the-job training may also include a number of other training-named activities. One of these is remedial activities for non-producing recruiters, often

labeled "zero-roller" training. Another program is the Recruiter Assistance Program (RAP), conducted for recruiters who are consistently low producers. Other OJT components are conducted for recruiters at the station, company and battalion levels.

Overview of USAREC On-the-Job Training

The ideal objective of recruiter on-the-job training is to provide recruiters, by a planned program at the job site (station), with the qualifications and skills required for acceptable performance. The magnitude of this training task can best be perceived when considering the complexities of USAREC's production mission. OJT must be a flexible and ongoing process that can respond quickly to changes in the Command, mission, and production responsibilities, while closely matching the individual recruiter's assignments and abilities. A successful on-the-job training program must be able to provide hard evidence of its effectiveness in supporting USAREC's mission in terms of recruiter proficiency in performing the specific tasks inherent in mission accomplishment, and by its efficiency in providing mission-required skills to recruiters over time.

Unfortunately, for a number of reasons, much of the existing OJT program for recruiters has little evidence that it is either effective or efficient. Some of the factors contributing to this difficulty are related to changing mission production demands, number of tasks to be trained in the OJT setting, inadequate numbers of highly qualified trainers (Station Commanders and recruiter trainers), and problems associated with developing, delivering, and managing training at the station level. These factors will be discussed in more detail in this report.

Many of the USAREC personnel interviewed during this research were already aware of many recommendations we will make in this report. During our site visits many suggested that: 1) more emphasis should be placed on training's relevance to mission requirements; 2) better methods should be developed for identifying and updating specific training requirements; 3) task proficiency gained in OJT should be subject to more frequent and valid evaluation; 4) better methods should be used to determine on-the-job training needs and the ability of the station and/or company to conduct OJT; and 5) training specialists should be utilized as training managers, developers, and trainers, rather than administrators of policy guidance.

Methodology

The current research project focused on determining the training and instructional needs, effectiveness, implementation, and requirements of the existing USAREC on-the-job Army recruiter training programs. These programs were limited to those that had

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been developed and implemented for on-production enlisted recruiting personnel. Thus, we primarily examined on-the-job training activities for Army recruiters and Station Commanders. In completing this task, we examined the instructional capabilities, strengths, shortcomings, and threats to the effectiveness of such programs.

Elements

Six primary elements were investigated to determine training program effectiveness: 1) the organization in which training occurs; 2) the tasks/content involved in on-the-job training; 3) the instructional strategies employed in on-the-job training; 4) the media and materials utilized in on-the-job training; 5) the environment in which on-the-job training is conducted; and 6) the participants in on-the-job training (trainees and instructors/supervisors). The following sections describe why we included these elements in this research effort.

Organizational Structure. It is important to examine the system-wide components of the organization that may affect training program effectiveness. In analyzing any organization, one is interested in determining the goals for training, along with the climate for training, and the internal and external constraints that may impede the training outcomes. Our research considered the organization primarily at the Company and Station levels. A related report that focused on the Brigade levels and lower is being finalized by ARI.

Tasks/Content. Among the key variables in any training program are the training tasks/content. An effective training program must be designed around tasks/content that are useful to the goals of the organization. The tasks/content also must meet the trainees needs. For example, tasks that are not very important, frequently performed, and easy to learn are poor candidates for inclusion in the training process.

Instructional Strategies. Analysis of instructional strategies is important in determining if they are appropriate for the type of learner involved in training programs. Training programs are often judged to be ineffective because inappropriate instructional strategies were selected.

Media and Materials. The media and materials for a training course provide a mechanism for standardizing instruction. Through the proper application of effective media and course materials, a training program can be more adequately implemented to ensure that students are receiving instruction that will assist them in achieving their objectives. Poor implementation of media and materials may contribute to program failure.

Environment. It is often an assumption that the physical environment of the training can influence the outcomes of instruction. Some instructional approaches specify the characteristics that the environment should possess -- others do not. Environments for on-the-job training are also important to consider when trying to determine training effectiveness.

Participants. The quality of trainees and instructors/ supervisors in any training setting has a direct effect on the successful outcomes of the training. Because of the potential strength of these effects on the outcomes of the training program, they cannot be disregarded. They must be analyzed to determine whether or not they had an effect on overall outcomes.

Technical Approach

The objectives of the needs assessment of this research program were: 1) to gather information related to the present USAREC on-the-job training programs; 2) to analyze the requirements for improving the effectiveness OJT, and; 3) to provide an alternative way in which USAREC could support OJT requirements. The approach used to achieve these three objectives is outlined in the following paragraphs.

Background Information Gathering. We held discussions with USAREC headquarters staff regarding OJT within the command. Current information and policy related to USAREC on-the-job training was obtained through this means as well as by conducting a review of documents and directives that were provided.

Study of Literature Sources and Relevant Documents. Computer searches were performed and bibliographies were developed of literature in such areas as on-the-job training, job analysis, instructional strategies, instructional media, instructional environment, and learner characteristics. Documents appropriate to this research program were obtained and reviewed.

Field Visits to Recruiting Companies and Stations. To gain first hand understanding of Army recruiter's perceptions of OJT, personal interviews were conducted with a sample of the following recruiting personnel: 1) Fifteen Company Commanders, their First Sergeants, and several recruiter trainers; 2) Station Commanders at forty-three different recruiting stations; and 3) 168 active Army recruiters assigned to the forty-five stations.

In selecting the personnel to be interviewed, we were provided a list of fifteen battalions that had been selected by the Inspector General and members of the Command Group at USAREC Headquarters. Battalions were selected in a manner to assure that each of the five brigades were represented. Once we

obtained the list of battalions, the Executive Officer in each battalion was contacted. The Executive Officer was given an overview of what the needs assessment was to accomplish and asked to select one company within the battalion for inclusion in the project. They were also informed that they, along with the Company Commander, should select three recruiting stations that would be visited by members of the research team. The number and locations of personnel who took part in these interviews are shown in Table 1.

Table 1

Numbers and Categories of Personnel Interviewed

| Brigade | Battalion | Number of Personnel Interviewed | | | | |
		CLT	SC	TTE	Detail	OOR
1st	Baltimore	2	3	8	7	1
	Harrisburg	2	3	7	6	2
	Syracuse	2	1	6	4	1
2nd	Atlanta	2	3	7	4	2
	Montgomery	2	3	1	4	1
	Richmond	2	3	5	4	1
4th	Chicago	2	3	3	5	1
	Columbus	3	3	7	3	1
	Lansing	2	3	2	5	2
5th	Kansas City	1	3	3	4	2
	Oklahoma City	3	3	6	3	1
	St. Louis	2	3	7	4	1
6th	Sacramento	3	3	7	3	1
	Portland	2	3	7	5	1
	Santa Ana	2	3	7	3	3
Total		32	43	83	64	21

To insure consistency in the data to be collected, we contractor developed three questionnaire forms to be used during the structured interviews. The first was developed for company staff personnel (See Appendix A). A second form was developed for use with Station Commanders (See Appendix B). The third form was developed to gather information from recruiters (See Appendix C).

Analysis. Content analysis was used to identify and structure the relevant responses from interview notes. All interviews were conducted by either the principle investigator or assistant investigator. After developing content categories, we identified responses that had a high degree of consensus and importance across respondent groups (e.g., Station Commanders, recruiters, etc.). As only two investigators conducted all of the interviews, we were able to reach a high degree of mutual consensus during the data analysis.

Analysis of Current On-The-Job Training Programs

The following analysis of current OJT programs was primarily developed from information gathered during interviews with Company Leadership Team (CLT), Station Commanders, and recruiters. A brief description of the various OJT programs is followed by an analysis of the elements of effective training including organizational support, tasks/content, strategies, media/materials, environment, and participants.

OJT Programs

There are five OJT programs currently utilized at recruiting stations: remedial training for low-producing recruiters, the Recruiter Assistance Program (RAP) for consistent low producers, station training for all recruiters, company training/battalion for all recruiters, and TTE for new recruiters. Although there are some minor variations in implementation across the command, the following descriptions of these program generally characterize the current state of OJT at these various levels.

Remedial Training. A remedial training program for recruiters who fail to recruit anyone during a production month is implemented at the company level. Commonly called "zero-roller" training, this program usually consists of inspection of the recruiter's tools, analysis of recruiting skills (phone prospecting, interviewing, sales techniques, etc.), and counseling to improve motivation. This training is usually conducted by a RTNCO from the company or battalion.

The timing of remedial training for non-producing recruiters was questioned by many recruiters and Station Commanders. Often, training and counseling for non-producing recruiters occurs in the middle of the month: "that takes the recruiter out of the loop at a critical time." One recruiter noted that each company/battalion needs "an RT team that is active, not remedial." Another recruiter suggested that the company/battalion "need to send a man out to help the recruiter, not bring the man in for punishment."

Recruiter Assistance Program (RAP). RAP training is very similar to the remedial training program described above, except that it is targeted toward consistent low-producing recruiters. The program is generally administered by the CLT or Battalion Leadership Team (BLT), and is conducted by a RTNCO. Again, inspection of the recruiter's tools, analysis of recruiting techniques, and counseling are the primary activities.

Station Training. The Station Commanders typically conduct weekly training sessions that focus on various recruiting skills or other problems as diagnosed by the Station Commander. No standardized content or format is employed, and a variety of training activities are usually completed, including role-playing, demonstration, lecture by the Station Commander, or discussions led by one of the other recruiters. Experience and competence of Station Commanders, combined with their inability to find time for training, is the reason most often given for failure to carry out the training content. Recruiters also believe that because USAREC does not promote training in a positive manner that too often they develop poor recruiting behaviors and performances. More details regarding station training is included in the discussion of the various elements of training that follows this section.

Company Training. Company training generally occurs monthly across the command, although some CLT members report that battalions schedule quarterly company training. These sessions generally focus on problems diagnosed by the CLT for the past month, and utilize a combination of lecture, discussion, and demonstration activities. Content of these sessions tends to focus on sales techniques, phone prospecting, and interviewing, with some additional emphasis as needed on such topics as preventing DEP losses, completing various forms, and other regulations.

Training needs at the company level are largely determined by the CLT from careful inspection of trends in company performance, topics mandated by brigade and USAREC, analysis of Quarterly Recruiter Training (QRT) results, and analysis of recruiter production management tools. Training usually occurs once per month, although some companies have different schedules for various categories of personnel. Some Station Commanders reported that the company met quarterly, while the Station Commanders met monthly. Other Station Commanders reported that company training was scheduled by the RT, and designed only to provide remediation for consistent non-producing recruiters. Apparently there is no standardization of the frequency of such company training within the command.

Many recruiters and Station Commanders suggested that training was needed for all assigned CLT personnel, including the

Company Commanders, because "they don't know how to recruit, either." Such comments were made consistently, along with suggestions such as "civilian-oriented sales training should be provided to us by professionals".

According to the CLT personnel interviewed, content for company training includes sales techniques, prospecting, product knowledge, time management, changes in regulations, physical training, and common skills training. Station Commanders generally agreed that these topics were consistently covered in company training, but some noted that the content of company training was 90% sales. Some recruiters noted that company training was not very productive. Comments like "it's supposed to be training, but it tends to be berating" were frequently voiced.

Transitional Training and Evaluation (TTE). The TTE program is a 9-month training and evaluation period designed to assist new recruiters in the development of the knowledge and skills necessary for successful recruiting. Implementation of the program is largely the responsibility of the Station Commander, with assistance from the Company Leadership Team (CLT) and the Battalion Leadership Team (BLT) in some cases. A TTE book listing specific tasks to be performed is utilized to document the training and to evaluate the new recruiter's performance.

Few standardized procedures exist for implementation of the TTE program. Recruiters are given reduced production missions for the first two months, but there are no prescribed training activities to be completed by the recruiter during this time. Station Commanders are required to "cover" a set of tasks with the new recruiters, but are given little guidance in how to do it. Evaluation of performance on the tasks listed in the TTE book is scheduled to occur after 3 months, 6 months, and 9 months. It was reported that these deadlines are often missed or ignored due to the twin pressures of time and mission. If deemed necessary, recruiters may be given a 3 month extension after the 9 month TTE program at the discretion of the Station Commander and CLT.

Perceptions of TTE Training. Most recruiters, as well as many Station Commanders and Company Commanders, felt that if the TTE program were accomplishing what it was supposed to accomplish, the system would be working much better. However, in reality, numerous recruiters and some Station Commanders suggested that the pressure of production was so heavy that training in the TTE program was often forgotten and sometimes purposely ignored. The only attention that was given to the TTE program, all to often, was to sign off on task completion prior to any inspection.

It was common to hear from supervisors at both the company and station levels about the shortcuts that are taken in preparing new recruiters for their jobs, because of the pressure to make mission. Most recruiting personnel expressed the opinion that one of the major causes of recruiter failure is the fact that training is not taken seriously or that effective training is simply not provided to the new recruiters.

Several reasons are cited for this lack of attention to training. The reason cited most often was that Station Commanders were too busy to conduct training. Recruiters tended to empathize somewhat with their Station Commanders. They believed that the neglect that they had received was due to the heavy workload that was assigned to the Station Commander. They felt that their Station Commander was not given sufficient amounts of time, experience or training to do their jobs well. It is also interesting to note that many of the Station Commanders did not feel comfortable with their ability to conduct training. Therefore, it was common to find that the new recruiters were given the assignment to develop a training lesson on various aspects of recruiting. Station Commanders were therefore freed of this responsibility. New recruiters suggested that the resulting training session frequently turned out to be a "bomb." One recruiter said, "I was so scared that I don't remember anything about the session. I'm sure everyone was embarrassed for me."

Even though the recruiters tended to express empathy for their Station Commander, they displayed a high degree of hostility toward USAREC in general. Most recruiters and Station Commanders, and some Company Commanders, expressed a need for USAREC to integrate training more thoroughly and to give it a much higher priority.

Recruiter Expectations for the TTE Program. The TTE program is the basis for training new recruiters in the field. Supervisors work from a handbook that describes a list of administrative and training functions they must perform as new recruiters. During this project the TTE program was changed from a twelve month to a nine month program.

Most recruiters believed that they would receive a closely supervised program that had a high degree of structure, yet would be adaptable to their own individual needs. They expected training to be an important function that would facilitate their effectiveness as a recruiter. One recruiter said, "I always believed that the Army was interested in training and promoted effective training. That is, until I came to this command. Training in this command is nothing but a joke."

Organizational Structure

There are several characteristics of the organizational structure in which OJT is implemented that impact on the effectiveness of the various programs. These factors include operational policies, management practices, and the amount of time allotted to training. The basic effect of these factors is to constrain and impede the training programs.

Assignment to Stations. A number of recruiters and Station Commanders believed that new recruiters should be assigned to their recruiting station prior to attending ARC. Two major reasons were given for this opinion. First, they believed that new recruiters should be given the opportunity to get situated in their new location at a time prior to attending ARC rather than after they completed the School. Recruiters suggested that too much pressure was unnecessarily placed on recruiters to adjust to the job of recruiting while having to simultaneously deal with family and other personal problems related to relocating. In addition, they felt that on-the-job training for a period of time at the recruiting station would be beneficial to them during ARC enrollment. Secondly, recruiters often indicated that they were returned to their regular military occupational specialty (MOS) immediately upon completing ARC. In many cases recruiters reported that they did not receive a recruiting assignment for one to two months, and subsequently forgot much of what they had learned at the school.

Management Practices. Apparently, Station Commanders feel that they are "micro-managed to death", and that the "battalion is trying to run each station." Another Station Commander noted that "Paperwork pyramids on the way down from USAREC. A policy made by USAREC results in 6 or 7 forms for me to fill out once it gets through brigade, battalion, and company." Several OOR recruiters also stated that the paperwork requirements of recruiting hampered their ability to recruit. One recruiter said "there's just not enough time in the day to do paperwork and recruit people." Several recruiters suggested that assigning an administrative specialist to large stations would alleviate some of the difficulties.

Time for Training. Time for training at recruiting stations is very limited. This can be attributed to a number of factors including pressures from mission requirements, demands of the job, and availability of time for training. Station training is frequently canceled or postponed due to production pressures such as applicants on the floor or trips to Military Entrance Processing Station (MEPS) or the company. One Station Commander noted that the command does not schedule resources very efficiently: "MEPS is closed on Fridays, but recruiters must work on Saturdays and Sundays. There are only 3 days per week

available for testing at MEPS. It's a buyer's market. We must be ready to sell the product when the buyer is ready, not when we're ready for the buyer."

Length of Training. Recruiters tended to provide mixed responses regarding how long the TTE program should last. Approximately one fourth of the interviewees indicated that the program should be continued for twelve months. A majority of the remaining group believed that nine months was adequate. However, a small percentage suggested that they did not see a need for the program at all. Recruiters across this sample agreed that if training was ignored, it made little difference as to how long the program lasted. One recruiter tended to summarize the feelings of most others when he stated, "It doesn't matter if the TTE program is one day or 365 days when you ignore training like it is ignored in this command."

Effect of Mission on Training. Some recruiters mentioned that the mission, or failing to meet the mission requirements, was the single greatest source of motivation. Although the mission is an external factor, it tends to influence internal motivation. While this may be the case for general motivation in the station, recruiters and Station Commanders agreed that the mission is also the single greatest impediment to training. One Station Commander stated that "the half mission is bogus", and another noted that "the expectation is that someone will be put in the Army even during zero-month." Another Station Commander admitted that mission pressures produced a "tendency to interrupt a new recruiter during an interview in order to make the sale." Such actions are detrimental to training, even if mission is being met. USAREC will have to decide whether the mission can be sacrificed so that effective recruiters can be trained. One Station Commander stated that "you need at least three months to expect any production."

The general comments made by recruiters with regard to mission were concerned with inconsistencies in the implementation of the zero-month policy. Many recruiters noted that there are no standardized procedures for reporting to duty. According to one recruiter, "One month without a mission is totally outrageous. You start out behind and never catch up." Besides the pressures of learning a new job, many recruiters noted that more time is necessary to adapt to life in a new area, especially civilian life off a base. More time is also needed to get to know the recruiting area and the people within its boundaries. In order to alleviate some of these problems, one recruiter suggested that "the first three months on mission should be targeted to the easiest category of applicants."

<u>Tasks/Content</u>

The effectiveness of any training program is significantly related to degree to which the program reflects the tasks/content that is useful for job performance. There seems to be universal agreement among all Army personnel interviewed in this project that the training tasks listed in the TTE manual are relevant to the job. Only a few individuals suggested that these tasks were not essential to the successful development of Army recruiters. In addition, almost everyone thought that recruiters needed continued training on these tasks throughout their recruiting careers. However, recruiters did voice a major objection about the skill level to which the training seemed to be targeted. It was frequently suggested that training, when provided, focused on reinforcement of knowledge rather than building skills that would better prepare the recruiter to perform the tasks required of recruiters. They believed that training needed to focus on skill building so that they could practice the exact behavior required of the various recruiting tasks. As one recruiter stated, "On-the-job training, when conducted, is just a rehash of what we did in the school house. I expected field training to help me get beyond that point."

Respondents across all levels of personnel consistently expressed the need for training that established and maintained the skills most critical to their jobs. Specific content areas like sales and prospecting were cited most frequently as areas in need of training. These skills tended to also be listed more frequently as areas in which training received a higher priority.

<u>Sales</u>. Training on sales techniques was frequently listed as the number one priority at the station and company levels. Recruiters suggested that training on this task should include all areas of the sales cycle as well as special training for dealing with the types of young people who populate their territories. They strongly condemned any further training that merely reinforced what they learned at the ARC. However, Station Commanders and Company Commanders believed that recruiters need to occasionally receive reinforcement training in standard sales techniques, in addition to alternative sales technique. Most personnel felt that further sales training was essential for new recruiters and even for recruiters who had been on the job for some time.

<u>Prospecting</u>. Prospecting skills were also listed as an area in which recruiters needed further training. Phone techniques were especially emphasized under this area. Recruiters suggested that the training that they had received in the ARC was not entirely realistic. They often experienced failure when attempting to apply these same procedures in the field.

Product Knowledge. Recruiters feel they could use additional field training in product knowledge, a term that includes knowledge of Army jobs, programs, benefits, options and policies. Some recruiters also extended this definition to include knowledge of the Recruiting Basic Management System (RBMS) and waivers. They feel that new recruiters have to know too much information, and frequent changes in USAREC programs and policies further hinder product knowledge. Long term recruiters also cited a need for continued training on product knowledge.

Strategies

Strategies employed in training programs need to be appropriate for the type of learning that is required, as well as for the type of learner involved in the training program. Training strategies involve not only instruction, but also diagnosis of problems and individual needs, methods for communicating information and developing skills, and feedback regarding performance. In general, the strategies utilized for OJT of recruiters are ineffective, but could be improved if several of the suggestions offered by interviewees were implemented.

Diagnosing Recruiter Weakness. Those interviewed during this project were divided in their opinions that Station Commanders were generally able to diagnose their weaknesses. Two major approaches are commonly used to accomplish the diagnostic task. Observation of the recruiters activities was the most often cited approach. However, many recruiters perceive that observations made by the Station Commander are often spotty and tend to be conducted in a non-systematic manner. The second diagnostic approach used by Station Commanders is the use of Daily Performance Reviews (DPR). During these reviews, the Station Commanders point out what they think are deficiencies in the recruiters' skills. According to a large number of the Station Commanders, these reviews provide a wealth of diagnostic data about each of their recruiters.

Instructional Strategies. It is evident that little attention has been given to determining what type of learning is necessary for recruiters to acquire job skills during on-the-job training. Consequently, even less attention has been given to selecting the most effective type of training strategies.

During our interviews the recruiters, Station Commanders, and CLT personnel reported a wide variety of instructional strategies that were employed for on-the-job-training. Among those listed were role-playing, lectures, discussions, hands-on-activities (paired training), individual self-paced strategies, and demonstrations. However, it soon became obvious to us that instructional strategies received less attention at

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the station level than at the company or battalion level. This
is because the closer one gets to where recruiting actually
occurs, the less one will find any well-planned training
strategies. Unfortunately, most of the on-the-job training
activities are not planned and thus don't work well. Too often,
practicality is the main reason that the form of training is
chosen. Unplanned training is relatively inexpensive and easy t`
implement, one simply improvises.

It was common for recruiters to report that they were not
familiar with any instructional strategies being used at the
station level. They suggested that although Station Commanders
frequently pointed out their various weaknesses in skill
development, they were seldom provided any training or assistance
to remedy the problem. As one recruiter said, "The training that
I received generally took the form of having the Station
Commander tell me that I was doing something wrong and then he
would merely turn around and ask if I knew what to do now."

Recruiters generally believe that a more structured approach
is essential to providing an effective on-the-job training
program. This is especially true in the case of the TTE program.
Recruiters and Station Commanders both held a common perception
that the TTE program was nearly void of any formal training
activities. They often viewed the TTE program as more of an
evaluation tool rather than as a training and evaluation program.
A large number of recruiters believe that USAREC needs to provide
designed instructional strategies and media for Station
Commanders to use in conducting training at the station level.
It was further suggested that these strategies and media be
incorporated into a fully developed Program of Instruction (POI).

One possible strategy that was frequently mentioned involves
the use of the JOIN system as a training strategy and tool. It
was suggested that examples of excellent performance in different
recruiting areas could be developed into video segments for
recruiters to view. It was also suggested that these materials
might be designed to include an interactive mode to support
active recruiter participation.

The instructional strategy mentioned most often by
recruiters as the one that they would like to have implemented at
the station level is paired training. New recruiters suggested
that the TTE program would have been more effective for them if a
mentoring system had been employed. One recruiter stated, "If I
could have worked with an experienced recruiter for several
months I would have learned the job much faster." Very few
recruiters felt that they had received enough paired training
experiences. Data from the interviews suggests that recruiters
typically receive few, limited, paired training experiences.

According to CLTs, a variety of strategies are used in company training, including lecture, discussion, guest lectures, and role playing. The activity-oriented strategies, especially role playing of interviews and prospecting calls were characterized by many as "a good opportunity for critique by peers." Apparently, simulation activities and role playing are not the norm, however, and much company training consists of lectures by the CLT.

Feedback. Quality feedback regarding performance is an essential component of any training system, especially if the goal is to develop complex skills over a period of time. The Station Commander is the source of most of the performance feedback for the new recruiter, so it is necessary to examine the timing, content and quality of feedback Station Commanders are providing to recruiters.

Timing of Feedback. Station Commanders report that feedback is given in a variety of ways to individual recruiters, ranging from daily feedback in DPR to monthly feedback in counseling sessions. Most Station Commanders favor daily feedback, and try to employ it consistently, especially with new recruiters. Many Station Commanders claimed that their other duties prevent them from giving enough individual attention to each new recruiter, especially when the Station Commander is on production.

Recruiters generally feel that DPR ' is a waste of time." This feeling is mainly attributed to the negative comments that are made during DPR by the Station Commander. Other recruiters feel that DPR does not provide enough feedback on their performance. One recruiter stated that "ten to fifteen minutes of DPR is called training." For the rest of the day, the recruiter is left alone. Many recruiters feel that feedback could be delivered more frequently, or as one recruiter mentioned "sometimes progress is not monitored, or not quickly enough." It is important to mention that the recruiters realize that the Station Commander is performing a difficult, time-consuming job, and they are not criticizing the Station Commander for the lack of feedback.

Content of Feedback. Station Commanders say they provide feedback that is generally a performance critique based on their observations of various aspects of recruiting (such as telephone prospecting, interview skills, closing a sale, etc.). The performance of the whole station is generally a prelude for weekly station training. The Station Commanders tend to focus on difficulties or problems encountered during the week. Often, this process also includes an analysis of the various production management tools of each recruiter. Recruiters generally agree that situation-specific feedback is very useful. One recruiter mentioned that "feedback from the other recruiters is always

useful." Recruiters feel that feedback from Station Commanders is also useful, if delivered appropriately.

Quality of Feedback. Questions related to this category elicited a great variety of comments from both Station Commanders and recruiters. Apparently, quality of feedback has a significant influence on the motivation and performance of both recruiters and Station Commanders. Several Station Commanders reported instances of negative feedback they observed from CLT and BLT members. One Station Commander observed several cases of "zero-rollers" being threatened with removal from the Army for poor performance. Other comments regarding the receipt of negative feedback included: "You can't order anyone to put someone in the Army;" "Recruiters are self-motivated, driven by pride, all the negative feedback is not motivating;" and "they are trying to run a sales force as if it's an infantry company." One Station Commander made a very interesting comment with respect to the relationship between CLT feedback and recruiters' performance. He said, "In the Army, if I didn't take a hill and half my men were killed, would the Captain yell at me for not taking the hill?"

Many Station Commanders recognize that negative feedback is detrimental to performance, and try to provide positive guidance by observing station activity and shielding recruiters from the pressure exerted by the CLT. Station Commanders frequently make specific suggestions based on a specific situation, often beginning with "you should have said this." But, as one Station Commander stated, "the bottom line is mission. If they make it, they get congratulated, if not, we work to diagnose problems." Recruiters often view such feedback in a different light, however. One recruiter stated the belief, shared by many, that "success doesn't last long out here. Feedback is negative until you make mission." Another recruiter suggested that "There's a double standard. Feedback is based on production and not need for training. The mission determines the quality of feedback." Many recruiters also agreed with the statement of another recruiter that: "USAREC standards don't match with the rest of the Army. We are picked to recruit because we're in the top 10%. But when we get out here we're treated like privates. We don't need to be abused. We're still good soldiers even if we might not be good salesmen."

Media and Materials

A wide variety of training aids were reported being used at the station, company, and battalion levels. These training aids ranged from regulations and documents to simulation materials used with the JOIN system. Recruiters were typically unable to list any actual types of media and materials used during on-the-job training. In most cases, they could only list those

materials that they use as recruiting tools, rather than media specifically designed for training. Use of state-of-the-art instructional technology in OJT was not evident. This is especially true at the station level. We found only a few Station Commanders who were aware that lists exist of available training materials from various levels within USAREC. Respondents provided little insight when asked what media/ materials were available for OJT.

Station Commanders and recruiters frequently indicated that training could be made more effective if a wider array of media/materials were available. Several Station Commanders indicated that they occasionally purchased books and other materials on commercial sales techniques for themselves and their recruiters. Several respondents also suggested that media/ materials used should be standardized for instruction across USAREC. As mentioned earlier, respondents felt that the media/ materials should be designed in a manner that specifically related to the training task and the type of skill level that was to be developed through the training process. Also, many believed this could be accomplished through the design of POI's that could be used throughout the Command. Recruiters emphasized that new media/materials should be constructed in such a manner as to provide a high degree of interaction.

Materials used at company training sessions include handouts, the sales book, JOIN, and overhead transparencies to support lectures. Some companies utilize video tapes (Willis and DuBois were mentioned), but CLT, Station Commanders, and recruiters generally felt that these tapes are not very effective because they are dated, and do not focus specifically on recruiting techniques.

Environment

The typical Army recruiting station possesses both positive and negative characteristics for training. The JOIN system offers a unique opportunity for delivery of training, yet it is not used for such purposes. The hectic pace of the recruiting station tends to hamper training, yet it is important for trainees to be exposed to the demands of the job. However, the physical environment for training generally contains all of the essential characteristics, if training was properly designed and implemented.

Quality of life is apparently a contentious issue with recruiters and Station Commanders. Several recruiters noted that they were told while at the ARC that quality of life was high, but that has not been the case. A recruiter noted that "men lose their wives out here, there's no respect for a person's life or family." Some recruiters reported that assignments to stations

change frequently. One recruiter claimed that he had to live in a hotel for six weeks while changing stations in a large city, and moved his family twice, but the Army would not reimburse his expenses. Another recruiter suggested that assignment of personnel should be made with market characteristics in mind: "You shouldn't assign someone from Alabama to recruit in southern California."

Participants

The quality of those in OJT is generally acceptable, but there is a significant number of recruiting personnel who are not really prepared or disposed to be a recruiter, and do not wish to be one. In addition, many negative comments were made regarding the qualifications of Company Commanders. The problems cited have an effect on both the delivery of training and the motivation levels of recruiters and Station Commanders. Specific details related to these factors are discussed below.

Recruiter Formal School Qualifications. Respondents from both the company and recruiting station levels typically made favorable comments about their training at the ARC. Most believed that the school provided a solid background of information but failed to provide a comprehensive approach that would insure recruiter success in the field. However, few recruiters and few Station Commanders faulted the school on this issue. Recruiters believe that the most important time period for them to develop their proficiency as a recruiter is during the TTE program. Recruiters indicated that school training helped them to start out well, but that the realities in the field soon set in. It is at this point that recruiters begin to be more critical of the ARC training. Recruiters in many cases suggested that the ARC spent too much time drilling them on set procedures. Station Commanders also cited this problem. As one recruiter said, "if I always followed the school procedures, I would wind up looking foolish most of the time." These same respondents frequently cited a lack of "creativity" in the school approach. As a result, recruiters feel that the techniques they learned are rather restrictive and do not always work.

Command Qualifications. A major impasse identified by both recruiters and Station Commanders is the fact that Company Commanders have never been production recruiters, and have experienced little of the requirements of the recruiting job. One Station Commander commented "Don't make a policy unless you know what is required by the policy", and another said that "command does not have any idea of the problems of recruiting." Similar comments were especially common when referring to the recent regulations requiring quotas for phone prospecting contacts. Also, the requirement that all Company Commanders recruit at least one individual is perceived largely as a

formality. According to many recruiters, a new Company Commander simply "steals" an applicant from a recruiter without doing any real prospecting or sales presentation. Several recruiters and Station Commanders suggested that there is no need for commissioned Officers at the company level, "they only get in the way." Several recruiters suggested that Warrant Officers and First Sergeants could do the job at the company level.

Motivation. A high degree of motivation is necessary in order to be a successful recruiter. Both Station Commanders and recruiters recognize this fact and work toward the goal of building a team approach to recruiting at each station. The few visited stations where a station mission was assigned, as opposed to an individual mission for each recruiter, generally displayed a higher level of motivation among recruiters. A great degree of variation in motivation levels was also observed. This variation may largely be attributed to the quality of feedback recruiters receive from the Station Commander and the CLT, the personal disposition of the recruiter, and the general morale of the station. One recruiter remarked: "Attitude is a function of the whole station. If a new recruiter goes in to a bad station, there's not much that can help."

Sources of Motivation. Sources of motivation can be both external and internal to the individual. The most consistent external source of motivation for individual recruiters is the Station Commander. Therefore, the motivational techniques employed by a Station Commander can have an important impact on a recruiter's success. In general, Station Commanders recognize this fact, and as one Station Commander put it, "You can't afford to be negative." Another Station Commander suggested that recruiters "won't be receptive to training if their confidence is down," and another remarked "it's hard to work when you're frustrated." The most common techniques utilized by Station Commanders to motivate recruiters are days off, peer pressure, and an appeal to the individual's integrity. One problem commonly reported by Station Commanders is that their efforts to motivate recruiters are often undermined by pressures from the CLT and BLT that occur when direct contact is made between the recruiter and the CLT or BLT.

External sources of motivation alone are not sufficient to grow a successful recruiter. Internal motivation on the part of the individual is also necessary. As one recruiter noted, "Gold badges and stars are not an incentive to me. I just want to do a good job." Many recruiters interviewed stated that a recruiter must be self-motivated. For many, both pride and fear of failure comprise the bulk of their internal sources of motivation.

Consistent monitoring of the levels of motivation is necessary in order to maintain positive attitudes and preserve

the "team spirit" of the station. Recruiters and Station
Commanders generally agreed that motivation was monitored on a
daily basis by the Station Commander through DPR, along with
general observation and interactions. Peers, however, seem to be
the source for much of the help that individuals seek. But the
Station Commander can have adverse effects on motivation. For
example, one researcher observed a Station Commander playing a
game on the JOIN system, while a recruiter was interviewing two
applicants. when the recruiter asked to use the system for a
sales presentation, the Station Commander ridiculed the
recruiter, saying "you don't know how to use it anyway."
Although this example is extreme, similar interactions are
occurring in many recruiting stations.

Requirements for On-The-Job Training

The literature related to OJT provides important information
about the characteristics of effective OJT. It also provides a
point of comparison between effective OJT programs in other areas
and the OJT program for recruiters conducted by USAREC. This
section of the report summarizes the characteristics of effective
OJT and provides the reader with a basis for the recommendations
and alternative OJT model presented in the final section of this
report.

Almost all trainees in productive organizations are exposed
to some form of OJT. The form of instruction might follow a
carefully designed off-the-job instructional program, or it might
be the sole source of instruction. There are very few, if any,
instructional programs that can provide all required training in
a setting away from the job. At the very least, provisions for
transfer to the job setting must be part of the initial learning
experience of the actual job environment. Unfortunately, an
on-the-job training program is often an informal procedure in
which the trainee is simply expected to learn by watching an
experienced worker. In other instances a structured program may
be designed but supervisors fail to implement it in an effective
manner and this results in an informal approach.

This informal approach reflects the main argument against
the use of on-the-job training as the fundamental instructional
system. While there is no reason why a carefully designed
on-the-job training program should not be as successful as any
other approach, the success of the program still demands that the
objectives and the training environment be carefully prepared for
instructional purposes (Goldstein, 1986).

Given the proper conditions, there are certain advantages to
on-the-job training. One of the advantages is that the transfer

problem becomes less difficult, because the individual is being trained in the exact physical and social environment in which he/she is expected to perform. There is also an opportunity to practice the exact required behaviors. As far as evaluation is concerned, on-the-job training could result in the collection of more job-relevant criteria.

Unfortunately, most on-the-job training programs are not planned and thus don't work well. As indicated earlier, this certainly appears to be the situation in the case of on-the-job training of Army recruiters.

Effective OJT

An effective OJT program should qualify Army recruiters to perform at predetermined proficiency levels in their assigned MOS as defined by the tasks performed in the active Army recruiter position. Since the position is the means through which a recruiting station accomplishes its mission, the degree to which the recruiting station meets the requirements of the mission is a function of the number of recruiters who are qualified to perform the tasks of their positions. On-the-job training, then, to be responsive to this requirement for position qualification, should: 1) focus on task proficiency and qualification training; 2) provide qualified recruiters for each position in Army recruitment; 3) be able to provide valid information related to its effectiveness in training recruiters to fill positions; and 4) have a high degree of flexibility to adjust to changes in mission at any organizational level.

Task proficiency training, if it is to result in full position qualification, should be provided at the job site along with selected off-the-job training. This provides for the optimum utilization of existing operational resources, but more importantly, it provides a measure of confidence that task proficiency certification following training was a meaningful event that occurred in the production environment.

Job-site training in USAREC has apparently been considered to be difficult to develop, deliver, and manage because of the pressures of production, shortages of qualified trainers (Station Commanders and recruiter trainers), and lack of task training opportunity. These types of job-site training problems cannot be resolved until more use is made of instructional system design and development processes in the design of USAREC on-the-job training programs.

An effective OJT program should include provisions for structuring job-site training in a sequence of educationally sound steps leading to job qualifications. Further, a recruiter trainee's program in achieving the objectives of the training

should be managed on an instructional assignment-by-assignment basis. The TTE program is the basis for providing this training to new recruiters in the field. However, the program has fallen short in providing the essential training ingredients beyond identifying the assignments.

Tests of both knowledge and proficiency should be administered to ensure the achievement of skills in the most effective sequence and to ensure the validity of the training program. The performance data that could be generated through an appropriate trainee management process, when compared with mission requirements stated in terms of the tasks that must be performed, could provide measures of training effectiveness heretofore unavailable for Army Recruiter OJT. It should be emphasized that the management system needs to go beyond that which is contained in the current TTE program and other on-the-job training of the Army recruiters.

Many trainees, trainers (Station Commanders and recruiter trainers), and others involved with the training process are interested in providing quality training. However, real sensitivity and support for these persons has not been given a very high priority in comparison to the competing mission accomplishment priority. In a more effective OJT system, individuals who demonstrate effectiveness in linking the training program more closely to task proficiency requirements should be identified, and incentives should be provided based on contribution to mission capability.

Training-related deficiencies in the skill level of Army recruiters have been difficult to isolate from the total set of logistics, organizational, environmental, job requirements, and other problem areas. An important factor related to this difficulty has been the inability of the present OJT program to generate data of the kinds needed to assess the impact of training on recruiting. To ensure effectiveness, the OJT program should generate these and other appropriate data as a function of each recruiting station's continuous training activity for use in identifying the strengths and weaknesses of the training program.

On-the-job training resources, that are for the most part recruiting production resources, have not in most cases been efficiently and effectively employed with respect to criticality of training to mission accomplishment. This lack of prioritization has been evident in the competition for adequate on-the-job training time, instructional media and materials, and qualified human resources in the production environment (recruiting station). Such a situation affects the ability of Station Commanders and Company Commanders to forecast training loads accurately, to estimate training capacity, and to actually be accountable for the on-the-job training program.

Finally, an effective OJT program should have the capability to collect valid training performance data on all Army recruiters, especially those yet in the TTE program. These data are essential to insure that the recruiters possess the adequate knowledge and skills to perform their jobs.

The specific requirements for an effective OJT program defined in this section have been categorized into four functional groups: 1) training development and delivery; 2) instructional management; 3) training resources management; and 4) training system management. These functional requirement groups are summarized in the following paragraphs.

Training Development and Delivery. This category of requirements includes components that: 1) provides a basis for the design of a structured on-the-job training program; 2) help to ensure that the training developed is relevant and responsive to the mission; and 3) establish a baseline for the measurement of task proficiency and the assessment of the overall outcome of on-the-job training. Additionally, these training development and delivery components should facilitate uniformity and consistency in on-the-job training across USAREC.

Instructional Management Requirements. This category of on-the-job training requirements establishes the need for: 1) accurate diagnosis of training deficiencies with respect to the task proficiency requirements for a position; 2) managing the individual trainee's progress toward job qualification; and 3) maintaining definitive information concerning training required, training in progress, and training that has been certified for each individual trainee, each recruiting station, and each recruiting company. The on-the-job training components that are fundamental to these functions are: 1) the recruiter training record component, that would include a comprehensive account of training completed and skill and/or knowledge achieved for each recruiter (The TTE program or an improved system could serve as this component for new recruiters, and a similar system could be developed for other recruiters); and 2) the trainee management component, that could provide capabilities to manage all aspects of the Army recruiter's currently required training. The interactions that take place between these components and the resultant data generated could provide the capability to produce meaningful information for Station Commanders and Company Commanders concerning the degree to which training meets missions requirements.

Training Resources Management Requirements. The control, allocation, and scheduling of all on-the-job training resources are the primary objective of this category of on-the-job training requirements. Training resources management is one of the more critical factors in determining the training capacity and

capability. Effective training resources management encompasses both human and non-human elements. Furthermore, the resources that limit the amount and kind of training that can be provided is of serious concern when responsiveness to mission requirements must be evaluated and when forecasts of future training problems must be made. Finally, to ensure that on-the-job training is delivered with minimum impact on the recruiting stations production, an efficient station level and company level scheduling component should be provided.

Training System Management Requirements. This category of on-the-job requirements directly addresses capabilities for maintaining: 1) the effectiveness and efficiency of on-the-job training; and 2) the accounting and control of costs associated with such training. Of major importance in achieving Army recruiter training objectives is the quality control component. Training cost control requirements provide the capability to monitor and to increase the efficiency of station, company and battalion level training.

Recommendations for Improving On-The-Job Training

Several general recommendations are offered in this section of the report that may assist USAREC in improving OJT for recruiters. These recommendations are based on analysis of the current OJT programs, along with a review of the literature related to OJT in various non-military settings.

Commitment to Training

RECOMMENDATION: USAREC should demonstrate a greater commitment to training through revision of its existing programs and development of new systems that incorporate state-of-the-art training technologies.

RATIONALE: A high commitment to training in an organization often results in increased productivity, high motivation, and decreased employee turnover.

RECOMMENDATION: USAREC should undertake a significant revision of the TTE program.

RATIONALE: The current TTE program does not meet the needs of new recruiters.

In the following pages, an alternative model for OJT is presented to guide revision of the current OJT program. This model incorporates many of the elements characteristic of

effective OJT discussed in the previous section of this report. The model includes elements related to recruiter selection, orientation, structured training, paired training, ongoing developmental training (including periodic performance assessment), and training management technologies. These elements are presented in Figure 1, and are described in greater detail in the following sections, along with specific recommendations for integrating these elements into existing USAREC OJT programs.

Recruiter Selection

During interviews conducted for this research project, recruiters, Station Commanders and CLT members all indicated the importance of selecting qualified personnel for recruiting duty. The personality of the new recruiter seems to be a significant factor in determining success as a recruiter. Motivation to succeed is not enough; the new recruiter needs to be able to communicate easily in order to establish rapport with potential applicants. Regardless of the type of training program employed, it is very difficult to make a salesperson out of a soldier whose personality and communication skills are not suited to sales.

> RECOMMENDATION: USAREC should reexamine recruiter selection criteria, procedures, and participants in the process, with the goal of revising selection criteria and soliciting greater participation in the process by current recruiters, Station Commanders, and CLTs.

> RATIONALE: Revising the selection process in order to identify a greater number of potentially successful recruiters can have the added benefit of reducing the need for constant replacement of unsuccessful recruiters and training of new recruiters (Barron, Black, & Loewenstein, 1989). Peer participation by successful recruiters in interviews of potential new recruiters can be an effective method for identification and selection of qualified personnel (Solomon, 1989).

Orientation

Orientation of new employees is an important component of many corporate OJT programs, serving to introduce the new employee to the culture of the workplace (Berger & Huchendorf, 1989). Orientation programs generally vary in terms of scope, purpose, activities, and content, but all serve to highlight the organization's mission and services, and how the new employee's responsibilities relate to the organization's goals. It is important to note that orientation commonly occurs before
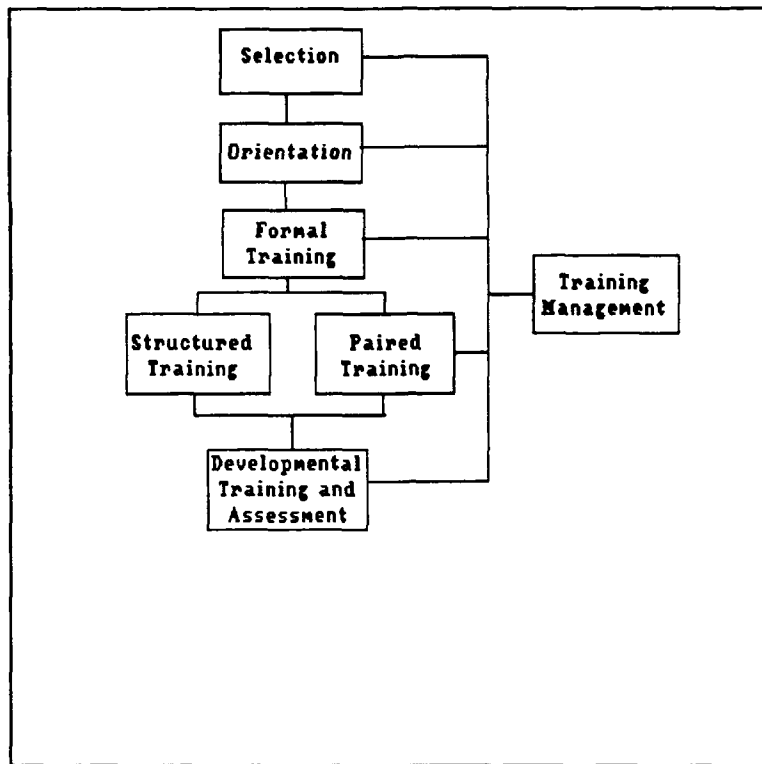
Figure 1. Proposed model for recruiter OJT

structured training, so in the case of new recruiters, the orientation should take place before they attend the school.

RECOMMENDATION: USAREC should establish an orientation program for new recruiters that provides a realistic introduction to the job. This program should include an observation conducted at a recruiting station, video and print materials that augment the observation, and introduction to the tools and processes used by successful recruiters in a specific locale and market. Ideally, the orientation session will be completed at the station where the new recruiter will ultimately be assigned.

RATIONALE: Orientation to a new job is an important aspect of training. During an orientation period, new recruiters would be introduced to the job of recruiting, have a chance to obtain housing and settle personal details, begin to identify their territory and meet key people, and develop an understanding for the job that would be expanded in structured training at the school. This orientation period might also serve

to decrease some of the "culture shock" that recruiters say they experience when first coming into daily contact with the civilian world. USAREC has available a major resource that could be used in this orientation program: the JOIN system in each recruiting station.

RECOMMENDATION: USAREC should develop videodisc materials for use in the orientation of new recruiters. These materials should provide highly interactive learning activities that could be augmented by observation in the station.

RATIONALE: The JOIN system is a major training resource available at all recruiting stations. Increased use of this system for orientation activities may help to alleviate some of the problems currently experienced by new recruiters, and would standardize the orientation across the Command.

RECOMMENDATION: USAREC should establish standardized procedures for reporting to duty that would provide assistance to recruiters during orientation activities at the battalion and company levels. Besides information about local recruiting practices, such an orientation program might include maps of the local area, directories of services, housing information, etc.

RATIONALE: Recruiters need assistance in adapting to civilian life.

Formal Training Activities

Currently, the ARC provides the formal training activities necessary for new recruiters. This aspect of the current program should be retained in any new OJT program. Special attention should be given to any revisions of current OJT that might impact on what is being taught, or needs to be taught, at the ARC.

RECOMMENDATION: USAREC should request that the ARC staff provide records of each student's performance to the BLT/CLT where the new recruiter will be assigned.

RATIONALE: Knowledge of a new recruiter's skills and deficiencies as exemplified by performance at the ARC can help the local training personnel adapt training activities to the needs of the individual.

Structured Training Activities

As mentioned above, the classroom training provided for new recruiters is one of the strengths of the current program, and should be maintained and improved as needed. However, more structured training activities that occur after attending the classroom might improve the current OJT program for new recruiters. It would also be helpful if new recruiters had a more definite timetable to follow in the development of the various recruiting skills. If recruiters and trainers knew what skills were to be targeted at what times, training might proceed more efficiently.

> RECOMMENDATION: USAREC should develop a set of structured training and evaluation activities co be completed by each recruiter at specific times during the TTE period. These activities should focus on the skills and knowledge necessary for successful recruiting. Parallel materials, including suggested training strategies and activities, should also be developed for the recruiter trainer so that some standardization of training activities and strategies is established.

> RATIONALE: The current TTE program identifies a set of skills to be evaluated, but does not provide any guidelines for how these skills should be trained. Station Commanders and RTNCOs implement various training activities with little guidance, and sometimes with little success. Provision of such materials to new recruiters, Station Commanders, and RTNCOs should help to standardize training and make it more efficient. A timetable that clearly specifies when various training activities are to be completed and evaluated might also be beneficial for both recruiters and trainers.

> RECOMMENDATION: USAREC should develop videodisc and computer-based instructional materials as a part of a structured training program.

> RATIONALE: The JOIN system is available at all recruiting stations, and could be made an effective part of OJT for recruiters.

Paired Training Activities

A common and effective training technique used in corporate and educational settings involves paired training, or mentoring

activities. This approach pairs a new employee with an experienced employee for an extended period of time. Initially, the new employee "shadows" the mentor, observing techniques and procedures for completing the job. Later, the mentor begins to observe the new employee complete some aspects of the job, and provides feedback and "coaching" on various topics. This process continues with the mentor gradually withdrawing constant contact until the time when the employee can complete the job without supervision. An important component of effective paired training is an emphasis on reflective thinking activities, where the mentor and new employee share thoughts, strategies and techniques for improving the new employee's understanding and performance of the job (Healy & Welchert, 1990; Wildman & Niles, 1987).

> RECOMMENDATION: USAREC should establish a formal paired training program for new recruiters that would be implemented after the new recruiter returns from school. This program should utilize the expertise of a successful recruiter in the station where the new recruiter will be working.

> RATIONALE: Some of the effective OJT for new recruiters currently provided at some companies incorporates informal paired training activities. The establishment of more formal paired training activities should increase the likelihood that a new recruiter will be successful.

> RECOMMENDATION: USAREC should develop specific activities for paired training that would be monitored by the Station Commander or the RTNCO.

> RATIONALE: Paired training activities need to be structured so that participants have a clear understanding of the nature and purpose of the activities, and so that training documentation can be facilitated.

Developmental Training and Performance Assessment

The USAREC program for ongoing assessment (QRT tests) seems to be working well, and should be continued. In fact, some Station Commanders use these materials as opportunities for station training. These types of structured activities, along with assessment based on performance, should remain a central component of ongoing developmental training for all recruiters. Seminars with professional sales trainers might also be useful. Recruiters indicated that the seminars held in the past have been beneficial, although they generally feel that the content should

focus on techniques specific to recruiting rather than general sales techniques.

The other remedial training programs, however, may need some revision so that the motivation and morale of the participants is more directly addressed. Recruiters who have been successful, but are not currently successful, know how to use the recruiter tools and various sales techniques. The problems they are having are more likely to be caused by lack of motivation, poor morale, or changes in the market.

In addition, the paperwork requirements of the current TTE book restrict the time available for other activities for both the Station Commanders and the recruiters. Alternative methods for documenting and delivering training may alleviate some of these problems. The JOIN system or USAREC data network could be useful resources for these purposes.

> RECOMMENDATION: USAREC should examine current remedial training programs, including RAP, and modify these programs to emphasize morale and motivation. Efforts should also be made to identify and implement successful motivation programs for all recruiters, regardless of their degree of success.

> RATIONALE: The "culture" of the workplace is an important factor in successful sales. It is difficult for someone to "greet the public with a smile" after being reprimanded, berated or threatened (Solomon, 1989). Efforts to improve the general environment for recruiters should help to decrease the amount of remedial training that is necessary.

> RECOMMENDATION: USAREC should modify the Station Commander course so that a focus on training and evaluation is more heavily emphasized.

> RATIONALE: Station Commanders need to know how to effectively train and evaluate recruiters. Emphasis on these skills during Station Commander training will reflect the appropriate commitment to training the USAREC desires.

> RECOMMENDATION: USAREC should provide Station Commanders with developmental training and evaluation materials and activities.

> RATIONALE: Many of the problems with OJT stem from the lack of training experience on the part of Station

Commanders. The provision of specific materials and activities can help to alleviate some of these problems.

Training Management

Uniformity and consistency of training across the command is apparently a major problem with the current OJT program. There is a need for an instructional management system that would be less time consuming to administer than the current TTE book. Furthermore, increased efficiency with respect to training resource management and documentation of training can provide greater quality control and reduced costs.

RECOMMENDATION: USAREC should establish a system to deliver and document training and evaluation that makes significant use of JOIN and ARADS systems.

RATIONALE: State-of-the-art training and evaluation systems are available in all recruiting stations, but are not used to any great extent.

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APPENDIX A

COMPANY LEADERSHIP TEAM INTERVIEW FORM

1. How do you determine the need for company/battalion training?

2. How often does company/battalion training occur?

3. What type of company/battalion training is conducted?

4. What strategies are used for company/battalion training?

5. What materials are used for company/battalion training?

6. Do you feel that the TTE program is adequate?

APPENDIX B

STATION COMMANDER INTERVIEW FORM

1. Needs/Expectations

   - How well-qualified are new recruiters on entering OJT?
   - How do you identify new recruiters' weaknesses?

2. Strategies

   - What strategies do you employ to train new recruiters?

3. Materials

   - What materials do you use to train new recruiters?
   - Are the materials provided by company/battalion adequate?

4. Content

   - What aspects of TTE are most highly related to a new recruiter's success?
   - What aspects of TTE are least important to a new recruiter's success?
   - Is the TTE training period long enough?

5. Feedback from Station Commander

   - What kind of feedback do you provide to TTE recruiters?
   - How frequently do you provide feedback?

6. Company/Battalion

   - How often is company/battalion training conducted?
   - What does it focus on?

7. Motivation/Attitude

   - What motivation techniques do you employ to help trainees be successful?
   - How does the production mission affect training of new recruiters?

8. Personnel
   - Have there been times when OJT had to be postponed/canceled because personnel were not available?
   - Can you be a Station Commander and still complete the TTE program?

APPENDIX C

RECRUITER INTERVIEW FORM

1. Needs/Expectations

   - How well-qualified do you feel you were on entering OJT?
   - What did you expect TTE to be like?
   - Did the Station Commander know what your weaknesses were?
   - Did the training you received address these weaknesses?

2. Strategies

   - What strategies were used?
   - Were the strategies effective?

3. Materials

   - What materials did you use?
   - Were the materials adequate?

4. Content

   - Does the training focus on the job tasks?
   - Are there things covered in TTE that do/don't relate to your success?
   - Is the TTE training period long enough?

5. Feedback from Station Commander

   - What kind of feedback did you receive regarding your progress?
   - Was the feedback useful?
   - Does the feedback motivate you to improve?
   - How consistently is your performance monitored?

6. Company/Battalion

   - How often do you attend company/battalion training?
   - What does it focus on?

7. Motivation/Attitude

   - What motivates you to seek further help/training?
   - Who do you seek help from?
   - How consistently is your attitude/motivation monitored by Station Commander?
   - How does your mission affect your training during the first month of a new assignment?